

New Jersey Department of Education Special Education Receiving School Monitoring

the staff has the opportunity to learn about Cogmotion, a method of exercising the brain through motion, and try various hands-on activities to enhance classroom curriculum. Cogmotion kits are available for use in each classroom. Peer tutors help classroom teachers with Cogmotion activities. The PTA will be assisting with future parent workshops so the activities can be practiced at home.

Harbor School offers dance classes one time per week in ballet, folk, and tap dance by a certified dance instructor. Theatre classes are also offered with a focus on social expression, body language and vocal expression. The program is open to all students, ages 6 through 21.

Area Demonstrating Compliance With All Standards:

General Provisions, Facility Requirements, Discipline, Programs and Services and Student Records were determined to be areas of compliance by the Harbor School during self-assessment and by the NJDOE during the on-site visit.

Section II: Free, Appropriate Public Education (FAPE)

Summary of Findings:

During self-assessment, the Harbor 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, 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 Harbor School identified concerns in the areas regarding maintenance of hearing aids and program open to observation by LEA and DOE. The receiving schools 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 for correction in these areas.

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

Section III: Staff Requirements

Summary of Findings:

During self-assessment, the Harbor School accurately identified themselves compliant in the areas regarding certified/licensed staff, private school dual employment, supervision of paraprofessionals, job descriptions of paraprofessionals maintained at county office and criminal history verification.

During the self-assessment process, the Harbor School identified concerns in the area regarding having an approved professional development plan. 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 for correction in this area.

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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 Harbor 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 and informing parents of progress toward goals and objectives.

During the self-assessment process, the Harbor School identified concerns in the areas regarding communication to sending district regarding missing IEP components and implementation of IEP components relating to opportunities to interact with non-disabled peers. The receiving schools 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 for correction in these areas.

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

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Summary

On-site special education monitoring was conducted in the Harbor School on December 14 and 15, 2004. The purpose of the monitoring visit was to verify the Harbor 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 areas of need and develop an improvement plan that was sufficient to bring about systemic 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.

General Provisions, Facility Requirements, Discipline, Programs and Services and Student Records were determined to be areas of compliance by the Harbor School during self-assessment and by the NJDOE during the on-site visit.

Additional areas identified as consistently compliant by the Harbor School during self-assessment and verified during the on-site monitoring visit included 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, provision of services as per IEP, provision of occupational therapy (OT), physical therapy (PT), speech language services and counseling services as per IEP, certified/licensed staff, private school dual employment, supervision of paraprofessionals, job descriptions of paraprofessionals maintained at county office, criminal history verification, 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 and informing parents of progress toward goals and objectives.

During the self-assessment process, the Harbor School identified areas of need regarding hearing aids, observation of programs, professional development plan, communication to sending district regarding missing components and implementation of opportunities to interact with non-disabled peers.

The Harbor School is not required to submit revisions to their improvement plan since all areas of noncompliance have been identified and corrected by the school.