

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

**STRAFFORD LEARNING CENTER
SUMMARY REPORT**

Kevin Murphy, Executive Director

Chairpersons, Visiting Team:
Robert Andrews, Colleen Bovi and Mary Anne Byrne
Education Consultants

Site Visit Conducted on January 22 and 23, 2009
Report Date, March 10, 2009
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I. TEAM MEMBERS

Visiting Team Members:

NAME	PROFESSIONAL ROLE
Chairpersons:	
Dr. Robert Andrews	Education Consultant
Colleen Bovi	Education Consultant
Mary Anne Byrne	Education Consultant

Team Members:

Mary Lane	NHDOE Consultant
Lynn Malgeri	EH Teacher
Janet Reed	RSEC Academy Director
Meg Rugg	Pre-school Coordinator

Building Level Team Members:

NAME	PROFESSIONAL ROLE
Kevin J. Murphy	Executive Director, SLC
Glynn D. Talley	JPS Program Director
Sue Cohen	JPS Assistant Director
Tod A. Cohen	JPS Teacher
Kristen Willett	JPS Teacher
Megan Gosselin	JPS Teacher
Jennifer Rice	JPS Counselor/Transition Coordinator
Suzanne White	JPS Counselor
Kate Salvati	School Psychologist
Ivy Boggs	SLP Program Director
Marta Kilrain	OTR/L
Laurie Grant	Preschool Coordinator, PEP
Lisa Carter	PEP Preschool Teacher
Karen Schidlovsky	PEP Preschool Teacher
David Michaud	Principal
Meredith Nadeau	SAU#5, LEA
Deb Guarino	PEP, OT
Sarah Lawrence	PEP, SLP
Carol Fournier	PEP, Paraprofessional
Deb Jurkoic	PEP, Parent

II. INTRODUCTION

Strafford Learning Center (SLC), located in Somersworth, NH, is a private, non-profit organization incorporated in 1973 that provides special education and related services to participating school districts. The Board of Directors is comprised of Superintendents and school board members from the following member districts: SAU #5 Oyster River (Durham, Lee, and Madbury); SAU #44 Northwood, Nottingham, Strafford; SAU #56 Somersworth, Rollinsford; SAU #61 Farmington, Middleton; SAU #64 Milton, Wakefield; and SAU #74 Barrington.

SLC has doubled the number of participating school districts since the last Program Approval visit in 2004. The wide variety of services provided to the 30 participating school districts include: Behavioral Consultation, Assistive Technology, Early Childhood Assessment Team, Transition Resource Network, North Star (drop-out prevention), Supplemental Education Services, Vision and Hearing, Physical Therapy, Occupational Therapy and Speech/Language Pathology. Most of these services are provided within the public schools. The programs and services offered carry on a tradition of responding to the special needs of students in their constituency areas, and represent the dedication of a professional resource team.

In addition, SLC participates in 17 national, state and local education and community organizations and maintains active partnerships with 22 organizations and agencies. This outside involvement has served to generate significant grant money for SLC. Moreover, the information gleaned from this involvement and the impact SLC has had on policies, program development and support has appreciably strengthened the agency’s statewide influence.

SLC operates two school programs which were reviewed during this NH DOE Program Approval visit. The John Powers School (JPS) is a self-contained special education day school operated by the Strafford Learning Center. The school currently serves 28 students from 17 school districts in grades 1 through 9 and is approved to serve students who are identified as: Emotionally Disturbed, Learning Disabled, Other Health Impaired and/or Speech/Language Impaired. Staff includes special educators, counselors, social worker, speech/language pathologist, occupational therapist, school psychologist, paraprofessionals, art teacher, physical education teacher and consulting general education staff. The average tenure of JPS staff is 9.9 years.

The Preschool Education Program (PEP), operated by SLC, provides a full range of early childhood special education services to children from the Oyster River Cooperative School District. There are currently 9 children in the morning program, 11 children in the afternoon program and 3 children who receive services in the community. The staff is comprised of a multi-disciplinary team of two teachers, one paraprofessional, a speech language pathologist, an occupational therapist and program director. In addition, a school psychologist provides weekly consultative services and a Physical Therapist provides PT services as specified in IEPs. An Early Childhood Assessment Team collaborates with Early Supports and Services to ensure smooth transitions to preschool and provides evaluation services to children age three to six.

Students are formally referred to JPS and the PEP through the school districts’ Special Education Administrators.

