

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

**Receiving School:** Kingsway Learning Centers (Kingsway Learning Center and Kingsway Learning Center- Secondary)

**Counties:** Camden and Burlington

**Monitoring Dates:** February 7 and 8, 2006

**Monitoring Team:** Deborah Magee, Dolores Walther, Carmen Fanucci, Catherine Thomas, Judyth Vazquez

**Background Information:**

During the 2005–2006 school year, the Kingsway Learning Centers (Kingsway Learning Center and Kingsway Learning Center- Secondary) conducted a self-assessment of policies, procedures, programs, services and student outcomes. This self-assessment component of the monitoring process provided the Kingsway Learning Centers 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 Kingsway Learning Centers 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 schools' special education administrators, building principals, special education teachers, parents and related service personnel.

Noncompliant items reflected in this report may result in nonallowable costs imposed by the Division of Finance in accordance with N.J.A.C. 6A:23-4.1 through 4.16.

**School Strengths:**

**Kingsway Learning Center**

The Kingsway Learning Center is commended for the Kingsway's Initiative for Technology in Education (K.I.T.E.) program that was formulated to research and find

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

solutions for barriers to learning and effective methods of addressing various learning styles. Kingsway is noted as a leader in researching and providing state-of-the-art assistive technology and provides consultative services to public school districts.

Kingsway Learning Center has a number of community based alliances including those in the corporate sectors, local school districts, parent groups, local municipalities and organizations across the tri-state area. Donated funds, gifts and services have enabled the school to provide curricular and extracurricular activities, such as an on-site sleep-over activity, an annual prom, on-site symphonic concerts, a school chorus and a fully equipped music appreciation room.

Kingsway Learning Center is recognized for providing innovative and intensive interdisciplinary educational instruction. Training for professional and paraprofessional staff occurs on a year round basis and covers such topics as crisis intervention, medical issues, computer training, therapeutic humor and safe lifting skills.

### **Kingsway Learning Center-Secondary**

Kingsway Learning Center-Secondary is commended for its instructional program. The school's curriculum is continuously reviewed and revised to increase students' interest in learning. In addition to the standard courses, the school program is enriched by electives and clubs that include Chorus, Drama Club, American Sign Language Club, Spanish Language Club, Art Appreciation Club, Pottery Club, Puppetry Club, Sewing and Photography. The school also offers a variety of career exploration shops, such as bike repair, floriculture, horticulture, landscaping, food preparation/sales and a car wash service.

To prepare students for the challenges of full-time employment, the school offers a multi-disciplinary program aimed at increasing students' physical stamina. Special exercises, using state-of-the-art elliptical equipment, are introduced and jointly supervised by the occupational therapist, physical therapist and physical education teacher. Parents report that students' enhanced body image and self esteem become evident soon after beginning the program.

To further promote self reliance and independence, students are instructed in the use of public transportation. Practical supervised experience in planning trips and traveling via New Jersey Transit and other public transportation systems occur on a weekly basis. These activities integrate math, reading, geography and social skill instruction.

The multi-disciplinary staff enjoys a comprehensive ongoing staff development program. An array of relevant topics include guidelines for curriculum development, innovative teaching strategies, techniques for fostering positive student behavior, innovative assistive technology, effective parent support, and review of the latest reliable studies to enhance insight into the special needs of students.

Kingsway Learning Center-Secondary is also recognized for its collaboration with numerous community alliances which assists in fostering opportunities for student volunteerism and provides an ever growing number of work place sampling sites. The school has also generated consistent corporate and local business support, through which the on-site boat building project and the Heritage Dairy Farm "store" have been developed.

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

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

**General Provisions, Free Appropriate Public Education (FAPE), Facility Requirements, and Discipline** were determined to be areas of compliance by the Kingsway Learning Centers during self-assessment and by the NJDOE during the on-site visit.

### **Summary of Findings:**

During self-assessment, the Kingsway Learning Centers 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 Kingsway Learning Centers identified concerns in the area regarding policies and procedures relating to staff certification. The receiving schools' 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 schools have appropriately implemented specific activities to bring about correction in this area.

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

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

### **Summary of Findings:**

During self-assessment, the Kingsway Learning Centers accurately identified themselves compliant in the areas regarding private school dual employment, supervision of paraprofessionals, job descriptions of paraprofessionals maintained at county office and having an approved professional development plan.

During the self-assessment process, the Kingsway Learning Centers identified concerns in the area regarding certified/licensed staff. The receiving schools' improvement plan is sufficient to address this area of need. During the on-site visit, a review of records and staff interviews determined that the schools have appropriately implemented specific activities for correction in this area.

An additional area of need was identified during the on-site visit regarding criminal history verification.

### **Area of Need:**

**Criminal History Verification** – During the on-site visit, the school was unable to present written documentation that all currently employed persons have submitted to a criminal history review, as required.

