

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

**SEACOAST LEARNING COLLABORATIVE
SUMMARY REPORT**

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Site Visit Conducted on FEBRUARY 8 & 9, 2012
Report Date, April 9, 2012

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I. TEAM MEMBERS

Visiting Team Members:

NAME	PROFESSIONAL ROLE
Chairperson: Dr. Robert E. Andrews	Educational Consultant
Michael Hatfield	Special Education Director
Jennifer Pomykato	Director of Student Services
Harold Jones	Special Education Teacher

Building Level Team Members from Seacoast Learning Collaborative

NAME	PROFESSIONAL ROLE
Sara Brown	High School English Teacher
Kathleen Harris	High School Program Director/Counselor
John Les	High School Science Teacher
Michael Sinkewich	High School Social Studies Teacher
Brianne Lewis	High School Clinical Therapist
Denis Pelletier	Middle School Counselor
Candice Hammond	Middle School Special Education Teacher
Annette Levis	Middle School Special Education Teacher
Tere Bowen-Irish	Occupational Therapist
Hannah Eaves	Elementary School Special Education Teacher
Jennifer Martin	Elementary School Counselor
Emily Abbott	DD Program Director/Special Education Teacher
Lisa Hevey	Rochester Out of District Coordinator
Steve Tripp	DD Special Education Teacher
Paul Campelia	Executive Director
Patrice Chandler	Program Director

II. INTRODUCTION

The beliefs and mission of Seacoast Learning Collaborative are:

*“We at Seacoast Learning Collaborative embrace the uniqueness of every child and family.
Therefore...*

We are dedicated to providing a consistent, predictable environment, one that promotes individual achievement, both academically and emotionally. Always mindful of using every teaching moment, we present a perpetual learning environment to all students and staff.”

The Seacoast Learning Collaborative (SLC) is a not for profit organization that was developed for the purpose of providing therapeutic education programs for students who have been identified as educationally disabled. Seacoast Learning Collaborative is owned and managed by 21 member school districts in the seacoast region, is located in Brentwood NH, and has been in existence for more than 25 years. Students enrolled at Seacoast Learning Collaborative are those who have individual education plans and who have experienced difficulty in a public school setting due to a broad range of issues, including but not limited to the following:

- a. Behavioral Challenges
- b. Mental Health Concerns
- c. Poor Relationship Skills
- d. Developmental Disabilities/Cognitive Delays

The special education programming at Seacoast Learning Collaborative is offered at the elementary, middle and high school levels, and is designed to meet a broad range of educational needs. Listed below is a brief description of programming made available to students enrolled.

Elementary and Middle School Levels:

The programs at the elementary and middle school levels are highly structured full day programs for students grades 1-8, and offer a broad range of academics, therapy, social skills training, and behavior management. The programs have proven successful for students who exhibit learning challenges in a variety of areas, which include but are not limited to attention deficits, learning disabilities, weak organizational skills, lack of motivation, difficulties in maintaining relationships, and developmental delays. Many of the students in the elementary and middle school programs exhibit poor coping skills, feeling of withdrawal, anxiety and mood disorders. In addition, a significant population of the students enrolled has developmental or cognitive delays, or has been identified on the autism spectrum.

The staff within the elementary and middle school programs consist of certified special educators, as well as clinical therapists, an adventure based counselor, speech/language pathologist, occupational therapist and consulting behavior psychologist and psychiatrist and para-educators.

High School Level:

The primary objective of the high school program (Seacoast Academy) is to develop the necessary skills in core academic areas, as well as offer a full array of required high school course offerings, leading toward a high school diploma. The Seacoast Academy has a 4-tiered level system which has a strong emphasis upon teaching students to advocate for themselves. The Seacoast Academy is approved by the NHDOE as a non-public high school and can therefore issue a high school diploma for those students who meet all course requirements. All students enrolled at Seacoast Academy are eligible to participate in community learning projects, and when appropriate, enroll in course work in their home school district

