

**NEW HAMPSHIRE
DEPARTMENT OF EDUCATION
SPECIAL EDUCATION
PROGRAM APPROVAL VISITATION
CASE STUDY COMPLIANCE REVIEW**

**REGIONAL SERVICES and EDUCATION CENTER
(RSEC)
SUMMARY REPORT**

RSEC Member Districts:

SAU 39, 40, 41

**AMHERST, BROOKLINE, HOLLIS, HOLLIS-BROOKLINE
COOPERATIVE, MILFORD, MONT VERNON AND SOUHEGAN
SCHOOL DISTRICTS**

Judy Koch, Executive Director

Chairperson, Visiting Team:
Mary Anne Byrne, Education Consultant

Site Visit Conducted on: March 20 & 21, 2007
Report Date, May 23, 2007
Revised June 29, 2007

TABLE OF CONTENTS

- I. Team Members
- II. Introduction
- III. Purpose and Design of The Case Study Compliance Review Process
- IV. Status of Previous Program Approval Report and Corrective Actions
- V. March 20 & 21, 2007 Case Study Compliance Review Results
 - Parent Participation
 - Summary of LEA Survey
 - Summary of Findings from the Three Focus Areas
 - New Special Education Programs Seeking Approval From The NHDOE
 - Commendations
 - Issues of Significance
 - Citations of Noncompliance
 - Suggestions for Program Improvement
- VI. Building Level Summary Reports
 - Longview School
 - RSEC Academy
 - Summit School
 - Sunrise Children's Center
- VII. Addendum: James O Summary
 - Innovative Practice Descriptions

I. TEAM MEMBERS

Visiting Team Members:

NAME	PROFESSIONAL ROLE
Chairperson: Mary Anne Byrne	Education Consultant
Amy Allen	Director of Education
Libby Bolduc	Preschool Educator
Susan Brassard	L D Specialist
Paul Campelia	Executive Director
Trish Cash	Clinical Coordinator
Barbara Cohen	Education Consultant, NHDOE
Tod Cohen	Special Educator
Barry Cook	Principal
Nancy D'Agostino	Education Consultant
Gretchen Gram	Coordinator/Special Educator
Bing Hawes	Home School Coordinator
Leslie Higgins	Education Consultant, NHDOE
Lucie LaChance	Special Educator/Childfind Coordinator
Ruth Littlefield	Education Consultant, NHDOE
Deb Snyder	Special Educator

Building Level Team Members:

NAME	PROFESSIONAL ROLE	NAME	PROFESSIONAL ROLE
Greg Avila	General Educator	Jeff Harstedt	General/Special Educator
Tom Jennings	Director	Rick Rudolph	Counselor
Pat Schuster	Assistant Director		
Christine Andrews	General Educator	Alison Batey	Special Educator
Laura Betts	Special Educator	Deborah Currie	Reading Teacher
Paul Curtis	General Educator	Kierstead Grondin	General/Special Educator
Diane Hunter	General Educator	Sara J. Lutat	Instructional Assistant
Randy Panzer	Assistant Director	Janet Reed	Director
Aldrian Rostron	Reading Teacher	William Werner	General Educator
Julie Brown	General/Special Educator	Julie Colby	General Educator
Jan Goolbis	Director	Andrew Hannah	Counselor
Denis Laliberte	General Educator	Tom Panagoulis	General/Special Educator
Terrence Reed	General Educator	Brendan Ryder	Assistant Director
Michelle Arbor	Speech/Language Pathologist	Monica Baxter	Assistant Director
Kristen Douglass	OTR	Nancy Gagnon	Director/Special Educator
Carol Glenn	General Educator	Tammy Hall-Eldredge	General Educator
Shannon Kolb	Paraprofessional	Jody Massey-Arikian	Speech Assistant
Deb Nervick	Physical Therapist		

II. INTRODUCTION

Regional Services and Education Center (RSEC), located in Amherst, NH, is a collaborative organization of three SAUs, 39, 40 and 41, comprised of seven member school districts: Amherst, Brookline, Hollis, Hollis-Brookline Cooperative, Milford, Mont Vernon and Souhegan Cooperative. Currently the RSEC Board of Directors includes the superintendents from the three SAUs, two school board members and a community member. As part of its organization, RSEC operates four schools with students attending from 38 different school districts: Longview School in Deerfield, NH, with 30 high school students with emotional/behavioral disabilities; and in Amherst, NH, RSEC Academy with 45 middle and high school students with learning disabilities, Summit School with 27 high school students with emotional/behavioral disabilities and Sunrise Children's Center with 235 preschool students, 13 of whom have a developmental or other disability(ies).

In addition to operating the four schools, RSEC provides a number of services to the educational community. Childcheck services are provided to some of the member districts, screening 3 to 5 year olds, three to four times a year. Sunrise Early Intervention provides early supports and services to area families and their children, birth to age three. Evaluation services are available to member school districts. A variety of trainings are provided to parents and educators as well.

RSEC's mission is to raise the capability of parents and schools to help all children and youth be successful.

As part of this NHDOE Case Study Compliance visit, RSEC has submitted documents supporting requests to add the following disabilities to the previously approved areas of disabilities:

- ♦ Summit School requests to add Other Health Impairment (ADD/ADHD)
- ♦ RSEC Academy requests to add Autism (Asperger's Syndrome), Emotional Disturbance (anxiety disorder/school phobia), Other Health Impairment (ADD/ADHD) and Speech/Language Impairment

SCHOOL DEMOGRAPHICS - <u>LONGVIEW</u>	2004-05	2005-06	2006-07
Student Enrollment as of December 1	29	26	26
Do you accept out-of-state students? Yes If so, list number from each state in 06-07	0		
# and Names of Sending New Hampshire LEAs (as of October 1) *Please see attached Listing by Year	17*	14*	13*
DOE Approved Rate	\$31,912.20	\$31,912.20	32,869.80
Actual Expenditure per Pupil (Budget Divided by # of Students as of Oct 1)	\$27,794.50	39,518.42	\$37,253.77
# Identified Students Suspended One or More Times	Files lost	in computer-----	22
Average Length of Stay for Students	114	112	135
STAFF DEMOGRAPHICS	2004-05	2005-06	2006-07
Student/Teacher Ratio (as of Oct. 1)	5.1	4.52	4.68
# of Certified Administrators	1	1	1
# of Certified Teachers	5.1	4.52	4.55
# of Teachers with Intern Licenses	0	0	1
# of Non-certified Teachers	1	1	1
# of Related Service Providers	1	1	1
# of Paraprofessionals	1	1	0
# of Professional Days Made Available to Staff	10+	10+	10+

SPECIAL EDUCATION PROGRAM DATA	2004-05	2005-06	2006-07
Primary Disability Types:			
Autism			
Deaf / Blindness			
Deafness			
Emotional Disturbance	12	11	12
Hearing Impairment			
Mental Retardation			
Multiple Disabilities			
Orthopedic Impairment			
Other Health Impairment	17	16	10
Specific Learning Disabilities	9	8	4
Speech or Language Impairment			
Traumatic Brain Injury			
Visual Impairment			
Developmental Delay ages 3-9			

*	2004-05	2005-06	2006-07
Longview School Sending School Districts	Alton Barrington Bedford Bow Chester Derry Epping Exeter Coop Merrimack Northwood Pembroke Raymond Rye Shaker Regional Souhegan Windham Winnacunnet	Barnstead Barrington Bedford Chester Derry Epping Exeter Coop Farmington Merrimack Northwood Raymond Rye Timberlane Winnacunnet	Barrington Chester Derry Epping Exeter Coop Fremont Goffstown Hampstead Merrimack Northwood Raymond Rye Timberlane

SCHOOL DEMOGRAPHICS – RSEC ACADEMY	2004-05	2005-06	2006-07
Student Enrollment as of December 1	46	46	47
Do you accept out-of-state students? If so, list number from each state in 06-07	Yes		
# and Names of Sending New Hampshire LEAs (as of October 1) * See Attached Listing	25*	25*	26*
DOE Approved Rate	\$30,233.80	\$30,233.80	\$31,131.00
Actual Expenditure per Pupil (Budget Divided by # of Students as of Oct 1)	\$25,427.41	\$28,549.80	\$27,333.30
# Identified Students Suspended One or More Times			
Average Length of Stay for Students	166 days	161 days	175 days

STAFF DEMOGRAPHICS			
Student/Teacher Ratio (as of Oct. 1)	3.73	3.75	3.53
# of Certified Administrators	0	0	0
# of Certified Teachers	8	8	12.33
# of Teachers with Intern Licenses	0	2	1
# of Non-certified Teachers	4.33	2	0
# of Related Service Providers	3	3	4
# of Paraprofessionals	1	1.57	.66
# of Professional Days Made Available to Staff	10+	10+	10+
SPECIAL EDUCATION PROGRAM DATA	2004-05	2005-06	2006-07
Primary Disability Types:			
Autism	3	2	1
Deaf / Blindness			
Deafness			
Emotional Disturbance	2	2	3
Hearing Impairment			
Mental Retardation			
Multiple Disabilities			
Orthopedic Impairment			
Other Health Impairment	8	7	8
Specific Learning Disabilities	31	30	27
Speech or Language Impairment	4	6	8
Traumatic Brain Injury			
Visual Impairment			
Developmental Delay ages 3-9			

*	2004-05	2005-06	2006-07
The RSEC Academy Sending School Districts	Amherst	Amherst	Auburn
	Auburn	Auburn	Brookline
	Bedford	Bedford	Candia
	Brookline	Candia	Deerfield
	Deerfield	Derry	Derry
	Derry	Gilmanton	Gilmanton
	Gilmanton	Goffstown	Goffstown
	Goffstown	Holl/Brk Coop	Holl/Brk Coop
	Holl/Brk Coop	Hooksett	Hudson
	Henniker	Hudson	John Stark
	Hollis	John Stark	Litchfield
	Hooksett	Litchfield	Manchester
	Hudson	Londonderry	Mascenic
	Litchfield	Mascenic	Merrimack
	Londonderry	Merrimack	Merrimack Valley
	Manchester	Merrimack Valley	Nashua
	Mascenic	Nashua	New Boston
	Merrimack	New Boston	Northwood
	Nashua	Northwood	Pelham
	New Boston	Pelham	Raymond
	Northwood	Raymond	Salem

*	2004-05	2005-06	2006-07
The Summit			
School	Allenstown	Allenstown	Auburn
Sending	Conval	Bedford	Bedford
School	Derry	Derry	Derry
Districts	Goffstown	Goffstown	Goffstown
	Hampstead	Litchfield	Holl/Brk Coop
	Hillsboro-Deering	Manchester	Jaffrey-Rindge
	Jaffrey-Rindge	Mascenic	Litchfield
	Litchfield	Merrimack	Manchester
	Manchester	Nashua	Mascenic
	Mascenic	Souhegan	Merrimack
	Merrimack	Windham	Nashua
	Nashua		Somersworth
	Souhegan		Souhegan
	Wilton/Lynd Coop		Windham
	Windham		

SCHOOL DEMOGRAPHICS - SUNRISE	2004-05	2005-06	2006-07
Student Enrollment <u>as of December 1</u>	18	10	11
Do you accept out-of-state students? If so, list number from each state in 06-07	Yes		
# and Names of Sending New Hampshire LEAs (as of October 1) * See attached listing.	4*	4*	3*
DOE Approved Rate	\$14,220.42	\$14,220.42	\$14,522.27
Actual Expenditure per Pupil (Budget Divided by # of Students as of Oct 1)	\$11,292.69	\$17,538.95	\$17,8232.00
# Identified Students Suspended One or More Times	0	0	0
Average Length of Stay for Students (in Weeks)	30	29	33
STAFF DEMOGRAPHICS			
Student/Teacher Ratio (as of Oct. 1)	1:7	1:7	1:7
# of Certified Administrators	0	0	0
# of Certified Teachers	1	1	0
# of Teachers with Intern Licenses	0	0	0
# of Non-certified Teachers	11	11	12
# of Related Service Providers	5	5	7
# of Paraprofessionals	43	39	37
# of Professional Days Made Available to Staff	1 (Mandatory) +	1 (Mandatory) +	1 (Mandatory) +
SPECIAL EDUCATION PROGRAM DATA	2004-05	2005-06	2006-07
Primary Disability Types:			
Autism	5	4	2
Deaf / Blindness			
Deafness			
Emotional Disturbance			
Hearing Impairment			
Mental Retardation			
Multiple Disabilities			

Orthopedic Impairment			
Other Health Impairment	1		1
Specific Learning Disabilities	6	2	3
Speech or Language Impairment			
Traumatic Brain Injury			
Visual Impairment			
Developmental Delay ages 3-9	6	9	7

*	2004-05	2005-06	2006-07
Sunrise			
Sending	Amherst	Amherst	Amherst
School	Brookline	Brookline	Brookline
Districts	Hollis	Hollis	Mont Vernon
	Nashua	Mont Vernon	

III. PURPOSE AND DESIGN OF THE CASE STUDY COMPLIANCE REVIEW PROCESS

The New Hampshire Department of Education (NHDOE) conducted a Special Education Program Approval Visit to Longview School, RSEC Academy, Summit School and Sunrise Children’s Center on March 20 & 21, 2007 for the purpose of reviewing the present status of programs and services made available to children and youth with educational disabilities. As part of the NHDOE Special Education Program Approval Visit, Case Study Compliance Reviews were conducted at all of the schools.

The New Hampshire Department of Education, Bureau of Special Education conducts program approval visits using a Case Study Model that is a focused review. This focused review permits the NHDOE to leverage its impact for change and improvement within school districts and private special education schools statewide, by focusing the attention of all educators on the following three areas of critical importance in the provision of FAPE for students with disabilities.