The goal of SLC is to provide appropriate educational opportunities for each student. Through open communication with school district administrators, teachers, parents and community agencies, SLC assures responsiveness to requests from the school districts to meet the changing needs of students.

SCHOOL PROFILE: JOHN POWERS SCHOOL

SCHOOL DEMOGRAPHICS	2007-08	2008-09
Student Enrollment <u>as of December 1</u>	30	26
Do you accept out-of-state students? If so, list number from each state in 08-09	Maine: 2	

Number and Names of Sending New Hampshire LEAs (as of October 1)	Barrington: 1 Dover: 1 Gilmanston: 1 Governor Wentworth: 1 Loudon: 1 Milton: 4 Nashua: 1 Northwood: 1 Oyster River: 1 Pittsfield: 1 Rochester: 1 Somersworth: 6 Strafford: 1 Wakefield: 1	
# of Identified Students Suspended One or More Times	7	7
Average Length of Stay for Students	1.75 years	Year in progress
<u>STAFF DEMOGRAPHICS</u>		
Student/Teacher Ratio (as of Oct. 1)	5.5:1	4.6:1
# of Certified Administrators	1	1
# of Certified Teachers	5.4	5.6
# of Teachers with Intern Licenses	0	0
# of Non-certified Teachers	0	0
# of Related Service Providers	3.3	3.3
# of Paraprofessionals	5.6	5.6
Other	1.3	1.3
# of Professional Days Made Available to Staff	5+	5+

SPECIAL EDUCATION PROGRAM DATA		
<u>Primary Disability Types:</u>	2007-08	2008-09
Autism		
Deaf / Blindness		
Deafness		
Emotional Disturbance	21	18
Hearing Impairment		
Mental Retardation		
Multiple Disabilities		
Orthopedic Impairment		
Other Health Impairment	5	4
Specific Learning Disabilities	3	3
Speech or Language Impairment	1	1
Traumatic Brain Injury		
Visual Impairment		
Developmental Delay ages 3-9		

SCHOOL PROFILE: PEP 5

SCHOOL DEMOGRAPHICS	2007-08	2008-09
Student Enrollment as of December 1	15	19
Do you accept out-of-state students? If so, list number from each state in 08-09		
Number and Names of Sending New Hampshire LEAs (as of October 1)	Oyster River Cooperative School District	
# of Identified Students Suspended One or More Times	0	0
Average Length of Stay for Students	2 years	2 years
STAFF DEMOGRAPHICS		
Student/Teacher Ratio (as of Oct. 1)	A.M. 6:4 P.M. 9:4	A.M. 6:4 P.M. 10:4
# of Certified Administrators	0	0
# of Certified Teachers	3	3
# of Teachers with Intern Licenses	0	0
# of Non-certified Teachers	0	0
# of Related Service Providers	1.4	1.4
# of Paraprofessionals	1	1
# of Professional Days Made Available to Staff	3	3

SPECIAL EDUCATION PROGRAM DATA		
Primary Disability Types:	2007-08	2008-09
Autism	3	1
Deaf / Blindness		
Deafness		
Emotional Disturbance		
Hearing Impairment		
Mental Retardation		
Multiple Disabilities		
Orthopedic Impairment		
Other Health Impairment		
Specific Learning Disabilities		
Speech or Language Impairment	5	4
Traumatic Brain Injury		
Visual Impairment		
Developmental Delay ages 3-9	3	8

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 John Powers School and PEP Preschool on January 22 and 23, 2009 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, case studies were randomly selected by the NHDOE prior to the visit, and staff was asked to present these 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 special education programs seeking approval from the NHDOE (if applicable)

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 John Powers School and the PEP Preschool. 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 was 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 plans (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 May 9, 2004, NHDOE Special Education Program Approval Report, the following patterns were identified as needing improvement:

Citation	Status as of October 20, 2005	Status as of January 22 & 23, 2009
Approved Program Ed. 1102.03 '08-Ed 1102.01 (j) There are students at John Powers School (JPS) who are identified as Autistic. JPS is not approved to provide program placement for this disability.	MET	MET
Equal Education Opportunity Ed. 1119:08, CFR 300.304 '08-1114.05 (g), 34 CFR 300.320 JPS facility lacks the adequate space and certified physical education teacher/consultant to conduct physical education classes.	IN PROCESS	MET
Qualified Personnel Ed. 1133.08, CFR 300.23 '08- Ed 1114.10, 34 CFR 300.18 and 34 CFR	IN PROCESS	MET

