

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

Receiving School: Bancroft Schools (Haddonfield Campus, Cherry Hill Campus, Voorhees Campus, Haddon Heights Campus, Grenloch Campus)

County: Camden

Monitoring Dates: Haddonfield Campus- October 14-17 2003
Cherry Hill Campus- October 21 and 22, 2003
Bancroft Voorhees Campus- October 21 and 22, 2003
Haddon Heights Campus- October 21 and 22, 2003
Grenloch Campus- October 20, 2003

Monitoring Team: Catherine Thomas, Judyth Vazquez, Cecelia Downey, Carmen Fanucci, Deborah Magee, Dolores Walther, Barbara Ciancaglini, Elaine Lerner

Background Information:

During the 2002–2003 school year, the **Bancroft Schools (Haddonfield Campus, Cherry Hill Campus, Bancroft Voorhees Campus, Haddon Heights Campus and Grenloch Campus)** conducted a self-assessment of policies, procedures, programs, services, and student outcomes. This self-assessment component of the monitoring process provided the **Bancroft Schools** 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 **Bancroft Schools** 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.

New Jersey Department of Education Special Education Receiving School Monitoring

School Strengths:

Bancroft Schools

The **Bancroft Schools** allow staff to take college classes through a tuition reimbursement program at schools such as Temple University, Holy Family College, Camden County College and Rowan University. In addition, the Bancroft Schools provides a strong professional development program.

The **Bancroft School Haddonfield Campus** is commended for their creative arts program, particularly relating to music.

The **Cherry Hill and Haddon Heights Campuses** provides programs in which children participate in a multidisciplinary therapy program called "SPOT" which allows speech therapists, occupational therapists and physical therapists to work together on combining goals in all areas. Here the children learn new skills, reinforce mastered skills and the group helps the children generalize skills to other settings. The parent training program is individualized and is geared to address the goals of the family. Typically this takes place three times a month via school or phone and once a month at home or in the community.

The **Bancroft Voorhees Campus** has an art program that allow for student art work to be displayed and sold at the Kimmel Center. The school offers many training opportunities for parents relating to their children's' specialized needs.

The **Grenloch Campus** is located in a public school setting. This allows some opportunity for the enrolled students to interact with their nondisabled peers who attend the public school.

Areas Demonstrating Compliance With All Standards:

Discipline was determined to be an area of compliance by the **Cherry Hill Campus** and by the Department of Education during the on-site visit.

Discipline was determined to be an area of compliance by the **Bancroft Voorhees Campus** and by the Department of Education during the on-site visit

Discipline was determined to be an area of compliance by the **Haddon Heights Campus** and by the Department of Education during the on-site visit.

Facility Requirements and **Discipline** were determined to be areas of compliance by the **Grenloch Campus** and by the Department of Education during the on-site visit.

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

Haddonfield Campus

Section I: General Provisions

Summary of Findings:

During self-assessment, the **Haddonfield Campus** accurately identified themselves compliant in the areas regarding staff development, annual reports, and programs provided in nonsectarian settings.

During the self-assessment process, the **Haddonfield Campus** identified concerns in the areas regarding policies and procedures. **The receiving school's improvement plan did not sufficiently address the area of need because it did not identify appropriate activities 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 at the **Haddonfield Campus** regarding amendments.

Area of Need:

Amendments- During the on-site visit record reviews and staff interviews indicated that the school did not obtain prior written approval from the DOE through the county office of education for new programs.

- **The school will 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 6A:14-7.3(a). The plan must include administrative oversight component to ensure consistent implementation of the procedures.**

Cherry Hill Campus

Section I: General Provisions

Summary of Findings:

During self-assessment, the **Cherry Hill Campus** accurately identified themselves compliant in the areas regarding staff development, annual reports, and programs provided in nonsectarian settings.

During the self-assessment process, the **Cherry Hill Campus** identified concerns in the areas regarding policies and procedures. **The receiving school's improvement plan did not sufficiently address the area of need because it did not identify appropriate activities 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 at the **Cherry Hill Campus** regarding amendments.

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

Area of Need:

Amendments- During the on-site visit record reviews and staff interviews indicated that the school did not obtain prior written approval from the DOE through the county office of education for new programs.

- **The school will 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 6A:14-7.3 (a). The plan must include administrative oversight component to ensure consistent implementation of the procedures.**

Bancroft Voorhees Campus

Section I: General Provisions

Summary of Findings:

During self-assessment, the **Bancroft Voorhees Campus** accurately identified themselves compliant in the areas regarding annual reports, amendments and programs provided in nonsectarian settings.

During the self-assessment process, the **Bancroft Voorhees Campus** identified concerns in the areas regarding policies and procedures and joint training of staff and parents. The receiving school’s improvement plan is sufficient to address these areas of needs.

No additional areas of need were identified during the on-site visit at **Bancroft Voorhees Campus**.

Haddon Heights Campus

Section I: General Provisions

Summary of Findings:

During self-assessment, the **Haddon Heights Campus** 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 **Haddon Heights Campus** identified concerns in the areas regarding policies and procedures. **The receiving school’s improvement plan did not sufficiently address the area of need because it did not identify appropriate activities 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 at the **Haddon Heights Campus** regarding amendments for programs.

New Jersey Department of Education Special Education Receiving School Monitoring

Area of Need

Amendments- During the on-site visit through record reviews it was determined that the school was not operating in accordance with DOE approval. Substantive program changes were made without prior approval with the DOE through the county office of education. In addition, the school was also operating an extended school year program without DOE approval.