- Access to the General Curriculum
- Transition
- Behavior Strategies and Discipline

As part of this compliance review, case studies were randomly selected by the NHDOE prior to the visit, and staff was asked to present these case studies to determine compliance with state and federal special education rules and regulations. Other activities related to this NHDOE Case Study Compliance Visit included the review of:

- ♦ All application materials submitted
- ♦ Status of corrective actions since the last NHDOE Special Education Program Approval Visit
- ♦ Personnel credentials for special education staff (verified by NHDOE)
- ♦ Program descriptions and SPEDIS verification reports
- ♦ All data collected during the visit
- ♦ Any new special education programs/areas of disabilities served seeking approval from the NHDOE

The New Hampshire Department of Education provided a visiting team of professional educators to work collaboratively with staff in each of the schools in conducting the Case Study Compliance Review and the varied data collection activities. Throughout the entire review process, the visiting team worked in collaboration with the staff of RSEC’s schools. Their professionalism, active involvement in the process and cooperation were greatly appreciated and well recognized.

Evidence of the work conducted and results related to student outcomes were gathered throughout the process, guided by the materials and templates provided by the NHDOE, Bureau of Special Education. Examples of evidence included student individualized education programs (IEPs), progress reports, samples of student work, grades, extracurricular involvement, permanent records, curriculum, etc. Input was gathered from key constituents, including interviews with professional staff, parents, administrators, and in some cases the students. In addition, classroom observations were

conducted for each of the case studies being reviewed. The collective data were summarized by the visiting and building level teams. The summaries, included in the following pages, outline identified areas of strength and areas needing improvement for each school reviewed.

IV. STATUS OF PREVIOUS NHDOE SPECIAL EDUCATION PROGRAM APPROVAL REPORT AND CORRECTIVE ACTIONS

Based on review of the June 4, 2002 NHDOE Special Education Program Approval Report, the following patterns were identified as needing improvement:

Citation	Status at August 7, 2003 Follow up Visit	Status March 20 & 21, 2007
NOTIFICATION OF ADULT RIGHTS ED 1119.01 Longview	Met	Met at Longview Partially Met at Summit
CERTIFICATION OF STAFF CFR 300.136 Longview	Met	Met
TRANSITION 34 CFR 300.320(a), 20 U.S.C. 1414(d)(1)(A)(i) ED 1102.53 Transition Planning ED 1107.02 Process: Provision of FAPE ED 1109.01 Transition Services RSEC Academy Summit	Met	Partially Met

VI. MARCH 20 & 21, 2007 CASE STUDY COMPLIANCE REVIEW RESULTS

Data collection is an important part of the NHDOE Special Education Case Study Compliance Review Process. In order to monitor whether or not special education programs are in compliance in the three focus areas, and determine any root causes of problems that may be identified through the case study process, it is essential that each case study team dig deeply into the data, and not just take a surface look. This process takes time, and the entire team working with the child being studied must be involved in collecting and analyzing the data, as well as presenting and summarizing the data with the visiting team. As such, the NHDOE works with educational communities to determine the number and type of case studies to be prepared and presented, to ensure that building teams are not inundated with much more data than they can possibly analyze, allowing them to reflect upon and generalize their newly found knowledge of their programs, practices, policies and procedures.

In preparation for the March, 2007 visit to the Longview School, RSEC Academy, Summit School and Sunrise Children's Center, the NHDOE worked with the staff and administration in the planning and presentation of 11 case studies of students in preschool and grades 8, 10, 11 and 12. The case study students, selected at random, were 4 and 5 years old and in the age range of 14 to 18, with developmental delays, emotional disabilities, other health impairments and/or specific learning disabilities. This variety of ages/grades and disabilities in the case studies provided a comprehensive review of the special education programs in Regional Services and Education Center's schools.

PARENT PARTICIPATION

One of the defining features of effective schools is strong parent/community relations and open communication. Having parents as an active stakeholder in the NHDOE Special Education Program Approval Process ensures broader perspectives and brings forth new ideas. In addition, including the parent perspective enhances and strengthens the teams' case study presentations, and makes for stronger school/parent relationships. As such, parent participation and input is a required part of the NHDOE Special Education Program Approval Process. In order to ensure parent participation and feedback, the NHDOE, Bureau of Special Education involves parents in a variety of aspects of the Special Education Program Approval Process. First, parents are encouraged to be active participants in the case study presentations; second, parents of the children presented in the case study process are formally interviewed; and third, the SAU/school is required to send all parents of students with disabilities a written survey with a request to respond. Below is a summary of the results of the parent survey, along with each school's analysis of the responses.

Name of Private School: **LONGVIEW SCHOOL**

Total number of surveys sent: 30

Total # of completed surveys received: 11

Percent of response: 37%

SCALE 3 = COMPLETELY 2 = PARTIALLY 1 = NOT AT ALL

ACCESS TO THE GENERAL CURRICULUM:	3	2	1	No Answer
I am satisfied with my child's program and the supports that he/she receives.	10	1		
My child has opportunities to interact with non-disabled peers on a regular basis.	6	4	1	
I am adequately informed about my child's progress.	9	1	1	
My child is informed about and encouraged to participate in school activities outside of the school day, and is offered necessary supports.	6	3	1	1
My child feels safe and secure in school and welcomed by staff and students.	8	3		
A variety of information (observations, test scores, school work, parent input) was used in developing my child's IEP.	10	1		
I am satisfied with the progress my child is making toward his/her IEP goals.	10		1	
FOR PARENTS OF HIGH SCHOOL STUDENTS:				
My child earns credits toward a regular high school diploma in all of his/her classes.	10			1
TRANSITION:				
I am satisfied with the planning and support provided for the moves my child has made from grade to grade and school to school.	9	1		1
All of the people who are important to my child's transition were part of the planning.	9	1		1
FOR PARENTS OF STUDENTS AGE 16 OR OLDER:				
I am satisfied with the written secondary transition plan that is in my child's IEP.	5	1	1	4
BEHAVIOR STRATEGIES AND DISCIPLINE:				
My child's classroom behaviors affect his/her ability to learn. <i>If yes, please answer the next two questions. If no, skip to OTHER..</i>		YES 10		NO 1
I have been involved in the development of behavior interventions, strategies and supports for my child.	7	3		1
I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs.	9	1		1
OTHER:				
I fully participate in special education decisions regarding my child.	9			2
I have been provided with a copy of the procedural safeguards (parental rights) at least once a year	9	1		1

ANALYSIS OF LONGVIEW PARENT SURVEY DATA

RELATIVE STRENGTHS:

NEED FOR IMPROVEMENT:

Access To The General Curriculum:

91% (10 of 11) of the parents responding are satisfied with program and supports

91% (10 of 11) of the parents confirm that a variety of information is used in developing IEPs

91% (10 of 11) of the parents responding feel informed and satisfied about progress

45% (5 of 11) of the parents are partially or not satisfied that their child has opportunities to interact more with non-disabled peers.

36% (4 of 10) of the parents were partially or not satisfied that their students are informed about or encouraged to participate in after school activities

Transition:

90% (9 of 10 – 1 did not answer) of the parents are completely satisfied with their child’s transition planning and support and that the planning involves all of the people who are important to their child’s transition.

29% (2 of 7) of the parents who responded to the question (4 did not answer) were partially or not satisfied with the written secondary transition plan in their child’s IEP.

Behavior Strategies And Discipline:

82% (9 of 11) of the parents were completely satisfied with behavioral supports.

30% (3 of 10) of the parents were partially satisfied that they were involved in the development of behavior interventions, etc.

Other:

100% (all of the 9 parents who answered) were satisfied that they participated in special education decisions regarding their child.

90% (9 of the 10 who answered) of the parents were satisfied that they had received a copy of parental rights at least once a year.

TARGET AREAS OF FOCUS FOR ACTION PLAN:

1. Better educate parents on the implementation of Longview’s behavior plan and how they can help.
2. Encourage parents to ask questions for better understanding and involvement in their child’s transition plans.

Name of Private School: THE RSEC ACADEMY		
Total number of surveys sent: 49	Total # of completed surveys received: 27	Percent of response: 55%

Total number of surveys sent: 49	Total # of completed surveys received: 27	Percent of response: 55%
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SCALE 3 = COMPLETELY 2 = PARTIALLY 1 = NOT AT ALL

ACCESS TO THE GENERAL CURRICULUM:	3	2	1	No Answer
I am satisfied with my child’s program and the supports that he/she receives.	23	4		
My child has opportunities to interact with non-disabled peers on a regular basis.	14	8	3	2
I am adequately informed about my child’s progress.	20	7		
My child is informed about and encouraged to participate in school activities outside of the school day, and is offered necessary supports.	24	2	1	
My child feels safe and secure in school and welcomed by staff and students.	26	2	1	

A variety of information (observations, test scores, school work, parent input) was used in developing my child's IEP.	26	1		
I am satisfied with the progress my child is making toward his/her IEP goals.	26	1		
FOR PARENTS OF HIGH SCHOOL STUDENTS: My child earns credits toward a regular high school diploma in all of his/her classes.	23	4		10
TRANSITION:				
I am satisfied with the planning and support provided for the moves my child has made from grade to grade and school to school.	22	5		
All of the people who are important to my child's transition were part of the planning.	22	5		
FOR PARENTS OF STUDENTS AGE 16 OR OLDER: I am satisfied with the written secondary transition plan that is in my child's IEP.	7	5	2	13
BEHAVIOR STRATEGIES AND DISCIPLINE:				
My child's classroom behaviors affect his/her ability to learn. <i>If yes, please answer the next two questions. If no, skip to OTHER..</i>	YES 14		NO 13	
I have been involved in the development of behavior interventions, strategies and supports for my child.	11	4		13
I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs.	13	3		11
OTHER:				
I fully participate in special education decisions regarding my child.	25	1		1
I have been provided with a copy of the procedural safeguards (parental rights) at least once a year	27			

ANALYSIS OF RSEC ACADEMY PARENT SURVEY DATA

RELATIVE STRENGTHS:

Access To The General Curriculum:

In this area of focus, 84 % respondents reported complete satisfaction and 14 % of the parents responded as partially satisfied.

85% (23 of 27) of the parents were completely satisfied with the RSEC Academy programming. 96% (26 of 27) were completely satisfied with the progress their child is making on his/her IEP goals and that a variety of information was used to develop the IEP.

89% (24 of 27) were completely satisfied that students were encouraged to participate in out-of-school activities

One area that posed some confusion and/or area for improvement is opportunities to interact with non-disabled peers on a regular basis. Based on comments, some parents felt that they had chosen a special education placement and were not looking for interaction.

Transition:

81% (22 of 27) of the parents were satisfied with the planning and support when their child transitioned from grade to grade and the those who were important were involved.

NEED FOR IMPROVEMENT:

2% of the responses fell in the not at all category

No items were obvious areas for improvement. There were some questions that had scatter in the answers so those are the areas that we will focus on.

36% (5) of the parents were partially satisfied and 14% (2) were not at all satisfied with the written transition plan in the IEP.

Behavior Strategies And Discipline:

50% of the responses that had no answers fell in this area. The Academy is not a school for students with significant behavioral issues, so it is not surprising that parents did not respond to questions about behavior.

Other:

96 % (25 of 26) of the parents were completely satisfied that they fully participate in special education decisions regarding their child.

TARGET AREAS OF FOCUS FOR ACTION PLAN:

1. Communicate more clearly and articulately to parents about our behavioral intervention program.
2. Continue to improve and clearly communicate our written transition plans. With the use of the NHSES or Case-E programs, the transition plans will change and perhaps be clearer for parents.

Name of Private School: THE SUMMIT SCHOOL		
Total number of surveys sent: 26	Total # of completed surveys received: 12	Percent of response: 46%

SCALE	3 = COMPLETELY	2 = PARTIALLY	1 = NOT AT ALL	
ACCESS TO THE GENERAL CURRICULUM:				No Answer
I am satisfied with my child’s program and the supports that he/she receives.	9	2	1	
My child has opportunities to interact with non-disabled peers on a regular basis.	9	2	1	
I am adequately informed about my child’s progress.	10	1	1	
My child is informed about and encouraged to participate in school activities outside of the school day, and is offered necessary supports.	9		2	1
My child feels safe and secure in school and welcomed by staff and students.	10	2		
A variety of information (observations, test scores, school work, parent input) was used in developing my child’s IEP.	12			
I am satisfied with the progress my child is making toward his/her IEP goals.	8	3	1	
FOR PARENTS OF HIGH SCHOOL STUDENTS:				
My child earns credits toward a regular high school diploma in all of his/her classes.	10	2		
TRANSITION:				
I am satisfied with the planning and support provided for the moves my child has made from grade to grade and school to school.	10	2		
All of the people who are important to my child’s transition were part of the planning.	12			
FOR PARENTS OF STUDENTS AGE 16 OR OLDER:				
I am satisfied with the written secondary transition plan that is in my child’s IEP.	6	2		4
BEHAVIOR STRATEGIES AND DISCIPLINE:				
My child’s classroom behaviors affect his/her ability to learn. <i>If yes, please answer the next two questions. If no, skip to OTHER..</i>	YES		NO	
	10		2	
I have been involved in the development of behavior interventions, strategies and supports for my child.	9	1		2
I am satisfied with the way the school is supporting my child’s behavioral, social and developmental needs.	8	1	1	2
OTHER:				
I fully participate in special education decisions regarding my child.	12			
I have been provided with a copy of the procedural safeguards (parental rights) at least once a year	11			1

ANALYSIS OF SUMMIT PARENT SURVEY DATA

RELATIVE STRENGTHS:

Access To The General Curriculum:

83% (10 of 12) of the parents are completely satisfied that they are adequately informed about student progress

83% (10 of 12) of the parents are completely satisfied that their child feels safe and secure in school and welcomed by staff and students.