Name of Private School: John Powers School		
Total number of surveys sent: 13	Total # of completed surveys received: 11	Percent of response: 85%
Number of students placed by: LEA: 26	Court: 0	Parent: 0

SCALE 4 STRONGLY AGREE 3 AGREE 2 DISAGREE1 STRONGLY DISAGREE

	4	3	2	1	No Answer
1. The private school team has positive expectations for students.	8	3			
2. I am satisfied with the educational program at the above school.	10	1			
3. The school consistently follows special education rules and regulations.	9	2			
4. The school has an effective behavioral program (if applicable).	9	2			
5. I am satisfied with the related services provided by the school.	8	2			1
6. The school implements all parts of students' IEPs.	9	2			
7. I feel the school provides the necessary skills to allow the student to make progress on the IEP goals.	8	3			
8. The school program measures academic growth.	9	2			
9. The school program measures behavioral growth (if applicable).	11				
10. The school completes a minimum of 3 comprehensive reports per year on each child with a disability enrolled.	8	3			
11. 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.	6	5			
12. Progress reports are provided to the LEA and to the parent of the child.	7	4			
13. I am satisfied with the way the school communicates students' progress.	8	3			
14. The school communicates effectively with parents.	9	2			
15. The school communicates effectively with the LEA.	8	3			
16. The school involves parents in decision-making.	7	4			
17. The school actively plans for future transition to a less restrictive placement.	8	3			
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.	7	2			2
19. The school team sets meeting times that are convenient for both parents and LEA.	9	1			1
20. The school has met my expectations.	9	1			1
21. I have a good relationship with the school.	11				
22. I would enroll other students at the school.	10	1			

SUMMARY REPORT OF SENDING LEAs

Name of Private School: PEP 5		
Total number of surveys sent: 1	Total # of completed surveys received: 1	Percent of response: 100%
Number of students placed by: LEA: 19	Court: 0	Parent: 0

SCALE 4 STRONGLY AGREE 3 AGREE 2 DISAGREE1 STRONGLY DISAGREE

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

4. The school has an effective behavioral program (if applicable).	1				
5. I am satisfied with the related services provided by the school.	1				
6. The school implements all parts of students' IEPs.	1				
7. I feel the school provides the necessary skills to allow the student to make progress on the IEP goals.	1				
8. The school program measures academic growth.		1			
9. The school program measures behavioral growth (if applicable).		1			
10. The school completes a minimum of 3 comprehensive reports per year on each child with a disability enrolled.	1				
11. 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			
12. Progress reports are provided to the LEA and to the parent of the child.	1				
13. I am satisfied with the way the school communicates students' progress.		1			
14. The school communicates effectively with parents.		1			
15. The school communicates effectively with the LEA.	1				
16. The school involves parents in decision-making.		1			
17. The school actively plans for future transition to a less restrictive placement.	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				
19. The school team sets meeting times that are convenient for both parents and LEA.		1			
20. The school has met my expectations.	1				
21. I have a good relationship with the school.	1				
22. I would enroll other students at the school.	1				

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 are the summaries of the results of the parent surveys, along with a summary of the comments/feedback provided to the visiting team during the January 22 and 23, 2009 Case Study Compliance Review in John Powers School and the PEP Preschool.

SUMMARY OF PARENT SURVEY DATA FOR JOHN POWERS SCHOOL

Strafford Learning Center submitted the following analysis of the Parent Survey Responses for John Powers School: Of the 26 parent surveys mailed out there were 5 completed forms received. The following analysis will focus on the feedback that provides support for some areas and direction for attention in the near future. However, the small number of responses makes it difficult to see clear trends in the results.

Parent reports were positive for the variety of input that is used developing their child's IEP. They also felt they were adequately informed about their child's progress. Respondents also felt that their child felt safe and welcomed in the school but one parent indicated that his or her child felt safe with staff, but not with some peers. In regard to transitions, parents felt that individuals who are important to their child were involved in planning. There was general satisfaction with behavior strategies and discipline in the program but one parent felt they were not involved with development of strategies.

Responses to questions about interactions with non-disabled peers and supports for participation in school activities outside the school day show evidence of concern. Both topics are perennial concerns for the program. The program's location is one and one-half miles from the nearest public schools with only three or four students having a community connection to those schools. John Powers School traditionally has not offered activities outside the school day due to busing arrangements that require all but three or four students to travel up to 45 miles one-way to get to school.

