

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

**Receiving School:** Windsor School and Windsor Learning Center

**County:** Passaic

**Monitoring Dates:** May 27 and 28, 2003

**Monitoring Team:** Mitchell Badiner, Susan Smahl, Jennifer DeSaye, Janet Wright,  
and Gary Molenaar

**Background Information:**

During the 2001–2002 school year, the Windsor School and Windsor Learning Center conducted a self-assessment of policies, procedures, programs, services, and student outcomes. This self-assessment component of the monitoring process provided the Windsor School and Windsor Learning Center 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 Windsor School and Windsor Learning Center 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 Windsor School and Windsor Learning Center 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 Windsor School and Windsor Learning Center's special education administrators, building principals, special education teachers and related service personnel.

**School Strengths:**

The Windsor Learning Center and Windsor School provide various programs and activities. Noteworthy programs include the enrichment program, dramatic arts programs, instrumental music offerings, and various clubs such as science club, chess club and model building. The schools additionally provide athletic programs such as wrestling, basketball and soccer. The Windsor Learning Center and Windsor School are commended for their comprehensive school wide behavior management program which stresses positive reinforcement, graduated privileges, and rewards.

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**Areas Demonstrating Compliance With All Standards:**

**FAPE, Staff Requirements, and Discipline** were determined to be areas of compliance by the Windsor School and Windsor Learning Center during self-assessment and by the NJDOE during the on-site visit.

**Section I: General Provisions**

**Summary of Findings:**

During self-assessment the Windsor School and Windsor Learning Center accurately identified themselves compliant in the areas of annual reports, amendments and programs provided in nonsectarian settings.

During the self-assessment process, the Windsor School and Windsor Learning Center identified concerns in the areas of policies and procedures and staff development. 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 the self-assessment process, the Windsor School and Windsor Learning Center identified concerns in the areas of programs in certificate of occupancy/inspections and fire drills.

An area of need was identified during the on-site visit regarding programs provided in approved facilities.

**Area of Need:**

**Program Facilities-** During the on-site visit, staff interviews and a review of records indicated that an instructional space is being utilized for one-on-one in remediation. There are three instructors simultaneously providing instruction in this room.

- **The school will immediately cease this practice. The school may make application through the county office for Dual Use Approval to allow two instructors to provide remediation in the same room at the same time. In addition, the school will revise its improvement plan to include a procedure to ensure that prior approval is obtained from the county office of education if there is a need for dual use of instruction space. The plan must also include an administrative oversight component to ensure consistent implementation of the procedures.**

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

**Summary of Findings:**

During self-assessment the Windsor School and Windsor Learning Center accurately identified themselves compliant in the areas of IEP meetings held annually, IEP meetings with appropriate participants, signatures present on IEPs, current IEPs, IEP accessibility, notification of IEP responsibilities to teachers/providers, no delay in IEP implementation, observation of proposed placement, statewide testing, and progress reports.

An area of need was identified during the on-site visit regarding communication to sending districts regarding missing IEP components.

**Communication to Sending Districts Regarding Missing IEP Components-** During the on-site visit, staff interviews and a review of records indicated that the school does not communicate to sending districts when goals were missing components. Annual goals and objectives were developed by the receiving school rather than the sending districts and lacked the criteria for measuring goals and objectives and evaluation procedures.

- **The school will revise its improvement plan to include activities and procedures to ensure that they communicate with sending districts when any IEP components are missing or incomplete. The plan must include in-service activities and an administrative oversight component to ensure consistent implementation of the activities.**

**Section VII: Programs and Services**

**Summary of Findings:**

During self-assessment the Windsor School and Windsor Learning Center accurately identified themselves compliant in the areas of class size, age range exceptions, description of special class programs, certifications, special class implementing IEP, core curriculum content standards/ core curriculum content standards for students with severe disabilities (CCCS/CCCSSD), home instruction, dispensing medication, and preschool programs.

During the self-assessment process, the Windsor School and Windsor Learning Center identified concerns in the areas of nursing services and medical exams for sports. 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 VIII: Student Records**

**Summary of Findings:**

During self-assessment the Windsor School and Windsor Learning Center accurately identified themselves compliant in the areas of return of records, access to records, access sheets, daily attendance, tardiness, absences, written notice of attendance and student health records.

An area of need was identified during the on-site visit documentation regarding location of student records.

**Area of Need:**

**Location of Student Records** - During the on-site visit, staff interviews and a review of records indicated that the receiving school is not properly documenting location of other student records, such as the nurse's health records.

- **The school will revise its improvement plan to include additional activities and procedures to ensure that the receiving school appropriately documents the location of other student records. The plan must also include 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 Windsor School and Windsor Learning Center on May 27<sup>th</sup> and 28<sup>th</sup>. The purpose of the monitoring visit was to verify the Windsor School and Windsor Learning Center's report of findings resulting from their self-assessment and to review the Windsor School and Windsor Learning Center's improvement plan.

The Windsor School and Windsor Learning Center are commended for the comprehensive review conducted during the self-assessment process. As a result of this review the Windsor School and Windsor Learning Center were able to identify nearly all areas of need and develop an improvement plan that with some revision, will be sufficient to bring about systemic change. The Windsor School and Windsor Learning Center are further commended for the prompt implementation of corrective action to address the areas of need identified during the self-assessment process. As a result, those identified areas were corrected prior to the on-site visit. Additionally, the Windsor School and Windsor Learning Center are 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.

Areas identified as consistently compliant by the Windsor School and Windsor Learning Center during self-assessment and verified during the on-site monitoring visit included annual reports, amendments, programs provided in nonsectarian settings, length of school day and year, physical education, maintenance of hearing aids, services at no cost to parents, extended school year, observation of programs, certified/licensed staff, use of physical therapy assistants/certified occupational therapy assistants, private school dual employment, employment/job descriptions of paraprofessionals, criminal history verification and having an approved professional development plan, IEP meeting annually, appropriate participants, IEP meeting signatures, IEP current, IEP accessibility, notification of responsibilities, observation of proposed placement, statewide testing, progress reports, standard disciplinary procedures, procedures for time out rooms restraints and aversives, removal of student pending mediation and due process, changes to program/placement, suspensions, interim alternative educational setting, termination of student, description of special class programs, exceptions, certifications, special class implementing IEP, core curriculum content standards/core curriculum content standards for students with severe disabilities, home instruction, dispensing medication, preschool programs, return of records, access to records, access sheets, daily attendance, and student health records.

During the self-assessment process, the Windsor School and Windsor Learning Center identified areas of need regarding policies and procedures, staff development, nursing services, and medical exams for sports.

The on-site visit identified additional areas of need within the various standards of programs provided in approved facilities, communication to sending districts regarding missing IEP components and location of student records.

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