Transition:

100% (12 of 12) of the parents feel transition planning involves all those important to student's transition.

Behavior Strategies And Discipline:

90% (9 of 10) of the parents feel completely involved in developing behavioral strategies.

80% (8 of 10) are completely satisfied with the behavioral supports and services their child receives.

Other:

100% (12 of 12) of the parents responding are completely satisfied that they fully participate in special education decisions regarding their child.

NEED FOR IMPROVEMENT:

25% (3 of 12) of the parents report partial and 8% (1 of 12) report no satisfaction with their child's progress on their IEP goals.

25% (2 of 8) of the parents were partially satisfied with the written secondary transition plan in their child's IEP.

10% (1 of 10) of the parents were partially satisfied and 10% (1 of 10) were not at all satisfied with the way the school is supporting their child's behavioral, social and developmental needs.

TARGET AREAS OF FOCUS FOR ACTION PLAN:

1. Identify and develop clearer links between a student's progress and their IEP goals.
2. Develop more useful written Transition Plans that focus on post secondary plans.
3. Continue to evaluate behavioral interventions for effectiveness, appropriateness, and consistency with program goals and mission.

Name of Private School: SUNRISE CHILDREN'S CENTER		
Total number of surveys sent:: 11	Total # of completed surveys received: 5	Percent of response: 45%

SCALE 3 = COMPLETELY 2 = PARTIALLY 1 = NOT AT ALL

ACCESS TO THE GENERAL CURRICULUM:	3	2	1	No Answer
I am satisfied with my child's program and the supports that he/she receives.	4	1		
My child has opportunities to interact with non-disabled peers on a regular basis.	5			
I am adequately informed about my child's progress.	5			
My child is informed about and encouraged to participate in school activities outside of the school day, and is offered necessary supports.	2		1	2
My child feels safe and secure in school and welcomed by staff and students.	4	1		

A variety of information (observations, test scores, school work, parent input) was used in developing my child's IEP.	4			1
I am satisfied with the progress my child is making toward his/her IEP goals.	4	1		
FOR PARENTS OF HIGH SCHOOL STUDENTS: My child earns credits toward a regular high school diploma in all of his/her classes.				5
TRANSITION:				
I am satisfied with the planning and support provided for the moves my child has made from grade to grade and school to school.	1	1		3
All of the people who are important to my child's transition were part of the planning.	2	1		2
FOR PARENTS OF STUDENTS AGE 16 OR OLDER: I am satisfied with the written secondary transition plan that is in my child's IEP.				5
BEHAVIOR STRATEGIES AND DISCIPLINE:				
My child's classroom behaviors affect his/her ability to learn. <i>If yes, please answer the next two questions. If no, skip to OTHER..</i>	YES 3		NO	
I have been involved in the development of behavior interventions, strategies and supports for my child.	3	1		1
I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs.	4	1		
OTHER:				
I fully participate in special education decisions regarding my child.	5			
I have been provided with a copy of the procedural safeguards (parental rights) at least once a year	5			

ANALYSIS OF SUNRISE PARENT SURVEY DATA

RELATIVE STRENGTHS:

Access To The General Curriculum:

100% (5 of 5) of the parents responding are completely satisfied that:

- they are adequately informed of their child's progress,
- there are opportunities to interact with non-disabled peers, and
- a variety of information is used in developing the IEP (4 of 4)

80% (4 of 5) of the parents are completely satisfied and 20% (1 of 5) are partially satisfied with:

- programs and supports,
- progress toward IEP goals and
- that their child feel safe, secure, and welcomed

Transition:

66% (2 of 3) of the parents were completely satisfied and 33% (1 of 3) were partially satisfied that all of the people who are important to their child's transition were part of the planning

Behavior Strategies And Discipline:

80% (4 of 5) of the parents are completely and 20% (1 of 5) are partially satisfied with the way the school is supporting their child's behavioral, social and developmental needs.

NEED FOR IMPROVEMENT:

66% (2 of 3) of the parents responding are completely satisfied and 33% (1 of 3) are not at all satisfied that their child is adequately informed about and encouraged to participate in school activities (in the case of preschool, developmentally appropriate activities) outside of the school day. The other 2 parents did not respond.

Other:

100% (5 of 5) of the parents responding are completely satisfied that they fully participate in the special education decisions regarding their child and that they receive a copy of their parental rights at least once a year.

TARGET AREAS OF FOCUS FOR ACTION PLAN:

1. Research local out-of-school activities for preschoolers. Gather flyers/posters and post periodically.
2. Provide a workshop or series of workshops for parents regarding parenting techniques and positive behavioral interventions.
3. Provide list of local resources for parenting classes, counseling, and support groups for parents.

SUMMARY REPORT OF SURVEY RESULTS FROM SENDING LEAs

Effective partnerships with LEAs are an important part of establishing and implementing successful private special education programs that improve student outcomes. RSEC surveyed the LEA’s perceptions of their four schools in order to assess the effectiveness of their relationships. The results showed that 96% of the LEAs strongly agreed with the indicators of program and partnership effectiveness in RSEC’s schools. Of the few responses expressing dissatisfaction, no patterns emerged as areas in need of improvement.

Name of Private School: LONGVIEW SCHOOL		
Total number of surveys sent: 16	Total # of completed surveys received: 8	Percent of response: 50%
Number of students placed by: LEA: 30	Court:	Parent:

SCALE 4 STRONGLY AGREE 3 AGREE 2 DISAGREE 1 STRONGLY DISAGREE

	4	3	2	1	No Answer
1. The private school team has positive expectations for students.	6	2			
2. I am satisfied with the educational program at the above school.	4	4			
3. The school consistently follows special education rules and regulations.	5	3			
4. The school has an effective behavioral program (if applicable).	4	3	2		
5. I am satisfied with the related services provided by the school.	1	7			
6. The school implements all parts of students’ IEPs.	5	3			
7. I feel the school provides the necessary skills to allow the student to make progress on the IEP goals.	5	3			
8. The school program measures academic growth.	4	4			
9. The school program measures behavioral growth (if applicable).	3	4	1		
10. The school completes a minimum of 3 comprehensive reports per year on each child with a disability enrolled.	3	4	1		
11. The progress reports describe the child’s progress toward meeting the IEP goals, include a record of attendance, and are written in terminology understandable to the parent.	3	4	1		
12. Progress reports are provided to the LEA and to the parent of the child.	3	5			
13. I am satisfied with the way the school communicates students’ progress.	4	4			
14. The school communicates effectively with parents.	4	4			
15. The school communicates effectively with the LEA.	4	4			
16. The school involves parents in decision-making.	2	6			
17. The school actively plans for future transition to a less restrictive placement.	1	5	1		1

18. If the school finds it necessary to change or terminate placement, they notify the LEA by convening the IEP team to: review the concerns, review/revise the IEP, discuss the placement and determine if the facility can fully implement the IEP and provide FAPE.	2	4	2		
19. The school team sets meeting times that are convenient for both parents and the LEA.	5	3			
20. The school has met my expectations.	3	5			
21. I have a good relationship with the school.	7	1			
22. I would enroll other students at the school.	6	2			

Name of Private School: THE RSEC ACADEMY		
Total number of surveys sent: 30	Total # of completed surveys received: 21	Percent of response: 70%
Number of students placed by: LEA: 49	Court:	Parent:

SCALE 4 STRONGLY AGREE 3 AGREE 2 DISAGREE 1 STRONGLY DISAGREE

	4	3	2	1	No Answer
1. The private school team has positive expectations for students.	18	3			
2. I am satisfied with the educational program at the above school.	16	5			
3. The school consistently follows special education rules and regulations.	17	3	1		
4. The school has an effective behavioral program (if applicable).	10	3			8
5. I am satisfied with the related services provided by the school.	15	5	1		
6. The school implements all parts of students' IEPs.	17	4			
7. I feel the school provides the necessary skills to allow the student to make progress on the IEP goals.	18	3			
8. The school program measures academic growth.	17	4			
9. The school program measures behavioral growth (if applicable).	10	3	1	1	6
10. The school completes a minimum of 3 comprehensive reports per year on each child with a disability enrolled.	15	5	1		
11. The progress reports describe the child's progress toward meeting the IEP goals, include a record of attendance, and are written in terminology understandable to the parent.	14	6	1		
12. Progress reports are provided to the LEA and to the parent of the child.	18	2	1		
13. I am satisfied with the way the school communicates students' progress.	16	4	1		
14. The school communicates effectively with parents.	15	5			1
15. The school communicates effectively with the LEA.	15	3	2		1
16. The school involves parents in decision-making.	16	5			
17. The school actively plans for future transition to a less restrictive placement.	8	7	3	1	2
18. If the school finds it necessary to change or terminate placement, they notify the LEA by convening the IEP team to: review the concerns, review/revise the IEP, discuss the placement and determine if the facility can fully implement the IEP and provide FAPE.	9	5			7
19. The school team sets meeting times that are convenient for both parents and the LEA.	16	4			1
20. The school has met my expectations.	15	5	1		
21. I have a good relationship with the school.	18	2	1		
22. I would enroll other students at the school.	18	2			1

Name of Private School: THE SUMMIT SCHOOL		
Total number of surveys sent: 11	Total # of completed surveys received: 7	Percent of response: 64%
Number of students placed by: LEA: 26	Court:	Parent:

SCALE 4 STRONGLY AGREE 3 AGREE 2 DISAGREE 1 STRONGLY DISAGREE

	4	3	2	1	No Answer
1. The private school team has positive expectations for students.	4	3			
2. I am satisfied with the educational program at the above school.	3	3			1
3. The school consistently follows special education rules and regulations.	3	3	1		
4. The school has an effective behavioral program (if applicable).	4	3			
5. I am satisfied with the related services provided by the school.	1	2			4
6. The school implements all parts of students' IEPs.	5	2			
7. I feel the school provides the necessary skills to allow the student to make progress on the IEP goals.	5	2			
8. The school program measures academic growth.	4	3			
9. The school program measures behavioral growth (if applicable).	6	1			
10. The school completes a minimum of 3 comprehensive reports per year on each child with a disability enrolled.	3	3	1		
11. The progress reports describe the child's progress toward meeting the IEP goals, include a record of attendance, and are written in terminology understandable to the parent.	3	4			
12. Progress reports are provided to the LEA and to the parent of the child.	4	3			
13. I am satisfied with the way the school communicates students' progress.	4	3			
14. The school communicates effectively with parents.	4	2			1
15. The school communicates effectively with the LEA.	5	1	1		
16. The school involves parents in decision-making.	4	1			2
17. The school actively plans for future transition to a less restrictive placement.	3	3		1	
18. If the school finds it necessary to change or terminate placement, they notify the LEA by convening the IEP team to: review the concerns, review/revise the IEP, discuss the placement and determine if the facility can fully implement the IEP and provide FAPE.	4	2			1
19. The school team sets meeting times that are convenient for both parents and the LEA.	6	1			
20. The school has met my expectations.	5	1	1		
21. I have a good relationship with the school.	6				1
22. I would enroll other students at the school.	5	1	1		

Name of Private School: SUNRISE CHILDREN'S CENTER		
Total number of surveys sent: 3	Total # of completed surveys received: 2	Percent of response: 67%
Number of students placed by: LEA: 10	Court: 1	Parent: 0

SCALE 4 STRONGLY AGREE 3 AGREE 2 DISAGREE 1 STRONGLY DISAGREE

	4	3	2	1	No Answer
1. The private school team has positive expectations for students.	1	1			
2. I am satisfied with the educational program at the above school.	1	1			
3. The school consistently follows special education rules and regulations.	1	1			
4. The school has an effective behavioral program (if applicable).	1	1			

5. I am satisfied with the related services provided by the school.	1			1	
6. The school implements all parts of students' IEPs.	1	1			
7. I feel the school provides the necessary skills to allow the student to make progress on the IEP goals.	1		1		
8. The school program measures academic growth.	1	1			
9. The school program measures behavioral growth (if applicable).		1			1
10. The school completes a minimum of 3 comprehensive reports per year on each child with a disability enrolled.	1	1			
11. The progress reports describe the child's progress toward meeting the IEP goals, include a record of attendance, and are written in terminology understandable to the parent.	1	1			
12. Progress reports are provided to the LEA and to the parent of the child.	1	1			
13. I am satisfied with the way the school communicates students' progress.	1	1			
14. The school communicates effectively with parents.	1	1			
15. The school communicates effectively with the LEA.	1	1			
16. The school involves parents in decision-making.	1	1			
17. The school actively plans for future transition to a less restrictive placement.	1		1		
18. If the school finds it necessary to change or terminate placement, they notify the LEA by convening the IEP team to: review the concerns, review/revise the IEP, discuss the placement and determine if the facility can fully implement the IEP and provide FAPE.	1				1
19. The school team sets meeting times that are convenient for both parents and the LEA.	1	1			
20. The school has met my expectations.	1		1		
21. I have a good relationship with the school.	1	1			
22. I would enroll other students at the school.	1		1		

**SUMMARY OF FINDINGS FROM THE THREE FOCUS AREAS OF THE
CASE STUDY COMPLIANCE REVIEW**

Access To The General Curriculum

Implementation of IEPs

Provision of Non-Academic Services

Full Access to the District's Curriculum

Equal Education Opportunity

Students in all the schools visited have access to the general education curriculum. Curriculum has been developed at Longview, RSEC Academy and Summit where students have the opportunity to earn credits toward high school diplomas. Students at Longview have the opportunity to take correspondence courses to supplement/individualize coursework. In each school, instruction frequently includes hands-on/experiential activities tailored to the primary learning needs of their students. Students have had access to classes in schools with non-disabled peers on an as needed/as available basis. The Vocational Centers have been accessed for some students, as well.