SCHOOL PROFILE

SCHOOL DEMOGRAPHICS	2010-2011	2011-2012
Student Enrollment <u>as of December 1</u>	50	42
Do you accept out-of-state students? If so, list number from each state in 11-12	Yes, 2 students are from Maine	
Number and Names of Sending New Hampshire LEAs (as of October 1, 2011)	SAU 5 - 1 SAU 11 - 3 SAU 14 - 3 SAU 15 - 1 SAU 16 - 2 SAU 17 - 2 SAU 21 - 2 SAU 31 - 5 SAU 33 - 2 SAU 37 - 3 SAU 44 - 3	SAU 50 - 1 SAU 51 - 1 SAU 52 - 5 SAU 54 - 3 SAU 55 - 1 SAU 56 - 3 SAU 61 - 1 SAU 74 - 1 SAU 82 - 1 SAU 83 - 2 SAU 90 - 1 MSAD# 35 - 2
# of Identified Students Suspended One or More Times	25	7
Average Length of Stay for Students	Varies by program	Varies by program
STAFF DEMOGRAPHICS		
Student/Teacher Ratio (as of October 1, 2011)	1:1/1:3	1:1/1:3
# of Certified Administrators	1	1
# of Certified Teachers	12	12
# of Teachers with Intern Licenses	0	0
# of Related Service Providers	4	4
# of Paraprofessionals	19	18
# of Professional Days Made Available to Staff	7	5
SPECIAL EDUCATION PROGRAM DATA		
Primary Disability Types:	2010-2011	2011-2012
Autism	19	12
Deaf / Blindness		
Deafness		
Developmental Delay		
Emotional Disturbance	15	14
Hearing Impairment		
Intellectual Disability	6	6
Multiple Disabilities		
Orthopedic Impairment		
Other Health Impairment	8	8
Specific Learning Disabilities		
Speech or Language Impairment	2	2
Traumatic Brain Injury		
Visual Impairment		

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 Seacoast Learning Collaborative on February 8 - 9, 2012 for the purpose of reviewing the present status of programs and services made available to children and youth with educational disabilities. Program Approval Visits are conducted 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 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, students were randomly selected by the NHDOE prior to the visit, and staff was asked to present these students' case studies at the visit 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 NHSEIS verification reports
- ♦ All data collected during the visit
- ♦ Any new or changed special education programs 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 Seacoast Learning Collaborative. 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 individual 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 April 2, 2009, NHDOE Special Education Program Approval Report, the following patterns were identified as needing improvement:

Findings of Noncompliance	Status as of February 10, 2010	Status as of February 8-9, 2012
ED1113.08 Full Access to the District's General Curriculum CFR 330.320 (a) CFR 300.34 ED 1114.05 (g) Program Requirements	MET	MET
ED 1109.01 Elements of IEP CRF 300.320 Content of IEP ED 1114.05 (c) Program Requirements	MET	MET
ED 1114.10 (c) Qualifications and Requirements for Instructional, Administrative and Support Personnel	MET	MET

V. FEBRUARY 8-9, 2012 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 look deeply into the data that surrounds the three primary aspects of the Case Study Review. This process takes time, and the entire team working with the child being reviewed must be involved in collecting and analyzing the data, as well as presenting and summarizing the data with the visiting team. As such, NHDOE works with private schools to determine the number and type of case studies to be prepared and presented, and to ensure that building teams are not inundated with more data than can be fully analyzed, allowing them to reflect upon and generalize their newly found knowledge of their programs, practices, policies and procedures.

In preparation for the February 2012 visit to Seacoast Learning Collaborative, the NHDOE worked with the staff and administration in the planning and presentation of the 4 case studies of students in the Elementary School, Middle School, High School and Developmental Disabilities Programs. The case study students, selected at random, were in grades 4, 6, 10 and grade 12 with emotional

disabilities, autism, and mental retardation. This variety of ages and grades for the four case studies provided a comprehensive review of the special education programs at Seacoast Learning Collaborative.

LEA SURVEYS

The Seacoast Learning Collaborative sent out 25 surveys to sending school districts, and 13 were returned for a response rate of 52%. The majority of respondent ratings fell in the “strongly agree to agree” range, indicating a high approval rating from school districts who have placed students at Seacoast Learning Collaborative. Written comments provided by LEA respondents were highly supportive of SLC programs, services, communication and parent involvement. This was corroborated by information collected from the LEA interviews which occurred on-site as part of the IEP reviews conducted for each of the programs at SLC. Based on the evidence gathered from surveys as well as written comments, it was evident that LEAs are satisfied with programs and services at SLC. They are pleased with how the SLC staff is committed to meeting the needs of students, the strong lines of communication with districts and parents and detailed data collection that helps to drive instruction and student programs.

Private schools provide necessary options to New Hampshire students with educational disabilities. Effective partnerships with LEAs are an important part of establishing and implementing successful private special education programs that improve student outcomes. By surveying LEA perceptions of current program(s), private schools can self assess these relationships and determine if there are areas in need of improvement. To this end, Seacoast Learning Collaborative distributed the LEA Survey to the contact people in all LEAs that have students currently enrolled in the school. They received a **52% response** from the LEAs.

