

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

**Receiving School:** Lakeland-Andover School

**County:** Sussex

**Monitoring Dates:** September 22 - 23, 2003

**Monitoring Team:** Jennifer DeSaye and Janet Wright

**Background Information:**

During the 2002–2003 school year, the Lakeland-Andover School conducted a self-assessment of policies, procedures, programs, services, and student outcomes. This self-assessment component of the monitoring process provided the Lakeland-Andover 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 Lakeland-Andover 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 Lakeland-Andover 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 Lakeland-Andover School's special education administrators, building principals, special education teachers and related service personnel.

**School Strengths:**

The Lakeland-Andover School is commended for their transitional/vocational programs. Students have the opportunities to explore vocational options such as: in-school work program, community based work program, shared time program with the County Vocational-Technical School, and community college enrollment while still in high school through the credit bank programs. The work/study experience was developed to expose the students to a variety of jobs. These jobs range from auto body repair, motor cycle repair, animal shelter, furniture stores, sporting goods stores, retail clothing stores, print shops, clerical positions in a law office, and sound system installations. The staff seeks placements and the variety of placements grows each year as new students with new interests and potentials enter the program. The transition planning program includes college visitations, application preparation, preparation for SAT testing, referral to

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college offices of special needs for continued services after high school, Division of Vocational Rehabilitation referrals for job coaching, or help in understanding and applying for financial assistance for college, trade school or other continuing education program.

The Lakeland-Andover School provides an exceptional Art program. The art program has attempted to tap the creative potential of the students who, because of their community and educational experiences, have felt apprehension about the field of art. During the past five years, on average, about five students have received recognition in the Annual Teen Arts Festival. The recognition has included advancement to the next level which is the New Jersey State Museum, exhibits at the Newton Judicial Center and exhibits on various touring opportunities. One year, a student received the Sussex County Graduating Senior Award for an outstanding art production.

The Lakeland-Andover School also provides Substance Abuse Counseling from a certified Substance Awareness Counselor. The counseling is available at the school on a regular basis for any student in need.

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

**Facility Requirements** were determined to be an area of compliance by the Lakeland-Andover School during self-assessment and by the NJDOE during the on-site visit.

#### **Section I: General Provisions**

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

During self-assessment the Lakeland-Andover School accurately identified themselves compliant in the areas regarding policies and procedures, annual reports, amendments, and programs provided in nonsectarian settings.

During the self-assessment process, the Lakeland-Andover School identified a concern in the area regarding staff development. 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 these areas.

No additional areas of need were identified.

#### **Section II: Free, Appropriate Public Education (FAPE)**

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

During self-assessment the Lakeland-Andover School accurately identified themselves compliant in the areas regarding length of school day and year, provision of physical education, services at no cost to parents, extended school year programs and services provided in accordance with IEPs, provision of services as per IEP, provision of occupational therapy (OT), physical therapy (PT), and speech language services as per IEP.

During the self-assessment process, the Lakeland-Andover School identified concerns in the areas regarding maintenance of hearing aids and program open to observation by

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LEA and DOE. 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 on-site visit.

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

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

During self-assessment the Lakeland-Andover School accurately identified themselves compliant in the areas regarding appropriate supervision of physical therapy assistants (PTA) and certified occupational therapy assistants (COTA), private school dual employment, supervision of paraprofessionals, criminal history verification, and having an approved professional development plan.

During the self-assessment process, the Lakeland-Andover School identified concerns in the areas regarding job descriptions of paraprofessionals maintained at county office. 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 on-site visit regarding assignment of certified and licensed staff.

#### **Area of Need:**

**Certified and Licensed Staff** - During the on-site visit, staff interviews and a review of records indicated that non-certified staff members are being used to cover classrooms when teachers are called to meetings.

- **Lakeland-Andover School will revise its improvement plan to include procedures to ensure that appropriately certified staff members provide supervision and instruction to students. The plan must include an administrative oversight component to ensure the consistent, compliant implementation of the procedures.**

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

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

During self-assessment the Lakeland-Andover School accurately identified themselves compliant in the areas regarding IEP meeting conducted at least annually, IEP conducted with required Lakeland-Andover School participants, IEP conducted with students age fourteen and over, as appropriate, signatures of participants present on IEPs, IEP accessibility to teachers and providers, timely implementation of IEPs, observation of proposed placement, statewide testing relating to administration, support and assistance, implementation of IEP components, and informing parents of progress toward goals and objectives.

