

## **New Jersey Department of Education Special Education Schroth School Monitoring**

**Receiving Schools:** Lehmann School and Schroth School

**Counties:** Ocean and Monmouth

**Monitoring Dates:** Lehmann School-February 10-11, 2003  
Schroth School-March 4-5, 2003

**Monitoring Team:** Lehmann School-Carmen Fanucci, Deborah Magee,  
Barbara Groff and Georgianna Pilesky  
Schroth School-Georgianna Pilesky and Carmen Fanucci

### **Background Information:**

During the 2001–2002 school year, the Lehmann and Schroth Schools conducted a self-assessment of policies, procedures, programs, services, and student outcomes. This self-assessment component of the monitoring process provided the Lehmann and Schroth Schools 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 Schroth and Lehmann Schools developed improvement plans 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 and related service personnel.

### **School Strengths:**

The Schroth and Lehmann Schools are commended for their efforts in promoting community integration. Students participate in community field trips to places such as fine arts performances, aquariums, horseback riding and restaurants. The community is also invited to participate in activities within the school. In addition, the Schroth School has developed an extensive disability awareness program. Students visit, and are visited by, students from a number of public school districts. High school students at

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

Allied Health and Science have the option to volunteer or participate in a mentoring program. The Lehmann and Schroth Schools provide extensive related services utilizing a transdisciplinary approach.

**General Provisions, Facility Requirements and Discipline** were determined to be areas of compliance by the Lehmann and Schroth Schools during self-assessment and by the NJDOE during the on-site visit.

**Section II: Free, Appropriate Public Education (FAPE)**

**Lehmann School**

**Summary of Findings:**

During self-assessment, the Lehmann School accurately identified themselves compliant in the areas of length of school day/year, adaptive physical education, hearing aids, services at no cost to parents, provision of extended school year programs and observation of programs.

During the self-assessment process, the Lehmann School identified a concern in the area of frequency, duration and location of services. The school has developed an improvement plan that is sufficient to address this area of need.

No additional areas of need were identified during the on-site visit.

**Schroth School**

**Summary of Findings:**

During self-assessment, the Schroth School accurately identified themselves compliant in the areas of length of school day/year, adaptive physical education, hearing aids, services at no cost to parents, provision of extended school year programs and observation of programs.

During the self-assessment process, the Schroth School identified a concern in the area of provision of related services. The school has developed an improvement plan that is sufficient to address this area of need.

No additional areas of need were identified during the on-site visit.

**Section III: Staff Requirements**

**Lehmann School**

**Summary of Findings:**

During self-assessment, the Lehmann School accurately identified themselves compliant in the areas of use of physical therapy assistants, employment/job descriptions of paraprofessionals, dual employment and having an approved professional development plan.

## **New Jersey Department of Education Special Education Receiving School Monitoring**

Additional areas of need were identified during the on-site visit regarding certified staff, criminal history verification and administrative oversight.

### **Areas of Need:**

**Certified Staff-** During the on-site visit it was determined through staff interviews and record reviews that some staff members were not appropriately certified. The associate director supervises staff, but does not hold supervisory certification. The computer teacher holds a county substitute certificate but is permanently employed. The music teacher holds a teacher of the handicapped certificate, but is employed full-time as a music teacher.

- **The school will immediately review the current staff list to determine whether all employees are appropriately certified for the positions they hold. By September 2003 all classes will be instructed by appropriately certified staff. The school will revise its improvement plan to include procedures to ensure that all instruction continues to be provided by staff members who are appropriately certified for the positions they hold. The plan must include an administrative oversight component to ensure consistent implementation of the procedures.**

**Criminal History Verification-** During the on-site visit, it was determined through a review of staff lists and criminal history documentation that the school does not maintain verification of the criminal history check for all staff members employed by the school.

- **The school will revise its improvement plan to include procedures to ensure that all staff members are fingerprinted for criminal history review. The plan must include an administrative oversight component to ensure consistent implementation of the procedures.**

**Administrative Oversight-** During the onsite visit, through staff interviews, it was determined that the chief school administrator, who serves as principal, is only employed part-time which leaves portions of the school week when a certified administrator is not present.