SUMMARY REPORT OF SENDING LEAs

Name of Private School: Seacoast Learning Collaborative					
Total number of surveys sent: 25		Total # of completed surveys received: 13		Percent of response: 52	
Number of students placed by: LEA: ALL		Court: 0		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.	7	6			
2. I am satisfied with the educational program at the above school.	4	8		1	
3. The school consistently follows special education rules and regulations.	8	4	1		
4. The school has an effective behavioral program (if applicable).	6	6	1		1
5. I am satisfied with the related services provided by the school.	5	5	1	1	1
6. The school implements all parts of students' IEPs.	6	6	1		
7. I feel the school provides the necessary skills to allow the student to make progress on the IEP goals.	7	5	1		
8. The school program measures academic growth.	7	5	1		
9. The school program measures behavioral growth (if applicable).	7	5			1
10. The school completes a minimum of 3 comprehensive reports per year on each child with a disability enrolled.	5	5	3		
11. Progress reports describe the child's progress toward meeting the IEP goals, include	6	6	1		

a record of attendance, and are written in terminology understandable to the parent.					
12. Progress reports are provided to the LEA and to the parent of the child.	8	5			
13. I am satisfied with the way the school communicates students' progress.	6	6			1
14. The school communicates effectively with parents.	9	4			
15. The school communicates effectively with the LEA.	8	4	1		
16. The school involves parents in decision-making.	9	4			
17. The school actively plans for future transition to a less restrictive placement.	5	6	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.	6	5			2
19. The school team sets meeting times that are convenient for both parents and LEA.	8	5			
20. The school has met my expectations.	6	6	1		
21. I have a good relationship with the school.	9	4			
22. I would enroll other students at the school.	8	4	1		

Analysis of Responses by Private School (insert additional page if needed):

Overall, the LEA responses were very positive in all areas of programming. Areas of concern were noted in the following areas:

- Billing of related services and not following the recommended service according to the IEP (one LEA noted this but they did not indicate where they were from). We are not sure if we were providing too much or too little.
- One LEA noted that they were not satisfied with the related services provided by the school but did not indicate further information, or the district they were from. We are not sure if this relates to amount of service or provider.
- Three out of nine LEAs (district name was omitted) disagreed with the school's meeting the minimum of 3 comprehensive reports per year. We complete mid-term progress reports and quarterly IEP reports and report in the other areas where there was a disagree or strongly disagree response. In only two cases the district's name was given. In those cases, we will be able to follow up and seek some clarification of the concerns and make changes as needed. In other cases, we will review our procedures, particularly in regard to #3, following special education rules/regulations. Obviously all of the areas are important to review, but without a specific case to refer back to, it makes it difficult to pinpoint the main issue.

While this concern regarding the completion of comprehensive progress reports was raised, the NHDOE Visiting Team found that all of the case study reviews had full evidence of progress monitoring as required by ED# 1114.06 (j).

PARENT PARTICIPATION

One of the defining features of effective schools is strong parent/community relations and open communication. Having parents as active stakeholders 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 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 a summary of the comments/feedback provided to the visiting team during this Case Study Compliance Review.

ANALYSIS OF SEACOAST LEARNING COLLABORATIVE PARENT SURVEY DATA

RELATIVE STRENGTHS:

Access to the General Curriculum:

100% of the parents responding are satisfied with programs and support

89% (17 of 19) parents responding feel informed about his/her child's progress.

95% (18 of 19) parents who responded indicated his/her child felt safe and secure in school and welcomed by staff and students.

Similarly 95% (18 of 19) parents indicated that a variety of information was used in developing His/her child's IEP.

Transition:

Of those parents responding (7 with 12 not answering) 100% were satisfied with the written secondary transition plan in his/her child's IEP.

Behavior Strategies and Discipline:

79% (15 of 19) parents were satisfied that they were involved in the development of behavioral interventions, strategies, and supports for his/her child.

79% (15 of 19) parents were satisfied with the way the school is supporting the child's behavioral, social and developmental needs.

94% of parents responding (17 of 18) indicated that they fully participated in the special education decisions regarding his/her child.

94% of parents responding (17 of 18) indicated that they were satisfied that they had received a copy of parental rights at least once a year.

NEED FOR IMPROVEMENT:

42% (8 of 19) are partially satisfied that their child has opportunities to interact more with non-disabled peers.

52% (10 of 19) of the parents were partially or not satisfied that his/her child was informed about and encouraged to participate in after school activities.

27% (5 of 19) parents were partially satisfied that his/her child was making progress toward his/her IEP goals.

31% of parents who responded were partially satisfied with the planning and support provided for the moves his/her child has made from grade to grade and school to school.

