

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

Receiving School: Y.C.S. Sawtelle Programs

Counties: Bergen, Camden, Essex, Hudson

Monitoring Dates: Y.C.S. Fort Lee, Hackensack, Paramus, Ridgewood, Fairlawn (Bergen) - March 22-24, 2004
Y.C.S. Sawtelle, South (Camden) - November 12-13, 2003
Y.C.S. Sawtelle, North (Essex) - October 14-15, 2003
Y.C.S. Kearney Annex (Hudson) - May 10, 2004
Y.C.S. May Academy (Hudson) - May 11-12, 2004

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Background Information:

During the 2002–2003 school year, the Y.C.S. Sawtelle Programs conducted a self-assessment of policies, procedures, programs, services, and student outcomes. This self-assessment component of the monitoring process provided the Y.C.S. Sawtelle Programs 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 Y.C.S. Sawtelle Programs 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 schools' special education administrators, building principals, special education teachers, related service personnel and parents.

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School Strengths: Y.C.S. Bergen Programs

Y.C.S Fort Lee

Y.C.S Fort Lee school is commended for its use of technology such as the Fast ForWord Program for reading and Thin Class, a technology program used to assist students in art and photography. The Thin Class is also used to create the school's yearbook.

The Y.C.S. Fort Lee school also provides many extra-curricular activities for the students. The school choir performs at locations in the community. Other activities available at the school include: Olympics, March Madness, Community Sense, Field Day and school dances. The Girls Social Club, for upper and middle school students, is designed to elicit social skills and increase socialization. The Student Government has representatives from each class that discuss school wide issues, concerns, and special activities in the school.

The Y.C.S. Fort Lee School provides involves on-going communication with parents on a weekly or daily basis, if needed.

Y.C.S. Hackensack

The Y.C.S. Hackensack School literacy program utilizes technology through the use of the Fast ForWord reading system. The students and faculty also publish a school newspaper, The Washingtonian. The paper communicates school news and events with parents, teachers and students on a regular basis.

Y.C.S. Paramus, Ridgewood and Fair Lawn

The Y.C.S. Paramus (located in the Stoney Lane School and Ridge Ranch Public School), Ridgewood and Fair Lawn schools are commended for creating opportunities for inclusive education for students with autism. Students from preschool level to middle school level are included in a variety of programs from special classes to Core Curriculum Content classes.

Students in the third and fourth grades in the general education classes of Stoney Lane School and Ridge Ranch Public School join with the Y.C.S. students to complete arts and crafts projects and to read to the students. During Autism Awareness Month, staff and students of the receiving school sponsor a breakfast to assist friends and family members develop an awareness of autism. The Y.C.S. Paramus schools also provide parent training, behavior modification and generalization of skills in the home.

Y.C.S. Paramus, Ridgewood and Fair Lawn schools provide staff development activities including discrete trial training, participation in the COSAC state conference and DOE sponsored programs, such as the Preschool Inclusion Workshop.

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School Strengths: Y.C.S. Sawtelle South (Camden)

Y.C.S. Sawtelle, South school should be commended for the comprehensive nursing services provided. This includes staff training and frequent follow up with parents on students' medical needs and concerns. The Y.C.S. Sawtelle, South school is commended for its parent training programs. The teachers and related services providers offer parent training, behavior modification and generalization of skills within the home setting.

School Strengths: Y.C.S. Sawtelle North (Essex)

Y.C.S. Sawtelle North school facilitates opportunities for student to participate in general education programs through their home districts beginning with the pre-school program. Older students also participate in community based supported employment and other transition activities that ensure a plan for post graduation activities. Additionally, there is a commitment to on-going communication with parents through the use of communication notebooks that are sent home with the children each day. Parents report that one of the strong points of the program is the daily communication between the school and families and the professionalism and commitment of the faculty.

School Strengths: Y.C.S. Sawtelle – Kearny Annex (Hudson)

Y.C.S. Sawtelle school, housed in a local public school, is commended for creating opportunities for students to interact with their typical peers. The program employs an open door policy, allowing parents and families the opportunity to actively participate in their children's education.

School Strengths: Y.C.S. May Academy (Hudson)

The Y.C.S. May Academy school is commended for its use of technology programs such as the Fast ForWord Program and for its interactive technology program "Classlink 2002." Through "Classlink 2002", the students research topics, write papers, and complete assignments. In addition, through the use of instant messaging, teachers and administrators have the ability to encourage students throughout the day and provide editing assistance as the students are completing the activities.

The Y.C.S. May Academy also emphasizes positive behavior through their school wide token system and their weekly honor roll system.

Areas Demonstrating Compliance With All Standards:

FAPE, Facility Requirements and Programs and Services were determined to be an area of compliance by **Y.C.S. Fort Lee and Hackensack (Bergen)** schools during self-assessment and by the NJDOE during the on-site visit.

Staff Requirements, Discipline and Student Records were determined to be areas of compliance by **Y.C.S. Fairlawn, Ridgewood, and Paramus (Bergen)** schools during self-assessment and by the NJDOE during the on-site visit.

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Facility Requirements were determined to be areas of compliance by **Y.C.S. Sawtelle, South (Camden)** during self-assessment and by the NJDOE during the on-site visit.

Facility Requirements, Discipline and **Student Records** were determined to be areas of compliance by the **Y.C.S. Sawtelle North (Essex)** during self-assessment and by the NJDOE during the on-site visit.

Staff Requirements, Facility Requirements, and **Discipline** were determined to be areas of compliance by the **Y.C.S. Sawtelle Kearny Annex (Hudson)** during self-assessment and by the NJDOE during the on-site visit.

Facility Requirements and **Programs and Services** were determined to be areas of compliance by the **Y.C.S. May Academy** during self-assessment and by the NJDOE during the on-site visit.

Y.C.S Fort Lee, Hackensack, Paramus, Ridgewood, Fairlawn (Bergen)

Section I: General Provisions

Summary of Findings:

During self-assessment, **Y.C.S Fort Lee, Hackensack, Paramus, Ridgewood** and **Fairlawn** schools accurately identified themselves compliant in the areas regarding policies and procedures, annual reports, amendments and programs provided in nonsectarian settings.