Few students participate in after school activities back in their home school. Many of the students interviewed expressed a lack of interest in being involved at schools where they have had negative previous experiences and therefore have chosen not to be involved in extracurricular activities there. RSEC Academy has a sports program with other schools. By the nature of their programs, Longview and Summit have many outdoor activities, some of which may take place with non-disabled peers.

Sunrise Children's Center has adopted the Creative Curriculum, which is developmentally based and is designed for use by preschools. The high ratio of students with and without disabilities affords daily opportunities for students to learn and interact with non-disabled peers.

The IEPs of the students reviewed during the Case Study visit were based on individual student strengths and needs, and reflected thoughtful and collaborative work. Although most annual goals were not written in measurable terms, many of the objectives served as the basis for measuring and reporting progress. Future training is planned to address this area of need.

Transition

Transition Planning

Process: Provision of FAPE

Transition Services

Transition planning has been an agency-wide focus since the last NHDOE Program Approval visit. Extensive work has been done to prepare students for post-school, for example, see RSEC Academy Building Summary. Students in all the schools participate in transition activities throughout all grades; in particular, transition reflection has been added to experiential education reflections.

In carrying out transition activities as a coordinated set of activities designed as a results oriented process that promotes moves from school to the desired post-school goals, it is important to document these activities and be able to measure their effectiveness. A form has been developed to be used when planning for post-school transitions (beginning at age 14), which, in some cases, was not always completed/incorporated into the IEP. In other cases, the computerized IEPs used for the first time by the teams/districts, were unfamiliar and not conducive to accurate documentation of activities.

Behavior Strategies and Discipline

Evidence of a variety of behavior management systems was seen during the NHDOE Case Study visit. Both RSEC Academy and Summit School have adopted the Positive Behavior Intervention Strategies (PBIS) and use the accompanying SWIS data system to inform their behavior planning and IEP development. In addition, Summit School has a point system in place with an adventure theme that provides students with explicit expectations and incentives for positive behavior.

Longview School has been trained in and adopted the Behavior Management Through Adventure (BMTA) model with mixed success. Reportedly the model is cumbersome to implement in a classroom setting. Review of the program in the application showed an adventure-based philosophy, but no built-in system for data collection to inform school-wide planning. The discipline data system used at Longview, although not directly connected to BMTA, is used to track/examine individual student behavior.

Sunrise Children's Center has not adopted a formal school-wide behavior approach. The high percentage of non-disabled children without behavior difficulties serve as positive role models, minimizing the need. However, the adoption of a school-wide system would serve to clarify expectations for behavior, provide common language to communicate these expectations and allow for consistency in all settings. The suggestion by the Director for a behavior consultant demonstrates an unmet need in this area.

NEW PROGRAMS SEEKING APPROVAL FROM THE NHDOE, BUREAU OF SPECIAL EDUCATION

The visiting teams were asked to consider the requests for additional areas of disabilities to be approved: Summit School to add Other Health Impairment (ADD/ADHD); and RSEC Academy to add Autism (Asperger's Syndrome), Emotional Disturbance (anxiety disorder/school phobia), Other Health Impairment (ADD/ADHD) and Speech/Language Impairment. Based on the review of the supporting materials, Case Study reviews, program visits/observations and feedback from the visiting teams during this NHDOE Program Approval process, these requested changes have been determined to meet requirements.

COMMENDATIONS

1. The Executive Director is to be commended for her organization and attention to detail in preparation for the Case study visit. Her leadership skills and positive working relations with the other administrators and staff were evident during the visit.
2. The agency, its board of directors and employees are commended for the many improvements made since the last NHDOE Program Approval visit. For example, they have purchased many laptop and desktop computers and provided internet access in all schools.
3. The program directors and assistants work effectively to administer the daily work of the schools. They provide role models in professionalism, high standards for their programs and valuable support to staff, students and parents
4. During the visit it was evident that the staff is hard working and caring. Their close relationships with students and parents were observed first hand.
5. Professional development for professional and paraprofessional staff is to be commended, given the limited resources that rate-setting has imposed on the agency. Some of the many opportunities to develop as a professional learning community include: extensive individual training and certifications; paraprofessionals' training at Sunrise Children's Center (See Innovative Practices in Addendum); weekly, and sometimes daily, staff meetings in the schools; regularly scheduled agency-wide meetings, etc.
6. The Executive Director and Program Directors are commended for pursuing certification as Special Education Administrators.
7. Many staff members have pursued obtaining Highly Qualified Teacher (HQT) status in content areas. Although not a requirement for private schools, RSEC as an agency has been pro-active in promoting and supporting this practice to improve instruction for their students.
8. The great majority of LEAs report positive relationships and effective programs and practices in RSEC's schools.
9. For four years, Longview has sponsored a conference entitled "Alternative Education-What's Working?" A variety of well regarded presenters have provided welcome training in this emerging field. Longview and RSEC Academy offer life skills courses that Summit may want to replicate for job "seeking and keeping" skills training, etc.
10. The RSEC Academy has implemented curriculum based assessment (CBM) as a method of monitoring students' educational success through direct assessment of reading fluency and writing.
11. The RSEC Academy has instituted an "IEP Treasure Hunt" with students to provide them a format for learning about their disability, strengths and learning needs. This structured, purposeful process affords students an important opportunity to improve self-awareness and valuable self-determination/self-advocacy skills.
12. The Adventure Based Counseling (ABC) model, in place for many years at Summit and Longview, has been very successful for the students in these schools. Staff, students and parents all testified to its value.
13. Summit School's level system builds on the ABC theme with specific goal setting at each level that addresses individual student's academic, social/emotional and adventure-based conduct and performance. It has been effectively incorporated into the PBIS model and provides unique classroom, adventure-based counseling, transitional and service-learning opportunities.
14. The schools in RSEC have very little turnover of staff, which contributes to the quality and consistency of programs.

ISSUES OF SIGNIFICANCE

Issues of significance are defined as systemic deficiencies that impact the effective delivery of services to all students, including those with educational disabilities. Examples of such may include system wide issues related to curriculum, instruction and assessment. Other examples might be concerns related to inadequate facilities, ineffective communication systems within the educational community, leadership, shared mission, vision and goals, deficiencies in policies and procedures, staff recruitment and retention, professional development or other important factors related to the learning organization.

No issues of significance were identified in the review of the application materials or during the Case Study visit.

CITATIONS OF NONCOMPLIANCE IDENTIFIED AS A RESULT OF THE MARCH 20 & 21, 2007 CASE STUDY COMPLIANCE REVIEW

Citations of noncompliance are defined as deficiencies that have been identified through the Case Study Compliance Review Process, which are in violation of state and federal special education rules and regulations. Citations of non-compliance may result from review of policies and procedures and related application materials, case study presentations, review of student records or any other program approval activity related to the visit. **It is important to note that all citations of non-compliance that are included in this section of the report will need to be addressed in a corrective action plan.**

As a result of the Case Study Compliance Review, the following citations of non-compliance were identified. Each citation listed below must be addressed in a corrective action plan and resolved within one year of this report. A template and instructions for such planning will be provided.

1.) Ed 1109.01 (a), CFR 300.320 Elements of an Individualized Education Program (IEP)

IEP annual goals must be written in measurable terms.

2.) Ed 1109.01 (a), [34 CFR 300.320(a)] [20 U.S.C. 1414(d)(1)(A)(i)] Requirements for the content of IEPs relating to transition services.

Beginning not later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the IEP Team, and updated annually thereafter, **the IEP must include:**

- a.) appropriate **measurable postsecondary goals** based upon age-appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills; and
- b.) the transition services (including courses of study) needed to assist the child in reaching those goals.

3.) Ed 1113.02 (b) Vocational Assessments (see James O. Addendum)

The vocational diagnosticians shall provide the IEP team with a written report of test selection, findings and recommendations, for incorporation into the written summary report as required in Ed 1107.

4.) 34 CFR 300.320 (c) Rights That Transfer at the Age of Majority (See Summit School Building Summary)

Beginning not later than one year before the child reaches the age of majority under State law, the IEP must include a statement that the child has been informed of the child's rights under Part B of the IDEA and that these rights will transfer to the child on reaching the age of majority (Although the statement is included in the IEP, a file at Summit School did not have a student signature acknowledging that the information was received.)

SUGGESTIONS FOR PROGRAM-WIDE IMPROVEMENT

Suggestions for improvement, simply stated, are recommendations provided by the visiting team that are intended to strengthen and enhance programs, services, instruction and professional development, and the NHDOE strongly encourages that serious consideration be given to the suggestions. However, discretion may be used in this area; suggestions for improvement are not considered to be required corrective actions and you may determine which suggestions most warrant follow up and address those in your corrective action plan. **System wide suggestions for improvement are listed below. Suggestions for individual programs are included in the Building Level Case Study Data Summary Reports, pp.26-54.** It should be noted that in the Building Level Data Summary Reports, any suggestion made by a visiting team member that is actually a citation of noncompliance, has an asterisk (*) before it, and it is also listed above with the citations of noncompliance.

1. Many exemplary practices were observed during the Case Study visit. (See individual school Building Summaries, Innovative Practices in the Addendum and Commendations.) RSEC is encouraged to purposely disseminate these practices to all the schools in RSEC, perhaps through the regularly scheduled professional learning time.
2. Several space needs came to light during the visit (Sunrise large community/gross motor area, RSEC Academy gym and other instructional space, Summit space with easy access to outdoor experiences). In light of this, it is suggested that RSEC do a needs assessment and develop a long range facilities plan.
3. In several instances during the Case Study reviews, needed documentation of required special education processes were not on file. It will be important to institute a process to obtain required documents (e.g. evaluations reports, including statewide assessments; parent permissions, etc.) It is suggested that RSEC develop a checklist to be followed and a form letter to be sent in order to assure necessary documents are obtained.
4. In the event RSEC chooses to continue to use their transition form as an attachment to IEPs, it should be reviewed and revised based on the IDEIA 04 Federal law and assurances should be put in place to monitor its use/inclusion in the IEPs.
5. Consider creating the position of an agency-wide transition coordinator to be a liaison between students/schools and outside options such as (for high school students) supporting part-time employment after school, post-school employment and/or secondary education. The person in this position could interface with receiving schools for preschool/Kindergarten students, vocational programs and public high schools for students returning or taking classes off-site. In addition, this person could strengthen and coordinate extracurricular and social programming for students, including resolving transportation challenges.
6. Each school should implement the self-identified plans for improvement resulting from the analysis of the parent surveys.
7. Consider having an agency-wide IT/computer educator coordinate and support efforts to access technology.
8. It is suggested that the high schools consider purchasing software for computer based coursework to supplement the existing curriculum offerings, allowing for remedial review, credit recovery and/or enrichment (e.g. Skills Tutor, Plato).
9. Longview, Summit and Sunrise are encouraged to use more formative/curriculum based measures to track and report progress and to inform decision making, such as the work RSEC Academy has begun to use and the DIBELS that Milford School District is doing with their students at Sunrise.
10. Although not required, employing staff at Sunrise with early childhood teacher certification, or encouraging/supporting efforts of existing staff to pursue this certification, seems in the best interest of children/Sunrise. At the least, the administrative team is strongly encouraged to look at the current model to ensure children with disabilities receive appropriate programming.

11. Reportedly there have been a number of instances of miscommunication and misunderstanding between Sunrise and one of the sending LEAs. Sunrise, with the assistance of the RSEC Executive Director, should consider meeting with the SAU Special Education Director and District Coordinator from the sending LEA to clarify roles and responsibilities as they relate to students placed at Sunrise.
12. Sunrise is encouraged to seek additional professional development on behavior management and work toward increasing data collection in this area. The adoption of a school-wide system would serve to clarify expectations for behavior, provide common language to communicate these expectations and allow for consistency in all settings.
13. Similarly, Longview's dissatisfaction with the use of the Behavior Management Through Adventure (BMTA) model in the classroom warrants exploration/adoption of a different school-wide behavior system.

VI. BUILDING LEVEL SUMMARY REPORTS

USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT

BUILDING LEVEL CASE STUDY DATA SUMMARY

NEW HAMPSHIRE DEPARTMENT OF EDUCATION
SPECIAL EDUCATION PROGRAM APPROVAL AND IMPROVEMENT PROCESS

SAU:	School: Longview School	Date: 3/21/07
Programs: Self-Contained		Number of Cases Reviewed: 3
Recorder/Summarizer: Amy Allen & Paul Campelia		

Collaborative Team Members:

Name: Amy Allen	Building Level or <u>Visiting</u>
Name: Bing Hawes	Building Level or <u>Visiting</u>
Name: Paul Campelia	Building Level or <u>Visiting</u>
Name: Greg Avila	<u>Building Level</u> or Visiting
Name: Jeff Harstedt	<u>Building Level</u> or Visiting
Name: Tom Jennings	<u>Building Level</u> or Visiting
Name: Pat Schuster	<u>Building Level</u> or Visiting
Name: Rick Rudolph	<u>Building Level</u> or Visiting

Based on data collected from the Data Collection Forms, Interview Forms, Classroom Observations, etc. the following summary is intended to provide a “snapshot” of the quality of services and programs in the school/private facility in the areas of:
Access to the General Curriculum, Transition and Behavior Strategies and Discipline.