- **The school will 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 6A:14-7.3 (a). The plan must also include activities to ensure that extended school year programs are approved through the county office of education. The plan must include administrative oversight component to ensure consistent implementation of the procedures.**

Grenloch Campus

Section I: General Provisions

Summary of Findings:

During self-assessment, the **Grenloch Campus** 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 **Grenloch Campus** identified concerns in the areas regarding policies and procedures. **The receiving school's improvement plan did not sufficiently address the area of need because it did not identify appropriate activities 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 at the **Grenloch Campus** in the area regarding annual reports.

Area of Need

Annual Reports- During the on-site visit, through record reviews, it was determined that the school did not submit a separate December 1, 2003 count to the Department of Education.

- **The school must immediately contact the Department of Education to ensure that the December 1 count was received by the state. In addition, the school must revise their improvement plan to include procedures and an administrative oversight component to ensure that annual reports are submitted to the Department of Education in a timely manner.**

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

Bancroft Schools

Section II: Free, Appropriate Public Education (FAPE)

Summary of Findings

During the on-site visit a review of records determined that that hearing aid procedures submitted by the **Bancroft Schools** require revisions to ensure that hearing aid checks are conducted consistently. These procedures have been reviewed by the DOE and the required revisions to these procedures will be communicated to the school through the county office of education.

Haddonfield Campus

Section II: Free, Appropriate Public Education (FAPE)

Summary of Findings:

During self-assessment, the **Haddonfield Campus** accurately identified themselves compliant in the areas regarding provision of physical education, extended school year programs and services provided in accordance with IEPs, program open to observation by LEA and DOE and provision of counseling services as per IEP.

During the self-assessment process, the **Haddonfield Campus** identified concerns in the areas regarding length of school day and year. The receiving 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 on-site visit.

Cherry Hill Campus and Grenloch Campus

Section II: Free, Appropriate Public Education (FAPE)

Summary of Findings:

During self-assessment, the **Cherry Hill Campus and Grenloch Campus** 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 and provision of services and the related services of OT, PT, speech and counseling services as per IEP.

During the self-assessment process, the **Cherry Hill Campus and Grenloch Campus** inaccurately identified concerns in the areas regarding physical education for preschoolers. During the on-site visit, a review of pupil records and staff interviews indicated that the receiving school has appropriately provided services to the preschool disabled population.

No additional areas of need were identified during the on-site visit at the **Cherry Hill or Grenloch Campuses**.

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

Haddon Heights Campus

Section II: Free, Appropriate Public Education (FAPE)

Summary of Findings:

During self-assessment, the **Haddon Heights Campus** 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, program open to observation by LEA and DOE, provision of services as per IEP, provision of occupational therapy (OT) services as per IEP and provision of physical therapy (PT) services as per IEP.

Areas of need were identified during the on-site visit at the **Haddon Heights Campus** in the areas of provision of physical education, health and safety services and provision of speech language services as per IEP.

Areas of Need

Provision of Physical Education- During the on-site visit through staff interviews and a review of records provided by the school it was determined that the school did not verify the provision of 150 minutes per week of physical education, health and safety services.

- **The Haddon Heights Campus will revise its improvement plan to include procedures to ensure that the school provides and documents a minimum of 150 minutes of physical education, health and safety services. The plan must include an administrative oversight component to ensure consistent implementation of the procedures.**

Provision of Speech Language Services- During the on-site visit through staff interviews and record reviews it was determined that the school did not provide speech services in accordance with IEPs when there was a vacancy in the school.

- **The Haddon Heights Campus will revise its improvement plan to include procedures to ensure that related services are provided to students in accordance with IEPs. In addition, the school must identify how it will communicate with sending districts to arrange for compensatory services for those students who require them. The plan must include an administrative oversight component to ensure consistent implementation of the procedures.**

Bancroft Schools

Section III: Staff Requirements

Summary of Findings

During self-assessment, the **Bancroft Schools** accurately identified themselves compliant in the areas of private school dual employment and supervision of paraprofessionals.

During the self-assessment process, the **Bancroft Schools** identified concerns in the areas regarding certifications maintained in the county office of education and job

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

descriptions for paraprofessionals maintained at the county office of education. The schools' improvement plan is not required to address the area of certifications because it addresses an activity that is no longer a code requirement. The school is no longer required to submit copies of certifications to the county office of education. **The receiving school's improvement plan is insufficient to address the area of job descriptions of paraprofessionals 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.**

Haddonfield Campus

Section III: Staff Requirements

Summary of Findings:

During self-assessment, the **Haddonfield Campus** accurately identified themselves compliant in the area regarding having an approved professional development plan.

An area of need was identified during the on-site visit at the **Haddonfield Campus** in the areas of certified/licensed staff, unrecognized job titles and criminal history verification.

Areas of Need:

Certified/licensed Staff- During the on-site visit through record reviews and staff interviews it was determined that staff members were not appropriately certified for the positions they were assigned.

- **The Haddonfield Campus will immediately review the current staff list to determine whether all employees are appropriately certified for the positions they hold. Bancroft School will terminate the employment of any staff member who does not hold an appropriate certification. The school may reassign staff to positions for which they hold appropriate certification. By July 2004, all employees of Bancroft School must hold appropriate certifications for their positions. A staff list must be provided to the county office of education prior to the start of the school year. In addition, the school will revise its improvement plan to include procedures to ensure that no staff person will be hired unless they hold the appropriate certification. The plan must include an administrative oversight component to ensure consistent implementation of the procedures.**

Unrecognized Job Titles- During the on-site visit a review of staff lists determined that the school employed staff members who have unrecognized job titles without approval from the county office of education.

- **Within 45 days the receiving school will employ only staff members who have recognized job titles unless they obtain approval from the county office of education. In addition the school will revise their improvement plan to include procedures to ensure that all staff members employed by the school have recognized job titles. The plan must include an administrative oversight component to ensure the consistent implementation of the procedures.**

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

Criminal History Verification- During the on-site visit through record reviews it was determined that staff members employed at the school do not have documentation of criminal history verification.

