

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

Receiving School: Clearview School

County: Passaic

Monitoring Dates: November 8-9, 2004

Monitoring Team: Diane Mari, Ann Marie Bruder

Background Information:

During the 2003– 2004 school year, the Clearview School conducted a self-assessment of policies, procedures, programs, services and student outcomes. This self-assessment component of the monitoring process provided the Clearview 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 Clearview 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 Clearview School is commended for the extensive counseling program it provides for its students. This program includes but is not limited to individual counseling, behavioral counseling, anger management, and crisis intervention. The staff works very closely with the counselors providing a stable environment with a clear understanding of the behavior modification program in place for each student. The entire staff follows the same model as behavioral issues arise.

The Clearview School provides students the opportunity to participate in social skills and communication groups to further enhance and develop their life skills and problem

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solving abilities. This program is facilitated by the speech-language specialist and the disciplinarian/crisis intervention teacher.

The Clearview School offers a culinary arts program that offers instruction in functional food preparation and kitchen safety. Student and staff recipes are compiled into a school cookbook. The students contribute to the development of the cookbook which provides students with an opportunity to foster teamwork on common goals in addition to strengthening computer and written language skills. The art program also allows students to participate in activities using multiple media as the activities are taught in a way to emphasize the therapeutic values of art.

The Clearview School also provides a successful transition component to their program which exposes the students to meaningful work experiences. Their transition counseling program focuses on career exploration, self-assessment of abilities, interests and talents and matching those areas with compatible career choices. They also provide access to a County Workforce Summer Program which assists students with obtaining summer employment.

Areas Demonstrating Compliance With All Standards:

Staff Requirements, Facility Requirements and **Student Records** were determined to be areas of compliance by the Clearview School during self-assessment and by the NJDOE during the on-site visit.

Section I: General Provisions

Summary of Findings:

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

During the self-assessment process, the Clearview 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 interviews indicated that the receiving school has developed a procedures manual and has communicated these procedures to parents and staff. Therefore, the 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.

Section II: Free, Appropriate Public Education (FAPE)

Summary of Findings:

During self-assessment, the Clearview School accurately identified themselves compliant in the areas regarding length of school day and year, 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 and provision of speech language and counseling services as per IEP.

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During the self-assessment process, the Clearview School identified concerns in the areas regarding health and physical education programs and procedures for maintenance of hearing aids. The school's improvement plan is sufficient to address these areas of need. During the on-site visit, a review of records determined that the receiving school has obtained and implemented a health and physical education curriculum and has adopted hearing aid checks to address these areas of need. Therefore, the school has appropriately implemented specific activities to bring about correction in these areas.

An additional area of need was identified during the on-site visit regarding speech-language specialist conducting speech-language evaluations.

Area of Need:

Provision of Evaluations – During the on-site visit, through record reviews and interviews, it was determined that the receiving school's speech-language specialist is conducting evaluations for sending districts.

- **The receiving school will revise its improvement plan to include procedures to ensure that when staff members believe that a student may benefit from the provision of speech/language services, a referral must be made to the child study team of the sending district. If the sending district agrees, they would send notice of assessment along with the request for consent to the parent. The district is then responsible for conducting the evaluation. The plan must include in-service training for the staff regarding the new procedures and an administrative oversight component to ensure the consistent implementation of the procedures.**

Section V: Individualized Education Plan/Annual Review

Summary of Findings:

During self-assessment, the Clearview 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, 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.

Additional areas of need were identified during the on-site visit regarding IEP goals and objectives and implementation of IEP modifications.

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Area of Need:

Criteria of Mastery of Goals and Objectives – During the on-site visit a review of records and staff interview indicated that although it is not the receiving school's responsibility to do so, the Clearview School staff is providing IEP annual goals and objectives to the IEP team. While the goals and objectives are aligned with the Core Curriculum Standards, they lack the criteria for being observable and measurable.

