

New Jersey Department of Education Special Education Receiving School Monitoring

Receiving School: Bergen County Special Services School District

County: Bergen

Monitoring Dates: March 17 – 21, 2003

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Background Information:

The Bergen County Special Services School District the following school programs: Bleshan Regional Day School, Brownstone, Carl Padovano Alternative School, Emerson High School, Evergreen Academy, Hearing Impaired Program (HIP), Hillcrest School, Millburn Regional Day School, NOVA Elementary, NOVA North, Piermont Career Campus, Secondary Hearing Impaired Program (SHIP), Washington Program (North and South)

During the 2001 – 2002 school year, the Bergen County Special Services School District (BCSSSD) conducted a self-assessment of policies, procedures, programs, services, and student outcomes. This self-assessment component of the monitoring process provided the Bergen County Special Services School District 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 Bergen County Special Services School District 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 Bergen County Special Services School District's program special education administrators, building principals, special education teachers and related service personnel.

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School Strengths:

The Bergen County Special Services School District is commended for the commitment and dedication of the many enthusiastic and professional faculty and staff. The Bergen County Special Services School District provides professional and caring instructional services to students of varying abilities along a full continuum of educational placements, including educational services to students with disabilities in general education classes with their non-disabled peers. This dedication to inclusion is illustrated well with the Hearing Impaired Program (HIP) and Secondary Hearing Impaired Program (SHIP) located in the Midland Park Public Schools.

Throughout the special services school district, care is taken to address the myriad needs presented by the diverse student population. The district's transition program (i.e., Career Crossroads) provides services to all students in a variety of settings in order to provide career awareness and community based learning experiences through extensive business and community partnerships. A program called "Ground Hog Job Shadow Day" introduces students to various career opportunities in the community. The district also provides the services of an "Inclusion Specialist", who is a New Jersey Department of Education (NJDOE) certified Teacher of the Handicapped, to support students and school districts as students transition back to a less restrictive setting.

In addition to the transition needs of their students, the district provides licensed clinical social worker led parent and sibling support groups in select district programs. Further, the students' assistive technology needs are evaluated and addressed throughout the district. For example, many students use their augmentative communication devices in classroom and community settings with the guidance of teachers and therapists.

The Brownstone School has a program called Reading Buddies with the Hackensack Middle School as well as having students participate in New Jersey Peer to Peer Initiative. Evergreen Academy has a unique partnership with the Bergen County Vocational School District in which the entire campus is available to the Evergreen students to enable them to take classes and participate in extra-curricular activities.

Bergen County Special Services School District-Wide Findings

Areas Demonstrating Compliance with All Standards:

Staff Requirements and Facility Requirements were determined to be areas of compliance by all programs of the Bergen County Special Services School District during self-assessment and by the NJDOE during the on-site visit.

Section I: General Provisions

Summary of Findings:

An area of need was identified during the on-site visit regarding policies and procedures for terminating a student prior to the end of student's academic year.

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Area of Need:

Termination Policy and Procedure - During the on-site visit, a review of student records and information obtained through the interview process indicates that the termination procedure includes the use of a standard letter that confuses the termination responsibilities of the receiving school as per N.J.A.C. 6A:14-7.7(a).

- **The district will revise its improvement plan to include procedures to ensure that termination of a student's placement prior to the end of the student's academic year meet the requirements of N.J.A.C. 6A:14-7.7(a). The plan must include in-service activities and an administrative oversight component to ensure consistent implementation of the procedures.**

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

Section V: Individualized Education Program/Annual Review

Summary of Findings:

An area of need was identified during the on-site visit regarding communication to sending districts when the criteria for mastery of goals and objectives are missing.

Area of Need:

Communication to Sending Districts - During the on-site visit, a review of student records revealed that the district does not communicate with sending districts when goals were missing from IEPs. Annual goals were developed by the receiving schools rather than the sending districts and lacked criteria for mastery other than "informal teacher observation." The schools did not communicate with sending districts when these components were missing.

- **The district will revise its improvement plan to include procedures to ensure that they communicate with sending districts when any IEP components are missing or incomplete. The plan must include in-service activities and an administrative oversight component to ensure consistent implementation of the procedures.**

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

Bleshman Regional Day School

Areas Demonstrating Compliance with All Standards:

FAPE, Discipline, and Student Records were determined to be areas of compliance by the Bleshman Regional Day School of the Bergen County Special Services School District during self-assessment and by the NJDOE during the on-site visit.