SUMMARY OF PARENT SURVEY DATA

Name of Private School: Seacoast Learning Collaborative				
Total number of surveys sent: 49	Total # of completed surveys received: 19	Percent of response: 39%		
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.	19			
My child has opportunities to interact with non-disabled peers on a regular basis.	11	8		
I am adequately informed about my child's progress.	17	2		
My child is informed about and encouraged to participate in school activities outside of the school day, and is offered necessary supports.	9	7	3	
My child feels safe and secure in school and welcomed by staff and students.	18	1		
A variety of information (observations, test scores, school work, parent input) was used in developing my child's IEP.	18	1		
I am satisfied with the progress my child is making toward his/her IEP goals.	13	5		1
FOR PARENTS OF HIGH SCHOOL STUDENTS ONLY:				
My child earns credits toward a regular high school diploma in all of his/her classes.	7			12
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.	11	5		3
All of the people who are important to my child's transition were part of the planning.	14	2		3
FOR PARENTS OF STUDENTS AGE 16 OR OLDER ONLY:				
I am satisfied with the written secondary transition plan that is in my child's IEP.	7			12
BEHAVIOR STRATEGIES AND DISCIPLINE:				
My child's classroom behaviors affect his/her ability to learn. <i>If the answer is yes, please answer the next two questions. If no, skip to OTHER.</i>		YES 11		NO 2
	3	2	1	No Answer
I have been involved in the development of behavior interventions, strategies and supports for my child.	15	2		2
I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs.	15	2		2
OTHER:				
I fully participate in special education decisions regarding my child.	17	1		1
I have been provided with a copy of the procedural safeguards (parental rights) at least once a year	17	1		1

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

Access to the General Curriculum

Implementation of Individual Education Programs (IEPs)

Provision of Non-Academic Services

Full Access to the District's Curriculum

Equal Education Opportunity

Students at Seacoast Learning Collaborative have access to the general education curriculum. Curriculum has been developed within all programs that is competency driven.

The SLC administrators and staff have made improvements in the quality of educational services and access to the general curriculum for all of their students since the last NH Department of Education Case Study Compliance visit in 2009. The revision of the curriculum, dedicated learning/teaching time, a better utilization of NWEA testing to provide a common measure of student academic achievement, and ongoing professional development for teachers and staff, have all contributed to a well designed and implemented educational program.

In the Elementary and Middle School programs, curriculum is well articulated in Math and Reading with dedicated time for teaching and learning, universal screening with NWEA, and on-going curriculum-based data collection with AimsWeb or CBA assessments.

In the Developmental Disabilities Program, the Life-Centered Career Education Program (LCCE) is utilized. It is assessment driven and connects to 22 student competencies. The 22 student competencies are organized into three primary categories: daily living skills, personal-social skills, and occupational guidance and preparation. This curriculum is based on the premise that career education is a major focus of an educational program.

The High School Curriculum is based on the courses required for a high school diploma. Each course offered at SLC has a course description and includes appropriate competencies. Curricula from both Exeter School District as well as Sanborn Regional School District served as a model for course development. The courses have been mapped, with a monthly schedule of assignments that are connected to state standards for each content area. Each standard then serves as a rubric for determining individual student mastery as well as progress monitoring. In addition, students at SLC can apply to the Seacoast School of Technology (SST), the regional career and technical center located in SAU #16, Exeter, NH. There are more than twelve career programs in a hands-on environment and SST provides learning opportunities for students to learn with non-disabled peers.

A few of the students participate in after school activities in their home school district, but for some, previous negative experiences may be preventing them from joining community activities. Several of the students and parents interviewed indicated that there were no after school activities offered at SLC but they were investigating activities within the communities where they reside including scouting, town recreation programs and seasonal athletic programs. Some students indicated that they participated in recreational activities with their families.

Transition

Transition Planning

Process: Provision of Free Appropriate Public Education (FAPE)

Transition Services

There is a well developed process for transition of SLC students to the school from the previous school district placement as well as back to the local school or next school placement that involves all relevant participants.

SLC has worked with sending school districts to improve the quality and detail of Transition Plans and to support transition planning for students who are 14 as well as the development of transition services for students who are age 16 or older. However, based on the Parent Surveys, this may be an area that

requires ongoing attention and effort to inform and involve parents in the grade level to grade level and program level changes that occur for students at SLC.

Behavior Strategies and Discipline

Evidence of a comprehensive school-wide system of behavior management was observed during the Case Study visit. Staff and Administration have been provided with specialized training in positive intervention strategies which allow adults to address the needs of individual students, many of whom have significant behavioral and mental health challenges. Training is provided to all new staff and re-certification and renewal of training certifications occur regularly.

Behavior plans for students are based on detailed data collection which occurs on a daily basis in all school environments allowing for regular updating and revision. The interventions actively involve staff and student and plans are developed by staff, student and family to maximize success.

It should be noted that recently a student had several severe behavioral incidents where the safety of SLC staff may have been at risk. There did not appear to be clear and concise institutional guidelines related to the escalation of student behavior that would require the assistance of police to assist in managing a student. This may be an important consideration for the administration to develop.

SPECIAL EDUCATION POLICIES/ NHDOE BUREAU OF SCHOOL APPROVAL NON-PUBLIC SCHOOL APPLICATION MATERIALS

In addition to the above noted focus areas for the case study presentations, material submitted as part of the application for program approval included: Health/Fire Facility Inspection Reports, the Private School Self Study, Special Education Policies and Procedures, Administrative Policy and Procedures, Current Program Information, and Personnel Roster and Consultant Roster Review and verification of these documents found the Seacoast Learning Collaborative to be in compliance with all applicable New Hampshire Rules and the Education of Students with Disabilities and requirements for Non-Public Approval, except for the Health and Fire Inspection Reports.

