

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

Receiving School: Glenview Academy/Gramon School **County:** Essex

Monitoring Dates: September 27 and 28, 2005

Monitoring Team: Ann Marie Bruder, Diane Mari, Mark Lanzi, Greg Margolis
Heather Mills-Pevonis, Zola Mills

Background Information:

During the 2004–2005 school year, the Glenview Academy/Gramon School conducted a self-assessment of policies, procedures, programs, services, and student outcomes. This self-assessment component of the monitoring process provided the Glenview Academy/Gramon 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 Glenview Academy/Gramon 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 Glenview Academy/Gramon School documents such as policies and procedures, student records from sending districts, lesson plans, services as indicated in Individualized Education Plans (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 Glenview Academy/Gramon 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 Glenview Academy/Gramon School is commended for its technology program. Each student receives a laptop computer for their daily use and lessons are developed integrating this technology. The school contracts with an outside vendor to provide on-going training and regular consultation to all staff.

New Jersey Department of Education Special Education Receiving School Monitoring

The Glenview Academy/Gramon School provides a clinical program that integrates extensive access to individual and group counseling. This program also enables greater collaboration with outside agencies such as: DVR, DYFS and the probation system, and consultation to classroom teachers regarding classroom management. To effectively address student behavior, all staff are trained in a standardized approach to crisis intervention and de-escalation. The school also provides a comprehensive schoolwide behavior modification system. All students utilize a point sheet to focus on positive rewards for shaping appropriate behavior. To facilitate student success and generalization, weekly communication regarding the student's behavior is sent to the student's home.

The Glenview Academy/Gramon School also provides extra-curricular activities including clubs, peer mentoring, interscholastic sports, community service, school and community-based student work opportunities and student recognition programs. The program also integrates a separate career development program for students with improved behavior and school performance. This class provides extensive training in a variety of vocational areas including technology, cooking, supermarket/retail and graphic design.

Areas Demonstrating Compliance With All Standards:

Staff Requirements, Facility Requirements and Discipline were determined to be areas of compliance by the Glenview Academy/Gramon School during self-assessment and by the NJDOE during the on-site visit.

Section I: General Provisions

Summary of Findings:

During self-assessment, the Glenview Academy/Gramon School accurately identified themselves compliant in the areas regarding annual reports, amendments and programs provided in nonsectarian setting.

During the self-assessment process, the Glenview Academy/Gramon School identified concerns in the areas regarding policies and procedures, and staff development. The receiving school's improvement plan is sufficient to address the area of polices and procedures. 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. During the on-site visit, through record reviews and staff interviews, it was determined that although Glenview Academy/Gramon School have developed professional development plans, these plans have not been submitted to the county professional development board for approval. The school must revise its improvement plan to ensure that these plans are approved.

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

Section II: Free, Appropriate Public Education (FAPE)

Summary of Findings:

During self-assessment, the Glenview Academy/Gramon School accurately identified themselves compliant in the areas regarding length of school day and year, provision of

New Jersey Department of Education Special Education Receiving School Monitoring

physical education, services at no cost to parents, 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 Glenview Academy/Gramon School identified concerns in the areas regarding hearing aids and extended school year. The school's improvement plan was sufficient to address these areas of need. During the on-site visit, through record review and staff interviews, it was determined that the schools have appropriately implemented specific activities for 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 Glenview Academy/Gramon School accurately identified themselves compliant in the areas regarding IEP meeting conducted with students age 14 and older, as appropriate, 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 and informing parents of progress toward goals and objectives.

During the self-assessment process, the Glenview Academy/Gramon School identified concerns in the areas regarding IEP meeting conducted annually, current IEP and IEP implementation. 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.

Additional areas of need were identified during the on-site visit in the areas regarding communication to sending districts regarding missing IEP components including counseling goals and objectives, local schoolwide standardized testing, consistent discussion of the use of timeout rooms and restraints in students' IEPs and the delivery of a supported reading instructional program.

Areas 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. Areas consistently missing include goals and objectives for counseling. In addition, the school must revise its improvement plan to include procedures to ensure that individualized counseling goals and objectives are developed in collaboration with the sending district and included in students IEPs when appropriate. The plan must include an**

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

administrative oversight component to ensure the consistent, compliant implementation of the procedures.

SchoolWide Standardized Testing – During the on-site visit, staff interviews indicated that the receiving school administers the IOWA Test of Basic Skills to all students each school year.