During the self-assessment process, **Y.C.S Fort Lee** and **Hackensack** schools identified concerns in the areas regarding staff development including provision of joint training activities for parents, special education teachers and related service personnel. **The schools' improvement plan is insufficient to address these areas of need because they lack a mechanism to ensure the effectiveness of the in-service training and an administrative oversight component to ensure implementation of procedures. The plan needs to be revised to include these components.**

During the self-assessment process, **Y.C.S. Fairlawn, Ridgewood,** and **Paramus** schools identified concerns in the area regarding review and implementation for procedures to access student files, staff development and parent feedback on trainings. **The schools' improvement plan is insufficient to address this area of need because it lacks procedures and an administrative oversight component to bring about the required changes. The plan needs to be revised to include these components.**

An additional area of need was identified during the on-site visit to **Y.C.S Paramus** school regarding programs approved by the Department of Education.

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Programs Approved by Department of Education- During the on-site visit through record reviews and interviews it was determined that the school is operating two Paramus site programs. Only one site has Department of Education approval.

- **The school must immediately contact the Department of Education for program and facility approval of this school. In addition, the school will revise its improvement plan to include procedures and an administrative oversight component to ensure that programs are approved prior to placement of students.**

Y.C.S. Sawtelle, South (Camden)

Section I: General Provisions

Summary of Findings:

During self-assessment, **Y.C.S. Sawtelle, South** accurately identified themselves compliant in the areas regarding staff development, annual reports and programs provided in nonsectarian settings.

During the self-assessment process, **Y.C.S. Sawtelle, South** identified concerns in the areas regarding policies and procedures concerning feedback on parent training. **The schools' improvement plan is insufficient to address this area of need because it lacks procedures and an administrative oversight component to bring about the required changes. The plan needs to be revised to include these components.**

An additional area of need was identified during the on-site visit to **Y.C.S. Sawtelle, South** in the area regarding amendments.

Area of Need:

Amendments – During the on-site visit, staff interviews and a review of records indicated that **Y.C.S. Sawtelle, South** did not obtain prior written approval from the DOE, through the county office of education, for additional classes.

- **Y.C.S. Sawtelle, South must revise its improvement plan to include procedures to ensure that any changes to a school's required policies, procedures and programs are made in accordance with N.J.A.C. 6A:14-7.3(a). The plan must include an administrative oversight component to ensure the consistent implementation of the procedures.**

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Y.C.S. Sawtelle, North (Essex)

Section I: General Provisions

Summary of Findings:

During self-assessment, **Y.C.S. Sawtelle North** accurately identified themselves compliant in the areas regarding annual reports, amendments and programs provided in nonsectarian settings.

During the self-assessment process, **Y.C.S. Sawtelle North** identified concerns in the areas regarding review and implementation for procedures to access student files, staff development and parent feedback on trainings. **The schools' improvement plan is insufficient to address this area of need because it lacks procedures and an administrative oversight component to bring about the required changes. The plan needs to be revised to include these components.**

No additional areas of need were identified during the on-site visit to **Y.C.S. Sawtelle North**.

Y.C.S. - Kearny Annex (Hudson)

Section I: General Provisions

Summary of Findings:

During self-assessment, **Y.C.S. Kearny Annex** accurately identified themselves compliant in the areas regarding policies and procedures, annual reports, amendments and programs provided in nonsectarian settings.

During the self-assessment process, **Y.C.S. Kearny Annex** identified concerns in the areas regarding review and implementation for procedures to access student files, staff development and parent feedback on trainings. **The schools' improvement plan is insufficient to address this area of need because it lacks procedures and an administrative oversight component to bring about the required changes. The plan needs to be revised to include these components.**

No additional areas of need were identified during the on-site visit to **Y.C.S. Kearny Annex**.

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Y.C.S. May Academy (Hudson)

Section I: General Provisions

Summary of Findings:

During self-assessment, **Y.C.S. May Academy** accurately identified themselves compliant in the areas regarding annual reports, amendments and programs provided in nonsectarian settings.

During the self assessment process, **Y.C.S. May Academy** identified concerns in the area regarding staff development including provision of joint training activities for parents, special education teachers and related service personnel. **The schools' improvement plan is insufficient to address these areas of need because they lack a mechanism to ensure the effectiveness of the in-service training and an administrative oversight component to ensure implementation of procedures. The plan needs to be revised to include these components.**

No additional areas of need were identified during the on-site visit to **Y.C.S. May Academy**.

Y.C.S Fort Lee, Hackensack, Paramus, Ridgewood, Fairlawn (Bergen)

Section II: Free, Appropriate Public Education (FAPE)

Summary of Findings:

During self-assessment, the **Y.C.S Fort Lee, Hackensack, Paramus, Ridgewood and Fairlawn** schools 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, provision of occupation therapy (OT) services as per IEP, provision of physical therapy (PT) services as per IEP, and provision of counseling services as per IEP.

During the self-assessment process, **Y.C.S. Fairlawn, Ridgewood, and Paramus** schools identified a need for a procedures manual and concerns regarding provision of speech and language services. While the improvement plan did not specifically address changes to the IEP as a result of the IEP team, the school has implemented activities for correction in this area. It is recommended that the school implement an administrative oversight component to ensure consistent implementation of the activities. In addition, the schools also addressed the development of a procedures manual in their self-assessment document.

No additional areas of need were identified during the on-site visit to **Y.C.S. Paramus, Ridgewood and Fairlawn** schools.

Y.C.S. Sawtelle, South (Camden)

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Section II: Free, Appropriate Public Education (FAPE)

Summary of Findings:

During self-assessment, **Y.C.S. Sawtelle, South** 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, provision of services as per IEP and provision of occupational therapy (OT) services.

During the self-assessment process, **Y.C.S. Sawtelle, South** identified a need for a procedures manual and concerns regarding provision of speech therapy services. **The receiving school's improvement plan is insufficient to address this area of need because it lacks procedures to include the participation of all members of the IEP team when considering changing the related services section of a student's IEP. The receiving school will revise the improvement plan to include procedures, in-service, and an administrative oversight component to bring about the required changes.**

No additional areas of need were identified during the on-site visit to **Y.C.S. Sawtelle, South**.