- **The school will revise its improvement plan to include activities to ensure that an appropriately certified administrator is onsite during the school day.**

### **Schroth School**

#### **Summary of Findings:**

During self-assessment, the Schroth School accurately identified themselves compliant in the areas of certified staff, physical therapy aides, dual employment, job description of paraprofessionals and professional development.

During the self-assessment process, the Schroth School identified a concern in the area of criminal history reviews. The school has developed an improvement plan that is sufficient to address this area of need.

## New Jersey Department of Education Special Education Receiving School Monitoring

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

### **Area of Need:**

**Certified Staff-** During the on-site visit, it was determined through staff interviews and record reviews that the principal is not appropriately certified. The principal is working with a certificate of eligibility without participating in the required one-year state-approved district licensure residency requirement.

- **The school will revise its improvement plan to include procedures to ensure that the principal completes the required one-year state-approved district licensure residency requirement. The plan must also include an administrative oversight component to ensure consistent implementation of the procedures.**

### **Section V: Individualized Education Plan/Annual Review**

#### **Lehmann School**

##### **Summary of Findings:**

During self-assessment, the Lehmann School accurately identified themselves compliant in the areas of IEP signature page, communication to sending district regarding missing components, accessibility of IEPs, staff knowledge of accommodations and modifications, timely implementation of IEP, observation of proposed placement, statewide testing and progress reports.

During the self-assessment process, the Lehmann School identified concerns in the areas of IEP meetings conducted annually and current IEPs. The school has developed an improvement plan that is sufficient to address these areas of need. In addition, the school identified a concern regarding follow-up for obtaining the appropriate transition representatives for IEP meetings. **The school has developed an improvement plan that does not sufficiently address this area of need because it lacks an administrative oversight component to ensure consistent implementation of the procedures.**

No additional areas of need were identified during the on-site visit.

#### **Schroth School**

##### **Summary of Findings:**

During self-assessment, the Schroth School accurately identified themselves compliant in the areas of signatures present on IEPs, communication to sending districts, IEP accessibility/responsibility, timely implementation of IEP, observation of proposed programs, statewide testing, implementation of IEP components and progress reports.

During the self-assessment process, the Schroth School identified concerns in the areas of annual review timelines and current IEPs. The school has developed an improvement plan that is sufficient to address the area of need.

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

No additional areas of need were identified during the on-site visit.

**Section VII: Programs and Services**

**Lehmann School**

**Summary of Findings:**

During self-assessment, the Lehmann School accurately identified themselves compliant in the areas of class size/age ranges, exceptions, description of special class programs, certifications, special classes implementing IEP, core curriculum content standards for students with the severe disabilities, home instruction, dispensing medication and preschool programs.

An area of need was identified during the on-site visit regarding nursing services.

**Area of Need:**

**Nursing Services-** During the on-site visit, staff interviews indicated that the Lehmann School has not adopted policies and procedures governing school functions and services in accordance with N.J.A.C. 6A:16-1.4(a) 1-21 (with exception of items 12,15,20) and N.J.A.C. 6A:16-1.4 (b).

- **The Lehmann School will revise its improvement plan to adopt the policies and procedures governing school functions and services in accordance with N.J.A.C. 6A:16-1.4(a) 1-21 (with exception of items 12, 15, 20) and N.J.A.C. 6A:16-1.4 (b).**

**Schroth School**

**Summary of Findings:**

During self-assessment, the Schroth School accurately identified themselves compliant in the areas of description of special class programs, special classes implementing IEP, core curriculum content standards for students with severe disabilities, home instruction, dispensing medication/nursing services and preschool programs.

During the self-assessment process, the Schroth School identified a concern in the area of exceptions for class size/age range. **The Schroth School's improvement plan is insufficient to address the area of exceptions because it lacks an administrative oversight component to ensure implementation of the procedures.** The plan needs to be revised to include this component.

No additional areas of need were identified during the on-site visit.

**Section VIII: Student Records**

**Lehmann School**

**Summary of Findings:**

## New Jersey Department of Education Special Education Receiving School Monitoring

During self-assessment the Lehmann School accurately identified themselves compliant in the areas of conformance to pupil record code, access to records, access sheets, daily attendance and student health records.

During the self-assessment process, the Lehmann School identified concerns in the areas of return of records, location of records and written notice of attendance. The school has developed an improvement plan that is sufficient to address these areas of need.

No additional areas of need were identified during the on-site visit.