- **The Haddonfield Campus will immediately submit requests for emergent hiring through the County Superintendent's Office for all staff members in noncompliance and follow up with the criminal history review office for staff whose fingerprint data have not been returned in a timely manner. In addition, the Haddonfield Campus must revise their improvement plan to include procedures, and an administrative oversight component to ensure the consistent, compliant implementation of the procedures.**

Cherry Hill Campus

Section III: Staff Requirements

Summary of Findings:

During the self-assessment process, the **Cherry Hill Campus** identified concerns in the areas of follow up activities for professional development plans. **The school's improvement plan is insufficient to address this area of need because it lacks procedures and an administrative oversight component to ensure consistent implementation of the procedures. The plan must be revised to include these components.**

Additional areas of need were identified during the on-site visit at the **Cherry Hill Campus** in the areas regarding certified/licensed staff, unrecognized job titles, criminal history verification and administrative oversight of school.

Areas of Need:

Certified/licensed Staff- During the on-site visit through record reviews and staff interviews it was determined that staff members were not appropriately certified for the positions they were assigned.

- **The Cherry Hill Campus will immediately review the current staff list to determine whether all employees are appropriately certified for the positions they hold. Bancroft School will terminate the employment of any staff member who does not hold an appropriate certification. The school may reassign staff to positions for which they hold appropriate certification. By July 2004, all employees of Bancroft School must hold appropriate certifications for their positions. A staff list must be provided to the county office of education prior to the start of the school year. In addition, the school will revise its improvement plan to include procedures to ensure that no staff person will be hired unless they hold the appropriate certification. The plan must include an administrative oversight component to ensure consistent implementation of the procedures.**

Unrecognized Job Titles- During the on-site visit a review of staff lists determined that the school employed staff members who have unrecognized job titles without approval from the county office of education.

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

- **Within 45 days the receiving school will employ only staff members who have recognized job titles unless they obtain approval from the county office of education. In addition the school will revise their improvement plan to include procedures to ensure that all staff members employed by the school have recognized job titles. The plan must include an administrative oversight component to ensure the consistent implementation of the procedures.**

Criminal History Verification- During the on-site visit through record reviews it was determined that staff members employed at the school do not have documentation of criminal history verification.

- **The Cherry Hill Campus will immediately submit requests for emergent hiring through the County Superintendent's Office for all staff members in noncompliance and follow up with the criminal history review office for staff whose fingerprint data have not been returned in a timely manner. In addition, the Cherry Hill Campus must revise their improvement plan to include procedures, and an administrative oversight component to ensure the consistent, compliant implementation of the procedures.**

Administrative Oversight- During the on-site visit through record reviews and staff interviews, it was determined that the school does not have a full-time principal.

- **The school will revise its improvement plan to ensure that a principal is employed at the school full-time or within 14 days the school will submit a written request for approval to the county office of education to employ a part-time principal and an appropriately certified supervisor, who will act as the administrator in charge when the principal is not on-site.**

Bancroft Voorhees Campus

Section III: Staff Requirements

Summary of Findings

During self-assessment, the **Bancroft Voorhees Campus** accurately identified themselves compliant in the areas regarding certified/licensed staff and having an approved professional development plan.

Additional areas of need were identified during the on-site visit at the **Bancroft Voorhees Campus** in the area of criminal history verification.

Areas of Need

Criminal History Verification- During the on-site visit through record reviews it was determined that staff members employed at the school do not have documentation of criminal history verification.

- **The Bancroft Voorhees Campus will immediately submit requests for emergent hiring through the County Superintendent's Office for all staff members in noncompliance and follow up with the criminal history review office for staff whose fingerprint data have not been returned in a timely**

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

manner. In addition, the Bancroft Voorhees Campus must revise their improvement plan to include procedures, and an administrative oversight component to ensure the consistent, compliant implementation of the procedures.

Haddon Heights Campus

Section III: Staff Requirements

Summary of Findings:

During self-assessment, the **Haddon Heights Campus** accurately identified themselves compliant in the areas regarding criminal history verification and having an approved professional development plan.

Additional areas of need were identified during the on-site visit at the **Haddon Heights Campus** in the areas of certified/licensed staff and administrative oversight of school.

Areas of Need:

Certified/licensed Staff- During the on-site visit through record reviews and staff interviews it was determined that staff members were not appropriately certified for the positions they were assigned.

- **The Haddon Heights Campus will immediately review the current staff list to determine whether all employees are appropriately certified for the positions they hold. Bancroft School will terminate the employment of any staff member who does not hold an appropriate certification. The school may reassign staff to positions for which they hold appropriate certification. By July 2004, all employees of Bancroft School must hold appropriate certifications for their positions. A staff list must be provided to the county office of education prior to the start of the school year. In addition, the school will revise its improvement plan to include procedures to ensure that no staff person will be hired unless they hold the appropriate certification. The plan must include an administrative oversight component to ensure consistent implementation of the procedures.**

Unrecognized Job Titles- During the on-site visit a review of staff lists determined that the school employed staff members who have unrecognized job titles without approval from the county office of education.

- **Within 45 days the receiving school will employ only staff members who have recognized job titles unless they obtain approval from the county office of education. In addition the school will revise their improvement plan to include procedures to ensure that all staff members employed by the school have recognized job titles. The plan must include an administrative oversight component to ensure the consistent implementation of the procedures.**

Administrative Oversight- During the on-site visit through record reviews and staff interviews, it was determined that the school does not have a full-time principal.