Special Education Policies

Requirements for special education policies and procedures are met through a variety of documents including but not limited to Personnel Roster and Consultant Roster, Student/Parent Handbook, Staff Handbook, and other assorted documents. All policy and procedures were reviewed and several issues were identified as problematic.

Despite repeated attempts to gather all of the necessary documents required in the application for program approval, Seacoast Learning Collaborative has not submitted the following documents necessary for application completion:

- Health Facility Inspection Report
- Fire Inspection Report

In addition, at the time of the NHDOE visit, there was not a certified staff member and /or a consultant in the area of Art.

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

The programs that are currently available at Seacoast Learning Collaborative remain the same as those which were reviewed at the last onsite visit of February 9 - 10, 2009. These include Seacoast Academy (School Year and Summer), Middle School (School Year and Summer), Elementary School (School Year and Summer) and Developmental Disabilities (School Year and Summer).

At the time of the February 8 - 9, 2012 visit to Seacoast Learning Collaborative, the facility was not seeking approval for any new programs.

COMMENDATIONS

1. The SLC administration, faculty and staff are professional, dedicated, well trained and committed to providing all of the students at SLC with access to the general curriculum, positive behavioral supports and successful social experiences. There is a clear sense of pride in the school as well as a commitment to providing a safe learning environment for all students that is demonstrated by all SLC employees.
2. The ongoing professional development provided to teachers and staff has been effective and is evident in the development of IEPs and transition plans that are well developed and include measurable goals.
3. Staff remains dedicated to their mission as evidenced by the collaboration, team work and enthusiasm.
4. Staff and student ratio remains appropriate for working with students who are challenging given their behavioral and mental health issues.

**Number of Cases Reviewed During the Seacoast Learning Collaborative
February 8-9, 2012 NHDOE Compliance Visitation**

Preschool	<u>N/A</u>
Elementary School	1
Middle School	1
High School, Age Below 16	1
High School, Age 16 or Above	1
Number of Noncompliance for Indicator 13	0
Total Number of Case Studies Reviewed	4

**FINDINGS OF NONCOMPLIANCE IDENTIFIED AS A RESULT OF THE
FEBRUARY 8-9, 2012 CASE STUDY COMPLIANCE REVIEW**

Findings 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. Findings of noncompliance 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 findings of noncompliance 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.**

Child Specific Findings of Noncompliance to be Addressed by Both the LEA and Private School Setting: *Please Note: The NH Department of Education, Bureau of Special Education requires that Child Specific Findings of Noncompliance be addressed and resolved within 45 days of notification.*

CFR 300.320 Content of IEP

Ed 1109.01 Elements of an IEP

IEP goals were not written in measurable terms

Responsible LEA: Northwood

CFR 300.320 Content of IEP

Ed 1109.01 Elements of an IEP

All IEP goals were not written in measurable terms

Responsible LEA: Newmarket

CFR 300.320 Content of IEP

Ed 1109.01 Elements of an IEP

All IEP goals were not written in measurable terms

Responsible LEA: Rochester

Ed 1109.05 Implementation of IEP

20 U.S.C. 1414(d)

Student has not shown progress in state, district and school-wide assessments

Responsible LEA: Rochester

CFR 300.320 (a)(7) (b)

20 U.S.C. 1402(34) (Transition Services)

Ed 1109.01 (10) Transition Statements

No statement of the transition services for a student who turned 14 during the IEP service period

Responsible LEA: Rochester

CFR 300.320 Content of IEP

Ed 1109.01 Elements of an IEP

All IEP goals were not written in measurable terms

Responsible LEA: Goffstown

Systemic Findings of Noncompliance to Be Addressed by the Private School Setting

Please Note: *The NH Department of Education, Bureau of Special Education requires that Systemic Findings of Noncompliance be addressed in a corrective action plan and met within one year of the date of the report; a template and instructions for such planning will be provided.*

Ed 1109.01 Elements of an IEP; CFR 300.320 Content of IEP

SLC must ensure that all IEP goals are written in measurable terms in order that all IEPs meet compliance.

Ed 1114.05 (j) Program Requirements

Seacoast Learning Collaborative must have a staff member duly certified in the area of Art, or have arranged for a consultant to the facility who maintains the appropriate license or certification.

RSA 200:11; Ed 306.07(a) - (b), Saf-C 6000

Ed 1114.16 (c) Physical Facilities

Seacoast Learning Collaborative must submit as part of the Application for the NHDOE Program Approval, a Health Report and a Fire Inspection Report in order to demonstrate that the facility is in compliance with New Hampshire Health and Fire Regulations for Non-Public Schools as established by public health statute.

