

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

Receiving School: Lakeside School **County:** Essex

Monitoring Dates: April 3 and 4, 2006

Monitoring Team: Mark Lanzi and Zola Mills

Background Information:

During the 2004–2005 school year, the Lakeside School conducted a self-assessment of policies, procedures, programs, services and student outcomes. This self-assessment component of the monitoring process provided the Lakeside 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 Lakeside 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, 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:

The Lakeside School is commended for its focus on preparing students for post high school life. Students have access to vocational training programs, facilities and personnel through the school's link with the First Occupational Center of New Jersey. All students are exposed to job sampling, job coaching, vocational skills assessments, community service projects and vocational skills training. Students are given opportunities to participate in paid employment experiences in programs that include culinary arts, building trades, building services and production.

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The Lakeside School also utilizes a comprehensive schoolwide behavior management system. To effectively address student behavior, all staff are trained in a comprehensive approach to crisis intervention and de-escalation techniques. All students participate in a level system that focuses on positive rewards for shaping appropriate behavior.

Areas Demonstrating Compliance With All Standards:

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

Section I: General Provisions

Summary of Findings:

During self-assessment, the Lakeside 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 Lakeside School identified concerns 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 were identified during the on-site visit.

Section II: Free, Appropriate Public Education (FAPE)

Summary of Findings:

During self-assessment, the Lakeside 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 observation by LEA and NJDOE and provision of counseling services as per IEP.

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

Area of Need:

Provision of Services as per IEP- During the on-site visit, a review of records determined the school does not provide speech therapy as indicated in IEPs due to insufficient employment of related services staff.

- **The school will revise its improvement plan to include procedures to ensure it provides speech language services, in accordance with IEPs. The plan must address how the school will attempt to hire additional speech-language specialist and how districts will be notified if the school is unable to provide related services as specified in IEP due to**

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staff vacancies. The plan must further address how the districts will be notified that the required related services have not been provided and the arrangements made to provide compensatory services.

Section III: Staff Requirements

Summary of Findings:

During self-assessment, the Lakeside School accurately identified themselves compliant in the areas regarding certified/licensed staff, private school dual employment, supervision of paraprofessionals, criminal history verification and having an approved professional development plan.

During the self-assessment process, the Lakeside School identified concerns in the areas regarding employment/job descriptions of paraprofessionals. 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 were identified during the on-site visit.

Section V: Individualized Education Program/Annual Review

Summary of Findings:

During self-assessment, the Lakeside School 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, 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, implementation of IEP components and informing parents of progress toward goals and objectives.

An area of need was identified during the on-site visit regarding communication to sending districts regarding missing IEP components including missing goals and objectives for counseling.

Area of Need:

Communication to Sending Districts Regarding Missing IEP Components- During the on-site visit, a review of records and staff interviews indicated that the receiving school does not have a formal mechanism for obtaining missing IEP components. Components consistently missing include goals and objectives for counseling.

- **The receiving school must revise its improvement plan to develop procedures to ensure that the school communicates with sending districts when IEPs are missing components, including but not limited to goals and objectives for counseling. In addition, the school must revise its improvement plan to include procedures and an administrative oversight component to ensure that individualized counseling goals and**

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objectives are developed in collaboration with the sending district and included in the students IEPs, when appropriate.

Section VII: Programs and Services

Summary of Findings:

During self-assessment, the Lakeside 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 and instructing in CCCS, collaboration for home instruction and medical exams for sport teams.

An area of need was identified during the on-site visit regarding medication/nursing services.

Area of Need:

Medication/Nursing Services - During the on-site visit, through record reviews and interviews, it was determined that the school does not have policies and procedures to ensure compliance in the implementation of N.J.A.C. 6A:16.

- **The school will revise its improvement plan to either formally adopt the School Health Services Guidelines or develop procedures to ensure that the school is in compliance with N.J.A.C. 6A:16. The plan must include staff training and an administrative oversight component to ensure consistent implementation of the procedures.**

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Summary

On-site special education monitoring was conducted in the Lakeside School on April 3 and 4, 2006. The purpose of the monitoring visit was to verify the Lakeside 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, Discipline and Student Records were determined to be areas of compliance by the Lakeside School during the self-assessment and by the NJDOE during the on-site visit.

Additional areas identified as consistently compliant by the Lakeside School 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, 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 NJDOE, provision of counseling services as per IEP, private school dual employment, supervision of paraprofessionals, criminal history verification, 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, 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, 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 and medical exams for sport teams.

During the self-assessment process, the Lakeside School identified areas of need regarding policies and procedures and employment/job descriptions of paraprofessionals.

The on-site visit identified additional areas of need within the various standards regarding provision of speech therapy services as per IEP, communication to sending districts regarding missing IEP components and medication/nursing services.

Within forty-five days of receipt of the monitoring report, the Lakeside 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.