

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

**School:** Spring Run School

**County:** Hunterdon

**Monitoring Dates:** 10/3/02

**Monitoring Team:** Paul Bilik and Elaine Lerner

**Background Information:**

During the 2001– 2002 school year, the Spring Run School conducted a self-assessment of policies, procedures, programs, services, and student outcomes. This self-assessment component of the monitoring process provided the Spring Run 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 Spring Run 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 Spring Run School's documents such as policies and procedures, student records from sending districts, lesson plans, services as indicated in IEPs, student count information, master student lists, class lists, schedules of students/ teachers/related service personnel, and other relevant information. Interviews were conducted with the Spring Run School's principal, special education teaches and related services personnel.

**School Strengths:**

The Spring Run School is commended for its overall program coordination with the Center for Educational Advancement (CEA). The CEA program is approved by the New Jersey Department of Labor to provide transition programs which coordinate the educational program with work/job-related activities. This program works toward a potential job placement for students after graduation.

The Spring Run School also provides individual computers for each student. The school uses these computers to provide computer-based instruction to meet the student's individual learning needs.

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## **Areas Demonstrating Compliance With All Standards:**

**General Provisions, Free Appropriate Public Education (FAPE) and Discipline** were determined to be areas of compliance by the Spring Run School during self-assessment and by the NJDOE during the on-site visit.

### **Section III: Staff Requirements**

During self-assessment, the Spring Run School accurately identified themselves compliant in the areas of certified/licensed staff, dual employment, employment of paraprofessionals criminal history and having an approved professional development plan.

During the self-assessment process, the Spring Run School identified concerns in the area of job descriptions for paraprofessionals. 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 these areas.

An additional area of need was identified during the onsite visit regarding administrative oversight by the chief school administrator.

### **Area of Need:**

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

- **The school will revise its improvement plan to include activities to ensure that an appropriately certified administrator is onsite during the school day. In the interim, the school must address this issue immediately by completing the attached Principal Certification Exception Application and submitting it to the county office of education for review approval.**

### **VI. Facility Requirements**

During self-assessment, the school accurately identified themselves compliant in the areas of programs provided in approved facilities, certificates and inspections.

During the self-assessment process, the Spring Run School identified concerns in the area of documentation of fire drills. The 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.

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

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

During self-assessment the Spring Run School accurately identified themselves compliant in the areas of IEP meetings conducted at least annually, IEP participants,

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signatures on IEPs, current IEP, IEP accessibility, teachers/providers informed of IEP responsibilities, no delay in implementation, observation of proposed placement, statewide testing and implementation of IEP components.

During the self-assessment process, the Spring Run School identified concerns in the area of charting IEP goal attainment. The improvement plan submitted by the school included timelines to address this area that has not been met. The school's improvement plan is insufficient to address this area of need because it lacks appropriate timelines and an administrative oversight component to ensure the consistent, compliant implementation of the procedures. The improvement plan must be revised to areas these areas.

Additional areas of need were identified during on-site visit regarding progress reports and communication to sending district concerning missing IEP components including goals and objectives for counseling services.

### **Areas of Need:**

**Progress Reports-** During the onsite visit through record review and interviews, it was determined that the school does not coordinate its progress reporting with IEP goals and objectives.

- **The school must revise the improvement plan to include procedures to ensure that each student receives a progress report that is related to IEP goals and objectives. The improvement plan must also include administrative oversight component to ensure the consistent, compliant implementation of the procedures.**

**Communication to Sending Districts Regarding Missing Components -** During the onsite visit through record reviews and interviews, it was determined that while the school provides services such as transition, adaptive physical education and counseling, the school does not contact sending districts when IEP components such as counseling goals and objectives, adaptive physical education and transition services are missing.

- **The school must revise its improvement plan to ensure that sending districts are contacted when IEPs are not complete. The plan must include procedures, staff training and an administrative oversight component to ensure that procedures are implemented consistently.**

### **Section VII: Programs and Services**

During self-assessment, the school accurately identified themselves compliant in the areas of description of special class programs, special classes implementing IEPs, home instruction, dispensing medication, nursing services and medical exams for sports.

During the self-assessment process, the Spring Run School identified concerns in the areas of class sizes/age ranges and core curriculum content standards. The school's improvement plan is sufficient to address these areas 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 onsite visit.

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**Section VIII: Student Records**

**Summary of Findings:**

During self-assessment, the school accurately identified themselves compliant in the areas of conformance to pupil record code, return of records, location of records, daily attendance/absences, written notice of attendance and student health records.

During the self-assessment process, the school identified concerns regarding access to records. The school's improvement plan is insufficient to address this area of need because it lacks procedures to ensure that access sheets are maintained for each student's record. The improvement plan must be revised to include these areas.

No additional areas of need were identified during the onsite visit.

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## **Summary**

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 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.

On-site special education monitoring was conducted in the Spring Run School on October 3, 2002. The purpose of the monitoring visit was to verify the Spring Run School's report of findings resulting from its self-assessment and to review the Spring Run School's improvement plan.

Areas identified as consistently compliant by the Spring Run School during self-assessment and verified during the on-site monitoring visit included policies and procedures, staff development, annual reports amendments and programs provided in a nonsectarian setting, length of day/year, physical education, hearing aids, services at no cost to the parents, extended school year, observation of programs, provision of services as per IEP, related services, certified/ licensed staff, private school dual employment, criminal history, professional development plan, programs provided in approved facilities, certificates and inspection, IEP conducted at least annually, IEP conducted with appropriate participants, signatures present on IEPs, current IEP, IEP accessibility, inform teachers/providers of IEP responsibilities, no delay in implementation, observation of proposed placement, statewide testing, implementation of IEP components standard disciplinary procedures, removal of student, changes to program/placement, suspensions, interim alternative educational setting, termination of students, exceptions, description of special class programs, special classes implementing IEP, home instruction, dispensing medication/nursing services, medical exams for sports teams, conformance to pupil record code, return of records, location of records, daily attendance, tardiness/absences, written notice of attendance and student health records.

During the self-assessment process, the Spring Run School identified areas of need regarding job description of paraprofessionals, fire drills, reporting of IEP goals and objectives, class sizes/age ranges, and access to records.

The on-site visit identified additional areas of need within the various standards regarding administrative oversight of program, communication with sending districts regarding missing IEP components and use of access sheets.

This report identifies an area of non-compliance regarding school oversight that requires immediate action by the school administration. Within forty-five days of receipt of the monitoring report, the Spring Run School will revise and resubmit the improvement plan to the Office of Special Education Programs to address those areas that require revisions.