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

- **The school will revise its improvement plan to ensure that a principal is employed at the school full-time or within 14 days the school will submit a written request for approval to the county office of education to employ a part-time principal and an appropriately certified supervisor, who will act as the administrator in charge when the principal is not on-site.**

Grenloch Campus

Section III: Staff Requirements

Summary of Findings:

During self-assessment, the **Grenloch Campus** accurately identified themselves compliant in the areas regarding certified/licensed staff.

During the self-assessment process, the **Grenloch Campus** identified concerns in the areas of certifications maintained in the county office of education and follow up activities for professional development plans. **The school's improvement plan is insufficient to address the area of professional development because it lacks procedures and an administrative oversight component to ensure consistent implementation of the procedures.**

An additional area of need was identified during the on-site visit at the **Grenloch Campus** in the area of administrative oversight of program.

Area of Need:

Administrative Oversight- During the on-site visit through record reviews and staff interviews, it was determined that the school does not have a full-time principal.

- **The school will revise its improvement plan to ensure that a principal is employed at the school full-time or within 14 days the school will submit a written request for approval to the county office of education to employ a part-time principal and an appropriately certified supervisor, who will act as the administrator in charge when the principal is not on-site.**

Haddonfield Campus

Section IV: Facility Requirements

Summary of Findings:

During self-assessment, the **Haddonfield Campus** accurately identified themselves compliant in the areas regarding fire drills.

Areas of need were identified during the on-site visit at the **Haddonfield Campus** regarding programs provided in approved facilities and certificates of occupancy.

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

Areas of Need:

Programs Provided in Approved Facilities- During the on-site visit through record reviews and interviews it was determined that the school is operating programs that have not been approved by the Department of Education.

- **The school will immediately submit “Requests for Approval of Programs” to the County Superintendent’s Office for review and approval. 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.**

Certificates of Occupancy- During the on-site visit through record reviews it was determined that the school does not have valid certificates of occupancy.

- **The school will immediately obtain valid building certificates as required by code. In addition, the school will revise its improvement plan to include procedures and an administrative oversight component to ensure that all buildings have valid certificates. The plan must include submission of certificates and inspections to the county office of education annually.**

Cherry Hill Campus

Section IV: Facility Requirements

Summary of Findings:

During the self-assessment process, the **Cherry Hill Campus** identified concerns with regard to certificates of occupancy and inspections. **Although the school provided required certificates of occupancy and inspections during the on-site, the school should revise their improvement plan to include procedures and an administrative oversight component to ensure that all building inspections are conducted annually.**

An additional area of need was identified during the on-site visit at the **Cherry Hill Campus** regarding facility approval and fire drills.

Areas of Need:

Approved Facilities- During the on-site visit record reviews and staff interviews indicated that the school did not obtain prior written approval from the DOE for programs at the new facility.

- **The school will revise its improvement plan to include procedures to ensure that any changes to operate new programs are conducted in accordance with N.J.A.C. 6A:14-7.2. The plan must include administrative oversight component to ensure consistent implementation of the procedures.**

Frequency of Fire Drills– During the on-site visit, through interviews and a review of fire drill logs, it was determined that the school does not conduct at least two fire drills per month.

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

- **The school will revise its improvement plan to include procedures and an administrative oversight component to ensure that fire drills are conducted at least twice a month.**

Bancroft Voorhees Campus

Section IV: Facility Requirements

Summary of Findings:

During self-assessment, the **Bancroft Voorhees Campus** accurately identified themselves as compliant in the areas regarding programs provided in approved facilities and certificates of occupancy and inspections.

An area of need was identified during the on-site visit at the **Bancroft Voorhees Campus** regarding fire drills.

Area of Need

Fire Drills –During the on-site visit through interviews and a review of fire drill logs, it was determined that the school does not conduct at least two fire drills per month. In addition, a review of evacuation procedures and staff interviews indicates that when the alarm sounds, occupants of both wings do not evacuate.

- **The Bancroft Voorhees Campus must immediately contact the local fire department for an evaluation of the existing evacuation plan to determine the appropriateness of the plan. In addition, the school will revise its improvement plan to include procedures and an administrative oversight component to ensure that fire drills are conducted at least twice a month.**

Haddon Heights Campus

Section IV: Facility Requirements

Summary of Findings:

During self-assessment, the **Haddon Heights Campus** accurately identified themselves as compliant in the areas of approved facilities and certificates of occupancy and fire drills.

An additional area of need was identified during the on-site visit at the **Haddon Heights Campus** regarding documentation of boiler inspection.

Area of Need:

Approved Facilities- During the on-site visit record reviews and staff interviews indicated that the school did not provide documentation of any boiler inspections conducted at the school.

- **The school will immediately provide documentation of its boiler inspection to the county office of education. In addition, the school must revise its improvement plan to include procedures to ensure that all inspections are**

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

conducted annually with documentation of those inspections to be maintained at the school. The plan must include administrative oversight component to ensure consistent implementation of the procedures.

Haddonfield Campus

Section V: Individualized Education Plan/Annual Review

Summary of Findings:

During self-assessment, the **Haddonfield Campus** 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, 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, the **Haddonfield Campus** identified concerns in the areas regarding receipt of a current IEP prior to service delivery and communication to sending districts regarding missing IEP components. **The receiving school's improvement plan is insufficient to address the area of current IEP because it lacks procedures and an administrative oversight component to ensure that students have current IEPs prior to initial placement in the school. The procedures must include a mechanism to ensure that the school informs sending districts that the Haddonfield Campus will not admit students to their program without current IEPs which accurately reflect the placement. The plan needs to be revised to include these components. In addition, the improvement plan addressing missing IEP components submitted by the school included timelines to address these areas that have not been met.**

An additional area of need was identified during the on-site visit at the **Haddonfield Campus** regarding implementation of IEP components relating to the provision of occupational therapy (OT), physical therapy (PT) and speech language services.

