

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

**Receiving School:** Daytop Preparatory School

**County:** Morris

**Monitoring Dates:** November 17 and 18, 2003

**Monitoring Team:** Janet Wright and Susan Smahl

**Background Information:**

During the 2002– 2003 school year, the Daytop Preparatory School conducted a self-assessment of policies, procedures, programs, services, and student outcomes. This self-assessment component of the monitoring process provided the Daytop Preparatory 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 Daytop Preparatory 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 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.

**School Strengths:**

The Daytop Preparatory School is commended for their community outreach program. Students do community service by visiting a local nursing home to play bingo; they stage a holiday concert and participate in the local tree lighting ceremony. In addition, students go to public schools to speak to health classes and assemblies about alcohol and drug addictions.

The Daytop Preparatory School offers a strong mentoring program when students are ready to transition back to their community or district programs.

The Daytop Preparatory School also provides a very positive approach to improving self-esteem in students and assists them in becoming more reliable and self-sufficient. This is done in coordination with the residential treatment program.

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The Daytop Preparatory School is also commended for its physical education program which is structured to allow students to concentrate in team sports, weight lifting and fitness programs. These outlets allow students to experience healthy competition and to work in teams, building a sense of positive team spirit.

The Daytop Preparatory School is also commended for its History through Art program which traces art through the ages with students replicating types of art for each period and documenting the periods of art on a wall in the school. This allows students to develop their individual artistic talents and to learn the stages of history through the lens of art.

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

**Facility Requirements** was determined to be an area of compliance by the Daytop Preparatory School during self-assessment and by the NJDOE during the on-site visit.

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

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

During self-assessment, the Daytop Preparatory 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 Daytop Preparatory School identified concerns in the area regarding staff development. The receiving school's improvement plan is sufficient to address this area of need.

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

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

During self-assessment the Daytop Preparatory School accurately identified themselves compliant in the areas regarding length of school day and year, provision of physical education, maintenance of hearing aids, services at no cost to parents, program open to observation by LEA and DOE and provision of services as per IEP.

During the self-assessment process, the Daytop Preparatory School identified a concern in the area regarding extended school year. The receiving school's improvement plan is sufficient to address this area of need.

An additional area of need was identified during the on-site visit regarding provision of counseling services as per IEP.

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

**Provision of Counseling Services as per IEP** – During the on-site visit, staff interviews and record reviews indicated that IEP related counseling in the school program was not being delivered by school certified social workers or school certified psychologists.

- The receiving school will revise their improvement plan to include procedures to ensure that IEP related counseling is being delivered by appropriately certified

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staff. The plan must include an administrative oversight component to ensure the consistent, compliant implementation of the procedures.

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

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

During self-assessment, the Daytop Preparatory School accurately identified themselves compliant in the areas regarding certified/licensed staff, private school dual employment and supervision of paraprofessionals.

During the self-assessment process, the Daytop Preparatory School identified concerns in the areas regarding job descriptions of paraprofessionals maintained at the county office and having an approved professional development plan. The receiving school's improvement plan is sufficient to address these areas of need.

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 interviews and record review indicated that not all staff have criminal history clearance to be working in the school program. According to the director, applications have been filed and are in process. However, emergent hiring forms were never completed and filed with the county office.

- **The school must immediately ensure that all staff members have authorization for emergent hiring from the county superintendent prior to employment. In addition, the receiving school must revise their improvement plan to include procedures to ensure that all staff members who require them are fingerprinted. The plan must include an administrative oversight component to ensure the consistent implementation of the procedures.**

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

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

During self-assessment, the Daytop Preparatory School accurately identified themselves compliant in the following areas: IEP meeting conducted at least annually, IEP conducted with required receiving school participants, participation of students at IEP meetings, 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 for support and assistance, implementation of IEP components and informing parents of progress toward goals and objectives.

During the self-assessment process, the Daytop Preparatory School identified concerns in the areas regarding current IEP prior to service delivery, communication to sending district regarding revised IEP and statewide testing relating to administration. The receiving school's improvement plan is sufficient to address these areas.

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

**Section VI: Discipline**

**Summary of Finding:**

During self-assessment, the Daytop Preparatory School accurately identified themselves compliant in the areas of 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 Daytop Preparatory School identified a concern in the area regarding procedures for time out rooms, restraints and aversives. The school has implemented activities to bring this area of need into compliance.

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

**Section VII: Programs and Services**

**Summary of Findings:**

During self-assessment, the Daytop Preparatory School 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 in CCCSs, teachers instructing in CCCSs, collaboration for home instruction, dispensing medication, policies and procedures relating to school functions and services.

During the self-assessment process, the Daytop Preparatory School identified concerns in the areas regarding nursing services. **The receiving school's improvement plan is insufficient to address this area of need because it lacks an administrative oversight component to ensure the consistent implementation of the procedures. The plan needs to be revised to include this component.**

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

**Section VIII: Student Records**

**Summary of Findings:**

During self-assessment the Daytop Preparatory School accurately identified themselves compliant in the areas regarding conformance to pupil record code, limiting access to records to authorized persons, access sheets, location of other records specified in central file, daily attendance available to LEAs, written communication to LEAs regarding five days of tardiness and absences, written notice of placement to county office and maintenance of student health records.

During the self-assessment process, the Daytop Preparatory School identified concerns in the areas regarding return of records upon termination. **The receiving school's**

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**improvement plan is insufficient to address this area of need because it lacks procedures, in-service training, a mechanism to determine the effectiveness of the in-service training and an administrative oversight component to bring about the required changes. The plan needs to be revised to include these elements.**

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 Daytop Preparatory School on November 17 and 18, 2003. The purpose of the monitoring visit was to verify the Daytop Preparatory School's report of findings resulting from their self-assessment and to review the receiving school's improvement plan.

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

Facility Requirements was determined to be an area of compliance by the Daytop Preparatory School during self-assessment and by the NJDOE during the on-site visit.

Areas identified as consistently compliant by the Daytop Preparatory 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, maintenance of hearing aids, services at no cost to parents, program open to observation by LEA and DOE, provision of services as per IEP, provision of counseling services as per IEP, certified/licensed staff, private school dual employment, supervision of paraprofessionals, criminal history verification, IEP meeting conducted at least annually, IEP conducted with required receiving school participants, IEP conducted with age appropriate students, 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 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, special class program descriptions maintained at county office, certifications for specialized populations, special classes serving students with similar educational needs, teachers trained in core curriculum content standards, teachers instructing in core curriculum content standards, collaboration for home instruction, dispensing medication, policies and procedures relating to school functions and services, conformance to pupil record code, access to records limited to authorized persons, access sheets, location of other records specified in central file, daily attendance available to LEAs, written communication to LEAs regarding five days of tardiness and absences, written notice of placement to county office and maintenance of student health records.

During the self-assessment process, the Daytop Preparatory School identified areas of need regarding staff development, extended school year, job descriptions of paraprofessionals maintained at county office, having an approved professional development plan, current IEP prior to service delivery, communication to sending district regarding revised IEP, statewide testing relating to administration, procedures for time out rooms, restraints and aversives and return of records upon termination.

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The on-site visit identified additional areas of need within the various standards regarding provision of counseling services and criminal history verification.

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