Since we are a self-contained special education program our students are limited in access to interactions with non-disabled peers. Transportation difficulties only compound the problem. We will continue to address the existing barriers to improving access to non-disabled peers. Though we do provide supports for students who are interested in after school activities we will increase our efforts to encourage and pique all students' interest in healthy activities that are accessible outside the school day.

Name of Private School: John Powers School				
Total number of surveys sent: 26	Total # of completed surveys received: 5	Percent of response: 19%		
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.	3	2		
My child has opportunities to interact with non-disabled peers on a regular basis.	2		2	1
I am adequately informed about my child's progress.	4	1		
My child is informed about and encouraged to participate in school activities outside of the school day, and is offered necessary supports.	1	2		2
My child feels safe and secure in school and welcomed by staff and students.	3	2		
A variety of information (observations, test scores, school work, parent input) was used in developing my child's IEP.	5			
I am satisfied with the progress my child is making toward his/her IEP goals.	3	2		
FOR PARENTS OF HIGH SCHOOL STUDENTS ONLY:				5
My child earns credits toward a regular high school diploma in all of his/her classes.				
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.	2	2		1
All of the people who are important to my child's transition were part of the planning.	3	1		1
FOR PARENTS OF STUDENTS AGE 16 OR OLDER ONLY:				5
I am satisfied with the written secondary transition plan that is in my child's IEP.				
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		NO	
	3	2	1	No Answer
I have been involved in the development of behavior interventions, strategies and supports for my child.	4		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			

SUMMARY OF PARENT SURVEY DATA FOR THE PEP

Strafford Learning Center submitted the following analysis of the Parent Survey Responses the PEP: In reviewing the surveys received by 64% of the parents of the identified students in the PEP program, the following is an analysis of some of the feedback that may warrant attention.

Two parents noted partial agreement regarding their children having opportunities to interact with non-disabled peers on a regular basis. This issue has been discussed with the Special Education Director of SAU #5 for the past several years. In addition, the PEP Program Coordinator addressed the SAU #5 School Board this past July to ask them to consider providing an additional classroom for PEP and to commit to having 50% of enrolled preschool students as tuitioned community peers. However, the district and the PEP program are now further challenged to enroll community peers as the law has just decreased our allowed total enrollment from 14 to 12 thus space is further limited at this time. We are confident that this issue will continue to be explored by SAU #5 in conjunction with the PEP staff.

Three parents are in partial agreement to being adequately informed about their children's progress. Currently, parents receive quarterly IEP progress reports, twice yearly narratives, and twice yearly progress meetings (more if requested by parents or by staff). In addition, notebooks are used to informally communicate with families about their children's experiences at school, and for parents to share information about home. The PEP classroom is equipped with a direct telephone line so that parents can easily contact staff at any time. It may be beneficial for us to send out a questionnaire and/or survey to parents in an effort to gain their ideas about how we can better communicate this information.

Four parents noted partial agreement regarding being informed about and encouraged to participate in school activities outside of the school day, and is offered necessary support. The BCABA certified teacher and other staff do work with some families to develop social stories and picture schedules to support children's engagement in various community events when this is requested. PEP could begin to include notices of community activities in the monthly newsletter.

And finally, one parent noted disagreement regarding being satisfied with the progress their child is making towards his/her IEP goals. While PEP staff need to think about this issue and explore possible solutions, this may also be a sign of a parent's desire for the child's developmental needs to be remedied. In some instances, the lack of progress a child makes may be directly related to his/her medical or developmental issues, not to the programming or services s/he is receiving.

Name of Private School: PEP 5				
Total number of surveys sent: 11	Total # of completed surveys received: 7	Percent of response: 64%		
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.	6	1		
My child has opportunities to interact with non-disabled peers on a regular basis.	5	2		
I am adequately informed about my child's progress.	4	3		
My child is informed about and encouraged to participate in school activities outside of the school day, and is offered necessary supports.	3	4		
My child feels safe and secure in school and welcomed by staff and students.	7			
A variety of information (observations, test scores, school work, parent input) was used in developing my child's IEP.	7			
I am satisfied with the progress my child is making toward his/her IEP goals.	5	1	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
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.	3	1		3
All of the people who are important to my child's transition were part of the planning.	4			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
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		NO	
	3	2	1	No Answer
I have been involved in the development of behavior interventions, strategies and supports for my child.	3			4
I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs.	2	1		4
OTHER:				
I fully participate in special education decisions regarding my child.	5	1		1
I have been provided with a copy of the procedural safeguards (parental rights) at least once a year	6			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

There were a number of examples of connections to the general education curriculum that were demonstrated to the Visiting Team during the Case Study visit which included: reference to the NHDOE Grade Level Expectations embedded in student worksheets/work samples, reports of the consultation model used with external content area consultants and the opportunities students have to attend their home school for selected subjects.