Y.C.S. Sawtelle, North (Essex)

Section II: Free, Appropriate Public Education (FAPE)

Summary of Findings:

During self-assessment, **Y.C.S. Sawtelle North** 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, provision of physical therapy (PT) services as per IEP and provision of counseling services as per IEP.

During the self-assessment process, **Y.C.S. Sawtelle North** identified a need for a procedures manual and concerns in the area regarding provision of speech language services. **The receiving school's improvement plan is insufficient to address this area of need because it lacks procedures to ensure that any recommendations to change the IEP are communicated to the sending district for discussion with an appropriately configured IEP team. The plan must include an administrative oversight component to bring about the required changes.**

An additional area of need was identified during the on-site visit at **Y.C.S. Sawtelle North** regarding provision of occupational therapy (OT) services as per IEP.

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Area of Need:

Provision of Related Services as per IEP – During the on-site visit through record reviews and interviews it was determined that OT services were being provided indirectly through consultation with the classroom teacher instead of directly to the student by the occupational therapist due to a lack of therapists on staff.

- **The school will revise its improvement plan to include procedures to ensure that related services are provided to students by appropriately certified staff. The plan must further address how districts must be notified that the required related services have not been provided and the arrangements made to provide compensatory services. The plan must include an administrative oversight component to ensure the consistent, compliant implementation of the procedures.**

Y.C.S. Kearny Annex (Hudson)

Section II: Free, Appropriate Public Education (FAPE)

Summary of Findings:

During self-assessment, **Y.C.S. Kearny Annex** 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, provision of services as per IEP, provision of occupational therapy (OT) services as per IEP, provision of physical therapy (PT) services as per IEP and provision of counseling services as per IEP.

During the self-assessment process, **Y.C.S. Kearny Annex** identified a need for a procedures manual and concerns in the areas regarding provision of speech and language services as per IEP. **The receiving school's improvement plan is insufficient to address this area of need because it lacks procedures to ensure that any recommendations to change the IEP are communicated to the sending district for discussion with an appropriately configured IEP team. The plan must include an administrative oversight component to bring about the required changes.**

No additional areas of need were identified during the on-site visit to **Y.C.S. Kearny Annex**.

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Y.C.S. May Academy (Hudson)

Section II: Free, Appropriate Public Education (FAPE)

Summary of Findings:

During self-assessment, **Y.C.S. May Academy** 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, provision of services as per IEP, services as per IEP, provision of physical therapy (PT) and provision of counseling services as per IEP.

An area of need was found at **Y.C.S. May Academy** regarding provision of occupational therapy (OT) services.

Area of Need:

Provision of Related Services as per IEP- During the on-site visit, through record reviews it was determined that OT services were not being provided by the receiving school as required by the IEP.

- **The school will revise its improvement plan to include procedures to ensure that occupational therapy services are provided to students as indicated in IEPs. The plan must further address how districts will be notified that the required occupational therapy services have not been provided and the arrangements made to provide compensatory services. The plan must include an administrative oversight component to ensure the consistent, compliant implementation of the procedures.**

Y.C.S Fort Lee, Hackensack, Paramus, Ridgewood, Fairlawn (Bergen)

Section III: Staff Requirements

Summary of Findings:

During self-assessment, **Y.C.S Fort Lee, Hackensack, Paramus, Ridgewood and Fairlawn** schools accurately identified themselves compliant in the areas regarding private school dual employment, supervision of paraprofessionals, job descriptions of paraprofessionals maintained at county office, criminal history verification and having an approved professional development plan.

An area of need was identified during the on-site visit at **Y.C.S. Fort Lee and Hackensack** schools regarding certified/licensed staff.

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Areas of Need:

Nurses' Certification- During the on-site visit, through staff interviews and record reviews, it was determined that the nurses do not possess Department of Education certification as a school nurse.

- **The schools will revise their improvement plan to include procedures to employ a certified school nurse, or to develop a nursing service plan for review and approval by the county superintendent. The plan must include an administrative oversight component to ensure consistent implementation of the procedures.**

Y.C.S. Sawtelle, South (Camden)

Section III: Staff Requirements

Summary of Findings:

During self-assessment, **Y.C.S. Sawtelle, South** accurately identified themselves compliant in the areas regarding appropriate supervision of physical therapy assistants (PTA) and certified occupational therapy assistants (COTA), private school dual employment, supervision of paraprofessionals, job descriptions of paraprofessionals maintained at the county office, criminal history verification and having an approved professional development plan.

An area of need was identified during the on-site visit at **Y.C.S. Sawtelle, South** regarding certified/licensed staff for physical education.

Area of Need:

Certified/Licensed Staff- During the on-site visit, through record reviews and interviews, it was determined that the teacher providing physical education services for all students is not certified as a physical education teacher.

- **Within 45 days, the school will ensure that students are instructed in physical education by staff members who hold appropriate certification as a teacher of health and physical education. In addition, the school will revise its improvement plan to include procedures to ensure that staff members hold the appropriate certification for the positions they hold. The plan must include administrative oversight component to ensure consistent implementation of the procedures.**

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Y.C.S. Sawtelle, North (Essex)

Section III: Staff Requirements

Summary of Findings:

During self-assessment, **Y.C.S. Sawtelle North** accurately identified themselves compliant in the areas regarding private school dual employment, supervision of paraprofessionals, criminal history verification and having an approved professional development plan.

An area of need was identified during the on-site visit at **Y.C.S. Sawtelle, North** regarding certified/licensed staff and job descriptions for paraprofessionals.

Areas of Need:

Nurses' Certification- During the on-site visit, through staff interviews and record review, it was determined that the nurse does not possess Department of Education certification as a school nurse.

