

New Jersey Department of Education Special Education Summit Speech School Monitoring

The Summit Speech School provides several specialized instructional programs that including Handwriting Without Tears, SMILE, Cottage Acquisition Scales for Listening and Learning CASLLS, and SPICE. CASLLS was designed to address the specific language needs of students who are deaf and or hard of hearing. It is a criterion referenced scale for tracking the development of language (discourse and social interaction, semantics, syntax), listening (sound awareness, phonetic/phonemic discrimination), cognition and speech (articulation). The CASLLS enables teachers to track language skills and select specific objectives while giving a clear picture of progress and needs. The Speech Perception Instructional Curriculum and Evaluation (SPICE) is a developmental guide for developing listening skills in deaf and severely hearing impaired children. The SPICE program assists in specifying a child's ability to perceive speech; facilitates the development of instructional goals for auditory skills; and assists in measuring and recording progress. Structured Methods in Language Education (SMILE) is a phonics based multi-sensory reading program for children with language, processing, reading or visual disorders. It is a progressive, developmental program that provides structure, repetition and much practice.

The Summit Speech School also provides a team approach to teaching; classroom teachers, teaching assistants, speech/language pathologists, occupational therapists and physical therapists are exposed to and receive some instruction in each other's programs in order to provide a consistent program to the children.

Areas Demonstrating Compliance With All Standards:

Staff Requirements, Discipline and Programs and Services were determined to be areas of compliance by the Summit Speech School during self-assessment and by the NJDOE during the on-site visit.

Section I: General Provisions

Summary of Findings:

During self-assessment, the Summit Speech School 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 Summit Speech School identified a concern in the areas regarding policies and procedures. 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 II: Free, Appropriate Public Education (FAPE)

Summary of Findings:

During self-assessment, the Summit Speech 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, extended school year programs and services provided in accordance with IEPs, program open to

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observation by LEA and DOE, provision of services as per IEP and provision of occupational therapy (OT) and counseling services as per IEP.

During the self-assessment process, the Summit Speech School identified concerns in the areas regarding provision of physical therapy (PT) and speech-language 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.

Section IV: Facility Requirements

Summary of Findings:

During self-assessment, the Summit Speech School accurately identified themselves compliant in the areas regarding programs provided in approved facilities and certificates of occupancy and inspections.

During the self-assessment process, the Summit Speech School identified a concern regarding fire drills. 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.

Section V: Individualized Education Plan/Annual Review

Summary of Findings:

During self-assessment, the Summit Speech School accurately identified themselves compliant in the areas regarding IEP meeting conducted at least annually, IEP meetings conducted with required receiving school participants, IEP meetings 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 and implementation of IEP components relating to informing parents of progress toward goals and objectives.

During the self-assessment process, the Summit Speech School identified concerns in the area of communication to sending district regarding missing IEP components. The receiving school's improvement plan is sufficient to address this area. 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.

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Section VII: Programs and Services

Summary of Findings:

During self-assessment, the Summit Speech 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, collaboration for home instruction, dispensing medication and policies and procedures relating to school functions and services.

During the self-assessment process, the Summit Speech School identified concerns in the areas regarding teachers trained and instructing in CCCSs. The receiving school's improvement plan is sufficient to address these areas of need. During the on-site visit, a review of lesson plans 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 the employment of a certified school nurse.

Area of Need:

Certified School Nurse - During the on-site visit, staff interviews confirmed that the school does not employ a full time certified school nurse as required by N.J.A.C. 6A:16-2.1(e).

- **The school will revise its improvement plan to include activities to ensure that the required full range of nursing services is provided by employing a full time certified school nurse. The school may request a waiver of full time status through the Regulatory Equivalency and Waiver process in accordance with N.J.A.C. 6A:5-1.1**

Section VIII: Student Records

Summary of Findings:

During self-assessment, the Summit Speech School accurately identified themselves compliant in the areas regarding conformance to pupil record code, access to records is 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/absences, written notice of placement to county office and maintenance of student health records.

During the self-assessment process, the Summit Speech School identified a concern in the area regarding return of records upon termination. The receiving school's improvement plan is sufficient to address this area of need. During the on-site visit through staff interviews it was determined 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.

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Summary

On-site special education monitoring was conducted at Summit Speech School on October 17 and 18, 2005. The purpose of the monitoring visit was to verify the Summit Speech School's report of findings resulting from their self-assessment and to review the school's improvement plan.

The receiving school is commended for the exceptionally comprehensive review conducted during the self-assessment process. As a result of that review, the receiving school identified all but one area of need and developed an improvement plan that, with some revision, will bring about systemic change. In addition, the school should be commended for the prompt correction of all identified areas of need. 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.

Staff Requirements, Discipline and Programs and Services were determined to be areas of compliance by the Summit Speech School during self-assessment and by the NJDOE during the on-site visit.

Additional areas identified as consistently compliant by the Summit Speech School during self-assessment and verified during the on-site monitoring visit included annual reports, staff development, 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, 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) and counseling services as per IEP, programs provided in approved facilities, certificates of occupancy and inspections, IEP meeting conducted at least annually, 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 relating to administration, statewide testing for support and assistance, 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, collaboration for home instruction, policies and procedures relating to school functions and services, medical exams for sport teams, conformance to pupil record code, access to records is 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/absences, written notice of placement to county office and maintenance of student health records.

During the self-assessment process, the Summit Speech School identified areas of need regarding policy and procedures, provision of provision of physical therapy (PT) and speech language services as per IEP, teachers instructing in CCCS and return of records upon termination.

The on-site visit identified an additional area of need within the various standards regarding employment of a certified school nurse.

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

Within 45-days of receipt of the monitoring report, the Summit Speech 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.