

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

**Receiving School:** David Gregory School

**County:** Bergen

**Monitoring Dates:** February 14, 2005

**Monitoring Team:** Ann Marie Bruder, Diane Mari

**Background Information:**

During the 2003–2004 school year, the David Gregory School conducted a self-assessment of policies, procedures, programs, services, and student outcomes. This self-assessment component of the monitoring process provided the David Gregory 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 David Gregory 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.

**School Strengths:**

The David Gregory School is commended the extensive training provided to staff. Newly hired teachers are mentored during their first year of employment to assist them in areas such as the implementation of successful teaching strategies, effective participation in IEP meetings, development and implementation of goals and objectives related to the Core Curriculum Content Standards and the handling of behavioral concerns. In addition, all teachers were involved in the development and training of the new IEP goal and objective computer software system that was recently acquired by the David Gregory School. The staff also receives extensive training on Applied Behavioral Analysis. The classroom aides are provided with training opportunities throughout the school year on topics relating to working with students with various disabling conditions. In addition, stress management classes for staff and faculty are offered as a resource on a regular basis.

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

The David Gregory School provides a variety of supports to parents of enrolled students through monthly parent support groups and meetings. In addition, staff members work with parents in the home on areas such as behavioral concerns, toileting and social skills. A social skills program is also offered to the students after school on a weekly basis.

The David Gregory School has a structured behavior management system which is infused through out the daily curriculum to monitor students' progress in order to ensure that they are reaching their annual goals and objectives. This behavior management system works on earning positive rewards for demonstrating appropriate behaviors, or completion of work related tasks, etc. The school contracts with a behaviorist, a sensory integration specialist, and an oral motor therapist who consult with staff members on specific student needs. The David Gregory School also employs staff members who support and assist teachers with behaviors and behavioral intervention techniques for the students.

The David Gregory School has a computer network system to benefit both the students and staff. Computers with internet access are in every classroom. The school also has Alpha Smart Desktop computers for students. Transition services are also offered to the students graduating or moving back to their public school from the David Gregory School program. During the last year of the student's placement with the school, the staff is actively involved with the new school to make the transition. The teachers collaborate with the new teacher to discuss learning styles, strengths and weaknesses of the student, behavior and successful strategies that compliment the student's learning which helps make the transition as smooth as possible.

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

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

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

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

During self-assessment, the David Gregory 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 David Gregory School identified concerns in the areas regarding policies and procedures. The school had submitted their current policies and procedures to the Department of Education, Bergen County Office of Education for review which is now approved.

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

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

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

**Summary of Findings:**

During self-assessment, the David Gregory 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, and program open to observation by LEA and DOE, provision of services as per IEP, provision of occupational therapy (OT), physical therapy (PT) speech language and counseling services as per IEP.

During the self-assessment process, the David Gregory School identified concerns in the areas regarding hearing aid procedures and provision of services. 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 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 David Gregory School accurately identified themselves compliant in the areas regarding IEP meeting conducted at least annually, IEP conducted with required receiving school participants, 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, implementation of IEP components and informing parents of progress toward goals and objectives.

During the self-assessment process, the David Gregory School identified concerns in the areas regarding communication to sending districts regarding missing IEP components and the delivery of Braille instruction. During the on-site visit, a review of records and staff interviews indicated that the receiving school has appropriately implemented specific activities and administrative oversight to bring about correction in these areas.

An additional area of need was identified during the on-site visit in the areas regarding IEP goals and objectives.

**Area of Need:**

**IEP Goals and Objectives** – During the on-site visit, through a review of records it was determined that, although it is not the receiving school's responsibility to do so, the receiving school is providing the IEP annual goals and objectives to the IEP team. While the goals and objectives are aligned with the Core Curriculum Content Standards, (CCCS), they lack criteria for being observable or measurable.

- **The school must revise its improvement plan to either offer IEP teams goals or objectives that are observable or measurable or communicate with the sending district to ensure that the IEP revises the goals and objectives**

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

provided by David Gregory School to make certain that they are written in observable and measurable terms.

**Section VII: Programs and Services**

**Summary of Findings:**

During self-assessment, the David Gregory 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 CCCSs, dispensing medication, policies and procedures relating to school functions and services, and medical exams for sport teams.

During the self-assessment process, the David Gregory School identified concerns in the areas regarding policies and procedures for providing notice to the sending districts concerning home instruction. 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 and administrative oversight to bring about correction in these areas.

An additional area of need was identified regarding the provision of nursing services.

**Area of Need:**

**Provision of Nursing Services** - During the on-site visit, staff interviews confirmed that the school's current nurse does not hold New Jersey Department of Education certification as required by N.J.A.C. 6A:16-2.1(e). In addition, a tour of the school building confirmed that the school does not have a nursing station.

- **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. In addition, the school will revise its improvement plan to include activities to identify an appropriate location for the provision of nursing services, with final facility approval from the county office of education.**

# New Jersey Department of Education Special Education Receiving School Monitoring

## Summary

On-site special education monitoring was conducted in the David Gregory School on February 14, 2005. The purpose of the monitoring visit was to verify the David Gregory 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 exceptionally comprehensive review conducted during the self-assessment process. As a result of this review the receiving school was able to identify all but two areas of need and develop an improvement plan that with some revision, will be sufficient to bring about systematic 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, all 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.

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

Additional areas identified as consistently compliant by the David Gregory 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, 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), speech language and counseling services as per IEP, IEP meeting conducted at least annually, IEP conducted with required receiving school participants, 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, implementation of IEP components and 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 CCCSs dispensing medication, policies and procedures relating to school functions and services, and medical exams for sport teams.

During the self-assessment process, the David Gregory School identified areas of need regarding policies and procedures, hearing aid procedures, communication to sending districts regarding missing IEP components, use of Braille instruction, and procedures for notification for home instruction sent to the sending districts.

The on-site visit identified additional areas of need within the various standards regarding goals and objectives and nursing services.

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

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