- **The school will immediately conduct criminal history verification or receive written permission for emergent hiring from the county superintendent for all staff members hired by the school after October 8, 1986. In addition, the school will revise its improvement plan to include procedures to ensure that all staff members employed by the school have completed the criminal history verification or that the school has received written permission from**

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

the county superintendent for emergent hiring, pending completion of the review. The plan must include procedures to ensure that written documentation of compliance with criminal history review requirements is maintained at the school. The plan must also include procedures and an administrative oversight component to ensure consistent implementation of the procedures.

**Section V: Individualized Education Program (IEP)/Annual Review**

**Summary of Findings:**

During self-assessment, the Kingsway Learning Centers accurately identified themselves compliant in the areas regarding IEP meeting conducted at least annually, IEP meeting conducted with required receiving school participants, IEP meeting conducted with students, as appropriate, signatures of participants present on IEPs, IEP accessibility to teachers and providers, informing teachers and providers of IEP responsibilities, observation of proposed placement, statewide testing, implementation of IEP components and informing parents of progress toward goals and objectives.

During the self-assessment process, the Kingsway Learning Centers identified concerns in the areas regarding current IEP prior to service delivery and timely implementation of IEPs. The receiving schools' 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 schools have appropriately implemented specific activities to bring about correction in these areas.

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

**Section VII: Programs and Services**

**Summary of Findings:**

During self-assessment, the Kingsway Learning Centers accurately identified themselves compliant in the areas regarding class size and age range, exceptions for class size and age range, special class program descriptions maintained at county office, special classes serving students with similar educational needs, teachers trained and instructing in Core Curriculum Content Standards (CCCS), dispensing medication and nursing services.

During the self-assessment process, the Kingsway Learning Centers identified concerns in the area regarding policies and procedures relating to school functions and services. The schools' 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 schools have appropriately implemented specific activities to bring about correction in this area.

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

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

**Section VIII: Student Records**

**Summary of Findings:**

During self-assessment, the Kingsway Learning Centers accurately identified themselves compliant in the areas regarding conformance to pupil record code, return of records upon termination of student placement, access sheets, location of other records specified in central file, daily attendance available to LEAs, written communication to LEAs regarding five days of tardiness/absences, written notice of placement to county office, and maintenance of student health records.

During the self-assessment process, the Kingsway Learning Centers identified concerns in the area regarding access to student records by authorized persons. The receiving schools' 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 schools have appropriately implemented specific activities to bring about correction in this area.

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

# New Jersey Department of Education Special Education Receiving School Monitoring

## Summary

On-site special education monitoring was conducted in the Kingsway Learning Centers on February 7 and 8, 2006. The purpose of the monitoring visit was to verify the Kingsway Learning Centers' report of findings resulting from their self-assessment and to review the receiving schools' improvement plan.

The receiving schools are commended for the comprehensive review conducted during the self-assessment process. As a result of that review the receiving schools were able to identify all but one area of need and develop an improvement plan that, with some revision, will bring about systemic change. The receiving schools are 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.

**General Provisions, FAPE, Facility Requirements, Discipline and Programs and Services** were determined to be areas of compliance by the Kingsway Learning Centers during self-assessment and by the NJDOE during the on-site visit.

Additional areas identified as consistently compliant by the Kingsway Learning Centers during self-assessment and verified during the on-site monitoring visit included policies and procedures relating to staff certification, private school dual employment, supervision of paraprofessionals, job descriptions of paraprofessionals maintained at county office, having an approved professional development plan, IEP meeting conducted at least annually, IEP meeting conducted with required receiving school participants, IEP conducted with students, as appropriate, signatures of participants present on IEPs, communication to sending districts regarding missing IEP components, IEP accessibility to teachers and providers, informing teachers and providers of IEP responsibilities, observation of proposed placement, statewide testing, implementation of IEP components, class size and age range, 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 and instructing in Core Curriculum Content Standards, dispensing medication, nursing services, informing parents of progress toward goals and objectives, conformance to pupil record code, return of records upon termination of student placement, access sheets, location of other records specified in central file, daily attendance available to LEAs, written communication to LEAs regarding five days of tardiness/absences, written notice of placement to county office and maintenance of student health records.

During the self-assessment process, the Kingsway Learning Centers identified areas of need regarding policies and procedures, certified/licensed staff, current IEP prior to service delivery, communication to sending district regarding missing IEP components, timely implementation of IEPs and access to student records by authorized persons.

The on-site visit identified one additional area of need within the various standards regarding criminal history verification.

Within forty-five days of receipt of the monitoring report, the Kingsway Learning Centers will revise and resubmit the improvement plan to the county office of education and to the Office of Special Education Programs to address the area that requires revision.