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.** It should be noted that, in the Building Level Data Summary Report on the following pages, any suggestion made by a visiting team member that is actually a finding of noncompliance, has an asterisk (*) before it, and it is also listed above with the findings of noncompliance.

1. A more visible and accessible website is a critical component for any educational institution in 2012. It would be an asset allowing for public access, communication with staff, connecting with sending schools districts, parents and outside agencies and creating a public identity.
2. An up-to-date and dependable technology system including access to the internet and classroom utilization of technology to enhance learning.
3. SLC should explore Professional Development workshops and training from sending/surrounding school districts in order to increase opportunities for professional growth.
4. Now that high school courses have been developed with descriptions, competencies and curriculum maps, a natural next step would be to begin the development of a power standards or essential standards.

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

School: Seacoast Learning Collaborative	Date: February 8 & 9, 2012	Number of Cases Reviewed: 4
Programs: Elementary; Middle; High School; Developmental Disabilities	How many of the reviewed students are age 16+? 1	How many are noncompliant for Indicator 13? 0
Recorder/Summarizer: Robert E. Andrews		
Name: Robert E. Andrews	Visiting	
Name: Michael Hatfield	Visiting	
Name: Harry Jones	Visiting	
Name: Jennifer Pomykato	Visiting	
Name: Paul Campelia	Building Level	
Name: Patrice Chandler	Building Level	
Name: Kathleen Harris	Building Level	
Name: Emily Abbott	Building Level	
Name: Denis Pelletier	Building Level	
Name: Candice Hammond	Building Level	
Name: Annette Levis	Building Level	
Name: Tere Bowen-Irish	Building Level	
Name: Sara Brown	Building Level	
Name: John Les	Building Level	
Name: Brianne Lewis	Building Level	
Name: Hannah Eaves	Building Level	
Name: Jennifer Martin	Building Level	
Name: Lisa Hevey	Building Level	
Name: Steve Tripp	Building Level	

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 in the areas of: **Access to the General Curriculum, Transition and Behavior Strategies and Discipline.**

SUMMARY OF BUILDING LEVEL DATA

ACCESS TO THE GENERAL CURRICULUM STATEMENTS					Filled in with the combined <u>number</u> of times a statement is marked on all Data Collection Forms for this school or building		
<u>Ed. 1109.01 Elements of an IEP</u> <u>CFR 300.320 Content of IEP</u> <u>Ed. 1109.05, Implementation of IEP</u> <u>20 U.S.C. 1414 (d)</u> <u>Ed. 1115.07, Ed 1119.01(f) Provision of Non-Academic Services/Settings</u> <u>CFR 300.320(a) CFR 300.34 Ed. 1113.08, Full Access to District's Curricula</u> <u>Ed. 1113.13, Diplomas</u> <u>Ed. 1107.04 (d) Qualified Examiner</u> <u>Ed. 1109.01 CFR 300.320 Program Requirements, Content of IEP</u> <u>Ed. 1119 Protections Afforded to Children with Disabilities</u> <u>CFR 300.320(a)(1)(i)</u> "... general curriculum (i.e., the same curriculum as for nondisabled children)" <u>CFR 300.320(a)(4)(iii)</u> "To be educated and participate with other children with disabilities and non disabled children"					YES	NO	N/A
A1.) Team uses multiple measures to design, implement and monitor the student's program.					4		
A2.) All IEP goals are written in measurable terms.						4	
A3.) Student's IEP has at least one functional goal.					4		
A4.) Student has made progress over the past three years in IEP goals. Goal 1					4		
A5.) Student has made progress over the past three years in IEP goals. Goal 2					4		
A6.) Student <u>has access to</u> the general curriculum (as outlined by the district, sending district or NH frameworks.)					4		
A7.) Student <u>participates in</u> the general curriculum <u>in a regular education setting with non-disabled peers</u> , as appropriate, with necessary supports.					2	2	
A8.) When <u>participating in a regular education setting with non-disabled peers</u> with necessary supports, student <u>has made progress in</u> the general curriculum.					1	2	1
A9.) Student <u>participates</u> appropriately in state, district and school-wide assessments.					4		
A10.) Student <u>shows progress</u> in state, district and school-wide assessments.					3	1	
A11.) Student <u>has opportunities</u> to participate in general extracurricular and other non-academic activities with necessary supports.					4		
A12.) Student <u>does participate</u> in general extracurricular and other non-academic activities with necessary supports.					2	2	
A13.) 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)					4		
a.) Extension in Place	b.) Lack of Qualified Personnel ___Psychologist ___Educator ___Related Services ___Other	c.) Evaluation Not Completed in Time	d.) Summary Report Not Written in Time	e.) Meeting Not Held in Time	f.) Other		
For High School Students:					YES	NO	
A14.) Student is earning credits toward a regular high school diploma.					1		
A15.) <i>IF YES:</i> within 4 years?					1		
A16.) Student will earn an IEP diploma or a certificate of competency.					1		
A17.) <i>IF YES:</i> within 4 years?					1		
A18.) Does this school have a clear policy for earning a high school diploma?					1		