- **The school will revise its improvement plan to include procedures to employ a certified school nurse, or to develop a nursing services plan for review and approval by the county superintendent. The plan must include an administrative oversight component to ensure consistent implementation of the procedures.**

Employment/Job Descriptions of Paraprofessionals – During the on-site visit through interviews and record reviews it was determined that an appropriate job description for the music aide has not been filed with the county office.

- **The school will revise its improvement plan to include procedures to ensure that job descriptions for all paraprofessionals are submitted to the county office of education. The plan must include an administrative oversight component to ensure the consistent implementation of the procedures.**

Y.C.S. May Academy (Hudson)

Section III: Staff Requirements

Summary of Findings:

During self-assessment, **Y.C.S. May Academy** accurately identified themselves compliant in the areas regarding private school dual employment, supervision of paraprofessionals, job descriptions of paraprofessionals maintained at county office, criminal history verification and having an approved professional development plan.

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An area of need was identified during the on-site visit at **Y.C.S. May Academy** regarding certified/licensed staff.

Area of Need:

Nurse's Certification- During the on-site visit through record review and interviews indicated that the school nurse was not appropriately certified and was working full-time under a substitute license.

- **The school will revise its improvement plan to include procedures to employ a certified school nurse, or to develop a nursing service plan for review and approval by the county superintendent. The plan must include an administrative oversight component to ensure consistent implementation of the procedures.**

Y.C.S Fort Lee, Hackensack, Paramus, Ridgewood, Fairlawn (Bergen)

Section V: Individualized Education Plan/Annual Review

During self-assessment, the **Y.C.S Fort Lee, Hackensack, Paramus, Ridgewood and Fairlawn** schools accurately identified themselves compliant in the areas regarding IEP meeting conducted at least annually, IEP conducted with required receiving school participants, IEP conducted with age appropriate students, signatures of participants present on IEPs, timely implementation of IEPs observation of proposed placement, and informing parents of progress toward goals and objectives.

During self-assessment, **Y.C.S. Ridgewood, Paramus and Fairlawn** schools accurately identified themselves compliant in the area regarding IEP accessibility.

During the self-assessment process, the **Y.C.S. Fort Lee and Hackensack** schools identified a need to become an approved testing site. During the on-site visit, a review of records has determined that the school has appropriately implemented specific activities for correction in these areas.

During the self-assessment process, **Y.C.S. Fairlawn, Ridgewood and Paramus** identified concerns with the revision of the schools intake procedure to include an IEP meeting prior to the students first day. **The Y.C.S. Fairlawn, Ridgewood, and Paramus improvement plan is insufficient to address these areas of need because it lacks an administrative oversight component to bring about the required changes. The plan needs to be revised to include this component.**

An additional area of need was identified at the **Y.C.S. Bergen Programs** regarding communication to the sending districts regarding missing IEP components.

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Areas of Need:

Communication to Sending District Regarding Missing IEP Components- During the on-site visit, a review of student records at the **Y.C.S. Ridgewood, Paramus** and **Fairlawn** schools determined that they do not communicate with sending districts when IEP components are missing from students IEPs. Areas consistently missing include LRE statements, participation in statewide assessment, statement of special education and extended school year consideration. During the on-site visit at the **Y.C.S. Hackensack** and **Fort Lee** schools, a review of student records and interviews schools determined that they do not communicate with sending districts when IEP components are missing from student's IEPs. Areas consistently missing include graduation requirements and statewide assessment. In addition, a review of records and staff interviews indicated that the receiving school is providing IEP annual goals and objectives to the IEP team and that while they were aligned with the Core Curriculum Content Standards, they lack the criteria for being observable and measurable.

- **The schools must revise their improvement plans to include procedures to ensure that they communicate with sending districts when IEP components such as graduation requirements and statewide assessment are missing and when goals and objectives are not written in observable and measurable terms. The plan must include staff training, and administrative oversight component to ensure the consistent, compliant implementation of the procedure. The plan must be revised to include these components.**

Y.C.S. Sawtelle South (Camden)

Section V: Individualized Education Plan/Annual Review

Summary of Findings:

During self-assessment, **Y.C.S. Sawtelle South** 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, current IEP prior to service delivery, communication to sending district regarding missing IEP components, IEP accessibility to teachers and providers, informing teachers and providers of IEP responsibilities, timely implementation of IEPs, observation of proposed placement, statewide testing and informing parents of progress toward goals and objectives.

During the self-assessment process, **Y.C.S. Sawtelle South** identified a concern in the area regarding having a current IEP in effect before special education and related services are provided. **The school's improvement plan is insufficient to address this area of need because it includes procedures to conduct a routine 30-day IEP revision process for all new students. As a result of these meetings, the students' IEPs become aligned with the program design, and may preclude provision of special education programming based upon individual needs. The**

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improvement plan must be revised to include procedures to ensure that the school implements district IEPs, as written. In addition the procedures must ensure that any recommendations for modification of the IEP may only be addressed through a written request to the sending school district, to convene an IEP review meeting. The revised improvement plan must also include an administrative oversight component to ensure consistent, compliant implementation of the procedures.

An additional area of need was identified during the on-site visit at **Y.C.S. Sawtelle South** regarding IEP implementation relating to behavioral intervention plans.

Area of Need

IEP Implementation Relating to Behavioral Intervention Plans- During the on-site visit, through record review and staff interviews, it was determined that the school develops behavioral intervention plans outside of the IEP process, excluding participation by the school district.

- **The school will revise its improvement plan to include procedures to ensure that the school collaborates with the IEP team to develop an individualized behavioral intervention plan, when appropriate. The plan must also include staff training and administrative oversight component to ensure consistent, compliant implementation of the procedures.**

Y.C.S. Sawtelle North (Essex)

Section V: Individualized Education Plan/Annual Review

Summary of Findings:

During self-assessment, **Y.C.S. Sawtelle North** 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, communication to sending district regarding missing IEP components, IEP accessibility to teachers and provider, informing teachers and providers of IEP responsibilities, timely implementation of IEPs, observation of proposed placement, statewide testing, implementation of IEP components and informing parents of progress toward goals and objectives.