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Section I: General Provisions

Summary of Findings:

During self-assessment, the Bleshman Regional Day School accurately identified themselves compliant in the areas of policies and procedures, annual reports, amendments and provision of programs and services in a nonsectarian setting.

During the self-assessment process, the Bleshman Regional Day School identified concerns in the area of staff development. **The school's improvement plan is insufficient to address this area of need because it lacks an administrative oversight component to ensure implementation of the procedures.** The plan needs to be revised to include this component.

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

Section V: Individualized Education Program/Annual Review

Summary of Findings:

During self-assessment, the Bleshman Regional Day School accurately identified themselves compliant in the area of staff attendance at IEP meetings, current IEPs, accessibility to IEPs, staff knowledge of accommodations and modifications, observation of proposed placement, statewide assessments and progress reports.

During the self-assessment process, the Bleshman Regional Day School identified concerns regarding communication to sending districts regarding missing IEP components and implementation of IEP components relating to Core Curriculum Content Standards (CCCS). **The school's improvement plan is insufficient to address the area of communication of sending districts need because it lacks an administrative oversight component to ensure implementation of the procedures. The school's improvement plan is insufficient to address this area of IEP components because it lacks an administrative oversight component to ensure implementation of the procedures and specific activities for compliance.** The plan needs to be revised to include these components.

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

Section VII: Programs and Services

Summary of Findings:

During self-assessment, the Bleshman Regional Day School accurately identified themselves compliant in the areas of instructional class sizes, certifications, exceptions, description of special class programs, home instruction, dispensing medication/nursing services and preschool programs.

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During the self-assessment process, the Bleshman Regional Day School identified a concern regarding Core Curriculum Content Standards/Core Curriculum Content Standards for Students with Severe Disabilities (CCCS/CCCSSSD). **The school's improvement plan is insufficient to address this area of need because it lacks an administrative oversight component to ensure implementation of the procedures.** The plan needs to be revised to include this component.

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

Brownstone School

Areas Demonstrating Compliance with All Standards:

FAPE, Discipline, and Student Records were determined to be areas of compliance by the Brownstone School of the Bergen County Special Services School District during self-assessment and by the NJDOE during the on-site visit.

Section I: General Provisions

Summary of Findings:

During self-assessment, the Brownstone School accurately identified themselves compliant in the areas of policies and procedures, annual reports, amendments and provision of programs and services in a nonsectarian setting.

During the self-assessment process, the Brownstone School identified concerns in the area of staff development. The school's improvement plan is sufficient to address this area of need.

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

Section V: Individualized Education Program/Annual Review

Summary of Findings:

During self-assessment, the Brownstone School accurately identified themselves compliant in the area of staff attendance at IEP meetings, current IEPs, accessibility to IEPs, staff knowledge of accommodations and modifications, observation of proposed placement, statewide assessments and progress reports.

During the self-assessment process, the Brownstone School identified concerns regarding implementation of IEP components relating to the CCCS. The school's improvement plan is sufficient to address this area of need.

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 Brownstone School accurately identified themselves compliant in the areas of instructional class sizes, certifications, exceptions, description of special class programs, home instruction, dispensing medication/nursing services and preschool programs.

During the self-assessment process, the Brownstone School identified a concern regarding CCCS/CCCSSD. The school's improvement plan is sufficient to address this area of need.

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

Carl Padovano Alternative School

Areas Demonstrating Compliance with All Standards:

Discipline and Programs and Services were determined to be areas of compliance by the Carl Padovano Alternative School of the Bergen County Special Services School District during self-assessment and by the NJDOE during the on-site visit.

Section I: General Provisions

Summary of Findings:

During self-assessment, the Carl Padovano Alternative School accurately identified themselves compliant in the areas of policies and procedures, annual reports, amendments and provision of programs and services in a nonsectarian setting.

During the self-assessment process, the Carl Padovano Alternative School identified concerns in the area of staff development. The school's improvement plan is sufficient to address this area of need.

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 Carl Padovano Alternative School accurately identified themselves as compliant in the areas of length of school day/year, physical education, hearing aids, services provided at no cost to the parents, observation of programs and provision of services as per IEP.

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During the self-assessment process, the Carl Padovano Alternative School identified concerns in the area of related services. The school's improvement plan is sufficient to address this area of need.

