

**New Jersey Department of Education
Special Education Monitoring**

District: Wall Township Public Schools

County: Monmouth

Monitoring Dates: May 16 and June 9, 2006

Monitoring Team: Debbie Masarsky and Robert Schweitzer

Background Information:

During the 2004-2005 school year, the Wall Township Public Schools conducted a self-assessment of policies, procedures, programs, services and student outcomes. This self-assessment component of the monitoring process provided the Wall Township Public Schools with an opportunity to evaluate strengths and areas of need with regard to:

- The provision of a free, appropriate public education (FAPE) for students with disabilities in the least restrictive environment;
- The protection of procedural safeguards for students and their families;
- The development and implementation of policies and procedures resulting in procedural compliance; and
- The organization and delivery of programs and services resulting in positive student outcomes.

The self-assessment was designed to identify areas of strength, promising practices, areas that need improvement and areas that may be noncompliant with state and federal requirements. The Wall Township Public Schools developed an improvement plan to address identified areas of need.

The Office of Special Education Programs (OSEP) conducted telephone interviews with a sampling of parents of special education students; conducted a comprehensive review of student files, district's policies and procedures; and interviewed the director of special services, child study team members and speech specialists, to verify the self-assessment findings, to assess the appropriateness of the improvement plan and to determine the district's progress in implementing the plan. Based on these activities, a determination was made by staff from the OSEP that the district had conducted a thorough review during the self-assessment process and had developed a plan that will appropriately address all areas of need identified during that process.

Data Summary:

A review of Wall Township's data indicates that the classification rate for students with disabilities, ages 3 to 21, was 13.4% in 2004 as compared to the state rate of 14.6% for that year. For 2005, the district reported a classification rate of 14.4% as compared to the state rate of 14.8% for the same year.

With regard to placement, the district's 2004 data for students with disabilities, ages 3-5, indicate that 97% were educated in inclusive settings. For students with disabilities ages 6-21, data indicate that placement for more than 80% of the school day with nondisabled peers increased from 26.9% in 2002 to 57.5% during 2003 and to 60.8% during 2004. The district continues to provide professional development activities for teachers regarding differentiated instruction to expand capacity to support students with disabilities in their general education classrooms. The district has instituted specialized reading programs to provide more

opportunities for students to develop literacy skills.

Sections Demonstrating Compliance with All Standards

The self-assessment process required the district to review implementation of federal and state regulations categorized into 15 sections. Within each section, a number of areas were reviewed. The on-site monitoring visit involved verification that the sections and areas identified as compliant by the district in their self-assessment were compliant with regulations. These sections were identified by the district during self-assessment and the New Jersey Department of Education (NJDOE) during the monitoring process as compliant:

- Free, Appropriate Public Education
- Procedural Safeguards
- Evaluation
- Reevaluations
- Eligibility
- Least Restrictive Environment
- Transition to Preschool
- Transition to Adult Life
- Statewide Assessment
- Graduation
- Programs and Services

Areas Demonstrating Compliance

The following areas, within the 15 sections reviewed, were identified by the district’s self-assessment committee and by the NJDOE as compliant. These areas were reviewed for students eligible for special education and related services (ESERS) and students eligible for speech and language services (ESLS). All areas listed below were determined to be compliant for both groups of students.

Section	Areas
Location, Referral and Identification (LRI)	<ul style="list-style-type: none"> • Child Find Ages 3-21 • Referral process • Direct referrals • Identification meeting timelines • Identification meeting participants
Individualized Education Program (IEP)	<ul style="list-style-type: none"> • Meeting participants • Implementation dates • IEP provided to parent prior to implementation • Meetings held annually, or more often if necessary, to review and/or revise the IEP • Annual reviews completed by June 30 • Teachers informed of their responsibilities (knowledge and/or access) • 90-day timelines
Discipline	<ul style="list-style-type: none"> • Suspension tracking system • Discipline procedures employed equitably for all students • IEP team meeting for first removal beyond 10 days • Procedures for determination of change in placement • Procedures for conducting functional behavioral assessment and development of behavior intervention plan • Short-term removals resulting in a change of placement

Section	Areas
	<ul style="list-style-type: none"> • Short-term removals that are not a change in placement— school personnel determining the extent of services to be provided • Interim Alternative Educational Settings • Manifestation determination

Areas of Noncompliance - Improvement Plan Review

The following areas were identified by the district’s self-assessment committee as noncompliant and the accompanying improvement plan was determined by the Office of Special Education Programs to be sufficient. The third column lists the results of a review of the status of correction of noncompliance conducted during the monitoring visit.