During the self assessment, **Y.C.S. Sawtelle North** identified a need to become an approved test site for statewide assessment and concerns in the area regarding IEP meeting prior to concerns with the revision of the schools intake procedure to include an IEP meeting prior to the students first day. During the on-site visit, a review of records has determined that the school has appropriately implemented specific activities for correction in the area of statewide testing. **The improvement plan is insufficient to address the area of IEP intake procedures because it lacks an administrative**

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oversight component to bring about the required changes. The plan needs to be revised to include this component.

No additional areas of need were identified during the on-site visit to **Y.C.S. Sawtelle North**.

Y.C.S. Kearny Annex

Section V: Individualized Education Plan/Annual Review

Summary of Findings:

During self-assessment, **Y.C.S. Kearny Annex** 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, communication to sending district regarding missing IEP components, IEP accessibility to teachers and providers, informing teachers and providers of IEP responsibilities, timely implementation of IEPs, observation of proposed placement, statewide testing, implementation of IEP components, and informing parents of progress toward goals and objectives.

During the self-assessment process, **Y.C.S. Kearney Annex** identified concerns in the areas regarding current IEP prior to service delivery. The 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 receiving school has appropriately implemented specific activities to bring about correction in these areas.

No additional areas of need were identified during the on-site visit to **Y.C.S. Kearney Annex**.

Y.C.S. May Academy (Hudson)

Section V: Individualized Education Plan/Annual Review

Summary of Findings:

During self-assessment, **Y.C.S. May Academy** accurately identified themselves compliant in the areas regarding IEP conducted with age appropriate students, IEP accessibility to teachers and providers, informing teachers and providers of IEP responsibilities, timely implementation of IEPs, observation of proposed placement, implementation of IEP components, and informing parents of progress toward goals and objectives.

During the self-assessment process, **Y.C.S. May Academy** identified concerns in the areas regarding statewide assessment. The improvement plan is sufficient to bring

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about correction in this area. The on-site visit indicated that the school has implemented activities to bring about correction in this area.

Additional areas of need were identified during the on-site visit to **Y.C.S. May Academy** regarding annual reviews and current IEP and communication to sending district regarding missing IEP signature page and speech-language goals and objectives.

Areas of Need

Annual Reviews and Current IEPs- During the on-site visit, through record reviews, it was determined that the school does not consistently maintain current IEPs for students enrolled at their school. In some cases the school communicated to the sending district by phone and in writing. However, the procedures lacked sufficient follow up activities when annual reviews were not conducted and/or when current IEPs were not received.

- **The school will revise its improvement plan to include procedures for tracking IEPs and notifying the district when an IEP is not current or when an annual review is needed. The plan must also include a mechanism to contact the county office of education when the sending district does not respond to receiving schools' requests. The plan must include an administrative oversight component to ensure the consistent, compliant implementation of the procedures.**

Communication to Sending Districts Regarding Missing IEP Components- During the on-site visit, through record review it was determined that the school does not communicate to sending districts when IEP components are missing. IEPs reviewed on site did not consistently include the IEP signature page or goals and objectives for speech-language services.

- **The school must revise its improvement plan to include procedures to ensure that they communication to sending districts when IEP components such as the IEP signature page and goals and objectives for speech-language services are missing. The plan must include an administrative oversight component to ensure consistent implementation of the procedures.**

Y.C.S Fort Lee, Hackensack, Paramus, Ridgewood, Fairlawn (Bergen)

Section VI: Discipline

Summary of Finding:

During self-assessment, **Y.C.S Fort Lee, Hackensack, Paramus, Ridgewood and Fairlawn** schools accurately identified themselves compliant in the areas regarding removal of student, procedures for time out rooms, restraints and aversive therapies, mediation and due process, changes to program/placement pending mediation and due

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process, removal of student to interim alternative educational setting and procedures for termination of student placement.

During the self-assessment process, **Y.C.S Fort Lee** and **Hackensack** schools identified concerns in the areas regarding standard disciplinary procedures for written notification of suspensions and notification to sending district regarding suspensions. The receiving school's improvement plan is sufficient to address these areas of need.

No additional areas of need were identified during the on-site visit to **Y.C.S Fort Lee, Hackensack, Paramus, Ridgewood** and **Fairlawn** schools.

Y.C.S. Sawtelle South (Camden)

Section VI: Discipline

Summary of Finding:

During self-assessment, **Y.C.S. Sawtelle South** accurately identified themselves compliant in the areas regarding procedures for time out rooms, restraints and aversive therapies, removal of student pending mediation and due process, changes to program/placement pending mediation and due process, notification to sending districts regarding suspensions, removal of student to interim alternative educational setting and procedures for termination of student placement.

During the self-assessment process, **Y.C.S. Sawtelle South** identified concerns in the areas regarding standard disciplinary procedures. **The school's improvement plan is insufficient to address this area of need because it lacks documentation that the discipline policy handbook is shared with sending districts. The plan must be revised to include this component.**

No additional areas of need were identified during the on-site visit to the **Y.C.S. Sawtelle South**.

Y.C.S. May Academy (Hudson)

Section VI: Discipline

Summary of Finding:

During self-assessment, **Y.C.S. May Academy** accurately identified themselves compliant in the areas regarding standard disciplinary procedures, procedures for time out rooms, restraints and aversive therapies, removal of student pending mediation and due process, changes to program/placement pending mediation and due process, removal of student to interim alternative educational setting and procedures for termination of student placement.

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During the self-assessment process, **Y.C.S. May Academy** identified concerns in the areas regarding suspensions. The improvement plan is sufficient to address this area of need. During the on-site visit a review of records indicated that the school has conducted activities to bring about the required changes.

No additional areas of need were identified during the on-site visit to **Y.C.S. May Academy**.

Y.C.S Fort Lee, Hackensack, Paramus, Ridgewood, Fairlawn (Bergen)

Section VII: Programs and Services

Summary of Findings:

During self-assessment, **Y.C.S Fort Lee, Hackensack, Paramus, Ridgewood and Fairlawn** schools accurately identified themselves compliant in the areas regarding class size and age range, exceptions for class size and age range, special class program descriptions maintained at the county office, certification for specialized populations, special classes serving students with similar educational needs, teachers providing instruction according to the CCCSs, collaboration for home instruction, dispensing medication, nursing services and medical exams for sport teams.