Access Strengths	Access Suggestions for Improvement
<ol style="list-style-type: none"> 1. A universal screening for all students utilizing NWEA to determine baseline and student progress and for writing IEPs. 2. Data demonstrates that students are making progress in Reading Skills and Coping Skills. 3. There is evidence to suggest that SLC encourages and insures Parent Involvement in the IEP Process. 4. Enthusiastic Staff who are dedicated to the students who they serve and remain at the facility for many years. 5. Staff who are knowledgeable of each of the students with whom they work and work cooperatively with each other to develop meaningful and appropriate programs meeting individual student need. 6. Para-educators understand their role and responsibilities as well as individual student need. 7. The opening of the SLC Thrift Store to the public provides opportunities for students in real world experiences. 8. Communication with parents and sending districts is maintained on a regular basis. 	<ol style="list-style-type: none"> 1. SLC Staff should be attending ALPs training annually since the process continues to evolve and change and SLC staff are responsible for the ALPS assessment. 2. SLC Staff should attempt to connect with local/sending school districts for Professional Development and training including the area of Autism Spectrum. 3. SLC should build more collaboration time for related service personnel, including the Occupational Therapist to consult with Staff. 4. *Specific training in writing measurable goals and benchmarks, including baseline, and how the goal(s) will be measure should be provided to Staff at SLC. 5. Although there is dedicated time for Reading and Math, the teaching/learning time should be expanded for core subject areas to maximize learning, particularly in Math. 6. Science and Social Studies could be integrated into Language Arts activities.

TRANSITION STATEMENTS		Filled in with the combined number of times a statement is marked on all Data Collection Forms for this school or building	
Ed .1102 Transition Services CFR 300.43 Ed. 1106 Process; Provision of FAPE CFR 300.124 Part C Transition Ed. 1109.01 Elements of an IEP (Transition Services) CFR 300.320(a)(7)(b) 20 U.S.C. 1402 (34) 20 U.S.C. 1414 (d)(1)(A) and (d)(6) Ed. 1103 IEP Team CFR 300.320(b) This includes movement from (a) Early Supports and Services (ESS) to preschool, (b) preschool to elementary school, or (c) age 16 or older, as well as from grade to grade and school to school.		YES	NO
T1.) Transition planning from grade to grade takes place.		1	
T2.) Transition planning from school to school takes place.		1	
T3.) Collaboration has occurred between general and special education staff in IEP development and in transition planning.		1	
T4.) For a student who will turn age 14 during the IEP service period (or younger if determined appropriate by the IEP team,) does the IEP include a statement of the transition service needs that focuses on the student's course of study, such as participation in advanced-placement courses or a vocational education program? Ed 1109.01 (10)			1
For students under age 16, answer only the first 4 statements above. Then skip to the next page. If the student is age 16 or older during the course of the IEP, answer all statements on this page. (required data for federal statistics purposes)			
T5.) Is there an appropriate measurable postsecondary goal or goals that covers education OR training AND employment, and, as needed, independent living?		1	
<i>Can the goal(s) be counted? Will the goal(s) occur after the student graduates from school? Based on the information available about this student, does (do) the postsecondary goal(s) seem appropriate for this student? • If yes to all three, then check Y OR if a postsecondary goal(s) is (are) not stated, check N.</i>			
T6.) Is (are) the postsecondary goal(s) updated annually?		1	
<i>Was (were) the postsecondary goal(s) addressed/ updated in conjunction with the development of the current IEP? • If yes, then check Y OR If the postsecondary goal(s) was (were) not updated with the current IEP, check N</i>			
T7.) Is there evidence that the measurable postsecondary goal(s) were based on age appropriate transition assessment?		1	
<i>Is the use of transition assessment(s) for the postsecondary goal(s) mentioned in the IEP or evident in the student's file? • If yes, then check Y OR if no, then check N</i>			
T8.) Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goal(s)?		1	
<i>Is a type of instruction, related service, community experience, or development of employment and other post-school adult living objectives, and if appropriate, acquisition of daily living skills, and provision of a functional vocational evaluation listed in association with meeting the post-secondary goal(s)? • If yes, then check Y OR if no, then check N</i>			