Area of Need:

OT, PT and Speech Language Services as per IEP- During the on-site visit record reviews and staff interviews indicated that related service providers did not document the duration of service as specified in the IEP. In addition provision of related services does not begin until three weeks after the opening of school and they end one month prior to the last day of school.

- **The receiving school will revise its improvement plan to include procedures that require service providers to deliver services in accordance with IEPs. The plan must also ensure that providers document frequency and duration of related services specified in the IEP and an administrative oversight component to ensure the consistent, compliant implementation of the procedures.**

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

Cherry Hill Campus

Section V: Individualized Education Plan/Annual Review

Summary of Findings:

During self-assessment, the **Cherry Hill Campus** accurately identified themselves compliant in the areas regarding IEP meeting conducted at least annually, IEP conducted with required receiving school participants, 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 and informing parents of progress toward goals and objectives.

During the self-assessment process, the **Cherry Hill Campus** identified concerns in the areas regarding receipt of a current IEP prior to service delivery and communication to sending districts regarding missing IEP components. The receiving 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 on-site visit at the **Cherry Hill Campus**.

Bancroft Voorhees Campus

Section V: Individualized Education Plan/Annual Review

Summary of Findings:

During self-assessment, the **Bancroft Voorhees Campus** 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, 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.

An area of need was identified at **Bancroft Voorhees Campus** during the on-site visit in the area of communication with sending districts regarding missing IEP components.

Communication With Sending District Regarding Missing IEP Components- During the on-visit through record reviews it was determined that the school does not consistently communicate with sending districts when IEP components are missing. Areas consistently missing from IEPs include transition, extended school year consideration, statewide testing and physical education requirements.

- **The school will revise its improvement plan to include procedures to ensure that the school communicates with sending districts when IEP components such as transition, extended school year consideration, statewide testing and physical education requirements are missing. The**

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

plan must include an administrative oversight component to ensure consistent implementation of the procedures.

Haddon Heights Campus

Section V: Individualized Education Plan/Annual Review

Summary of Findings:

During self-assessment, the **Haddon Heights Campus** 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 over, as appropriate, signatures of participants present on IEPs, receipt of a current IEP prior to service delivery, communication to sending districts 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.

An area of need was identified during the on-site visit at the **Haddon Heights Campus** regarding implementation of IEP components relating to the provision of occupational therapy (OT), physical therapy (PT) and speech language services as per IEP.

Area of Need:

OT, PT and Speech Language Services as per IEP- During the on-site visit record reviews and staff interviews indicated that related service providers did not document the duration of service as specified in the IEP. In some instances, it was difficult to determine whether services were provided. In addition, when the school has an early dismissal, the students do not consistently receive their scheduled related services.

- **The receiving school will revise its improvement plan to include procedures that require service providers to deliver services in accordance with IEPs. The plan must also ensure that providers document frequency and duration of related services specified in the IEP and must include an administrative oversight component to ensure the consistent, compliant implementation of the procedures.**

Grenloch Campus

Section V: Individualized Education Plan/Annual Review

Summary of Findings:

During self-assessment, the **Grenloch Campus** 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 over, 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, statewide testing, implementation of IEP components and informing parents of progress toward goals and objectives.

New Jersey Department of Education Special Education Receiving School Monitoring

During the self-assessment process, the **Grenloch Campus** identified concerns in the areas regarding receipt of a current IEP prior to service delivery and communication to sending districts regarding missing IEP components. The receiving 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 on-site visit at the **Grenloch Campus**.

Haddonfield Campus

Section VI: Discipline

Summary of Finding:

During self-assessment, the **Haddonfield Campus** accurately identified themselves compliant in the areas regarding 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 and procedures for termination of student.

During the self-assessment process, the **Haddonfield Campus** identified concerns in the area regarding standard disciplinary procedures. **The receiving school's improvement plan is insufficient to address the area of need because it does not identify appropriate activities to bring about the desired change. The plan must be revised to include 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 at the **Haddonfield Campus**.

Bancroft Schools

Section VII: Programs and Services

Areas of need were identified during the on-site visit at **Bancroft Schools** in the areas regarding program descriptions maintained at the county office of education, school health functions and services including the employment of certified school nurses.

Areas of Need

Program Descriptions- During the on-site visit through record reviews it was determined that **Bancroft Schools** have not submitted program descriptions to the county office of education.

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

New Jersey Department of Education Special Education Receiving School Monitoring

Policies and Procedures Relating to Nursing and Medical Services- In a complaint investigation report dated March 4, 2004, the Office of Special Education Programs concluded that the school was not compliant in implementing New Jersey Administrative Code (N.J.A.C) 6A:16. During the on-site visit, through record reviews and interviews it was determined that the **Bancroft Schools** are still not appropriately implementing policies and procedures relating to nursing and medical services in accordance with N.J.A.C 6A:16, as applicable, including but not limited to the employment of certified school nurses at all locations.

- **The school will revise its improvement plan to include written policies and procedures governing school functions and services in accordance with N.J.A.C. 6A:16, as applicable. The plan must include in-service staff training and an administrative oversight component to ensure consistent, compliant implementation of the procedures. The school must also develop a plan for the provision of school nursing services, including, but not limited to, the assignment of school nurses and submit the nursing services plan to the county office of education for approval.**

Haddonfield Campus

Section VII: Programs and Services

Summary of Findings:

During self-assessment, the **Haddonfield Campus** accurately identified themselves compliant in the areas regarding special class program descriptions maintained at county office, special classes serving students with similar educational needs, teachers trained in CCCSs, teachers instructing in CCCSs, collaboration for home instruction and dispensing medication.

