

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

Receiving School: Hampton Academy **County:** Burlington

Monitoring Dates: September 29, 30 and October 1, 2003

Monitoring Team: Deborah Magee, Carmen Fanucci, Judyth Vazquez

Background Information:

During the 2002–2003 school year the Hampton Academy conducted a self-assessment of policies, procedures, programs, services, and student outcomes. This self-assessment component of the monitoring process provided the Hampton Academy 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 Hampton Academy 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 and related service personnel.

School Strengths:

The Hampton Academy is commended for its comprehensive nursing services program characterized by on-going collaboration with students, school staff, community resources and parents toward prevention of illness and promotion of good health. The nurse's station is fully equipped for emergency response and has two private resting areas. The school is also commended for offering free breakfast and lunch to all of their students.

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Areas Demonstrating Compliance With All Standards:

General Provisions, Free Appropriate Public Education (FAPE), Facility Requirements, Program/Services, and Student Records were determined to be areas of compliance by the Hampton Academy during self-assessment and by the NJDOE during the on-site visit.

Section III: Staff Requirements

Summary of Findings:

During self-assessment, the Hampton Academy accurately identified themselves compliant in the areas of private school dual employment, job descriptions of paraprofessionals maintained at county office, criminal history verification and having an approved professional development plan

Areas of need were identified during the on-site visit regarding approval of unrecognized job titles by the Department of Education through the county office of education and supervision of students by non-certified staff.

Area of Need:

Certified/Licensed Staff- During the on-site visit, staff interviews and a review of records indicated that the Hampton Academy did not request approval from the county office of education for an unrecognized job title approval for the art therapist position. In addition, teacher aides are supervising student progress while assigned to the "Peer Separation Room" without appropriately certified staff supervision. Students are also supervised by teacher aides when the classroom teachers attend IEP meetings.

- **The receiving school will revise its improvement plan to include procedures to ensure that all unrecognized job titles are submitted to the county office of education for review and approval. In addition, the school should revise its improvement plan to include procedures to ensure that all non-certified staff members are appropriately supervised by certified staff. The plan must include 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 Hampton Academy accurately identified themselves compliant in the areas of IEP meeting conducted at least annually, IEP conducted with required receiving school participants, participation of students at IEP meetings, 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

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relating to administration, support and assistance, implementation of IEP components and informing parents of progress toward goals and objectives.

During the self-assessment process, the Hampton Academy identified concerns in the area of transition services. The receiving school's improvement plan is sufficient to address this area of need. During the on-site visit, a review of records and staff interviews indicated that the 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.

Section VI: Discipline

Summary of Finding:

During self-assessment, the Hampton Academy accurately identified themselves compliant in the areas of standard disciplinary procedures, 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.

An area of need was identified during the on-site visit regarding procedures for time out rooms.

Area of Need:

Time Out Rooms– During the on-site visit, staff interviews indicated that they were not consistently familiar with procedures for student access to the “peer separation room.”

- **The school must revise its improvement plan to include in-service training and a mechanism to determine the effectiveness of the training. The plan must include an administrative oversight component to ensure the consistent, compliant implementation of the procedures.**

Section VII: Programs and Services

Summary of Findings:

During self-assessment the Hampton Academy 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, collaboration for home instruction, dispensing medication, nursing services, policies and procedures relating to school functions and services and medical exams for sport teams.

An area of need was identified during the on-site visit regarding teachers being knowledgeable in core curriculum content standards.

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Area of Need:

Teachers Knowledgeable in CCCS- During the on site visit through staff interviews, it was determined that teachers did not have knowledge of the CCCS.

- **The school will revise its improvement plan to include procedures to ensure that teachers are trained and provide instruction in CCCS. The plan must include staff training and 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 Hampton Academy on September 29, 30, and October 1, 2003. The purpose of the monitoring visit was to verify the Hampton Academy's report of findings resulting from their self-assessment and to review the receiving school's improvement plan.

General Provisions, Free Appropriate Public Education (FAPE), Facility Requirements, and Student Records were determined to be areas of compliance by the Hampton Academy during self-assessment and by the NJDOE during the on-site visit.

Areas identified as consistently compliant by the Hampton Academy during self-assessment and verified during the on-site monitoring visit included private school dual employment, 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, participation of students at IEP meetings, 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 relating to administration, support and assistance, implementation of IEP components, informing parents of progress toward goals and objectives, standard disciplinary procedures, 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, 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, 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 Hampton Academy identified an area of need regarding transition services.

The on-site visit identified additional areas of need within the various standards regarding certified/licensed staff, procedures for time-out rooms and teachers being knowledgeable in core curriculum content standards.

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