T9.) Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goal(s)?	1		
<i>Do the transition services include courses of study that align with the student's postsecondary goal(s)?</i> • If yes, then check Y OR if no, then check N			
T10.) Is (are) there annual IEP goal(s) related to the student's transition services needs?	1		
<i>Is (are) an annual goal(s) included in the IEP that is/are related to the student's transition services needs?</i> • If yes, then check Y OR if no, then check N			
T11.) Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed?	1		
<i>For the current year, is there documented evidence in the IEP or cumulative folder that the student was invited to attend the IEP Team meeting?</i> • If yes, then check Y OR if no, then check N			
Only the following statement may be answered N/A if appropriate. All statements above must be answered Yes or No.	YES	NO	N/A
T12.) If appropriate, is there evidence that a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority?	1		
<i>For the current year, is there evidence in the IEP that representatives of any of the following agencies/services were invited to participate in the IEP development including but not limited to: postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living or community participation for this post-secondary goal?</i> <i>Was consent obtained from the parent (or student, for a student the age of majority)?</i> • If yes to both, then check Y • If no invitation is evident and a participating agency is likely to be responsible for providing or paying for transition services and there was consent to invite them to the IEP meeting, then check N • If it is too early to determine if the student will need outside agency involvement, or no agency is likely to provide or pay for transition services, check NA • If parent or individual student consent (when appropriate) was not provided, check NA			
T13.) Does the IEP meet the requirements of Indicator 13? (Check one) Yes (all Ys or NAs for each item (1 – 8) on the Checklist or No (one or more Ns checked)	1		
T14.) Student is informed prior to age 17 of his/her rights under IDEA	1		

Transition Strengths	Transition Suggestions for Improvement
<ol style="list-style-type: none"> 1. Students are encouraged to apply to Seacoast School of Technology. 2. The Seacoast Learning Collaborative Thrift Store provides students with hands on experience related to the operation of a small business. 3. Vocational assessments as well as career and job exploration are utilized in the development of transition plans. 4. Communication with and participation by sending districts is on-going and leads to comprehensive transition plans that better meet the needs of the student. 	<ol style="list-style-type: none"> 1. Insure that students are part of academic and transition planning. 2. Outside agency participation in the transition process is critical given the needs of some the SLC students.

SUMMARY OF BUILDING LEVEL DATA

BEHAVIOR STRATEGIES AND DISCIPLINE		Filled in with the combined number of times a statement is marked on all Data Collection Forms for this school or building		
<u>Ed. 1109 Program</u> <u>CFR 300.324</u> <u>Ed. 1124 Disciplinary Procedures</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
B1.) Data are used to determine impact of student behavior on his/her learning.		4		
B2.) Has this student ever been suspended from school?		2	2	
B3.) If yes, for how many days?		1 & 10		
B4.) If appropriate, a functional behavior assessment has been conducted.		4		
B5.) IEP team has addressed behaviors that are impacting student learning.		4		
B6.) A behavior intervention plan has been written to address behaviors.		4		
B7.) All individuals working with the student have been involved in developing behavior intervention strategies.		4		
B8.) Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.		4		
B9.) Results of behavior intervention strategies are evaluated and monitored.		4		
B10.) A school-wide behavior intervention model exists.		4		
Behavior Strategy Strengths	Behavior Strategy Suggestions for Improvement			
<ol style="list-style-type: none"> 1. SLD staff has been able to pinpoint various dimensions of behavioral indicators, including subtle body language and gestures which result in students being able to communicate need. 2. Daily processing by staff to review student behavior and develop more meaningful interventions. 3. Students have the opportunity to process, reflect and evaluate their behavior as part of the behavior management system at SLC. 4. Cooperative learning activities are designed and structured to build appropriate social and work behaviors among students. 5. Whenever possible, SLC staff is communicating to parents about the behavioral programs which have been developed to 	<ol style="list-style-type: none"> 1. Additional time for staff to meet and collaborate for effective programming for students. 			

successfully manage student behavior. If staff does not meet with parents in person, then detailed descriptions of level systems, daily point sheets, and other support materials are sent to parents and staff is always available via telephone for assistance.

6. Professional Development for staff is ongoing with training and recertification in TCI and regular workshops with outside psychologists and mental health agencies.

Summary of Building Level Strengths and Suggestions

Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> 1. The SLC mission and vision is promoted and practiced on a daily basis and evidenced in the dedication, collaboration and hard work of all staff including para-educators, support staff, teachers, administrators and administrative support personnel. 2. A quick survey of staff reveals that many have been at SLC for many years and are proud of their school history. 3. Behavior Programs which include regular and detailed data collection have helped to decrease number of incidents from almost daily to 1-2 times per month. 4. SLC continues to gather detailed data on behavior and academic growth which they share regularly with the sending district. 5. There appears to be a genuine effort by SLC to communicate with parents. 6. SLC provides a “safe place” for a student to “act out” anger and frustration and learn how to cope more effectively and appropriately. 7. The Outdoor Education Program with high/low elements and “zipline” provides an exciting and challenging opportunity for students to take risks, develop cooperative learning and problem-solving in a safe learning environment. 	<ol style="list-style-type: none"> 1. To insure the safety and security of students as well as staff, the administration should clearly articulate guidelines of student behavior and when it is appropriate or necessary to call for outside assistance for intervention from police.