During the self-assessment process, **Y.C.S. Fairlawn, Paramus, and Ridgewood** schools identified concerns in the area of policies and procedures relating to school emergency and crisis management plan and teacher training for CCCSs. The area of emergency and crisis management is not required by the self-assessment; however the improvement plan does address this area in a sufficient manner. The area of training on the CCCSs is sufficient to address this area of need.

No additional areas of need were identified during the on-site visit to **Y.C.S Fort Lee, Hackensack, Paramus, Ridgewood and Fairlawn** schools.

Y.C.S. Sawtelle South (Camden)

Section VII: Programs and Services

Summary of Findings:

During self-assessment, **Y.C.S. Sawtelle South** accurately identified themselves compliant in the areas regarding class size and age range, exceptions for class size and age range, special class program descriptions maintained at county office, special classes serving students with similar educational needs, teachers trained and providing instruction according to the CCCSs, collaboration for home instruction and dispensing medication.

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During the self-assessment process, **Y.C.S. Sawtelle South** identified concerns in the areas regarding policies and procedures relating to school emergency and crisis management and nursing services. The area of emergency and crisis management is not required by the self-assessment; however the improvement plan does address this area in a sufficient manner. The school's improvement plan is sufficient to address the area of nursing services.

An additional area of need was identified during the on-site visit regarding designated smoking areas on the school grounds.

Area of Need

Designated Smoking Areas – During the on-site visit through staff interviews and observation it was determined that the school permits staff smoking on school grounds.

- **The school must revise its improvement plan to include procedures to ensure that smoking is prohibited on school grounds. The plan must include administrative oversight to ensure consistent implementation of the procedures.**

Y.C.S. Sawtelle North (Essex)

Section VII: Programs and Services

Summary of Findings:

During self-assessment, **Y.C.S. Sawtelle North** accurately identified themselves compliant in the areas regarding class size and age range, exceptions for class size and age range, special class program descriptions maintained at county office, special classes service students with similar educational needs, collaboration for home instruction, dispensing medication, policies and procedures relating to school functions and services and medical exams for sport teams.

During the self assessment process, **Y.C.S. Sawtelle North** identified concerns in the area of policies and procedures relating to school emergency and crisis management plans and teacher training for CCCSs. The area of emergency and crisis management is not required by the self-assessment; however the improvement plan does address this area in a sufficient manner. The area of training on the CCCSs is sufficient to address this area of need.

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

Area of Need

Nursing Services- During the on-site visit through staff interviews it was determined that although the school does have a copy of the Department of Education School Health Services Guidelines manual, the school board has not adopted the manual as the school's nursing services policy.

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- **It is recommended that the school should adopt the School Health Services Guidelines and ensure that the staff is sufficiently trained in the procedures.**

Y.C.S. Kearny Annex (Hudson)

Section VII: Programs and Services

Summary of Findings:

During self-assessment, the **Y.C.S. Kearny Annex** accurately identified themselves compliant in the areas regarding class size and age range, exceptions for class size and age range, special class program descriptions maintained at county office, special classes serving students with similar educational needs, collaboration for home instruction, dispensing medication, nursing services, policies and procedures relating to school functions and services and medical exams for sport teams.

During the self-assessment process, the **Y.C.S. Kearny Annex** identified concerns in the areas relating to school emergency and crisis management plans and teacher training for CCCSs. The area of emergency and crisis management is not required by the self-assessment; however the improvement plan does address this area in a sufficient manner. The area of training on the CCCSs is sufficient to address this area of need. During the on-site visit a review of records and staff interviews indicated that the receiving school has appropriately implemented specific activities to bring about correction in this area.

No additional areas of need were identified during the on-site visit to **Y.C.S. Kearny Annex**.

Y.C.S Fort Lee, Hackensack, Paramus, Ridgewood, Fairlawn (Bergen)

Section VIII: Student Records

Summary of Findings:

During self-assessment, **Y.C.S Fort Lee, Hackensack, Paramus, Ridgewood and Fairlawn** schools accurately identified themselves compliant in the areas regarding conformance to pupil record code, return of records upon termination, access to records is limited to authorized persons, access sheets, location of other records specified in central file, daily attendance available to LEAs, written communication to LEAs regarding five days of tardiness/absences and maintenance of health records.

During the self-assessment process, **Y.C.S. Fort Lee and Hackensack** schools identified concerns in the areas regarding written notice of placement to the county

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office. The improvement plan is sufficient to address this area and the school has implemented specific activities for correction in this area.

No additional areas of need were identified during the on-site visit to **Y.C.S Fort Lee, Hackensack, Paramus, Ridgewood and Fairlawn** schools.

Y.C.S. Sawtelle South (Camden)

Section VIII: Student Records

Summary of Findings:

During self-assessment the **Y.C.S. Sawtelle South** accurately identified themselves compliant in the areas regarding conformance to pupil record code, access to records is limited to authorized persons, access sheets, daily attendance available to LEAs, written communication to LEAs regarding five days of tardiness/absences, written notice of placement to county office and maintenance of student health records.

Areas of need were identified during the on-site visit at **Y.C.S. Sawtelle South** in the areas regarding return of records and location of other records specified in central file.

Areas of Need

Return of Records- During the on site visit, through record review and staff interviews it was determined that student records are maintained by the school for a period up to six months when a student was not accepted for admission to the program, in the event that an appropriate placement became available at the school.

- **The school must revise its improvement plan to include procedures to ensure that student records are returned to the sending district in a timely manner when the student is not accepted into the program. The plan must include an administrative oversight component to ensure consistent implementation of the procedures.**

Location of Records- During the on-site visit, through record reviews it was determined that student records did not contain notations in the central file as to where other records are maintained.

