

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

Receiving School: Chapel Hill Academy **County:** Morris

Monitoring Dates: April 10-11, 2006

Monitoring Team: Tammy Miller, Gregory Margolis, and Mark Lanzi

Background Information:

During the 2004–2005 school year, the Chapel Hill Academy conducted a self-assessment of policies, procedures, programs, services, and student outcomes. This self-assessment component of the monitoring process provided the Chapel Hill Academy 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 Chapel Hill Academy 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 Chapel Hill Academy 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 Chapel Hill Academy's special education administrators, building principals, special education teachers, parents and related service personnel.

School Strengths:

The Chapel Hill Academy strives to ensure that students have an effective education by holding daily morning and afternoon staff meetings and providing extensive professional development opportunities.

The Chapel Hill Academy provides all students with a comprehensive school-wide behavior management system. The requirements of this program are consistently posted throughout the school and are distributed in the school's material. The behavior management system integrates students' needs in academic, social/emotional and daily living skills. The Chapel Hill Academy also encourages strong parent participation through regular parent/student meetings and frequent parent education workshops.

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The Chapel Hill Academy also provides extensive opportunities for students to prepare for transitioning back to their neighborhood schools. The school uses its counseling resources to help facilitate shared time programs. Students are also provided with the opportunities for paid employment at various jobs within the school and nearby community as well as participation in school-wide community service projects. The school is also commended for its culinary arts, library science, science lab and computer lab programs.

Areas Demonstrating Compliance With All Standards:

Staff Requirements, Facility Requirements, Discipline and **Student Records** were determined to be areas of compliance by the Chapel Hill Academy during self-assessment and by the NJDOE during the on-site visit.

Section I: General Provisions

Summary of Findings:

During self-assessment, the Chapel Hill Academy 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 Chapel Hill Academy identified concerns in the areas regarding policies and procedures. 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.

Section II: Free, Appropriate Public Education (FAPE)

Summary of Findings:

During self-assessment, the Chapel Hill Academy 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, program open to observation by LEA and NJDOE, provision of services as per IEP, provision of occupational therapy (OT), physical therapy (PT) and speech language therapy services as per IEP.

During the self-assessment process, the Chapel Hill Academy identified concerns in the areas regarding maintenance of hearing aids and provision of counseling services as per IEP. 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.

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Section V: Individualized Education Program/Annual Review

Summary of Findings:

During self-assessment, the Chapel Hill Academy accurately identified themselves compliant in the areas regarding IEP meeting conducted at least annually, IEP meeting conducted with required receiving school participants, signatures of participants present on IEPs, current IEP prior to service delivery, communication to sending district 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, implementation of IEP components and informing parents of progress toward goals and objectives.

During the self-assessment process, the Chapel Hill Academy identified concerns in the area regarding IEP conducted with students, as appropriate. 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 this area.

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

Section VII: Programs and Services

Summary of Findings:

During self-assessment, the Chapel Hill Academy 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, certifications for specialized populations, special classes serving students with similar educational needs, teachers trained and instructing in CCCS, collaboration for home instruction, dispensing medication, nursing services and policies and procedures relating to school functions and services.

During the self-assessment process, the Chapel Hill Academy identified concerns in the area regarding medical exams for sport teams. 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.

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 Chapel Hill Academy on April 10 and 11, 2006. The purpose of the monitoring visit was to verify the Chapel Hill Academy's report of findings resulting from their self-assessment and to review the Chapel Hill Academy's improvement plan.

The Chapel Hill Academy is commended for the comprehensive review conducted during the self-assessment process. As a result of that review, the receiving school was able to identify all areas of need and develop an improvement plan that will bring about systemic change. The receiving school is further commended for the many areas determined by the receiving school and verified by the NJDOE as compliant with federal and state statutes and regulations.

Staff Requirements, Facility Requirements, Discipline and Student Records were determined to be areas of compliance by the Chapel Hill Academy during self-assessment and by the NJDOE during the on-site visit.

Additional areas identified as consistently compliant by the Chapel Hill Academy 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, provision of physical education, 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 as per IEP, provision of occupational therapy (OT), physical therapy (PT) and speech language therapy as per IEP, IEP meeting conducted at least annually, IEP meeting conducted with required receiving school participants, 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, implementation of IEP components, informing parents of progress toward goals and objectives, class size and age range, 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 and instructing in CCCS, collaboration for home instruction, dispensing medication, nursing services and policies and procedures relating to school functions and services.

During the self-assessment process, the Chapel Hill Academy identified areas of need regarding policies and procedures, maintenance of hearing aids, provision of counseling services as per IEP, IEP meeting conducted with students, as appropriate and medical exams for sport teams.

The Chapel Hill Academy is not required to submit revisions to their improvement plan since all areas of noncompliance have been identified and corrected by the school.