- **The receiving school must revise its improvement plan to develop procedures to ensure that students' participation in standardized testing, including any required modifications and accommodations, is documented in their IEPs. The improvement plan must also include a mechanism to advise districts and parents about the results of this testing. The plan must include an administrative oversight component to ensure consistent implementation of the procedures.**

Discussion of Timeout Rooms and Restraints- During the on-site visit, through staff interviews and records reviews, it was determined that the use of timeout rooms and restraints are not adequately discussed at IEP meetings and reflected in individualized behavioral intervention plans in students' IEPs. Although the school's current protocol for developing behavioral intervention plan includes a provision for obtaining parental consent, it does not directly include discussion and input from the sending district case manager and occurs outside of the formal IEP process.

- **The receiving school must revise its improvement plan to include procedures, staff training and an administrative oversight component to ensure that the use of timeout rooms and restraints are appropriately discussed and documented at an IEP meeting that includes all required participants.**

Delivery of a Supported Reading Instructional Program– During the on-site visit, through staff interviews, it was determined that that the school delivers a supported instructional reading program. Interviews indicated that students identified by their teachers, are removed from their self-contained class to receive small group or individual reading instruction taught by a certified teacher of the handicapped. This program modification is not included in the student's IEP. In addition, the school has not obtained approval through their county office to provide such instruction.

- **The receiving school will revise its improvement plan to include procedures to ensure that if the school believes that a student would benefit from any program modifications not included in the IEP, the school will contact the child study team of the sending district to determine whether the modifications are warranted. In addition the school must revise their procedures to ensure that any changes to the programs or services offered must be submitted to the county office of education for review and approval. The plan must include an administrative oversight component to ensure the consistent implementation of the procedures.**

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

Section VII: Programs and Services

Summary of Findings:

During self-assessment, the Glenview Academy/Gramon School accurately identified themselves compliant in the areas regarding, 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, nursing services, policies and procedures relating to school functions and services and medical exams for sport teams

During the self-assessment process, the Glenview Academy/Gramon School identified concerns in the areas regarding the class size/age range exceptions and 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 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 VIII: Student Records

Summary of Findings:

During self-assessment, the Glenview Academy/Gramon School accurately identified themselves compliant in the areas regarding conformance to pupil record code, access sheets, daily attendance available to LEAs, written communication to LEAs regarding five days of tardiness/absences and written notice of placement to county office.

During the self-assessment process, the Glenview Academy/Gramon School identified concerns in the areas regarding return of records upon termination of student placement, access to records is limited to authorized persons, location of other records specified in central file and maintenance of student health records. 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.

New Jersey Department of Education Special Education Receiving School Monitoring

Summary

On-site special education monitoring was conducted in the Glenview Academy/Gramon School on September 27 and 28, 2005. The purpose of the monitoring visit was to verify the Glenview Academy/Gramon School's report of findings resulting from their self-assessment and to review the Glenview Academy/Gramon 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.

Staff Requirements, Facility Requirements and Discipline were determined to be areas of compliance by the Glenview Academy/Gramon School during self-assessment and by the NJDOE during the on-site visit.

Areas identified as consistently compliant by the Glenview Academy/Gramon School during self-assessment and verified during the on-site monitoring visit included annual reports, amendments, programs provided in nonsectarian setting, length of school day and year, provision of physical education, services at no cost to parents, 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 with students age 14 and older, as appropriate, 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, informing parents of progress toward goals and objectives, conformance to pupil record code, access sheets, daily attendance available to LEAs, written communication to LEAs regarding five days of tardiness/absences and written notice of placement to county office.

During the self-assessment process, the Glenview Academy/Gramon School identified areas of need regarding, policies and procedures, staff development, hearing aids, extended school year, IEP meeting conducted annually, current IEP, implementation of the IEP, regarding the class size/age range exceptions and teachers trained and instructing in CCCSs, return of records upon termination, access to records is limited to authorized persons, location of other records specified in central file and maintenance of student health records.

The on-site visit identified additional areas of need within the various standards regarding communication to sending districts regarding missing IEP components including counseling goals and objectives, school-wide standardized testing, consistent discussion of the use of timeout rooms and restraints in students' IEPs and the delivery of a supported reading instructional program.

Within 45 days of receipt of the monitoring report, the Glenview Academy/Gramon 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.