Section	Area of Non-Compliance	Compliance Review
General Provisions	Parent training – The district does not provide sufficient training to parents regarding the special education process.	The district has demonstrated compliance in this area with an administrative oversight mechanism in place to identify and correct any noncompliance in the future.
Location, Referral, and Identification (LRI)	Pre-referral interventions- The district’s Intervention & Referral Service forms do not require documentation of the effectiveness of interventions attempted by the classroom teacher.	The district has demonstrated compliance in this area with an administrative oversight mechanism in place to identify and correct any noncompliance in the future.
	Health summary and vision and hearing screenings- The school nurse does not summarize health and medical information or conduct vision and hearing screenings and provide the results to the case manager prior to the evaluation planning meeting.	The district has demonstrated compliance in this area with an administrative oversight mechanism in place to identify and correct any noncompliance in the future.
IEP	IEP required considerations and components - The district’s IEPs do not contain the required statements and considerations.	The district has demonstrated compliance in this area with an administrative oversight mechanism in place to identify and correct any noncompliance in the future.

Section	Area of Non-Compliance	Compliance Review
Discipline	Written Notification to case manager – The district does not provide written notification to the case manager when a student with disabilities is suspended from school.	The district has demonstrated compliance in this area with an administrative oversight mechanism in place to identify and correct any noncompliance in the future.

No additional areas of need were identified during the monitoring process.

**New Jersey Department of Education
Special Education Monitoring**

Summary

Special education monitoring was conducted in the Wall Township Public Schools on May 16 and June 9, 2006. The purpose of the monitoring visit was to verify the district's report of findings resulting from their self-assessment and to review the district's improvement plan. The district is acknowledged for the areas that were determined by the district and verified by the Office of Special Education Programs to be compliant with federal and state statutes and regulations.

A review of Wall Township's data indicates that the classification rate for students with disabilities, ages 3 to 21, was 13.4% in 2004 as compared to the state rate of 14.6% for that year. For 2005, the district reported a classification rate of 14.4% as compared to the state rate of 14.8% for the same year.

With regard to placement, the district's 2004 data for students with disabilities, ages 3-5, indicate that 97% were educated in inclusive settings. For students with disabilities ages 6-21, data indicate that placement for more than 80% of the school day with nondisabled peers increased from 26.9% in 2002 to 57.5% during 2003 and to 60.8% during 2004. The district continues to provide professional development activities for teachers regarding differentiated instruction to expand capacity to support students with disabilities in their general education classrooms. The district has instituted specialized reading programs to provide more opportunities for students to develop literacy skills.

Parents were randomly selected and interviewed by phone. Parents expressed overwhelming support for the programs and services provide by the district and stated that they enjoy the communication between themselves and their child's case manager.

Standards identified as consistently compliant by the district during self-assessment and verified during the on-site monitoring visit are:

- Free, Appropriate Public Education
- Procedural Safeguards
- Evaluation
- Reevaluation
- Eligibility
- Least Restrictive Environment
- Transition to Preschool
- Transition to Adult Life
- Statewide Assessment
- Graduation
- Programs and Services

Areas identified as consistently compliant by the district during self-assessment and verified during the on-site monitoring visit included:

- Child find
- Referral process
- Direct referrals
- Identification meeting timelines
- Identification meeting participants
- IEP meeting participants
- Implementation dates
- IEP provided to parent prior to implementation
- Meetings held annually, or more often if necessary, to review and/or revise the IEP
- Annual reviews completed by June 30th
- Teachers informed of their responsibilities to implement IEPs
- 90-day timelines
- Suspension tracking system
- Discipline procedures employed equitably for all students

- IEP team meeting for first removal beyond 10 days
- Procedures for determination of change in placement
- Procedures for conducting functional behavioral assessment and development of behavior intervention plan
- Short-term removals resulting in a change of placement
- Short-term removals that are not a change in placement
- School personnel determining the extent of services to be provided
- Interim alternative educational settings
- Manifestation determination meetings

The following areas of need, originally identified by the district during self-assessment as non-compliant and found to be compliant by the New Jersey Department of Education during the on-site monitoring, included:

- Parent training
- Pre-referral interventions
- Health summary
- Vision and hearing screening
- IEP required considerations and components
- Notification to case manager of removal from program

The on-site visit identified no additional areas of need within the various standards and no revisions to the district's improvement plan are required. As a result, the district has demonstrated compliance in all areas and notification will be forwarded to the county office.

The district is expected to continue to implement oversight activities to ensure continued compliance. The district has been selected for self-assessment again during the 2006-2007 school year due to significant disproportionality in eligibility determinations. Improvement planning will focus on this area. The findings in this report will be considered during review of self-assessment results.