SUMMARY OF BUILDING LEVEL DATA

Filled in with the number of times a statement was marked from all Data Collection Forms:

<u>ACCESS TO THE GENERAL CURRICULUM STATEMENTS</u>							
Ed. 1109.01 Elements of an IEP CFR 300.347 Content of IEP Ed. 1109.05, Implementation of IEP 20 U.S.C. 1414 (d) Ed. 1115.07, Ed 1119.01(f) Provision of Non-Academic Services/Settings CFR 300.553 Ed. 1119.03, Full Access to District's Curricula CFR 300.24, CFR 300.347 Ed. 1119.08, Diplomas Ed. 1107.04 (d) Qualified Examiner Ed. 1133.05 (c)(h)(k) CFR 300.347 Program Requirements, Content of IEP Ed. 1133.20 Protections Afforded to Children with Disabilities CFR 300.347(a) (1) (i) ". . . general curriculum (i.e. ,the same curriculum as for nondisabled children)" CFR 300.347 (a) (3) (iii) "To be educated and participate with other children with disabilities and non disabled children"					YES	NO	N/A
Team uses multiple measures to design, implement and monitor the student's program.					3		
IEP goals are written in measurable terms.					2	*1	
Student has made progress over the past three years in IEP goals. Goal 1					3		
Student has made progress over the past three years in IEP goals. Goal 2					3		
Student <u>has access to</u> the general curriculum (as outlined by the district, sending district or NH frameworks.)					3		
Student <u>participates in</u> the general curriculum in a regular education setting with non-disabled peers, as appropriate, with necessary supports.							3
When participating in a regular education setting with non-disabled peers with necessary supports, student <u>has made progress in</u> the general curriculum.							3
Student participates appropriately in state, district and school-wide assessments.					3		
Student <u>shows progress</u> in state, district and school-wide assessments.					3		
Student <u>has opportunities</u> to participate in general extracurricular and other non-academic activities with necessary supports.					3		
Student <u>does participate</u> in general extracurricular and other non-academic activities with necessary supports.					1		2
Was the student's most recent individual evaluation (initial or reevaluation), including a written summary report and meeting, held within 45 days of parental permission to test? If not, was it due to: (check all that apply)							3
Extension in Place	Lack of Qualified Personnel Psychologist Educator Related Services Other	Evaluation Not Completed in Time	Summary Report Not Written in Time	Meeting Not Held in Time	Other District had not forwarded		
<i>For High School Students:</i>					YES	NO	NA
Student is earning credits toward a regular high school diploma.					3		
<i>IF YES:</i> within 4 years?					3		
Student will earn an IEP diploma or a certificate of competency.						3	
<i>IF YES:</i> within 4 years?							
Does this school / district have a clear policy for earning a high school diploma?					3		

Access to the General Curriculum

Strengths

- 1. All students have access to general education curriculum.
- 2. Students have the ability to earn their diploma at Longview (this option was selected by all students interviewed).

Suggestions for Improvement

- 1. Require documentation from school districts by form letter to meet regulations.
- 2. * All IEPs did not have measurable goals.

* This is a citation

SUMMARY OF BUILDING LEVEL DATA

Filled in with the number of times a statement was marked from all Data Collection Forms:

<u>TRANSITION STATEMENTS</u>	YES	NO	
Ed. 1102.53, Transition Services <u>CFR 300.29</u> Ed. 1107.02 <u>CFR 300.132 Part C Transition</u> Ed. 1109.01, Elements of an IEP (Transition Services) <u>CFR 300.347 (b) (1) (2)</u> <u>20 U.S.C. 1401 (34)</u> <u>20 U.S.C. 1414 (d)(1)(A)(i)(VIII)(aa)(bb)(cc)</u> Ed. 1109.03, IEP Team <u>CFR 300.344 (b) (1)</u> Ed. 1133.05 <u>CFR 300.347 (b)(1)(2) Program Requirements</u> This includes movement from (a) Early Supports and Services (ESS) to preschool, b) preschool to elementary school, (c) age 14 or younger, or (d) age 16 or older, as well as from grade to grade and school to school.			
For all students, respond to the following 3 statements:			
Transition planning from grade to grade takes place.	3		
Transition planning from school to school takes place.	3		
Collaboration has occurred between general and special education staff in IEP development and in transition planning.	3		
For middle or high school students, <u>also</u> respond to the following 4 statements:			
Transition planning is designed as a results oriented process that promotes movement from school to the student's desired post-school goals.	3		
IEP team includes parent as part of transition planning.	3		
IEP team and process includes student as part of transition planning.	3		
IEP includes current level of performance related to transition services.	3		
If the student is age 14 or older during the course of the IEP, <u>also</u> respond to the following 3 statements:			
There is documentation that the student has been invited to attend IEP meetings.	3		
A statement of the transition service needs is included in the IEP.	3		
The statement of transition focuses on the student's course of study (e.g. vocational programming, advanced placement).	3		
If the student is age 16 or older during course of the IEP, <u>also</u> respond to the following 11 statements:	YES	NO	N/A
Transition plan includes coordinated, <u>measurable</u> , annual IEP goals and includes transition services that will reasonably enable the student to meet the post-secondary goals.	2		
There is documentation that representatives of other agencies have been invited to IEP meetings.	1		
Statement of needed transition services is presented as a coordinated set of activities.	2		
The statement of transition focuses on the student's course of study (e.g. vocational programming, advanced placement).	2		
The IEP includes a statement of needed transition services and considers instruction.	2		
The IEP includes a statement of needed transition services and considers related services.	2		
The IEP includes a statement of needed transition services and considers community experiences.	2		
The IEP includes a statement of needed transition services and considers development of employment skills.	2		
The IEP includes a statement of needed transition services and considers development of daily living skills.			2
Student is informed prior to age 17 of his/her rights under IDEA.	2		
If the student is preparing to graduate this year, there is a summary of the student's academic achievement and functional performance , which includes recommendations on how to assist the student in meeting his or her post-secondary goals.	1		1

Transition

Strengths

Suggestions for Improvement

1. Students were all aware of their IEPs.
2. Staff collaboratively developed IEPs.
3. All parents were well informed and felt involved in the process.

SUMMARY OF BUILDING LEVEL DATA

Filled in with the number of times a statement was marked from all Data Collection Forms:

<u>BEHAVIOR STRATEGIES AND DISCIPLINE</u>			YES	NO	N/A
Ed. 1109.02 Program	CFR 300.346				
Ed. 1119.11 Disciplinary Procedures	CFR 300.519-300.529				
Ed. 1133.07 (a) (b) (c) (d) (e)	CFR 300.510-300.529				
20 U.S.C. 1415 (K)					
Child Management – Private Schools	RSA 169-C Child Protection Act				
Data are used to determine impact of student behavior on his/her learning.		3			
Has this student ever been suspended from school?		3			
If yes, for how many days?		2, 5, 3			
If appropriate, a functional behavior assessment has been conducted.					3
IEP team has addressed behaviors that are impacting student learning.		3			
A behavior intervention plan has been written to address behaviors.		3			
All individuals working with the student have been involved in developing behavior intervention strategies.		3			
Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.		3			
Results of behavior intervention strategies are evaluated and monitored.		3			
A school-wide behavior intervention model exists.		3			
Strengths	Suggestions for Improvement				
<ol style="list-style-type: none"> 1. ABC (Adventure Based Counseling) Program is used. 2. Data collection is strong. 3. Longview has tried and evaluated other methods. 4. Peer mediation is used. 5. There is an art therapy component. 6. There is consistency regarding student relationships with staff. 					

SUMMARY OF BUILDING LEVEL STRENGTHS AND SUGGESTIONS FOR IMPROVEMENT

Strengths	Suggestions for Improvement
<ol style="list-style-type: none">1. Relationships between staff and students are excellent.2. The physical plant and environment are strengths at Longview.3. The ABC philosophy is evident throughout the program.4. Parent support and positive relationships are notable.5. There is a cohesive staff. They hold daily meetings and work well together with total autonomy.6. The behavior management system works very well.7. Hands-on approach with courses such as tech ed and independent living works very well.	<ol style="list-style-type: none">1. Additional staff is needed to assist in the classroom.2. Consider starting an afterschool program.3. Increase frequency of recognition around the values education as character awards.4. Investigate and expand use of computer directed instruction, such as Skills Tutor or Plato.

USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT

BUILDING LEVEL CASE STUDY DATA SUMMARY

NEW HAMPSHIRE DEPARTMENT OF EDUCATION
SPECIAL EDUCATION PROGRAM APPROVAL AND IMPROVEMENT PROCESS

SAU:	School: RSEC ACADEMY	Date: 3-21-07
Programs: Self Contained		Number of Cases Reviewed: 3
Recorder/Summarizer: Deb Snyder		

Collaborative Team Members:

Name: Deb Snyder	Building Level or <u>Visiting</u>
Name: Susan Brassard	Building Level or <u>Visiting</u>
Name: Barbara Cohen	Building Level or <u>Visiting</u>
Name: Leslie Higgins	Building Level or <u>Visiting</u>
Name: Christine Andrews	<u>Building Level</u> or Visiting
Name: Alison Batey	<u>Building Level</u> or Visiting
Name: Laura Betts	<u>Building Level</u> or Visiting
Name: Deborah Currie	<u>Building Level</u> or Visiting
Name: Paul Curtis	<u>Building Level</u> or Visiting
Name: Kierstead Grondin	<u>Building Level</u> or Visiting
Name: Diane Hunter	<u>Building Level</u> or Visiting
Name: Sara J. Lutat	<u>Building Level</u> or Visiting
Name: Randy Panzer	<u>Building Level</u> or Visiting
Name: Janet Reed	<u>Building Level</u> or Visiting
Name: Aldrian Rostron	<u>Building Level</u> or Visiting
Name: William Werner	<u>Building Level</u> or Visiting

Based on data collected from the Data Collection Forms, Interview Forms, Classroom Observations, etc. the following summary is intended to provide a “snapshot” of the quality of services and programs in the school/private facility in the areas of:
Access to the General Curriculum, Transition and Behavior Strategies and Discipline.

SUMMARY OF BUILDING LEVEL DATA

Filled in with the number of times a statement was marked from all Data Collection Forms:

<u>ACCESS TO THE GENERAL CURRICULUM STATEMENTS</u>							
Ed. 1109.01 Elements of an IEP CFR 300.347 Content of IEP Ed. 1109.05, Implementation of IEP 20 U.S.C. 1414 (d) Ed. 1115.07, Ed 1119.01(f) Provision of Non-Academic Services/Settings CFR 300.553 Ed. 1119.03, Full Access to District's Curricula CFR 300.24, CFR 300.347 Ed. 1119.08, Diplomas Ed. 1107.04 (d) Qualified Examiner Ed. 1133.05 (c)(h)(k) CFR 300.347 Program Requirements, Content of IEP Ed. 1133.20 Protections Afforded to Children with Disabilities CFR 300.347(a) (1) (i) ". . . general curriculum (i.e. ,the same curriculum as for nondisabled children)" CFR 300.347 (a) (3) (iii) "To be educated and participate with other children with disabilities and non disabled children"					YES	NO	N/A
Team uses multiple measures to design, implement and monitor the student's program.					3		
IEP goals are written in measurable terms.						*3	
Student has made progress over the past three years in IEP goals. Goal 1					3		
Student has made progress over the past three years in IEP goals. Goal 2					3		
Student <u>has access to</u> the general curriculum (as outlined by the district, sending district or NH frameworks.)					3		
Student <u>participates in</u> the general curriculum in a regular education setting with non-disabled peers, as appropriate, with necessary supports.						1	2
When participating in a regular education setting with non-disabled peers with necessary supports, student <u>has made progress in</u> the general curriculum.					2		1
Student participates appropriately in state, district and school-wide assessments.					1		2
Student <u>shows progress</u> in state, district and school-wide assessments.						1	2
Student <u>has opportunities</u> to participate in general extracurricular and other non-academic activities with necessary supports.					3		
Student <u>does participate</u> in general extracurricular and other non-academic activities with necessary supports.					3		
Was the student's most recent individual evaluation (initial or reevaluation), including a written summary report and meeting, held within 45 days of parental permission to test? If not, was it due to: (check all that apply)					2		1
Extension in Place	Lack of Qualified Personnel Psychologist Educator Related Services Other	Evaluation Not Completed in Time	Summary Report Not Written in Time	Meeting Not Held in Time	Other		
<i>For High School Students:</i>					YES	NO	NA
Student is earning credits toward a regular high school diploma.					2		
<i>IF YES:</i> within 4 years?					2		
Student will earn an IEP diploma or a certificate of competency.							
<i>IF YES:</i> within 4 years?							
Does this school / district have a clear policy for earning a high school diploma?					3		

Access to the General Curriculum

Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> 1. The increased number of electives is impressive, especially those that pertain to students' lives and interests, while meeting graduation requirements, such as photography, contemporary issues, animals, forensics. 2. Applied Technology Center access is available at Alvirne, Milford, Manchester and Nashua High Schools. 3. Students can access classes at sending schools (electives and graduation requirements). 4. Teachers work hard to obtain certification (HQT), leading to stronger content classes. 5. RSEC Academy looks at the whole child when developing programs and providing services. 6. Varied approaches are used to promote reading skill development, as well as in all other areas. 7. There is carryover between specific skills in general education courses (reading, writing, study skills). 8. Changing and flexible programming ensures students stay engaged and enthusiastic. 9. Developing self advocacy skills in each student across the curriculum leads to greater access to general education curriculum, e.g. Grade 9 Advisory looking at IEP, developing a portfolio to present at annual review / end of year meeting and use of IEP as a teaching tool. 10. Technology has increased significantly since the last Program Approval visit (51 computers / laptops). 11. There is an on site science lab with safety precautions. 12. There is collaboration between the leadership team, teachers and students in carrying over strategies that are taught, e.g. editor's checklist. 13. Knowledge and use of community events is evident. 14. Differentiated instruction is done well. 	<ol style="list-style-type: none"> 1. Students should be involved in choosing at least one elective. 2. The facility inhibits what can be done – Family & Consumer Science, Career and Tech Ed, library, gymnasium. 3. Expand technology, specifically: text to speech, speech to text, smart boards, peripherals, explore software based courses or virtual classes, life/employment use of technology (how to email, write a memo, keyboarding), ergonomic work station / chair for staff & students. 4. Consider having an IT / computer educator to support efforts & use of technology. 5. * Write measurable annual goals in IEPs.

