

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

Receiving School: P. G. Chambers School

County: Morris

Monitoring Dates: February 14 and 15, 2005

Monitoring Team: Janet Wright, Zola Mills and Gregory Margolis

Background Information:

During the 2003–2004 school year, the P. G. Chambers School conducted a self-assessment of policies, procedures, programs, services, and student outcomes. This self-assessment component of the monitoring process provided the P. G. Chambers 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 P. G. Chambers 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 P. G. Chambers 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 P. G. Chambers School's special education administrators, building principals, special education teachers, parents and related service personnel.

School Strengths:

The P. G. Chambers School, which is celebrating its 50th anniversary, is commended for the comprehensive after school program it operates for children with special needs. The after school program offers enrichment programs, academic support, leisure time activities and computer training. The program enhances the skills for the children enrolled, provides needed respite for families and offers volunteer opportunities for members of the community.

The P. G. Chambers School provides an intensive art and music program that works along with the therapists and teachers to promote students skills in new ways. Students have been invited to participate in two major community art exhibitions at the Morris County Courthouse and the Frelinghuysen Arboretum. The music groups have performed jointly with other school choirs with general education peers. In the music

New Jersey Department of Education Special Education Receiving School Monitoring

department, there is a bell choir where students compose pieces by activating various switches to play synthesized bell tones. Students also create musical compositions using their augmentative communication devices. In addition there is a creative movement and dance group which encourages expression through rhythmic movement.

The P. G. Chambers School also provides opportunities for their students to interact with general education students through programs such as Kids Count Child Care and Peck School Pals. The Kids Count Child Care program allows students with and without disabilities to participate together in supervised learning and play activities. In the Peck School Pals program, students from the Peck School, a local private elementary school, visit and participate in cooperative learning activities to develop social skills, foster friendships and improve understanding of children with differing abilities. Some of these activities include joint choir concerts, pen pals and talking story book corner.

The P. G. Chambers School provides extensive parent and professional educational programs for staff and parents of students attending the school as well as for the community. There are over ten major conferences/courses scheduled throughout the year.

The P. G. Chambers School provides an intensive augmentative communication and assistive technology program that supports a total communication approach. The philosophy incorporates all available means of communication from eye gaze and gestures, manual language boards to high tech devices with voice output.

Areas Demonstrating Compliance With All Standards:

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

Section III: Staff Requirements

Summary of Findings:

During self-assessment, the P. G. Chambers School accurately identified themselves compliant in the areas regarding 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 P. G. Chambers School identified concerns in the areas regarding certified/licensed staff and 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, it was determined that the receiving school has implemented specific activities for 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**

Section V: Individualized Education Plan/Annual Review

Summary of Findings:

During self-assessment, the P. G. Chambers 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 P. G. Chambers School identified concerns in the areas regarding documentation of communication to sending district regarding missing IEP components. The receiving school's improvement plan is sufficient to address these areas of need. During the on-site visit, it was determined that the receiving school has implemented specific activities for correction in these areas

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

Section VIII: Student Records

Summary of Findings:

During self-assessment, the P. G. Chambers School accurately identified themselves compliant in the areas regarding conformance to pupil record code, return of records upon termination, access to records is limited to authorized persons, access sheets, location of other records specified in central file, daily attendance available to LEAs, written communication to LEAs regarding five days of tardiness and absences and maintenance of student health records

During the self-assessment process, the P. G. Chambers School identified concerns in the areas regarding written notice of placement to county office. The receiving schools improvement plan is sufficient to address this area of need. During the on-site visit, it was determined that the receiving school has implemented specific activities for 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 P. G. Chambers School on February 14 and 15, 2005. The purpose of the monitoring visit was to verify the P. G. Chambers School's report of findings resulting from their self-assessment and to review the P. G. Chambers 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 is 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 the 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, FAPE, Facility Requirements, Discipline and Programs and Services were determined to be areas of compliance by the P. G. Chambers School during self-assessment and by the NJDOE during the on-site visit.

Additional areas identified as consistently compliant by the P. G. Chambers School during self-assessment and verified during the on-site monitoring visit included 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, implementation of IEP components, informing parents of progress toward goals and objectives, conformance to pupil record code, return of records upon termination, access to records is limited to authorized persons, access sheets, location of other records specified in central file, daily attendance available to LEAs, written communication to LEAs regarding five days of tardiness and absences and maintenance of student health records.

During the self-assessment process, the P. G. Chambers School identified areas of need regarding certified/licensed staff, having an approved professional development plan, documentation of communication to sending district regarding missing IEP components and written notice of placement to county office.

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