Section V: Individualized Education Program/Annual Review

Summary of Findings:

During self-assessment, the Carl Padovano Alternative School accurately identified themselves compliant in the area of staff attendance at IEP meetings, current IEPs, accessibility to IEPs, observation of proposed placement, statewide assessments, and progress reports.

During the self-assessment process, the Carl Padovano Alternative School identified concerns regarding informing teachers/providers of IEP responsibilities and implementation of IEP components relating to CCCS. The school's improvement plan is sufficient to address these areas of need.

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

Section VIII: Student Records

Summary of Findings:

During self-assessment, the Carl Padovano Alternative School accurately identified themselves compliant in the areas of pupil record code.

During the self-assessment process, the Carl Padovano Alternative School identified concerns regarding written notification of habitual tardiness or absences of five days to the chief school administrator of the sending district. The school's improvement plan is sufficient to address this area of need.

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

Emerson High School Program

Areas Demonstrating Compliance with All Standards:

Discipline and Programs and Services were determined to be areas of compliance by the Emerson High School Program of the Bergen County Special Services School District during self-assessment and by the NJDOE during the on-site visit.

Section I: General Provisions

Summary of Findings:

During self-assessment, the Emerson High School Program accurately identified themselves compliant in the areas of policies and procedures, annual reports, amendments and provision of programs and services in a nonsectarian setting.

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During the self-assessment process, the Emerson High School Program identified concerns in the area of staff development. The school's improvement plan is sufficient to address this area of need.

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 Emerson High School Program accurately identified themselves as compliant in the areas of length of school day/year, physical education, services provided at no cost to the parents, observation of programs and provision of services as per IEP.

During the self-assessment process, the Emerson High School Program identified concerns in the area of hearing aid checks and provision of related services. The school's improvement plan is sufficient to address these areas of need.

Section V: Individualized Education Program/Annual Review

Summary of Findings:

During self-assessment, the Emerson High School Program accurately identified themselves compliant in the area of staff attendance at IEP meetings, current IEPs, accessibility to IEPs, observation of proposed placement, statewide assessments and progress reports.

During the self-assessment process, the Emerson High School Program identified concerns regarding informing teachers/providers of IEP responsibilities and implementation of IEP components relating to the CCCS. The school's improvement plan is sufficient to address these areas of need.

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

Section VIII: Student Records

Summary of Findings:

During self-assessment, the Emerson High School Program accurately identified themselves compliant in the areas of pupil record code.

During the self-assessment process, the Emerson High School Program identified concerns regarding written notification of habitual tardiness or absences of five days to the chief school administrator of the sending district. The school's improvement plan is sufficient to address this area of need.

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

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Evergreen Academy

Areas Demonstrating Compliance with All Standards:

Discipline and Programs and Services were determined to be areas of compliance by the Evergreen Academy Program of the Bergen County Special Services School District during self-assessment and by the NJDOE during the on-site visit.

Section I: General Provisions

Summary of Findings:

During self-assessment, the Evergreen Academy accurately identified themselves compliant in the areas of policies and procedures, annual reports, amendments and provision of programs and services in a nonsectarian setting.

During the self-assessment process, the Evergreen Academy Program identified concerns in the area of staff development. The school's improvement plan is sufficient to address this area of need.

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 Evergreen Academy accurately identified themselves compliant in the areas of length of school day/year, physical education, hearing aids, services provided at no cost to the parents, observation of programs and provision of services as per IEP.

During the self-assessment process, the Evergreen Academy identified concerns in the areas of physical education and provision of related services. The school's improvement plan is sufficient to address this area of need. During the on-site visit, it was determined that all activities are complete, bringing these areas into compliance.

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

Section V: Individualized Education Program/Annual Review

Summary of Findings:

During self-assessment, the Evergreen Academy accurately identified themselves compliant in the area of staff attendance at IEP meetings, current IEPs, accessibility to IEPs, observation of proposed placement, statewide assessments and progress reports.

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During the self-assessment process, the Evergreen Academy identified concerns regarding informing teachers/providers of IEP responsibilities and implementation of IEP components relating to CCCS. The school's improvement plan is sufficient to address these areas of needs.

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

Section VIII: Student Records

Summary of Findings:

During self-assessment, the Evergreen Academy accurately identified themselves compliant in the areas of pupil record code, return of records, access to records, record access sheets and location of education and health records.

During the self-assessment process, the Evergreen Academy identified concerns regarding written notification of habitual tardiness or absences of five days to the chief school administrator of the sending district. The school's improvement plan is sufficient to address this area of need.