During the self-assessment process, the **Haddonfield Campus** identified concerns in the areas regarding exceptions for class size and age range. **The receiving school's improvement plan is insufficient to address the area of need because it does not identify appropriate activities to bring about the desired change. The plan must be revised 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 at the **Haddonfield Campus** regarding evaluation without referral.

Area of Need:

Evaluation without referral- During the on-site visit, it was determined that related services staff members conduct formal evaluations to determine the frequency and duration of related services for students in attendance at the school.

- **The school will revise its improvement plan to ensure that when it is determined that a student requires an evaluation for provision of related services, a referral must be made to the child study team of the sending district. The improvement plan must include staff training and an**

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

administrative oversight component to ensure consistent implementation of the procedures.

Cherry Hill Campus

Section VII: Programs and Services

Summary of Findings:

During self-assessment, the **Cherry Hill Campus** accurately identified themselves compliant in the areas regarding 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 in CCCSs, teachers instructing in CCCSs, collaboration for home instruction and dispensing medication.

During the self-assessment process, the **Cherry Hill Campus** identified concerns in the areas regarding documentation of 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 at the **Cherry Hill Campus**.

Bancroft Voorhees Campus

Section VII: Programs and Services

Summary of Findings:

During self-assessment, the **Bancroft Voorhees Campus** accurately identified themselves compliant in the areas regarding exceptions for class size and age range, special class program descriptions maintained at the county office, special classes serving students with similar educational needs, teachers trained in CCCSs, teachers instructing in CCCSs, collaboration for home instruction and dispensing medication.

An additional area of need was identified during the on-site visit at the **Bancroft Voorhees Campus** regarding evaluation without referral.

Area of Need:

During the on-site visit, it was determined that related services staff members conduct formal evaluations to determine the frequency and duration of related services for students in attendance at the school.

- **The school will revise its improvement plan to ensure that when it is determined that a student requires an evaluation for provision of related services, a referral must be made to the child study team of the sending district. The improvement plan must include staff training and an administrative oversight component to ensure consistent implementation of the procedures.**

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

Haddon Heights Campus

Section VII: Programs and Services

Summary of Findings:

During the self-assessment process, the **Haddon Heights Campus** accurately identified themselves compliant in the areas of 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 in CCCSs, teachers instructing in CCCSs, collaboration for home instruction and dispensing medication.

An area of need was identified during the on-site visit at the **Haddon Heights Campus** regarding evaluation without referral.

Area of Need:

During the on-site visit, it was determined that related services staff members conduct formal evaluations to determine the frequency and duration of related services for students in attendance at the school.

- **The school will revise its improvement plan to ensure that when it is determined that a student requires an evaluation for provision of related services, a referral must be made to the child study team of the sending district. The improvement plan must include staff training and an administrative oversight component to ensure consistent implementation of the procedures.**

Grenloch Campus

Section VII: Programs and Services

Summary of Findings:

During self-assessment, the **Grenloch Campus** accurately identified themselves compliant in the areas regarding 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 in CCCSs, teachers instructing in CCCSs, collaboration for home instruction and dispensing medication.

During the self-assessment process, the **Grenloch Campus** identified concerns in the areas regarding documentation of CCCSs. 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 at the **Grenloch Campus**.

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

Haddonfield Campus

Section VIII: Student Records

Summary of Findings:

During self-assessment, the **Haddonfield Campus** accurately identified themselves compliant in the areas regarding conformance to pupil record code, return of records upon termination, location of records, access sheets, daily attendance available to LEAs, written communication to LEAs regarding five days of tardiness/absences and maintenance of student health records.

During the self-assessment process, the **Haddonfield Campus** identified concerns in the areas regarding written notice of attendance. **The receiving school's improvement plan is insufficient to address the area of need because it does not identify appropriate activities to bring about the desired change. The plan must be revised to include procedures and an administrative oversight component to bring about the required changes. The plan needs to be revised to include these components. In addition, the improvement plan submitted by the school included timelines that have not been met.**

An additional area of need was identified during the on-site visit at the **Haddonfield Campus** regarding access limited to authorized persons.

Area of Need:

Access to Records- During the on-site visit through record review, staff interviews and classroom observations it was determined that paraprofessionals have access to student records.

- **The school will revise its improvement plan to include procedures to ensure that access is limited to appropriately certified staff members who have educational responsibility. The plan must include an administrative oversight component to ensure consistent implementation of the procedures.**

Cherry Hill Campus

Section VIII: Student Records

Summary of Findings:

During self-assessment, the **Cherry Hill Campus** accurately identified themselves compliant in the areas regarding conformance to pupil record code, return of records upon termination, location of records, access sheets, daily attendance available to LEAs, and maintenance of student health records.

During the self-assessment process, the **Cherry Hill Campus** identified concerns in the areas regarding written communication to LEAs regarding five days of tardiness/absences and written notice of placement to the county office. The receiving school's improvement plan is sufficient to address these areas of need. During the on-

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

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 at the **Cherry Hill Campus**.

Bancroft Voorhees Campus

Section VIII: Student Records

Summary of Findings:

During self-assessment, the **Bancroft Campus at Voorhees** accurately identified themselves compliant in the areas regarding return of records upon termination, access to records, access sheets, location of records, daily attendance available to LEAs, written communication to LEAs regarding five days of tardiness/absences and student health records.

During the self-assessment process, the **Bancroft Campus at Voorhees** identified concerns in the area of written notice of placement to county office. The school's improvement plan is sufficient to address this area of need. A review of records determined that the school has appropriately implemented activities to bring about correction in this area.

An additional area of need was identified during the on-site visit at the **Bancroft at Voorhees** regarding security of records.

Area of Need:

Security of Records- During the on-site visit through record review and staff interviews it was determined that related services staff do not maintain copies of student IEPs in a secure manner.

