

New Jersey Department of Education Special Education Receiving School Monitoring

Receiving School: Rugby School at Woodfield County: Monmouth

Monitoring Dates: October 26, November 15-16, 2004

Monitoring Team: Karen Frumen, Carmen Fanucci, Deborah Magee, Elaine Lerner and Judy Vazquez

Background Information:

During the 2003– 2004 school year, the Rugby School at Woodfield (Rugby School) conducted a self-assessment of policies, procedures, programs, services, and student outcomes. This self-assessment component of the monitoring process provided the Rugby School with an opportunity to evaluate its 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 development and implementation of policies and procedures resulting in procedural compliance; and
- The organization and delivery of programs and services to meet the needs of the students with disabilities.

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 Rugby School developed an improvement plan to address identified areas of need.

The New Jersey Department of Education (NJDOE) conducted an on-site monitoring to verify the self-assessment findings, to assess the appropriateness of the improvement plan, and to determine the progress in implementing the plan.

During the monitoring process, the monitoring team reviewed receiving school documents such as policies and procedures, student records from sending districts, lesson plans, services as indicated in IEPs, staff evaluations, student count information, master student lists, class lists, schedules of students/ teachers/related service personnel, and other relevant information. Interviews were conducted with the receiving school's special education administrators, building principals, special education teachers, parents and related service personnel.

School Strengths:

The Rugby School is commended for several noteworthy programs that are available to students, school-wide. Rugby School excels in the arts and offers a range of electives including photography, fine arts, music, creative writing, crafts, and art therapy.

Rugby School also has a well-equipped science laboratory that includes digital microscopes, a Wise Weather System 2000 weather station, with 14 additional oracle displays installed throughout the school building and at the Cooper Environmental Center, Cattus Island County Park, and the Resource Education Center in Jackson.

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Vocational programs begin with a vocational interest inventory. High school juniors can qualify for the school's cooperative industrial education (C.I.E.) program that places students in a part time work experience as they prepare for graduation.

Area Demonstrating Compliance With All Standards:

Facility Requirements, Discipline, Programs and Services and Student Records were determined to be areas of compliance by the Rugby School during self-assessment and by the NJDOE during the on-site visit.

Section I: General Provisions

Summary of Findings:

During self-assessment, the Rugby School accurately identified themselves compliant in the areas regarding annual reports, amendments and programs provided in nonsectarian settings.

During the self-assessment process, the Rugby School identified concerns in the areas regarding policies and procedures. The school's improvement plan is sufficient to address this area of need. During the on-site visit, a review of records and staff interviews indicated that the Rugby School has appropriately implemented specific activities to bring about correction in this area.

An additional area of need was identified during the on-site visit regarding staff development.

Area of Need:

Staff Development- During the on-site visit, staff interviews, classroom observations, and record reviews confirmed the need for in-service training for professional staff in the area of core curriculum content standards.

- **The school will revise its improvement plan to include procedures to ensure that the school provides training to staff members in the core curriculum content standards. The plan must include an administrative oversight component to ensure that teachers are trained and providing instruction in core curriculum content standards.**

Section II: Free, Appropriate Public Education (FAPE)

Summary of Findings:

During self-assessment, the Rugby School accurately identified themselves compliant in the areas regarding length of school day and year, provision of physical education, maintenance of hearing aids, services at no cost to parents, extended school year programs and services provided in accordance with IEPs, program open to observation by LEA and DOE and provision of services as per IEP.

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An area of need was identified during the on-site visit regarding the documentation of the provision of the related services of counseling, occupational therapy and speech and language services as per IEP.

Area of Need:

Provision of Related Services- During the on-site visit, staff interviews and record reviews confirmed that related service providers do not have a consistent mechanism for identifying and documenting the frequency and duration of related services.