- **The school will revise its improvement plan to include procedures to ensure that student records contain notations in the central file indicating where other records are maintained. The plan must include an administrative oversight component to ensure consistent implementation of the procedures.**

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Y.C.S. Sawtelle - Kearny Annex (Hudson)

Section VIII: Student Records

Summary of Findings:

During self-assessment, the **Y.C.S. Kearny Annex** accurately identified themselves compliant in the areas regarding conformance to pupil record code, return of records upon termination, access to records is limited to authorized persons, location of other records specified in central file, daily attendance available to LEAs, written communication to LEAs regarding five days of tardiness/absences, written notice of placement to county office and maintenance of student health records and maintenance of student health records.

An area of need was identified during the on-site visit regarding access sheets.

Area of Need:

Access Sheets – During the on-site visit though record reviews it was determined that some students' records did not contain access sheets.

- **The receiving school will revise its improvement plan to include procedures to ensure that all records contain access sheets. The plan must include an administrative oversight component to ensure the consistent implementation of the procedures.**

Y.C.S. May Academy (Hudson)

Section VIII: Student Records

During self-assessment, **Y.C.S. May Academy** accurately identified themselves compliant in the areas regarding conformance to pupil record code, return of records upon termination, access to records is limited to authorized persons, access sheets, location of other records specified in central file, daily attendance available to LEA's, written communication to LEAs regarding five days of tardiness/absences, and maintenance of student health records.

During the self-assessment process, **Y.C.S. May Academy** identified concerns in the area of written notice of placement to the county office. The improvement plan is sufficient to address this area and the on-site visit indicated that the school has developed an activity to bring about the required change.

No additional areas of need were identified during the on-site visit at **Y.C.S. May Academy**.

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Summary

On-site special education monitoring was conducted in the Y.C.S. Fort Lee, Hackensack, Paramus, Ridgewood, Fairlawn (Bergen) on March 22-24, 2004, Y.C.S. Sawtelle, South (Camden) on November 12-13, 2003, Y.C.S. Sawtelle, North (Essex) on October 14-15, 2003, Y.C.S. Kearney Annex (Hudson) on May 10, 2004, and Y.C.S. May Academy (Hudson) on May 11-12, 2004. The purpose of the monitoring visit was to verify the **Y.C.S. Schools'** report of findings resulting from their self-assessment and to review the receiving schools' improvement plans.

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 many areas of need and develop an improvement plan that with some revision will bring about systemic change. The receiving 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.

Y.C.S. Fairlawn, Ridgewood, and Paramus

Staff Requirements, Discipline and Student Records were determined to be areas of compliance by **Y.C.S. Fairlawn, Ridgewood, and Paramus (Bergen)** schools during self-assessment and by the NJDOE during the on-site visit.

Areas identified as consistently compliant by **Y.C.S. Fairlawn, Ridgewood, and Paramus (Bergen)** during self-assessment and verified during the on-site monitoring visit include annual reports, programs provided in nonsectarian settings, 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, provision of counseling, occupational and physical therapy services as per IEP, certificates of occupancy and inspections, fire drills, 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, IEP accessibility to teachers and provider, informing teachers and providers of IEP responsibilities, timely implementation of IEPs, observation of proposed placement, statewide testing, implementation of IEP components, informing parents of progress toward goals and objectives, class size and age range, exceptions for class size and age range, special class program descriptions maintained at county office, certifications for specialized populations, special classes service students with similar educational needs, collaboration for home instruction, dispensing medication, policies and procedures relating to school functions and services and medical exams for sport teams.

During the self-assessment process, **Y.C.S. Fairlawn, Ridgewood, and Paramus (Bergen)** identified areas of need regarding policies and procedures relating to student records, staff development, provision of speech language services, collaboration with

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sending district regarding provision of services, IEP meeting prior to student's first day of attendance, teachers trained in CCCSs.

The on-site visit identified additional areas of need within the various standards at **Y.C.S. Fairlawn, Ridgewood, and Paramus (Bergen)** regarding amendments (Paramus only), programs provided in approved facilities (Paramus only) and communication to sending district regarding IEP components.

Y.C.S. Fort Lee and Hackensack (Bergen)

FAPE, Facility Requirements and Programs and Services were determined to be an area of compliance by **Y.C.S. Fort Lee and Hackensack (Bergen)** schools during self-assessment and by the NJDOE during the on-site visit.

Areas identified as consistently compliant by **Y.C.S. Fort Lee and Hackensack (Bergen)** during self-assessment and verified during the on-site monitoring visit include annual reports, amendments and programs provided in nonsectarian settings, private school dual employment, supervision of paraprofessionals, criminal history verification, having an approved professional development plan, 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, current IEP, IEP accessibility to teachers and providers, informing teachers and providers of IEP responsibilities, timely implementation of IEPs, observation of proposed placement, informing parents of progress toward goals and objectives, procedures for time out rooms, use of restraints and aversive therapies, removal of student pending mediation and due process, changes to program/placement pending mediation and due process, removal of student to interim alternative educational setting, procedures for termination of student placement, conformance to pupil records code, return of records, access to records, access sheets, location of records, daily attendance, written communication to LEAs regarding tardiness and/or absences, maintenance of student health records.

During the self-assessment process, **Y.C.S. Fort Lee and Hackensack (Bergen)** identified areas of need regarding policies and procedures, staff development, statewide testing, standard disciplinary procedures and suspensions.

The on-site visit identified additional areas of need within the various standards at **Y.C.S. Fort Lee and Hackensack (Bergen)** regarding certified/licensed staff, communication to sending districts regarding IEP components and implementation of IEP components.

Y.C.S. Sawtelle, South

Facility Requirements were determined to be areas of compliance by **Y.C.S. Sawtelle, South** during self-assessment and by the NJDOE during the on-site visit.