- **The school will revise its improvement plan to include procedures to ensure that student IEPs are maintained in a secure manner and that the procedures are disseminated to appropriate staff members. The plan must include an administrative oversight component to ensure consistent implementation of the procedures.**

Haddon Heights Campus

Section VIII: Student Records

Summary of Findings:

During self-assessment, the **Haddon Heights Campus** accurately identified themselves compliant in the areas regarding return of records upon termination, access sheets, daily attendance available to LEAs, written communication to LEAs regarding five days of tardiness/absences and maintenance of student health records.

New Jersey Department of Education Special Education Receiving School Monitoring

During the self-assessment process, the **Haddon Heights Campus** identified concerns in the area of written notice of placement to county office. The school's improvement plan is sufficient to address this area of need. A review of records determined that the school has appropriately implemented activities to bring about correction in this area.

Additional areas of need were identified during the on-site visit at the **Haddon Heights Campus** regarding access to records, security of records, request for access to records and location of records.

Areas of Need:

Access to Records- During the on-site visit, through staff interviews, it was determined that non certified staff members have access to student records.

- **The school will revise its improvement plan to include procedures to ensure that access to records is limited to certified staff members who have educational responsibility for that student. The plan must include an administrative oversight component to ensure consistent implementation of the procedures.**

Security of Records- During the on-site visit through record review and staff interviews it was determined that related services staff do not maintain copies of student IEPs in a secure manner.

- **The school will revise its improvement plan to include procedures to ensure that student IEPs are maintained in a secure manner and that the procedures are disseminated to appropriate staff members. The plan must include an administrative oversight component to ensure consistent implementation of the procedures.**

Request for Access Student Records- During the on-site visit, through staff interviews it was determined that the school does not have procedures to refer requests, from unauthorized persons, for access to student records to the sending districts.

- **The school will revise its improvement plan to include procedures to ensure that requests for the release of student record information are referred to the sending district. The plan must include staff training and an administrative oversight component to ensure consist implementation for the procedures.**

Location of Other Records- During the on-site visit, through record reviews and interviews it was determined that the student records do not contain a notation of where other student records are maintained. In addition, some speech records for students could not be located.

- **The school will revise its improvement plan to include procedures to ensure that the location of other records is maintained in the students' main file. The plan must include an administrative oversight component to ensure consistent implementation of the procedures.**

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

Grenloch Campus

Section VIII: Student Records

Summary of Findings:

During self-assessment, the **Grenloch Campus** accurately identified themselves compliant in the areas regarding conformance to pupil record code, return of records upon termination, location of records, access sheets, daily attendance available to LEAs, and maintenance of student health records.

During the self-assessment process, the **Grenloch Campus** identified concerns in the areas regarding written communication to LEAs regarding five days of tardiness/absences and written notice of placement to the county office. **The receiving 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 on-site visit at the **Grenloch Campus**.

New Jersey Department of Education Special Education Receiving School Monitoring

Summary

On-site special education monitoring was conducted in the **Bancroft Schools** (Haddonfield Campus, Cherry Hill Campus, Bancroft Voorhees Campus, Haddon Heights Campus and Grenloch Campus) on the following dates: Haddonfield Campus- October 14-17 2003, Cherry Hill Campus- October 21 and 22, 2003, Bancroft Voorhees Campus- October 21 and 22, 2003, Haddon Heights Campus- October 21 and 22, 2003 and Grenloch Campus- October 20, 2003.

The purpose of the monitoring visit was to verify the **Bancroft Schools'** report of findings resulting from their self-assessment and to review the receiving school's improvement plan. As a result of the self-assessment, the school was able to identify some areas of need and develop an improvement plan. The plan will require substantial revisions in order to bring about systemic change.

Bancroft Schools Campus Wide Findings

Areas identified as consistently compliant by the **Bancroft Schools** during self-assessment and verified during the on-site monitoring visit included private school dual employment and supervision of paraprofessionals.

During the self-assessment process, the **Bancroft Schools** identified areas of need regarding certifications maintained at the county office of education and job descriptions for paraprofessionals.

Additional areas of need were identified during the on-site visit at the **Bancroft Schools** regarding hearing aid procedures, program descriptions maintained at the county office of education and school health functions and services, including the employment of certified school nurses.

Haddonfield Campus

Areas identified as consistently compliant by the **Haddonfield Campus** during self-assessment and verified during the on-site monitoring visit included staff development, annual reports, programs provided in nonsectarian settings, provision of physical education, extended school year programs and services provided in accordance with IEPs, program open to observation by LEA and DOE, provision of counseling services as per IEP, having an approved professional development plan, fire drills, IEP meeting conducted at least annually, IEP conducted with required receiving school participants, IEP conducted with students age fourteen 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, 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, special class program descriptions maintained at county office, special classes serving students with similar educational needs, teachers trained in CCCS, teachers instructing in CCCS, collaboration for home instruction, dispensing medication, conformance to pupil record code, return of records upon termination, location of records, access sheets, daily attendance available to LEAs,

New Jersey Department of Education Special Education Receiving School Monitoring

written communication to LEAs regarding five days of tardiness/absences, and maintenance of student health records.

During the self-assessment process, the **Haddonfield Campus** identified areas of need regarding policies and procedures, length of school day and year, receipt of current IEP prior to service delivery, communication to sending districts regarding missing IEP components, standard disciplinary procedures, exceptions for class size and age range, and written notice of attendance.

Additional areas of need were identified during the on-site visit at the **Haddonfield Campus** in the areas regarding amendments, certified/licensed staff, unrecognized job titles, criminal history verification, programs provided in approved facilities, certificates of occupancy, implementation of IEP components relating to the provision of OT, PT and speech language services, evaluation without referral and access to records.