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During the self-assessment process, the Lakeland-Andover School identified concerns in the areas regarding current IEP, communication to sending district regarding missing IEP components, and informing teachers and providers of IEP responsibilities. The school's improvement plan is sufficient to address the areas of current IEP and informing teachers and providers of IEP responsibilities. 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. **The school's improvement plan is insufficient to address the area of communication to sending districts regarding missing IEP components because it lacks a mechanism to communicate to sending districts when counseling goals and objectives are missing. The plan must include staff training and an administrative oversight component to ensure consistent implementation of the procedures.**

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

**Section VI: Discipline**

**Summary of Finding:**

During self-assessment the Lakeland-Andover School accurately identified themselves compliant in the areas regarding standard disciplinary procedures, removal of student pending mediation and due process, changes to program/placement pending mediation and due process, notification to sending districts regarding suspensions, removal of student to interim alternative educational setting, and procedures for termination of student.

During the self-assessment process, the Lakeland-Andover School identified concerns in the areas regarding procedures for time out rooms, restraints and aversives. 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 on-site visit.

**Section VII: Programs and Services**

**Summary of Findings:**

During self-assessment the Lakeland-Andover School accurately identified themselves compliant in the areas regarding class size and age range, exceptions for class size and age range, certifications for specialized populations, special classes serving students with similar educational needs, teachers trained in the Core Curriculum Content Standards (CCCSs), teachers instructing in CCCSs, collaboration for home instruction, dispensing medication, nursing services, and policies and procedures relating to school functions and services.

During the self-assessment process, the Lakeland-Andover School identified concerns in the areas regarding special class program descriptions maintained at county office and medical exams for sport teams. 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.

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

**Section VIII: Student Records**

**Summary of Findings:**

During self-assessment the Lakeland-Andover School accurately identified themselves compliant in the areas regarding conformance to pupil record code, return of records upon termination of placement, access to records is limited to authorized persons, access sheets, location of other records specified in central file, daily attendance available to LEAs, written notice of placement to county office, and maintenance of student health records.

During the self-assessment process, the Lakeland-Andover School identified concerns in the areas regarding written communication to LEAs regarding five days of tardiness and/or absences. 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 on-site visit.

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**Summary**

On-site special education monitoring was conducted in the Lakeland-Andover School on September 22-23, 2003. The purpose of the monitoring visit was to verify the Lakeland-Andover School's report of findings resulting from their self-assessment and to review the Lakeland-Andover School's improvement plan.

The receiving school is commended for the exceptionally comprehensive review conducted during the self-assessment process. As a result of this review the receiving school was able to identify nearly all areas of need and develop an improvement plan that with some revision, will be sufficient to bring about systemic change. The receiving school is further commended for the prompt implementation of corrective action to address the areas of need identified during the self-assessment process. As a result, many of those identified areas were corrected prior to the on-site visit. Additionally, the receiving school is commended for the many areas that were determined by the receiving school and verified by the Department of Education as compliant with federal and state statutes and regulations.

**Facility Requirements** were determined to be an area of compliance by the Lakeland-Andover School during self-assessment and by the NJDOE during the on-site visit.

Areas identified as consistently compliant by the Lakeland-Andover School during self-assessment and verified during the on-site monitoring visit included policies and procedures, annual reports, amendments, programs provided in nonsectarian settings, length of school day and year, provision of physical education, services at no cost to parents, extended school year programs and services provided in accordance with IEPs, provision of services as per IEP, provision of occupational therapy (OT) services as per IEP, provision of physical therapy (PT) services as per IEP, provision of speech language services as per IEP, appropriate supervision of physical therapy assistants (PTA)/and certified occupational therapy assistants (COTA), private school dual employment, supervision of paraprofessionals, criminal history verification, having an approved professional development plan, IEP meeting conducted at least annually, IEP conducted with required Lakeland-Andover School participants, IEP conducted with age appropriate students, signatures of participants present on IEPs, IEP accessibility to teachers and providers, timely implementation of IEPs, observation of proposed placement, statewide testing relating to administration, statewide testing for support and assistance, implementation of IEP components, informing parents of progress toward goals and objectives, standard disciplinary procedures, removal of student pending mediation and due process, changes to program/placement pending mediation and due process, notification to sending districts regarding suspensions, removal of student to interim alternative educational setting, procedures for termination of student, class size and age range, exceptions for class size and age range, certifications for specialized populations, special classes serving students with similar educational needs, teachers trained in CCCSs, teachers instructing in CCCSs collaboration for home instruction, dispensing medication, nursing services, policies and procedures relating to school functions and services, conformance to pupil record code, return of records upon termination, access to records is limited to authorized persons, access sheets, location of other records specified in central file, daily attendance available to LEAs, written notice of placement to county office, and maintenance of student health records.

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During the self-assessment process, the Lakeland-Andover School identified areas of need regarding staff development, maintenance of hearing aids, program open to observation by LEA and DOE, job descriptions of paraprofessionals maintained at county office, current IEP, communication to sending district regarding missing IEP components, informing teachers and providers of IEP responsibilities, procedures for time out rooms, special class program descriptions maintained at county office, medical exams for sport teams, and written communication to LEAs regarding five days of tardiness /absences.

The on-site visit identified additional an additional area of need within the various standards regarding certified and licensed staff.

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