



Application for a Private School for the Disabled

PHASE 1 COMPREHENSIVE PROGRAM PROPOSAL

I. General Information

School Name: Limitless

School Address (if known): 1050 Littleton Rd NJ
City: Parsippany Zip Code: 07054 County: Morris

Lead Contact Information

Name: Monica Osgood, MA

Phone: 973.462.8454 Email: monicagosgood@gmail.com

Mailing Address: 241 Lake Drive

City: Stanhope, NJ 07874

Projected Director of School

Name: Monica Osgood, MA

Highest Academic Degree: Masters

Degree Field: Infant and Early Childhood Development with an Emphasis in Mental Health & Developmental Disorders

Years in Special Education Administration: 31

Phone: 973.462.8454 Email: monicagosgood@gmail.com

Projected School Business Administrator

Name: James A. Galione, MBA

Highest Academic Business Degree: MBA Years of Experience: 27

Phone: 973.271.4859 Email: jgalione@gmail.com

II. Proposed Special Class Types: Check all the proposed special class programs the applicant school intends to serve and complete the related information on the chart below.

Proposed Special Class Type(s):	Projected Number of Classes	Projected Age Range(s)	Projected Grade Levels(s)	Special Class Program Organization (Self-contained or Departmentalized)
<input type="checkbox"/> Auditory Impairment				
<input type="checkbox"/> Autism				
<input type="checkbox"/> Behavioral Disabilities				
Cognitive Impairment <input type="checkbox"/> Severe <input type="checkbox"/> Moderate <input type="checkbox"/> Mild				

Learning/ Language Disabilities <input type="checkbox"/> Severe <input type="checkbox"/> Mild to Moderate				
x Multiple Disabilities	4	6-21	1st-12th Young Adult (18-21)	Self-contained
Preschool Disabilities <input type="checkbox"/> Half Day x Full Day	1	3-5	Pre-K	Self-contained
<input type="checkbox"/> Visual Impairment				

III. Program Narrative: The following items must be addressed in narrative format.

A. Projected Student Population

- a. Projected Age Range(s) of the student population(s) the applicant school intends to serve.
 - Students ages 3-21
- b. Projected categories of disability of the student population(s) the applicant school intends to serve.
 - Limitless programs serve studentren on the Autism Spectrum (ASD), Sensory Processing Disorder (SPD), Regulatory Disorder, Selective Mutism, Oppositional Defiant Disorder (ODD), Obsessive Compulsive Disorder (OCD), Attention Deficit Hyperactivity Disorder (ADHD), Oppositional Defiant Disorder (ODD), Bi-polar Disorder, Down's Syndrome, Expressive Language Delay, Mild Physical Disabilities, and Other Health Impaired.

- c. Characteristics of the student population(s), by special class type, the applicant school intends to serve.
 - Multiple Disabilities

- d. Special class organization (self-contained or departmentalized)
 - Limitless will be a private school for the disabled offering all self-contained classes.

- e. Instructional focus of Individualized Education Programs of the projected student population.
 - To fill the requirements of each student's IEP prepared by the student's sending district. All academic instruction is aligned with the [2020 New Jersey Student Learning Standards \(NJSLs\)](#)
 - In addition to academic instruction the student's special needs are supported by intensive intervention targeting the core deficits in autism; sensory integration and modulation, emotional regulation, motor planning and sequencing, visual-spatial and visual perceptual skills, executive functioning, peer interactions, problem-solving, abstract and critical thinking skills, speech and language abilities, self-esteem and independence.

- f. Districts and/or counties to be served by the applicant school.
 - Bergen
 - Essex
 - Hudson
 - Hunterdon
 - Middlesex
 - Monmouth
 - Morris
 - Passaic
 - Somerset
 - Sussex
 - Union
 - Warren

B. School Operations

a. Hours of Operation (i.e., student arrival/dismissal times)

- See below

b. Length of School Day/ Length of School Year

The length of the school day and the academic year of programs for students with disabilities, including preschoolers with disabilities, shall be at least as long as that established for nondisabled students {N.J.A.C. 6A:14-4.1 (c)}. 180 Days

- **180 Days**
- M-Th 9:00-3:00, Fri 9:00-1:00 (Intensive Staff Training on Friday afternoons)
- **Option 2:** M-F 9:00-2:30

c. Extended School Year Program (ESY): Yes* No

*If yes, please provide:

number of days of the ESY program _____

Criteria for admission and termination of student placement.

C. Program Design:

Major Program Goals

Limitless is committed to serving New Jersey school districts in a fiscally responsible manner by maintaining the highest quality of staff via intensive training and supervision. Limitless has a reputation for providing staff with state-of-the-art training and high staff retention. This allows us to prioritize the quality of staff over quantity, keeping tuition down.