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

Hillcrest School

Areas Demonstrating Compliance with All Standards:

FAPE, Discipline and Student Records were determined to be areas of compliance by the Hillcrest School Program of the Bergen County Special Services School District during self-assessment and by the NJDOE during the on-site visit.

Section I: General Provisions

Summary of Findings:

During self-assessment, the Hillcrest School Program accurately identified themselves compliant in the areas of policies and procedures, annual reports, amendments and provision of programs and services in a nonsectarian setting.

During the self-assessment process, the Hillcrest School Program identified concerns in the area of staff development. The school's improvement plan is sufficient to address this area of need.

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

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Section V: Individualized Education Plan/Annual Review

Summary of Findings:

During self-assessment, the Hillcrest School accurately identified themselves compliant in the area of staff attendance at IEP meetings, current IEPs, accessibility to IEPs, informing teachers/providers of IEP responsibilities, observation of proposed placement, statewide assessments and progress reports.

During the self-assessment process, the Hillcrest School identified concerns regarding implementation of IEP components relating to CCCS. The school's improvement plan is sufficient to address this area of need.

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

Section VII: Programs and Services

Summary of Findings:

During self-assessment, the Hillcrest School accurately identified themselves compliant in the areas of instructional class sizes, certifications, exceptions, description of special class programs, home instruction, dispensing medication/nursing services and preschool programs.

During the self-assessment process, the Hillcrest School identified a concern regarding CCCS/CCCSSD. The school's improvement plan is sufficient to address this area of need.

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

Hearing Impaired Program (HIP) – Midland Park

Areas Demonstrating Compliance with All Standards:

FAPE, Discipline and Student Records were determined to be areas of compliance by the HIP – Midland Park Program of the Bergen County Special Services School District during self-assessment and by the NJDOE during the on-site visit.

Section I: General Provisions

Summary of Findings:

During self-assessment, the HIP – Midland Park Program accurately identified themselves compliant in the areas of policies and procedures, annual reports, amendments and provision of programs and services in a nonsectarian setting.

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During the self-assessment process, the HIP – Midland Park Program identified concerns in the area of staff development. **The school's improvement plan is insufficient to address the area of staff development because it lacks specific improvement activities and an administrative oversight component to ensure implementation of the procedures.** The plan needs to be revised to include these components.

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

Section VII: Programs and Services

Summary of Findings:

During self-assessment, the HIP – Midland Park Program accurately identified themselves compliant in the areas of instructional class sizes, certifications, exceptions, description of special class programs, home instruction, dispensing medication/nursing services and preschool programs.

During the self-assessment process, the HIP – Midland Park Program identified a concern regarding CCCS/CCCSSD. **The school's improvement plan is insufficient to address this area of need because it lacks specific improvement activities and an administrative oversight component to ensure implementation of the procedures.** The plan needs to be revised to include these components.

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

Hearing Impaired Program (HIP) – Union Street

Areas Demonstrating Compliance with All Standards:

FAPE, Discipline, and Student Records were determined to be areas of compliance by the HIP – Union Street Program of the Bergen County Special Services School District during self-assessment and by the NJDOE during the on-site visit.

Section I: General Provisions

Summary of Findings:

During self-assessment, the HIP – Union Street Program accurately identified themselves compliant in the areas of policies and procedures, annual reports, amendments and provision of programs and services in a nonsectarian setting.

During the self-assessment process, the HIP – Union Street Program identified concerns in the area of staff development. The school's improvement plan is sufficient to address this area of need.

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 HIP – Union Street Program accurately identified themselves compliant in the areas of instructional class sizes, certifications, exceptions, description of special class programs, home instruction, dispensing medication/nursing services and preschool programs.

During the self-assessment process, the HIP – Union Street Program identified a concern regarding CCCS/CCCSSD. The school’s improvement plan is sufficient to address this area of need.

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

Millburn Regional Day School

Areas Demonstrating Compliance with All Standards:

FAPE, Discipline and Student Records were determined to be areas of compliance by Millburn Regional Day School of the Bergen County Special Services School District during self-assessment and by the NJDOE during the on-site visit.

Section I: General Provisions

Summary of Findings:

During self-assessment, the Millburn Regional Day School accurately identified themselves compliant in the areas of policies and procedures, staff development, amendments and provision of programs and services in a nonsectarian setting.

During the self-assessment process, the Millburn Regional Day School identified concerns in the area of annual reports. The school’s improvement plan is sufficient to address this area of need.