* This is a citation

SUMMARY OF BUILDING LEVEL DATA

Filled in with the number of times a statement was marked from all Data Collection Forms:

<u>TRANSITION STATEMENTS</u>	YES	NO	
Ed .1102.53, Transition Services CFR 300.29 Ed. 1107.02 CFR 300.132 Part C Transition Ed. 1109.01, Elements of an IEP (Transition Services) CFR 300.347 (b) (1) (2) 20 U.S.C. 1401 (34) 20 U.S.C. 1414 (d)(1)(A)(i)(VIII)(aa)(bb)(cc) Ed. 1109.03, IEP Team CFR 300.344 (b) (1) Ed. 1133.05 CFR 300.347 (b)(1)(2) Program Requirements This includes movement from (a) Early Supports and Services (ESS) to preschool, b) preschool to elementary school, (c) age 14 or younger, or (d) age 16 or older, as well as from grade to grade and school to school.			
For all students, respond to the following 3 statements:			
Transition planning from grade to grade takes place.	3		
Transition planning from school to school takes place.	3		
Collaboration has occurred between general and special education staff in IEP development and in transition planning.	3		
For middle or high school students, <u>also</u> respond to the following 4 statements:			
Transition planning is designed as a results oriented process that promotes movement from school to the student's desired post-school goals.	2		1
IEP team includes parent as part of transition planning.	3		
IEP team and process includes student as part of transition planning.	3		
IEP includes current level of performance related to transition services.	3		
If the student is age 14 or older during the course of the IEP, <u>also</u> respond to the following 3 statements:			
There is documentation that the student has been invited to attend IEP meetings.	3		
A statement of the transition service needs is included in the IEP.	1		2
The statement of transition focuses on the student's course of study (e.g. vocational programming, advanced placement).	2		1
If the student is age 16 or older during course of the IEP, <u>also</u> respond to the following 11 statements:	YES	NO	N/A
Transition plan includes coordinated, <u>measurable</u> , annual IEP goals and includes transition services that will reasonably enable the student to meet the post-secondary goals.		2	
There is documentation that representatives of other agencies have been invited to IEP meetings.	1	1	
Statement of needed transition services is presented as a coordinated set of activities.		2	
The statement of transition focuses on the student's course of study (e.g. vocational programming, advanced placement).	2		
The IEP includes a statement of needed transition services and considers instruction.		2	
The IEP includes a statement of needed transition services and considers related services.		2	
The IEP includes a statement of needed transition services and considers community experiences.		2	
The IEP includes a statement of needed transition services and considers development of employment skills.		2	
The IEP includes a statement of needed transition services and considers development of daily living skills.		2	
Student is informed prior to age 17 of his/her rights under IDEA.	1	1	
If the student is preparing to graduate this year, there is a summary of the student's academic achievement and functional performance , which includes recommendations on how to assist the student in meeting his or her post-secondary goals.	1		1

Transition

Strengths

Suggestions for Improvement

Transition to the Academy:

1. Returning students provide activities for incoming students.
2. Community building activities take place.
3. Students visit before starting or participate in a summer program (designed individually).
4. Real priority is given to students feeling comfortable, trusting adults and peers before education starts (whole staff).
5. Extensive conversations take place between sending school, students and parents, with a review of materials and day visits. All teachers are aware of who a student is before they arrive.

Transition Between the Grades:

1. An overnight takes place between junior and senior year to foster relationships with the senior advisor.
2. There is an end of year trip for 8th graders, which some high school students participate in.
3. “What’s next” is addressed at every meeting.
4. Students attend career days, a career expo and college fairs.
5. College prep work is done.

Out of Academy

1. Lots of work is put in from day 1 of freshman year on “What’s your next step?”
2. A portion of the annual portfolio involves next steps.
3. Parents are involved, but ownership is taken by student, creating independence.
4. There is an excellent working relationship with Nashua Voc. Rehab.

1. * Include documented set of activities to address transition planning in IEP.
2. There is a need for a liaison for students who opt for employment versus post-secondary education, for students who seek part-time employment after school and to provide additional follow up (career counselor/ job coach/ transition coordinator).
3. Explore use of a career readiness / awareness / exploration curriculum to promote self-determination.

SUMMARY OF BUILDING LEVEL DATA

Filled in with the number of times a statement was marked from all Data Collection Forms:

<u>BEHAVIOR STRATEGIES AND DISCIPLINE</u>					
Ed. 1109.02 Program	CFR 300.346		YES	NO	N/A
Ed. 1119.11 Disciplinary Procedures	CFR 300.519-300.529				
Ed. 1133.07 (a) (b) (c) (d) (e)	CFR 300.510-300.529				
20 U.S.C. 1415 (K)					
Child Management – Private Schools	RSA 169-C Child Protection Act				
Data are used to determine impact of student behavior on his/her learning.			2		1
Has this student ever been suspended from school?			1	2	
If yes, for how many days?			2		
If appropriate, a functional behavior assessment has been conducted.			1		2
IEP team has addressed behaviors that are impacting student learning.			3		
A behavior intervention plan has been written to address behaviors.			1		2
All individuals working with the student have been involved in developing behavior intervention strategies.			3		
Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.			2		1
Results of behavior intervention strategies are evaluated and monitored.			2		1
A school-wide behavior intervention model exists.			3		
Strengths			Suggestions for Improvement		
<ol style="list-style-type: none"> 1. PBIS adoption as a school-wide model is effective. 2. Processing with the counselor is very helpful. 3. There is expertise and creativity in each teacher’s classroom disciplinary style. 4. The junior high has daily checklists that support positive behavior. 5. There is a proactive approach to behavior. 6. Behaviors are taught in the moment, making connections to consequences. 7. Staff knows their students so well, they are aware of opportunities to pre-teach and have developed curriculum to take them out to the real world. 8. Relationships between students and staff are excellent. 			<p>Provide consistency with difficult students by jointly and purposefully planning responses to behavior based previous successes.</p>		

SUMMARY OF BUILDING LEVEL STRENGTHS AND SUGGESTIONS FOR IMPROVEMENT

Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> 1. The Academy has a creative, enthusiastic staff that works well together (general ed and special services). 2. There is minimal turnover of staff. 3. Staff takes for granted all they have to give. 4. Hands-on, experiential learning is provided to students. 5. Staff keeps a critical eye open to continue developing their skills. 6. Sports teams play other area schools. 	<ol style="list-style-type: none"> 1. Consider splitting junior high into 2 age groups. 2. Educate parents around the law and students accessing extracurricular activities at their home districts (welcome and transportation). 3. Have a conversation regarding “Do we accommodate too much?” 4. Explore options to provide transition for the changes in curriculum between grades 8 & 9. 5. Maintain wages and benefits commensurate with area districts (not a year behind). 6. Do not allow computer generated IEP programs to limit what is included in the IEP / transition plan. 7. Strengthen / coordinate extracurricular and social programming, including transportation.

USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT

BUILDING LEVEL CASE STUDY DATA SUMMARY

NEW HAMPSHIRE DEPARTMENT OF EDUCATION
SPECIAL EDUCATION PROGRAM APPROVAL AND IMPROVEMENT PROCESS

SAU:	School: Summit School	Date: 3-21-07
Programs: Self- Contained		Number of Cases Reviewed: 3
Recorder/Summarizer: Tod Cohen, Barry Cook, Trish Cash, Gretchen Gram		

Collaborative Team Members:

Name: Gretchen Gram	Building Level or <u>Visiting</u>
Name: Trish Cash	Building Level or <u>Visiting</u>
Name: Tod Cohen	Building Level or <u>Visiting</u>
Name: Barry Cook	Building Level or <u>Visiting</u>
Name: Jan Goolbis	<u>Building Level</u> or Visiting
Name: Brendan Ryder	<u>Building Level</u> or Visiting
Name: Andrew Hannah	<u>Building Level</u> or Visiting
Name: Julie Colby	<u>Building Level</u> or Visiting
Name: Julie Brown	<u>Building Level</u> or Visiting
Name: Terrance Reed	<u>Building Level</u> or Visiting
Name: Denis Laliberte	<u>Building Level</u> or Visiting
Name: Tom Panagoulis	<u>Building Level</u> or Visiting

Based on data collected from the Data Collection Forms, Interview Forms, Classroom Observations, etc. the following summary is intended to provide a “snapshot” of the quality of services and programs in the school/private facility in the areas of:
Access to the General Curriculum, Transition and Behavior Strategies and Discipline.

SUMMARY OF BUILDING LEVEL DATA

Filled in with the number of times a statement was marked from all Data Collection Forms:

<u>ACCESS TO THE GENERAL CURRICULUM STATEMENTS</u>							
Ed. 1109.01 Elements of an IEP CFR 300.347 Content of IEP Ed. 1109.05, Implementation of IEP 20 U.S.C. 1414 (d) Ed. 1115.07, Ed 1119.01(f) Provision of Non-Academic Services/Settings CFR 300.553 Ed. 1119.03, Full Access to District's Curricula CFR 300.24, CFR 300.347 Ed. 1119.08, Diplomas Ed. 1107.04 (d) Qualified Examiner Ed. 1133.05 (c)(h)(k) CFR 300.347 Program Requirements, Content of IEP Ed. 1133.20 Protections Afforded to Children with Disabilities CFR 300.347(a) (1) (i) ". . . general curriculum (i.e. ,the same curriculum as for nondisabled children)" CFR 300.347 (a) (3) (iii) "To be educated and participate with other children with disabilities and non disabled children"					YES	NO	N/A
Team uses multiple measures to design, implement and monitor the student's program.					3		
IEP goals are written in measurable terms.						*3	
Student has made progress over the past three years in IEP goals. Goal 1					3		
Student has made progress over the past three years in IEP goals. Goal 2					3		
Student <u>has access to</u> the general curriculum (as outlined by the district, sending district or NH frameworks.)					3		
Student <u>participates in</u> the general curriculum in a regular education setting with non-disabled peers, as appropriate, with necessary supports.							3
When participating in a regular education setting with non-disabled peers with necessary supports, student <u>has made progress in</u> the general curriculum.							3
Student participates appropriately in state, district and school-wide assessments.					2		1
Student <u>shows progress</u> in state, district and school-wide assessments.							3
Student <u>has opportunities</u> to participate in general extracurricular and other non-academic activities with necessary supports.					3		
Student <u>does participate</u> in general extracurricular and other non-academic activities with necessary supports.						3	
Was the student's most recent individual evaluation (initial or reevaluation), including a written summary report and meeting, held within 45 days of parental permission to test? If not, was it due to: (check all that apply)					2		1
Extension in Place	Lack of Qualified Personnel Psychologist Educator Related Services Other	Evaluation Not Completed in Time	Summary Report Not Written in Time	Meeting Not Held in Time	Other		
<i>For High School Students:</i>					YES	NO	NA
Student is earning credits toward a regular high school diploma.					3		
<i>IF YES:</i> within 4 years?					3		
Student will earn an IEP diploma or a certificate of competency.						3	
<i>IF YES:</i> within 4 years?							
Does this school / district have a clear policy for earning a high school diploma?					3		

Access to the General Curriculum

Strengths

1. The staff / student ratios are very good.
2. Staff have excellent relationships with students.
3. The small class sizes provide a good learning environment.
4. There is a good mix of teaching styles.
5. Staff provide many hands-on learning activities.
6. There appears to be a good availability of materials and equipment.
7. There is much flexibility in curriculum delivery.

Suggestions for Improvement

1. There is a need to increase participation in mainstream classes.
2. An additional vocational teacher would be of benefit.
3. A way for teachers to connect with general ed / mainstream teachers would be beneficial.
4. Improve sub pools.
5. *IEPs must have measurable annual goals.

* This is a citation

SUMMARY OF BUILDING LEVEL DATA

Filled in with the number of times a statement was marked from all Data Collection Forms:

<u>TRANSITION STATEMENTS</u>	YES	NO	
Ed .1102.53, Transition Services CFR 300.29 Ed. 1107.02 CFR 300.132 Part C Transition Ed. 1109.01, Elements of an IEP (Transition Services) CFR 300.347 (b) (1) (2) 20 U.S.C. 1401 (34) 20 U.S.C. 1414 (d)(1)(A)(i)(VIII)(aa)(bb)(cc) Ed. 1109.03, IEP Team CFR 300.344 (b) (1) Ed. 1133.05 CFR 300.347 (b)(1)(2) Program Requirements This includes movement from (a) Early Supports and Services (ESS) to preschool, b) preschool to elementary school, (c) age 14 or younger, or (d) age 16 or older, as well as from grade to grade and school to school.			
For all students, respond to the following 3 statements:			
Transition planning from grade to grade takes place.			3
Transition planning from school to school takes place.	3		
Collaboration has occurred between general and special education staff in IEP development and in transition planning.			
For middle or high school students, <u>also</u> respond to the following 4 statements:			
Transition planning is designed as a results oriented process that promotes movement from school to the student's desired post-school goals.	3		
IEP team includes parent as part of transition planning.	3		
IEP team and process includes student as part of transition planning.	3		
IEP includes current level of performance related to transition services.			3
If the student is age 14 or older during the course of the IEP, <u>also</u> respond to the following 3 statements:			
There is documentation that the student has been invited to attend IEP meetings.	3		
A statement of the transition service needs is included in the IEP.	3		
The statement of transition focuses on the student's course of study (e.g. vocational programming, advanced placement).	2		1
If the student is age 16 or older during course of the IEP, <u>also</u> respond to the following 11 statements:	YES	NO	N/A
Transition plan includes coordinated, <u>measurable</u> , annual IEP goals and includes transition services that will reasonably enable the student to meet the post-secondary goals.		2	
There is documentation that representatives of other agencies have been invited to IEP meetings.	1	1	
Statement of needed transition services is presented as a coordinated set of activities.	1	1	
The statement of transition focuses on the student's course of study (e.g. vocational programming, advanced placement).	1	1	
The IEP includes a statement of needed transition services and considers instruction.	2		
The IEP includes a statement of needed transition services and considers related services.	2		
The IEP includes a statement of needed transition services and considers community experiences.	2		
The IEP includes a statement of needed transition services and considers development of employment skills.	2		
The IEP includes a statement of needed transition services and considers development of daily living skills.	2		
Student is informed prior to age 17 of his/her rights under IDEA.	1	1	
If the student is preparing to graduate this year, there is a summary of the student's academic achievement and functional performance , which includes recommendations on how to assist the student in meeting his or her post-secondary goals.	1		1

Transition

Strengths

1. There appears to be much dialog about transitions.
2. There is some connection to Voc. Rehab.
3. There is now a career course for skills.
4. There are some good connections with sending schools for planning.