### **Schroth School**

#### **Summary of Findings:**

During self-assessment the Schroth School accurately identified themselves compliant in the areas of access sheets, daily attendance, tardiness/absences and student health records.

During the self-assessment process, the Schroth School identified a concern in the area of documentation of other locations of records and the return of records. The school has developed an improvement plan that is sufficient to address the area of documentation of location of records. **The Schroth School's improvement plan is insufficient to address the area of return of records because it lacks an administrative oversight component to ensure implementation of the procedures.** The plan needs to be revised to include this component.

Additional areas of need were identified during the on-site visit regarding conformance to pupil record code and access to records.

#### **Areas of Need:**

**Conformance to Pupil Record Code-** During the on-site visit it was determined through staff interviews, observations and record review that IEPs are inconsistently maintained in a secure manner.

- **The school will revise its improvement plan to include procedures to ensure that all records are maintained in a secure manner. The plan must include in-service training and an administrative oversight component to ensure consistent implementation of the procedures.**

**Access to Records-** During the on-site visit it was determined through staff interviews, observations and record review that unauthorized persons have access to IEPs.

- The Schroth School will revise its improvement plan to include procedures to ensure that only authorized organizations, agencies or persons as stated in N.J.A.C. 6:3-6.4 (a) have access to IEPs. The plan must include in-service training and an administrative oversight component to ensure consistent implementation of the procedures.

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

**Summary**

**Lehmann School**

On-site special education monitoring was conducted in the Lehmann School on February 10 and 11, 2003. The purpose of the monitoring visit was to verify the Lehmann School's report of findings resulting from their self-assessment and to review the receiving school's improvement plan.

Areas identified as consistently compliant by the Lehmann School during self-assessment and verified during the on-site monitoring visit included policies and procedures, staff development, annual reports, amendments, programs provided in nonsectarian setting, length of school day/year, adaptive physical education, hearing aids, services provided at no cost to parents, extended school year programs, observation of programs, physical therapy assistants, employment/job description of paraprofessionals, dual employment, programs provided in approved facilities, certificates of occupancy/inspections, fire drills, signatures present on IEPs, communication to sending district regarding missing components, accessibility of IEPs, staff knowledge of accommodations and modifications, timely implementation of IEP, observation of proposed placement, statewide testing, progress reports, standard disciplinary procedures, removal of students, changes to program/placement, termination of student, class size/age ranges, exceptions, description of special class programs, certifications, special classes implementing IEP, core curriculum content standards for students with severe disabilities, home instruction, dispensing medication, preschool programs, conformance to pupil record code, access to records, access sheets, daily attendance and student health records.

During the self-assessment process, the Lehmann School identified areas of need regarding frequency, duration and location of related services, IEP meetings conducted annually, follow-up for obtaining the appropriate transition representatives for IEP meetings, return of records, location of records and written notice of attendance.

The on-site visit identified additional areas of need within the various standards regarding certified staff, dual employment, criminal history, professional development and nursing services.

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

**Schroth School**

On-site special education monitoring was conducted in the Schroth School on March 4 and 5, 2003. The purpose of the monitoring visit was to verify the Schroth School's report of findings resulting from their self-assessment and to review the receiving school's improvement plan.

Areas identified as consistently compliant by the Schroth School during self-assessment and verified during the on-site monitoring visit included policies and procedures, staff training, annual reports, amendments, programs provided in nonsectarian settings, physical therapy assistants, job description of paraprofessionals, professional development, programs provided in approved facilities, certificate of occupancy, inspections, fire drills, signatures present on IEPs, communication to sending districts,

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

IEP accessibility/responsibility, timely implementation of IEP, observation of proposed programs, statewide testing, implementation of IEP components, progress reports, standard discipline procedures, changes to program/placement, termination of student, special class programs, special classes implementing IEP, core curriculum content standards for students with severe disabilities, home instruction, dispensing medication/nursing services, preschool programs, access sheets, daily attendance, tardiness absences and student health records.

During the self-assessment process, the Schroth School identified areas of need regarding provision of related services as per IEP, criminal history reviews, IEP meetings conducted annually, current IEPs, exceptions, return of records and location of records.

The on-site visit identified additional areas of need within the various standards regarding certified staff, conformance to pupil record code and access to records.

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