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Areas identified as consistently compliant by the **Y.C.S. Sawtelle South** during self-assessment and verified during the on-site monitoring visit include staff development, annual reports, programs provided in nonsectarian settings, length of school day and year, provision of physical education, maintenance of hearing aids, services at no cost to parents, extended school year, observation of programs, provision of services as per IEP, provision of occupational therapy, physical therapy and counseling services, appropriate supervision of physical therapy assistants (PTA) and certified occupational therapy assistants (COTA), private school dual employment, supervision of paraprofessionals, job descriptions of paraprofessionals maintained at the county office, criminal history verification, having an approved professional development plan, 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, communication to sending district regarding missing IEP components, IEP accessibility to teachers and provider, informing teachers and providers of IEP responsibilities, timely implementation of IEPs, observation of proposed placement, statewide testing, informing parents of progress toward goals and objectives, procedures for time out rooms, use of restraints and aversive therapies, removal of student pending mediation and due process, changes to program/placement pending mediation and due process, notification to sending districts regarding suspensions, removal of student to interim alternative educational setting, procedures for termination of student placement, class size and age range, exceptions for class size and age range, special class program descriptions maintained at county office, special classes serving students with similar educational needs, teachers trained and providing instruction according to the CCCSs, collaboration for home instruction, dispensing medication, conformance to pupil record code, access to records is limited to authorized persons, access sheets, daily attendance available to LEAs, written communication to LEAs regarding tardiness/absences, written notice of placement to county office, and maintenance of student health records.

During the self-assessment process, the **Y.C.S. Sawtelle South** identified areas of need regarding policies and procedures, provision of speech therapy services, having a current IEP in effect before special education and related services are provided and standard disciplinary procedures.

The on-site visit identified additional areas of need within the various standards at **Y.C.S. Sawtelle South** regarding amendments, certified/licensed staff for physical education, implementation of the IEP as developed by the IEP team, return of records and location of records.

Y.C.S. Sawtelle North

Facility Requirements, Discipline and Student Records were determined to be areas of compliance by the **Y.C.S. Sawtelle North** during self-assessment and by the NJDOE during the on-site visit.

Areas identified as consistently compliant by the **Y.C.S. Sawtelle North** during self-assessment and verified during the on-site monitoring visit include staff development,

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annual reports, amendments and programs provided in nonsectarian setting, 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, provision of services, including the related services of physical therapy and counseling as per IEP, private school dual employment, supervision of paraprofessionals, criminal history verification, approved professional development plan, 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, communication to sending district regarding missing IEP components, IEP accessibility to teachers and provider, informing teachers and providers of IEP responsibilities, timely implementation of IEPs, observation of proposed placement, statewide testing, implementation of IEP components, informing parents of progress toward goals and objectives, class size and age range, exceptions for class size and age range, special class program descriptions maintained at county office, special classes service students with similar educational needs, collaboration for home instruction, dispensing medication and medical exams for sport teams.

During the self-assessment process, the **Y.C.S. Sawtelle North** identified areas of need regarding policies and procedures relating to student records, parent training, provision of speech language services, IEP prior to student's first day of attendance, implementing the CCCS and guidelines relating to emergency procedures.

The on-site visit identified additional areas of need within the various standards at Y.C.S. Sawtelle North regarding provision of occupational therapy as per IEP, certified/licensed staff, job descriptions for paraprofessionals and nursing services.

Y.C.S. Kearny

Staff Requirements, Facility Requirements, and Discipline were determined to be areas of compliance by the **Y.C.S. Kearny** school during self-assessment and by the NJDOE during the on-site visit.

Areas identified as consistently compliant by the **Y.C.S. Kearny** school during self-assessment and verified during the on-site monitoring visit include annual reports, amendments and programs provided in nonsectarian setting, 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, provision of services, including the related services of occupational therapy, physical therapy and counseling as per IEP, 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, communication to sending district regarding missing IEP components, IEP accessibility to teachers and providers, informing teachers and providers of IEP responsibilities, timely implementation of IEPs, observation of proposed placement, statewide testing, implementation of IEP components, informing parents of progress toward goals and objectives, class size and

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age range, exceptions for class size and age range, special class program descriptions maintained at county office, special classes service students with similar educational needs, collaboration for home instruction, dispensing medication, medical exams for sport teams, conformance to pupil record code, return of records, access to records, location of records, daily attendance, tardiness/absence, written notice of attendance and student health records.

During the self-assessment process, the **Y.C.S. Kearny** school identified areas of need regarding policies and procedures relating to student records, staff training, provision of speech language services, IEP prior to student's first day of attendance, implementing the CCCS and guidelines relating to emergency procedures.

The on-site visit identified one additional area of need within the various standards at **Y.C.S. Kearny** school regarding use of access sheets.

Y.C.S. May Academy

Facility Requirements and **Programs and Services** were determined to be areas of compliance by the **Y.C.S. May Academy** school during self-assessment and by the NJDOE during the on-site visit.

Areas identified as consistently compliant by the **Y.C.S. May Academy** school during self-assessment and verified during the on-site monitoring visit include policies and procedures, annual reports, amendments and programs provided in nonsectarian setting, 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, provision of services, including the related services of speech therapy, physical therapy and counseling as per IEP, private school dual employment, employment/job descriptions of paraprofessionals, criminal history verification, having an approved professional development plan, IEP conducted with required receiving school participants, IEP conducted with students age 14 and older, as appropriate, signatures of participants present on IEPs, IEP accessibility to teachers and providers, informing teachers and providers of IEP responsibilities, timely implementation of IEPs, observation of proposed placement, implementation of IEP components, informing parents of progress toward goals and objectives, standard disciplinary procedures, procedures for time out rooms, use of restraints and aversive therapies, removal of student pending due process, changes to program/placement, interim alternative educational setting, termination of placement, conformance to pupil record code, return of records, access to records, use of access sheets, location of records, daily attendance, tardiness/absence and student health records.

During the self-assessment process, the **Y.C.S. May Academy** school identified areas of need regarding joint training of staff and parents, statewide testing, suspensions and written notice of attendance.

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The on-site visit identified additional areas of need within the various standards at **Y.C.S. May Academy** school regarding provisions of occupational therapy services as per IEP, certified/licensed staff, IEP meeting conducted at least annually, current IEP prior to student placement and communication to sending districts regarding missing IEP components.

Within forty-five days of receipt of the monitoring report, the Y.C.S. Schools will revise and resubmit the improvement plan to their respective county offices of education and to the Office of Special Education Programs to address those areas that require revisions.