Suggestions for Improvement

1. *There is a need for formal documentation of all transitions and transition discussions.
2. There is a need for a full or part-time position to coordinate and develop transitions and needed activities.
3. A greater access to community possibilities for students (employers, colleges, employment services, parent expertise) is needed.
4. More work toward employment readiness (job skills, resume writing, what to wear, how to get a job, interviewing) is suggested.
5. Staff training is recommended in what transitions may include.

* This is a citation

SUMMARY OF BUILDING LEVEL DATA

Filled in with the number of times a statement was marked from all Data Collection Forms:

<u>BEHAVIOR STRATEGIES AND DISCIPLINE</u>			YES	NO	N/A
Ed. 1109.02 Program	CFR 300.346				
Ed. 1119.11 Disciplinary Procedures	CFR 300.519-300.529				
Ed. 1133.07 (a) (b) (c) (d) (e)	CFR 300.510-300.529				
20 U.S.C. 1415 (K)					
Child Management – Private Schools	RSA 169-C Child Protection Act				
Data are used to determine impact of student behavior on his/her learning.		3			
Has this student ever been suspended from school?		3			
If yes, for how many days?		6, 1, 2			
If appropriate, a functional behavior assessment has been conducted.					3
IEP team has addressed behaviors that are impacting student learning.		3			
A behavior intervention plan has been written to address behaviors.			3		
All individuals working with the student have been involved in developing behavior intervention strategies.		3			
Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.		3			
Results of behavior intervention strategies are evaluated and monitored.		3			
A school-wide behavior intervention model exists.		3			
Strengths	Suggestions for Improvement				
<ol style="list-style-type: none"> 1. There is a school-wide behavior system in place from PBIS backing. 2. SWIS data is used well. 3. The Adventure Based Counseling model is a base for a level system. This is incorporated with daily behavior data. 4. Time-out intervention works well. 5. Processing happens immediately. 6. Excellent rapport affects positive behavior responses. 	<ol style="list-style-type: none"> 1. Staff could use training in Functional Behavior Assessments. 2. Counseling could be expanded into group work for substance abuse. 3. Record PBIS “Kudo Cards”. 				

SUMMARY OF BUILDING LEVEL STRENGTHS AND SUGGESTIONS FOR IMPROVEMENT

Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> 1. The building design appears to be adequate at this time. 2. The building is well maintained. 3. The staff / student ratio and relationships are beneficial to all. 4. The ABC Program on a weekly basis and the expeditions are terrific and target the needs of the population. 5. Incorporating PBIS and The Adventure Program is excellent. 6. Staff relations with parents are very good. 	<ol style="list-style-type: none"> 1. *There is a need for improvement in IEP writing, especially using measurable goals. 2. Agency PR person should promote positive “goings on” more. 3. There is a need to build positive community relations for employment, training and internships for students. 4. A larger common area is needed for students for community meetings.

USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT

PRESCHOOL BUILDING LEVEL CASE STUDY DATA SUMMARY

NEW HAMPSHIRE DEPARTMENT OF EDUCATION
SPECIAL EDUCATION PROGRAM APPROVAL AND IMPROVEMENT PROCESS

SAU:	School: Sunrise Children's Center	Date: March 21,2007
Programs: Preschool		Number of Cases Reviewed: 2
Recorder/Summarizer: Nancy DAgostino		

Name: Ruth Littlefield	Building Level or Visiting (circle one)
Name: Kristen Douglass	Building Level or Visiting (circle one)
Name: Nancy L Gagnon	Building Level or Visiting (circle one)
Name: Monica M Baxter	Building Level or Visiting (circle one)
Name: Michelle Arbour	Building Level or Visiting (circle one)
Name: Libby Manning-Boldoc	Building Level or Visiting (circle one)
Name: Jody Masse-Arikian	Building Level or Visiting (circle one)
Name: Franceen Flynn	Building Level or Visiting (circle one)
Name: Lynn Slapsys	Building Level or Visiting (circle one)
Name: Lucie Lachance	Building Level or Visiting (circle one)
Name: Tammy Hall-Eldredge	Building Level or Visiting (circle one)
Name: Carol Glenn	Building Level or Visiting (circle one)

Based on data collected from the Data Collection Forms, Interview Forms, Classroom Observations, etc. the following summary is intended to provide a "snapshot" of the quality of services and programs in the school/private facility in the areas of: **Access to the General Curriculum, Transition and Behavior Strategies and Discipline.**

SUMMARIZE YOUR BUILDING LEVEL DATA

Filled in with the number of times a statement was marked from all Data Collection Forms:

ACCESS TO THE GENERAL CURRICULUM STATEMENTS								
Ed. 1109.01 Elements of an IEP <u>CFR 300.320 Content of IEP</u> Ed. 1109.05, Implementation of IEP <u>20 U.S.C. 1414 (d)</u> Ed. 1115.07, Ed 1119.01(f) Provision of Non-Academic Services/Settings CFR 300.320(a) CFR 300.34 Ed. 1119.03, Full Access to District's Curricula Ed. 1107.04 (d) Qualified Examiner Ed. 1133.05 (c)(h)(k) CFR 300.320 Program Requirements Ed. 1133.20 Protections Afforded to Children with Disabilities CFR 300.320(a)(1)(ii) ". . .for preschool children, as appropriate, how the disability affects the child's participation in appropriate activities;)" CFR 300.320(a)(4)(iii) "To be educated and participate with other children with disabilities and non disabled children"						YES	NO	N/A
Is there a written general education curriculum in place for preschoolers?						2		
Does the curriculum incorporate social/emotional skills?						2		
Has this student made progress in social/emotional skills?						2		
Does the curriculum incorporate early language/communication skills?						2		
Has this student made progress in early language/communication skills?						2		
Does the curriculum incorporate pre-reading skills?						2		
Has this student made progress in pre-reading skills?						2		
Does this student have access to appropriate preschool activities?						2		
Does this student have opportunities to interact with non-disabled peers to the maximum extent appropriate on a regular basis, as part of the educational program?						2		
Did the student participate in an assessment as part of the Preschool Special Education Outcomes Measurement System?								2
Was the student's most recent individual evaluation (initial or reevaluation), including a written summary report and meeting, held within 45 days of parental permission to test? If not, was it due to (check all that apply):						2		
Extension in Place	Lack of Qualified Personnel: Psychologist Other	Educator Related Services	Evaluation Not Completed in Time	Summary Report Not Written in Time	Meeting Not Held in Time	Other		
						YES	NO	N/A
Did the IEP team meet to create the IEP within 30 calendar days of eligibility?						2		
Was an IEP fully developed and signed by the student's third birthday?						2		
Are this student's IEP goals written in measurable terms?							*2	

Access Strengths	Access Suggestions for Improvement
<ol style="list-style-type: none"> 1. There is a written curriculum. Creative Curriculum is a developmental program. 2. Sunrise is a child care program first and a special education program second. This provides all children attending the program with access to a regular education curriculum. 3. The ratio of children with and without disabilities is excellent. Approximately 90% of the children do not have disabilities. 4. Programming is flexible. The Director looks at the strength of each teacher in developing teams and their teaching style is respected. 5. Children are seen as individuals and placement takes this into account. Their learning styles are considered when choosing a teaching team for them. 6. The school taps into the strengths /skills of parents to enhance the curriculum for students. 7. Sunrise has a program for two year olds in their building. This allows children turning three during the school year to have a developmentally appropriate placement. This is especially helpful for preschoolers turning three in the spring and summer. 8. The staff works as a team and collaborates both in person and electronically. 9. The districts placing their preschoolers at Sunrise can be commended for supporting a ½ hour of team consult time weekly. Substitutes cover the classrooms allowing teachers and therapists to develop integrated lessons, review progress and make any needed adjustments. 10. Therapies are provided both in and out of the classroom depending on needs. Children without disabilities also benefit from therapists working in the classrooms. 	<ol style="list-style-type: none"> 1. *Sunrise needs to continue its efforts toward developing measurable annual goals. 2. The school has worked to find creative solutions for gross motor activities, however they are encouraged to continue with their vision of adding a gross motor room. 3. Children both with and without disabilities at times need a spot to “stop and think”. We would encourage the exploration of ways to accommodate this need. 4. Sunrise uses Creative Curriculum but is doing the new preschool assessments using the Brigance. This choice was made to match one of the districts placing children in the center. Not all the districts use the Brigance so they may want to reconsider using the Creative Curriculum to assess and inform instruction.

* This is a citation

SUMMARIZE YOUR BUILDING LEVEL DATA

Filled in with the number of times a statement was marked from all Data Collection Forms:

TRANSITION STATEMENTS				YES	NO	NA
Ed. 1107.02, (h) Process; Provision of FAPE CFR 300.124 Part C Transition Ed. 1109.01 Elements of an IEP (Transition Services) Ed. 1109.03, IEP Team CFR 300.321 and 300.321(f) CFR 300.322 (b) Parent Participation This includes movement from (a) Early Supports and Services (ESS) to preschool, and b) pre-school to elementary school.				YES	NO	NA
Transition planning from ESS to preschool takes place.				2		
Transition planning from preschool to kindergarten or 1 st grade takes place.				2		
District staff participated in a transition planning conference arranged by ESS and this transition planning conference occurred at least 90 days before the student's third birthday. If not, was it due to: (check all that apply)					1	1
Meeting Not Held In Time	Staff Didn't Understand The Process	Communication Breakdown Between School And Early Supports And Services Agency	Student Moved Into The District After This Time Period			
Student Not Referred Prior To 90 Days	Parent / School Communication Breakdown	Other 1 delay was due to the child being hospitalized				
				YES	NO	NA
Team around transition includes parents.				2		
Team around transition includes appropriate agencies.				2		
Services agreed on in the IEP began by the time specified in the IEP.				2		
Early Supports and Services provided the school or district with initial information prior to 90 days.				1		1
Early Supports and Services evaluation information was shared with the school or district.				1		1
Strengths			Suggestions for Improvement			
<ol style="list-style-type: none"> 1. Early Supports and Services providers work with some of the children in the school's "2s" program. This provides a smooth transition for children and families. In addition it develops strong communication between the ESS and the preschool teams. 2. Sunrise works with the sending SAUs to make transitions successful. 3. There is an open door policy for districts to visit the school and observe their students. 4. Districts have been good about getting information to Sunrise so they can save spots for preschoolers with disabilities and have their therapies in place. 5. Amherst is very supportive of Sunrise in providing training that supports children with disabilities. This connection to the Amherst staff provides better programming as well as open communication leading to smoother transitions. 			Students needing assistive technology have experienced some delays in getting it from outside agencies. Sunrise is encouraged to work with districts to find creative solutions to this concern such as borrowing equipment temporarily.			

SUMMARIZE YOUR BUILDING LEVEL DATA

Filled in with the number of times a statement was marked from all Data Collection Forms:

<u>BEHAVIOR STRATEGIES AND DISCIPLINE</u>				
<u>Ed. 1109.02 Program</u>	<u>CFR 300.324</u>			
<u>Ed. 1119.11 Disciplinary Procedures</u>	<u>CFR 300.530-300.536</u>			
<u>Ed. 1133.07 (a) (b) (c) (d) (e)</u>	<u>CFR 300.530-300.536</u>			
<u>20 U.S.C. 1415 (K)</u>				
<u>Child Management – Private Schools</u>	<u>RSA 169-C Child Protection Act</u>	YES	NO	N/A
Data are used to determine impact of student behavior on his/her learning.				2
Has this student ever been suspended from school?			1	1
If yes, for how many days?				
A functional behavior assessment has been conducted.				2
IEP team has addressed behaviors that are impacting student learning.		1		1
A behavior intervention plan has been written to address behaviors.				2
All individuals working with the student have been involved in developing behavior intervention strategies.		1		1
Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.		1		1
Results of behavior intervention strategies are evaluated and monitored.		1		1
Strengths	Suggestions for Improvement			
<ol style="list-style-type: none"> 1. Sunrise is fortunate to have access to a variety of experts from the districts they work with. The districts are supportive of their needs. 2. The adult to child ratio is excellent and supports the needs of children. 3. The ratio of children with and without behavior concerns is excellent and provides appropriate role models. 4. The staff takes a proactive role in finding the antecedent and addressing the situation. 	<ol style="list-style-type: none"> 1. A goal of Sunrise is to have a behavior specialist on staff. 2. Sunrise is encouraged to seek additional professional development on behaviors and work toward increasing data collection in this area. 			