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

Section V: Individualized Education Plan/Annual Review

Summary of Findings:

During self-assessment, the Millburn Regional Day School accurately identified themselves compliant in the areas of IEPs conducted annually, signatures on IEPs, current IEPs, accessibility to IEPs, informing teachers/providers of IEP responsibilities, observation of proposed placement, statewide assessments, implementation of IEP components and progress reports.

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During the self-assessment process, the Millburn Regional Day School identified concerns regarding IEP meetings conducted with appropriate participants, communication to sending districts regarding missing IEP components and no delay in IEP implementation. The school's improvement plan is sufficient to address the areas of IEP meetings being conducted with appropriate participants and communication to sending districts regarding missing IEP components. **The school's improvement plan is insufficient to address the area of no delay in IEP implementation because it lacks an administrative oversight component to ensure implementation of the procedures.** The plan needs to be revised to include this component.

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

Section VII: Programs and Services

Summary of Findings:

During self-assessment, the Millburn Regional Day School accurately identified themselves compliant in the areas of certifications, exceptions, description of special class programs, CCCS/CCCSSSD, home instruction, dispensing medication/nursing services and preschool programs.

During the self-assessment process, the Millburn Regional Day School identified a concern regarding class size/age range exceptions. The school's improvement plan is sufficient to address this area of need.

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

NOVA Program (Elementary and North)

Areas Demonstrating Compliance with All Standards:

Discipline and Programs/Services were determined to be areas of compliance by the NOVA programs of the Bergen County Special Services School District during self-assessment and by the NJDOE during the on-site visit.

Section I: General Provisions

Summary of Findings:

During self-assessment, the NOVA Programs accurately identified themselves compliant in the areas of policies and procedures, annual reports, amendments and provision of programs and services in a nonsectarian setting.

During the self-assessment process, the NOVA Programs identified concerns in the area of staff development. The school's improvement plan is sufficient to address this area of need.

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

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Section II: Free Appropriate Public Education (FAPE)

Summary of Findings:

During self-assessment, the NOVA Programs accurately identified themselves compliant in the areas of length of school day/year, physical education, hearing aids, services provided at no cost to the parents, observation of programs and provision of services as per IEP.

During the self-assessment process, the NOVA Programs identified concerns in the areas of physical education and related services. The school's improvement plan is sufficient to address this area and all activities are complete bringing these areas into compliance.

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

Section V: Individualized Education Plan/Annual Review

Summary of Findings:

During self-assessment, the NOVA Programs accurately identified themselves compliant in the area of staff attendance at IEP meetings, current IEPs, accessibility to IEPs, observation of proposed placement, statewide assessments and progress reports.

During the self-assessment process, the NOVA Programs identified concerns regarding informing teachers/providers of IEP responsibilities and implementation of IEP components relating to CCCS. The school's improvement plan is sufficient to address these areas of need.

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

Section VIII: Student Records

Summary of Findings:

During self-assessment, the NOVA Programs accurately identified themselves compliant in the areas of pupil record code.

During the self-assessment process, the NOVA Programs identified concerns regarding written notification of habitual tardiness or absences of five days to the chief school administrator of the sending district. The school's improvement plan is sufficient to address this area of need.

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

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Piermont Career Campus

Areas Demonstrating Compliance with All Standards:

FAPE, Discipline and Student Records were determined to be areas of compliance by the Piermont Career Campus of the Bergen County Special Services School District during self-assessment and by the NJDOE during the on-site visit.

Section I: General Provisions

Summary of Findings:

During self-assessment, the Piermont Career Campus accurately identified themselves compliant in the areas of policies and procedures, annual reports, amendments and provision of programs and services in a nonsectarian setting.

During the self-assessment process, the Piermont Career Campus identified concerns in the area of staff development. The school's improvement plan is sufficient to address this area of need.

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

Section VII: Programs and Services

Summary of Findings:

During self-assessment, the Piermont Career Campus accurately identified themselves compliant in the areas of instructional class sizes, certifications, exceptions, description of special class programs, home instruction, dispensing medication/nursing services and preschool programs.

During the self-assessment process, the Piermont Career Campus identified a concern regarding CCCS/CCSSSD. **The school's improvement plan is insufficient to address this area of need because it lacks an administrative oversight component to ensure implementation of the procedures.** The plan needs to be revised to include this component.