- **The school must revise its improvement plan to either offer IEP teams goals and objectives that are individualized, observable and measurable or communicate with the sending district to ensure that the IEP team revises the goals and objectives provided by Clearview School to make certain that they are individualized, observable and measurable.**

Implementation of IEP Modifications- During the on-site visit, an area of need was identified regarding the delivery of a supported instructional program. Through record reviews and interviews it was determined that selected students are removed from their self-contained class to receive small group instruction in subjects taught by a certified teacher of the handicapped. Subjects instructed in this class period include math, reading and English. This program modification is not included in students' IEPs. In addition, the school has not obtained approval through their county office to provide such instruction.

- **The school will revise its improvement plan to include procedures to ensure that if the school believes that a student would benefit from any program modifications not included in the IEP, the school will contact the child study team of the sending district to determine whether the modifications are warranted. In addition, the school must revise their procedures to ensure that any changes to the programs or services offered must be submitted to the county office of education for review and approval. The plan must include an administrative oversight component to ensure the consistent implementation of the procedures.**

Section VI: Discipline

Summary of Finding:

During self-assessment, the Clearview School accurately identified themselves compliant in the areas regarding procedures for time out rooms, restraints and aversives, 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, the Clearview School identified concerns in the area regarding standard disciplinary procedure manual. The school's improvement plan is sufficient to address this area of need. During the on-site visit, a review of records and interviews indicated that the receiving school has developed a procedures manual and has communicated those procedures to parents and staff. Therefore, the school has implemented specific activities to bring about correction in this area.

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

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Section VII: Programs and Services

Summary of Findings:

During self-assessment, the Clearview School 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, certifications for specialized populations, special classes serving students with similar educational needs, teachers trained and instructing in CCCSs, collaboration for home instruction, policies and procedures relating to school functions and services and medical exams for sport teams.

During the self-assessment process, the Clearview School identified concerns in the areas regarding nursing services. **The receiving school's improvement plan is insufficient to address this area of need. Although the school is in the process of hiring a school nurse, a certified school nurse has not yet been hired. The school must revise their plan to ensure that a certified school nurse is hired to implement the requirements of N.J.A.C. 6A:16.**

An additional area of need was identified during the on-site visit in the area regarding dispensing of medication.

Areas of Need:

Dispensing of Medication - During the on-site visit through staff interviews it was determined that medication was dispensed by the director, when the registered nurse is absent or not available.

- **The school will revise its improvement plan to include procedures to ensure that only authorized individuals dispense medication in accordance with N.J.A.C. 6A:16. The plan must include an administrative oversight component to ensure consistent implementation of the procedures.**

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Summary

On-site special education monitoring was conducted in the Clearview School on November 8-9, 2004. The purpose of the monitoring visit was to verify the Clearview 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 exceptionally 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 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.

Staff Requirements, Facility Requirements and **Student Records** were determined to be areas of compliance by the Clearview School during self-assessment and by the NJDOE during the on-site visit.

Additional areas identified as consistently compliant by the Clearview School during self-assessment and verified during the on-site monitoring visit include staff development, annual reports, amendments, programs provided in nonsectarian settings, length of school day and year, services at no cost to parents, ESY programs and services provided in accordance with IEPs, program open to observation by LEA and DOE, provision of services and related services as per IEP, IEP meetings conducted at least annually, informing teachers and providers of IEP responsibilities, timely implementation of IEPs, statewide testing, procedures for time out rooms, restraints and aversives, 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, certifications for specialized populations, special classes serving students with similar educational needs, teachers trained and instructing in CCCSs, collaboration for home instruction, policies and procedures relating to school functions and services and medical exams for sport teams.

During the self-assessment process, the Clearview School identified areas of need regarding policies and procedures, hearing aid policy, physical education/health curriculum, written disciplinary procedures communicated to parents and employment of a certified school nurse.

The on-site visit identified additional areas of need within the various standards regarding evaluations conducted by receiving school's speech-language specialist, goals and objectives not written in an observable and measurable language, implementation of IEPs and dispensing of medication.

Within forty-five days of receipt of the monitoring report, the Clearview 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.