Summary of Building Level Strengths and Suggestions for Improvement

Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> 1. Families of children, both with and without disabilities, are comfortable with the program and know they will get support when needed. 2. The Sunrise staff is supportive of each other and staff turnover is low. Families feel comfortable knowing the staff. 3. The culture of the school is one of acceptance for all children by both adults and children. 4. There is extended care available for working parents. 5. Brookline has been supportive of extra paraprofessional time when extenuating circumstances call for it. 6. The school can be commended for its teacher assistant training program. One day a week for an hour twelve of the assistants meet with the director or speech pathologist to learn new skills for using in the classroom. They have homework assignments each week. The assistants feel empowered by the training and use the information in their classrooms. Due to the success the process was repeated for a second group/year. Plans are to offer an advanced training next year. 7. There has been a school wide in-service day on a school holiday for the last two years. They are used for training and team building. 8. The school can be commended for the range of outdoor play spaces that provide developmentally appropriate gross motor activities. The occupational therapist and physical therapists participated on planning the playground, taking into consideration the goals of young children with disabilities. 9. SAU 40, Milford, is providing professional development and access to The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) for their preschool/ kindergarten children at Sunrise. Milford shared the results of the assessments and they validated the work Sunrise is doing with students. Sunrise has developed a binder on how to proceed with the results of the DIBELS and is looking at the feasibility of extending this to all children in the class. 10. As Sunrise saw an increase in the number of children being raised by grandparents, they developed a support group for them. 11. There is a dedicated staff who understands children and families. They support parents as they move through the process of accepting their child's disability. 12. The RSEC Executive Director is very supportive and has an open door policy. 13. The Sunrise Director is proactive in seeking out grants. 14. The staff feels supported by the director of Sunrise. 15. Many of the teachers were former parents at the school. 	<ol style="list-style-type: none"> 1. Some of the teachers at Sunrise are close to having an associate's degree or have bachelors but are not certified. The director is encouraged to continue her efforts to have teachers move forward in their education. 2. The Sunrise Director is the only certified educator in the school (all related service personnel are licensed) and due to her administrative responsibilities and the number of children with disabilities requiring case management, her role as the educator is limited mainly to consulting. Administrative/case management duties are shared with an assistant director who is not certified. Although not required, employing staff with early childhood teacher certification, or encouraging/supporting efforts of existing staff to pursue this certification, seems in the best interest of children/Sunrise. At the least, the administrative team is strongly encouraged to look at this model to ensure children with disabilities receive appropriate programming. 3. Reportedly there have been a number of instances of miscommunication and misunderstanding between Sunrise and one of the sending LEAs. The parent from that LEA has expressed concerns to Sunrise, placing Sunrise in a compromising situation. Sunrise is strongly encouraged to continue to proactively work out these communication difficulties with the LEA to ensure the joint responsibility that services meet the needs of children and their families.

**VII. ADDENDUM: JAMES O FILE REVIEW SUMMARY
DESCRIPTIONS OF INNOVATIVE PRACTICES**

James O. File Review Summary

Regional Services and Education Center-Longview School

Date: March 13, 2007

Reviewer: Mary Anne Byrne

Number of Files Reviewed: 1

COMMENDATIONS

The Assistant Director is commended for the hard work done in preparation for the file review. She and the Director were helpful and were receptive to the reviewer's observations and suggestions. The file was well organized and the material was easily accessed.

CITATIONS OF NONCOMPLIANCE

1. Ed 1113.02 (b) Vocational Assessments

The student was considered for a vocational evaluation and permission was signed on 10/16/06, but there was no vocational evaluation report in the file.

2. Ed 1109.01 (a), CFR 300.320 Elements of an Individualized Education Program (IEP)

The IEP annual goals were not written in measurable terms.

3. Ed 1109.01 (a), 34 CFR 300.320 (a) [20 U.S.C. 1414(d)(1)(A)(i)] Requirements for the content of IEPs relating to transition services

Although extensive activities were documented in minutes/notes, the IEP did not contain a transition plan.

INNOVATIVE PRACTICES

Name of School: **Longview School**

Description of an Innovative Practice in Your Educational Community:

Longview was born out of a desire to be innovative. The aim was to integrate academics and our environment and provide hands-on opportunities for students where they exist. Part of being innovative is the process of trial and error. Some initiatives are being implemented and others have been modified and adapted.

1) Classroom/School Environment:

(A) Adventure Based Counseling (ABC)

Although it is not considered to be as innovative now as it once was (due to the number of schools that utilize the program), Longview believes that the application of the program has deepened over the twenty years it has been implemented at both Longview and The Summit School.

2) Curriculum, Instruction, and Assessment

A) Cultural Literacy Courses

Longview has found that entering students often lack the general knowledge to function in society (e.g. reading an analog clock, reading schedules, using money, understanding common references to history and literature). Many have huge gaps in their learning and, as such, have gravitated to the Cultural Literacy course. Longview also offers an independent living course that focuses on securing and maintaining a job, finding an apartment, doing a budget, and functioning in the workplace.

B) Campus As A Classroom

Many of Longview's projects require students to work as a crew (e.g. Nature Center construction, Frisbee golf course, obstacle course, etc.). This provides a unique opportunity for students to apply the teambuilding skills learned in the Adventure Based Counseling activities. Teams/crews work together with a common goal to produce an observable/tangible product.

3) Professional Responsibilities

A) Staff Trainings

Longview provides a great deal of in-service trainings to staff. Each year begins with a three-day staff retreat. Retreat topics have included Adventure Based Counseling sequencing and activity selection, instructor judgment, Wilderness First Aid, Behavior Management Through Adventure, Values, Leadership, as well as technical skills training. In addition, staff meets on a series of early release dates to visit other programs, discuss students, implement initiatives, and assess the school. Much of what's being taught and how it is taught is based on consensus among staff. Also, the staff meets every morning for 30-40 minutes to keep track of the hot issues of the day and on-going topics.

B) Mentorship

Staff are mentored for two to three years before assuming leadership within Adventure Based Counseling teams which provides a solid foundation and role modeling. Staff are then gradually allowed to run more activities before taking charge of an expedition.

C) Alternative Education Conference

Longview has run the "What's Working" Alternative Education Conference for the last four years. The conference was designed as a methods workshop for practitioners in the field, providing information and strategies, and an opportunity to network with other teachers, counselors, and administrators who work with similar populations.

Please provide a brief commentary on data collection that has identified this practice as having a positive impact upon student performance. Please describe how this innovative practice is evaluated.

Much of the data collection for the innovative practices is anecdotal.

1) Classroom/School Environment:

(A) Adventure Based Counseling (ABC)

ABC has been one of the foundation concepts that started Longview School. Project Adventure has run many evaluations as to its effectiveness in many settings matching the results of pre-and post-testing and self-concept scales to increased academic proficiency. Longview belief is that ABC has improved student self-image and awareness, making teaching/learning a more successful endeavor.

2) Curriculum, Instruction, and Assessment

A) Cultural Literacy Courses

Cultural literacy has been easier to evaluate and document using student's products. Comparison of early assessments to final exams demonstrates significant progress.

B) Campus As A Classroom

The opportunity to work on a crew is important when preparing students for future employment, especially since most of the Longview students have never played for a team and/or have difficulty working well with others. Many of the students who have the opportunity to work on a crew will usually state that, by the end of the project, it was a good learning experience.

3) Professional Responsibilities

A) Staff Trainings

Communication is a necessity with our population. Staff training increases teachers' awareness of the dynamics of personal relationships, students' outside issues coming into school, etc., and provides guidance as to who/why to provide praise and who/why to monitor more closely. Our staff retreats prepare us for the year and provide a setting where the staff can gel before the year begins.

B) Mentorship

Staff usually come to Longview with knowledge of subject matter and some experience. The use of Adventure as a therapeutic tool takes time to observe in action and to develop a style of your own. Experienced staff provide ongoing feedback for behavior management, counseling, group management, etc. with the goal of improved staff retention and performance.

C) Alternative Education Conference

The feedback by way of written formal evaluations has been very positive. Our feedback showed that many teachers, counselors, and administrators feel isolated and feel that nobody knows what it's like to work with these students. As a result, we have substituted our keynote speaker with a networking session, which has been met with great success.

The conference is attended by 75-100 professionals from both the public and private sector each year. Many schools (including Longview) plan a professional development day so all staff can take part in this day-long training.

INNOVATIVE PRACTICES

Name of School: **The RSEC Academy**

Description of an Innovative Practice in Your Educational Community:

1. The RSEC Academy participates in a state wide initiative for developing positive interventions and supports for student behavior (PBIS). This initiative assists schools in identifying expected behavior, teaching the expected behavior, then recognizing and rewarding students when exhibiting expected behaviors. In order to achieve this, students and staff work together each year to create policies, procedures, and guidelines for recognizing and supporting positive student behavior. PBIS is not a replacement for consequences. However, when PBIS is combined with our discipline procedures, students and parents have clear expectations for student behavior at The RSEC Academy.

2. The RSEC Academy has implemented curriculum based assessment (CBM) as a method of monitoring student educational success through direct assessment of reading fluency and writing.

Please provide a brief commentary on data collection that has identified this practice as having a positive impact upon student performance.

1. Data collection is achieved by teachers filling out a data sheet on students referred for behavioral infractions. This data is then capture in PBIS's School-Wide Information System (SWIS) database and analyzed in a variety of ways such as average referrals per day, student, or time of day to name a few. The data is showing a decrease of out of class time. More in class time allows for more available instructional time and less disruptions to learning.
2. The CBM data is collected by reading center teachers and the speech and language pathologist. Data is then graphed and compared to an aim line. Graphs are shared with the student, parents and TEAM. Teachers then adjust instruction as necessary. Reading fluency has been a challenge over the years and collecting the data frequently allows for more frequent review of progress and readjustment of instruction.

Please describe how this innovative practice is evaluated.

1. PBIS has ongoing evaluation based on the SWIS data. Over the past three years The RSEC Academy has adjusted our approach and training based on the data.
2. In this first year of CBM, The RSEC Academy plans to collect all students' data and analyze progress at the year end.

INNOVATIVE PRACTICES

Name of School: **The Summit School**

Description of an Innovative Practice in Your Educational Community:

- 1. Level System** The level system is multi-faceted and incorporates all three categories as they relate to innovative practices. As highlighted in the “Growth Logs” the level system addresses each student’s academic, social/emotional and adventure-based conduct and performance so as to promote investment, behavioral change and academic achievement. Interwoven into this system are specific goals and requirements that incorporate, augment and track student’s conduct and performance while providing unique classroom, adventure-based counseling, transitional and service-learning opportunities.
- 2. Positive Behavioral Interventions and Supports-(PBIS)** PBIS is a systems approach to preventing and responding to school and classroom discipline problems. PBIS develops school-wide systems that support staff to teach and promote positive behavior in all students. By reducing behavioral problems, PBIS create and maintains safe learning environments where teachers can teach and students can learn. The emphasis is to develop school-wide expectations including a behavior matrix, promote prosocial behaviors and create a school wide reinforcement system.

Please provide a brief commentary on data collection that has identified this practice as having a positive impact upon student performance.

- 1. Level System** This level system has only been implemented for one and one-half years. The data that is being collected is in both anecdotal and concrete forms. Behavior management records that track office referral and the nature of certain behaviors will be held in comparison to the incorporation of the level system. A comparison will also be made with regard to students who have excelled in the level system and how they appear to be functioning in and outside of school, as well as grade averages and credits earned toward graduation. By doing so, we hope to see that success and upward movement in the level system correlates with overall success and productivity.
- 2. Positive Behavioral Interventions and Supports-(PBIS)** The universal PBIS School Wide Information System (SWIS) allows staff to differentiate between office and classroom referrals, track in-school and out of school suspensions as well as recognize specific reasons and possible motivations for infractions. We also are allowed the opportunity to evaluate our system using data-based decision making and utilize the data for improving practices.

Please describe how this innovative practice is evaluated.

- 1. Level System** The level system has been evaluate in several informal ways. Staff have routinely evaluated and altered elements of the system based on trial and error/success experience. Students have also been given the opportunity to comment on all aspects and propose changes. Also, several out of school support contacts have examined the level system in whole or partially, and have provided feedback that has contributed to change and alterations.
- 2. Positive Behavioral Interventions and Supports-(PBIS)** Implementation of the PBIS approach has resulted in improved school climate, reductions in problem student behavior, enhanced instructional time and increased efficiency in the implementation of school-wide discipline. Collecting and maintaining information has been a critical feature of PBIS. The data collection is simple to use and ongoing. It allows us to examine the amount, type and frequency of specific behaviors allowing us to make informed decisions and changes.

INNOVATIVE PRACTICES

Name of School: **Sunrise Children's Center**

Description of an Innovative Practice in Your Educational Community:

Beginning September 2006, Sunrise started an 11-week, 1 hour/week, Teacher Assistant workshop series. The classes met weekly to discuss child development, music, art, behavior, and developmentally appropriate practices. Each participant was required to complete projects which could be used with children of all abilities and to make accommodations for children with disabilities. Many discussions were generated about best practices for preschoolers. Participants agreed they all had learned a great deal. A second session with new participants began January 2007. A total of 22 Teacher Assistants were involved in the training this year. An "advanced" training will be made available starting September 2007 with emphasis on classroom management skills and making accommodations for children with special needs (to include sensory needs, speech/language needs, and motor delays).

Please provide a brief commentary on data collection that has identified this practice as having a positive impact upon student performance.

Although no official data collection was completed, all Teachers were polled and agreed that the Teacher Assistants were more apt to volunteer to lead circle time or to supervise activity centers during and after the workshop series. Nearly half of the September cohort has developed a unit of study for her class based on the training.

Please describe how this innovative practice is evaluated.

Ongoing observations and questionnaires will be used to determine if the training of Teacher Assistants had a lasting effect on their ability to positively interact with the children, families, and staff. There will also be on-going assessments to determine if the training has given the Teacher Assistants additional skills to lead the class.