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

Secondary Hearing Impaired Program (SHIP)

Areas Demonstrating Compliance with All Standards:

FAPE, Discipline and Student Records were determined to be areas of compliance by SHIP of the Bergen County Special Services School District during self-assessment and by the NJDOE during the on-site visit.

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Section I: General Provisions

Summary of Findings:

During self-assessment, the SHIP accurately identified themselves compliant in the areas of policies and procedures, annual reports, amendments and provision of programs and services in a nonsectarian setting.

During the self-assessment process, the SHIP identified concerns in the area of staff development. The school's improvement plan is sufficient to address this area of need.

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

Section VII: Programs and Services

Summary of Findings:

During self-assessment, the SHIP accurately identified themselves compliant in the areas of instructional class sizes, certifications, exceptions, description of special class programs, home instruction, dispensing medication/nursing services and preschool programs.

During the self-assessment process, the SHIP identified a concern regarding CCCS/CCCSSSD. The school's improvement plan is sufficient to address this area of need.

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

Washington Program (North and South)

Areas Demonstrating Compliance with All Standards:

General Provisions, Discipline and Student Records were determined to be areas of compliance by the Washington Program of the Bergen County Special Services School District during self-assessment and by the NJDOE during the on-site visit.

Section II: Free Appropriate Public Education (FAPE)

Summary of Findings:

During self-assessment, the Washington Program accurately identified themselves as compliant in the areas of length of school day/year, physical education, services provided at no cost to the parents and observation of programs.

During the self-assessment process, the Washington Program identified concerns in the areas of hearing aids and provision of related services. The school's improvement plan is

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sufficient to address this area and all activities are complete bringing these areas into compliance.

Section V: Individualized Education Plan/Annual Review

Summary of Findings:

During self-assessment, the Washington Program accurately identified themselves compliant in the area of staff attendance at IEP meetings, current IEPs, accessibility to IEPs, informing teachers/providers of IEP responsibilities, observation of proposed placement, statewide assessments and progress reports.

During the self-assessment process, the Washington Program identified concerns regarding implementation of IEP components relating to CCCS. The school's improvement plan is sufficient to address this area of need.

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

Section VII: Programs and Services

Summary of Findings:

During self-assessment, the Washington Program accurately identified themselves compliant in the areas of instructional class sizes, certifications, exceptions, description of special class programs, home instruction, dispensing medication/nursing services and preschool programs.

During the self-assessment process, the Washington Program identified a concern regarding CCCS/CCCSSD. The school's improvement plan is sufficient to address this area of need.

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

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Summary

On-site special education monitoring was conducted in the Bergen County Special Services School District on March 17 - 21, 2003. The purpose of the monitoring visit was to verify the Bergen County Special Services School District report of findings resulting from their self-assessment and to review the improvement plans as developed by each program within the district. The Bergen County Special Services School District is commended for the exceptionally comprehensive review conducted during the self-assessment process. As a result of that review the district was able to identify nearly all areas of need and develop improvement plans that will bring about systemic change. The district is further commended for the many areas determined by district's programs and verified by the Department of Education as compliant with federal and state statutes and regulations.

Areas identified as consistently compliant by the Bergen County Special Services School District during self-assessment and verified during the on-site monitoring visit included policies and procedures, annual reports, amendments, the provision of programs and services in nonsectarian settings, length of school day/year, services provided at no cost to the parents, observation of programs, certified/licensed staff, dual employment, job descriptions, approved professional development plan, approved facilities, certificates of occupancy and inspections, fire drills, staff attendance at IEP meetings, current IEPs, accessibility of IEPs, observation of proposed placement, progress reports, discipline, changes to program/placement, suspensions, tracking of suspensions, interim alternative educational setting, description of special class programs, home instruction, pupil record code, return of records, access and location of records, daily attendance, and mandated health records.

During the self-assessment process, the school identified areas of need regarding staff development, hearing aids, physical education, implementation of IEP components, provision of services as per IEP, related services, staff knowledge of accommodations and modifications, instructional class sizes, exceptions, Core Curriculum Content Standards, Core Curriculum Content Standards for Students with Severe Disabilities, and notification to sending districts of excessive absences.

The on-site visit identified additional areas of need within the various standards regarding termination policy and procedure and communication to sending districts regarding missing IEP components.

Within forty-five days of receipt of the monitoring report, the school will revise and resubmit the improvement plan to the Office of Special Education Programs and to the county office of education to address the areas of need identified during the on-site visit and those areas that require revisions to the improvement plan.