- **The school will revise its improvement plan to include procedures to ensure that related services are provided in accordance with IEPs. The plan must include a mechanism that ensures service logs document the delivery of related services. The plan must include in-service training to ensure that all staff members are familiar with new procedures necessary to implement IEPs. The plan must also include an administrative oversight component to ensure consistent implementation of the procedures.**

Section III: Staff Requirements

Summary of Findings:

During self-assessment, the Rugby School accurately identified themselves compliant in the areas regarding certified/licensed staff, supervision of paraprofessionals, private school dual employment and criminal history verification.

During the self-assessment process, the Rugby School identified concerns in the areas regarding job descriptions of paraprofessionals maintained at county office and documentation of completed professional development plan activities. The school's improvement plan is sufficient to address these areas of need. During the on-site visit, a review of records and staff interviews indicated that the Rugby School has appropriately implemented specific activities to bring about correction in these areas.

No additional area of need was identified during the on-site visit.

Section V: Individualized Education Plan/Annual Review

Summary of Findings:

During self-assessment, the Rugby School accurately identified themselves compliant in the areas regarding IEP meeting conducted at least annually, IEP conducted with required receiving school participants, IEP conducted with students age 14 and older, as appropriate, signatures of participants present on IEPs, timely implementation of IEPs, observation of proposed placement and statewide testing.

During the self-assessment process, the Rugby School identified concerns in the areas regarding current IEP prior to service delivery, IEP accessibility to teachers and providers, informing teachers and providers of IEP responsibilities, implementation of IEP components and informing parents of progress toward goals and objectives. The school's improvement plan is sufficient to address these areas of need. During the on-

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site visit a review of records and staff interviews indicated that the receiving school has appropriately implemented specific activities for corrections in the areas of IEP accessibility, implementation of IEP components, and progress reports.

An additional area of need was identified during the on-site visit regarding communication to sending district regarding missing IEP components.

Area of Need:

Communication to Sending Districts- During the on-site visit, through record reviews and interviews it was determined that the school does not consistently communicate to sending districts when IEPs are missing components. Areas consistently missing included goals and objectives for related services, participation in statewide assessments, graduation requirements and transition services.

- **The school will revise its improvement plan to include procedures to ensure that the school communicates with sending districts when IEP components, such as goals and objectives for related services, participation in statewide assessments, graduation requirements and transition services are missing. The plan must include an administrative oversight component to ensure the consistent, compliant implementation of the procedures.**

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Summary

On-site special education monitoring was conducted in the Rugby School on October 26, November 15-16, 2004. The purpose of the monitoring visit was to verify the Rugby School's report of findings resulting from their self-assessment and to review the receiving school's improvement plan.

The receiving school is commended for the comprehensive review conducted during the self-assessment process. As a result of that review the receiving school was able to identify nearly all areas of need and develop an improvement plan that with some revision will bring about systemic change. The Rugby School is further commended for the many areas determined by the receiving school and verified by the Department of Education as compliant with federal and state statutes and regulations.

Facility Requirements, Discipline, Programs and Services and Student Records were determined to be areas of compliance by the Rugby School during self-assessment and by the NJDOE during the on-site visit.

Additional areas identified as consistently compliant by the Rugby School during self-assessment and verified during the on-site monitoring visit included annual reports, amendments, programs in nonsectarian settings, length of school day and year, physical education, maintenance of hearing aids, services at no cost to the parents, extended school year, observation of programs, provision of services as per IEP, certified licensed staff, private school dual employment, criminal history, IEP meeting conducted annually, IEP conducted with required receiving school participants, IEP conducted with students age 14 and older, as appropriate, signatures of participants present on IEPs, timely implementation of IEPs, observation of proposed placement and statewide testing.

During the self-assessment process, the Rugby School identified areas of need regarding policies and procedures, current IEP prior to service delivery, IEP accessibility to teachers and providers, informing teachers and providers of IEP responsibilities, implementation of IEP components and informing parents of progress toward goals and objectives.

The on-site visit identified additional areas of need within the various standards regarding staff development, provision of related services and communication to sending district regarding missing IEP components.

Within forty-five days of receipt of the monitoring report, the Rugby School will revise and resubmit the improvement plan to the county office of education and to the Office of Special Education Programs to address those areas that require revisions.