The primary educational goal of the proposed Limitless School program is to meet the IEP requirements of local sending school districts that are not able to currently accommodate their students in-district. The essential program goals of the proposed Limitless program include:

- Developing developmental foundations in the areas of regulation, engagement, intentionality, problem-solving, symbolic, and abstract

thinking (The Developmental, Individual-Difference, Relationship-based [DIR®] Intervention)

- Fostering feelings of environmental and emotional comfort, competence, confidence, shared control, and functional communication (the 5 C's)
- Strengthen developmental weakness responsible for undesirable behavior
- Ensuring students have equitable access to high-quality education and achieve academic excellence
- Foster employability skills necessary to be engaged as active citizens in a global society, collaborate with others, and manage resources effectively in order to establish and maintain stability and independence
- Return students to less restrictive environments as soon as possible

Despite the student's diagnosis, the DIR® approach assesses the student's development to identify gaps and builds an intervention plan around fostering a student's strengths and strengthening their developmental weaknesses. This approach allows instructors to interact with the student at their level while teaching through meaningful interactions. The basis of DIR® is to help students achieve regulation through relationships while providing them with the foundations needed for all learning. These foundations include the ability to:

- sustain regulation and attention to activities and interactions
- engage in interactions through a range of emotions
- increase intentionality
- engage in shared problem-solving
- use motor planning, sequencing, and visual-spatial capacities in all contexts
- develop adaptive and coping strategies
- be initiators of independent ideas and have the ability to sequence these ideas in meaningful ways
- develop a good sense of self
- string together ideas and social interactions to problem-solve
- think and play symbolically and understand emotions
- connect ideas logically
- use creativity and imagination
- think abstractly and reason
- use strong executive functioning
- be independent thinkers and problem-solvers

Mission Statement

Limitless School for children, adolescents, and young adults with unique abilities strives to support the development of lifespan goals with the understanding that learning never stops. We aim to enable individuals to reach their full potential, live happy and fulfilling lives, and be engaged as active citizens in a global society. Our school prepares students for meeting the challenges and accessing the opportunities of the 21st Century while capitalizing on their individual strengths. The Limitless intervention approach builds strong foundations of self-regulation, engagement, intentionality, and meaningful relationships as we advance and nurture the movement into the higher levels of symbolic, emotional, abstract, critical, and reflective thinking.

Vision

The Aim of the Program is to Produce Individuals Who:

- Are Well Regulated
- Have Healthy Relationships
- Have a Good Self-esteem and Positive School Experience
 - Have a Strong Sense of Self and are Independent
 - Are in Touch with Their Emotions
 - Are Independent Thinkers and Problem Solvers
- Are Prepared Emotionally, Socially, Behaviorally, Academically and Vocationally to Live Successful and Happy Lives

PROGRAM PHILOSOPHY

Believe I am Limitless...and I will be!

Progress must start with a relationship. We want to support students to become happy, secure, social, and creative people, who can think outside the box and think on their feet. We must respect and support each student's unique profile while promoting development through meaningful, relationship-based experiences. The relationships that support this development are built on respect and trust. For students who experience the world in an often disorganized and

sometimes fearful way, these trusting relationships require patience and nurturing. A key component of our approach is the involvement of families in the intervention. Sometimes this simply starts with helping the parent and student get back to a place where they can enjoy each other again rather than solely focusing on the challenges.

Once we have taken the time to get to know the students and learn about the unique way in which they experience the world, we can support them in reaching higher levels of development. Autism is a sensory-processing disorder, not an intellectual disorder. Many ASD individuals are highly intelligent. Therefore, if we can make a connection with them, we can tap into all the wonderful gifts they have to offer. We target development from the foundations of self-regulation and engagement, all the way through emotional and abstract thinking and reflection. The most recent research in the field of autism now supports the notion that critical neurological connections are made when students are engaged in pleasurable and meaningful interactions with their caregiver.

Research identifies engagement and joint attention, as required in order for language and cognition to develop. We also know much more about how all kinds of learning occur. We understand that we learn with our minds and our bodies. For example, we need to incorporate the understanding of how the ability to see things from different views supports the gestalt of what we are discovering and learning; and how the ability to plan and sequence motor actions is related to initiating and sequencing ideas. This whole-body approach to learning is progressive but, at the same time, so fundamental in the world of developmental approaches to learning. When students learn to master and integrate their emotions, ideas, and bodies, the sky's the limit!

- Monica G. Osgood 1998, 2011