Cherry Hill Campus

Discipline was determined to be an area of compliance by the **Cherry Hill Campus** and by the Department of Education during the on-site visit.

Areas identified as consistently compliant by the **Cherry Hill Campus** during self-assessment and verified during the on-site monitoring visit included staff development, annual reports, programs provided in nonsectarian settings, 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, the related services of OT, PT, speech and counseling services as per IEP, IEP meeting conducted at least annually, IEP conducted with required receiving school participants, 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, 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 in CCCSs, teachers instructing in CCCSs, collaboration for home instruction, dispensing medication conformance to pupil record code, return of records upon termination, location of records, access sheets, daily attendance available to LEAs, and maintenance of student health records.

During the self-assessment process, the **Cherry Hill Campus** identified concerns in the areas regarding policies and procedures, physical education for preschoolers, follow up activities for professional development plans, certificates of occupancy and inspections, current IEP prior to service delivery, communication to sending districts regarding missing IEP components, documentation of CCCS, written communication to LEAs regarding five days of tardiness/absences and written notice of placement to county office.

Additional areas were identified during the on-site visit at the **Cherry Hill Campus** in the areas regarding amendments, certified/licensed staff, unrecognized job titles, criminal history verification, administrative oversight of school, facility approval and fire drills.

New Jersey Department of Education Special Education Receiving School Monitoring

Bancroft Voorhees Campus

Discipline was determined to be an area of compliance by the **Bancroft Voorhees Campus** and by the Department of Education during the on-site visit.

Areas identified as consistently compliant by the **Bancroft Voorhees Campus** during self-assessment and verified during the on-site monitoring visit included annual reports, amendments, programs provided in nonsectarian settings, certified/licensed staff, having an approved professional development plan, programs provided in approved facilities, certificate of occupancy and inspections, 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, 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, class size and age range, special class program descriptions maintained at county office, special classes serving students with similar educational needs, teachers trained in CCCSs, teachers instructing in CCCSs, collaboration for home instruction, dispensing medication, return of records upon termination, access to records, access sheets, location of records, daily attendance available to LEAs, written communication to LEAs regarding five days of tardiness/absences and student health records.

During the self-assessment process, the **Bancroft Voorhees Campus** identified concerns in the areas regarding policies and procedures, joint training of parents and staff and written notice of placement to county office.

Additional areas of need were identified during the on-site visit at the **Bancroft Voorhees Campus** regarding criminal history verification, fire drills, communication to sending districts regarding missing IEP components, evaluation without referral and unsecured records.

Haddon Heights Campus

Discipline was determined to be an area of compliance by the **Haddon Heights Campus** and by the Department of Education during the on-site visit.

Areas identified as consistently compliant by the **Haddon Heights Campus** during self-assessment and verified during the on-site monitoring visit included staff development, annual reports, amendments, programs provided in nonsectarian settings, length of school day and year, services at no cost to parents, extended school year programs and services, program open to observation by LEA and DOE, provision of services as per IEP, provision of occupational therapy (OT) services as per IEP and provision of physical therapy (PT) services as per IEP, criminal history verification, having an approved professional development plan, approved facilities, certificates of occupancy, and fire drills, IEP meeting conducted at least annually, IEP conducted with required receiving school participants, IEP conducted with students age 14 and over, as appropriate, signatures of participants present on IEPs, current IEP prior to service delivery, communication to sending districts 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, informing parents of progress toward goals and objectives, exceptions for class size and

New Jersey Department of Education Special Education Receiving School Monitoring

age range, special class program descriptions maintained at county office, special classes serving students with similar educational needs, teachers trained in CCCSs, teachers instructing in CCCSs, collaboration for home instruction, dispensing medication, return of records upon termination, access sheets, daily attendance available to LEAs, written communication to LEAs regarding five days of tardiness/absences and maintenance of student health records.

During the self-assessment process, the **Haddon Heights Campus** identified concerns in the areas regarding policies and procedures and written notice of placement to county office.

Additional areas of need were identified during the on-site visit at the **Haddon Heights Campus** in the areas regarding amendments for programs, provision of physical education, health and safety services, provision of speech language services as per IEP, certified/licensed staff, administrative oversight of school, documentation of boiler inspection, implementation of IEP components relating to the provision of OT, PT and speech language services, evaluation without referral, access to records, security of records, request for access to student records and location of records.

Grenloch Campus

Facility Requirements and **Discipline** were determined to be areas of compliance by the **Grenloch Campus** and by the Department of Education during the on-site visit.

Areas identified as consistently compliant by the **Grenloch Campus** during self-assessment and verified during the on-site monitoring visit included staff development, annual reports, amendments, programs provided in nonsectarian settings, 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 and the related services of OT, PT, speech and counseling services as per IEP, certified/licensed staff, IEP meeting conducted at least annually, IEP conducted with required receiving school participants, IEP conducted with students age 14 and over, 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, statewide testing, implementation of IEP components, informing parents of progress toward goals and objectives, exceptions for class size and age range, special class program descriptions maintained at county office, certifications for specialized population, special classes serving students with similar educational needs, teachers trained in CCCSs, teachers instructing in CCCSs, collaboration for home instruction, dispensing medication, conformance to pupil record code, return of records upon termination location of records, access sheets, daily attendance available to LEAs and maintenance of student health records.

During the self-assessment process, the **Grenloch Campus** identified areas of need regarding policies and procedures, physical education for preschoolers, certifications maintained at county office of education, follow up activities for professional development plan, current IEP prior to service delivery, communication to sending district regarding missing IEP components, documentation of CCCS, written communication to LEAs regarding five days of tardiness/absences, and written notice of placement to county office.

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

The on-site visit identified additional areas of need at **Grenloch Campus** within the various standards regarding annual reports, administrative oversight of program

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