Examination of students' IEPs revealed a range of compliance with the requirement that the annual goals be written in measurable terms. Measurable goals are critical to establishing clear expectations connected to the general education curriculum and monitoring progress. The elementary student's goals were well developed, measurable and clearly connected to the general education curriculum. Both formative and summative assessment results (DIBELS, AIMSweb, NWEA, etc.) were used to develop the goals and measure progress. The PEP student's goals contained all components for measurement, but could be improved upon. The PEP IEPs reflect access to appropriate preschool curriculum through the use of the Creative Curriculum and school-based curriculum, including Every Day Math and Handwriting Without Tears. Many of the 9th grader's goals were not written in measurable terms, lacking data-based current performance levels and connections to the grade level expectations/ curriculum standards. The present levels of functional performance were not articulated.

Transition

Transition Planning

Process: Provision of FAPE

Transition Services

Transition planning and implementation for students returning to their home school has long been a strength of John Powers School. The role of the Transition Coordinator has been to thoroughly explore the environment, staffing and curriculum in the "receiving school", communicate student needs and align academic and behavioral programming at John Powers School to assure success. Frequent visits reassure the student and provide prior experience with the site, schedule and expectations. The new transportation regulations have impeded the spontaneous/natural implementation of these visits, so critical to successful transitions.

Transition at the preschool level is exceptionally coordinated, both from Early Supports and Services to preschool and preschool to kindergarten. The protocol utilized ensures that services are coordinated well in advance of the student's transition and engages parents in the process.

Behavior Strategies and Discipline

John Powers School has established a sound behavior support and intervention system and uses data effectively to monitor student progress. The Visiting Team noted that the students were able to articulate the points/ reward system in place to reinforce positive behavior. Students have embraced this system that provides extrinsic rewards for positive behavior for elementary grade students and shifts to self-evaluation and internal monitoring for students at the middle school level. All staff share responsibility for implementing the behavior model and demonstrated clarity and unity of expectations.

The staff at John Powers School has been trained in the Life Space Interview (LSI) process, Therapeutic Crisis Intervention (TCI) and are in process of being trained in Life Space Crisis Intervention (LSCI) by two internal staff members who are senior LSCI trainers. In addition, training in LSI and LSCI has been provided by SLC staff to other schools in the region, extending the benefits of these models beyond their school walls.

The PEP incorporates a modified PBIS approach within the classroom. Additionally, Applied Behavior Analysis is an integral part of the program with data being collected and analyzed to drive instruction. A certified behavior specialist provides direct support in the classroom as well as in the students' homes

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

Strafford Learning Center is not requesting any additional new programs or program changes at this time. In the Fall, SLC requested and obtained approval so that the PEP program could relocate from Moharomet School in Madbury, NH to Mast Way School in Lee, NH. Both elementary schools are part of Oyster River Cooperative School district, SAU #5, a member district.

COMMENDATIONS

1. The Executive Director has provided excellent leadership for Strafford Learning Center. A comprehensive charter and a representative Leadership Team has been established that promote a culture of collaborative problem-solving and decision making. This effective system of governance serves to distribute leadership across the agency, provide guidance and direction for agency changes and improvement, and fully engage staff in decision making and in the design of improvements within the organization.
2. There is an effective system of communication across the agency. For example, they use an internet web portal to keep all employees informed of changes, upcoming events and general news, and to provide access to agency resources.
3. Strafford Learning Center offers a broad range of services to 30 school districts and two agencies. The breadth of offerings is testimony to the agency's leadership, vision, expertise and proactive response to students' needs.
4. The staff from Strafford Learning Center are recognized and respected as professional resources to the greater education community.
5. Exemplifying a culture of collective responsibility, the staff works collaboratively and cooperatively to assure individual students are supported and their needs are met.
6. The addition of the meeting/training space in the mill building provides for many opportunities for SLC to continue to build upon their current offerings to the educational community.
7. The application materials reviewed during this NHDOE Program Approval process were well developed and organized and met the NHDOE requirements.

8. The great majority of parents and LEAs report positive relationships and effective programs and practices in John Powers School and the PEP.
9. The positive working relationships between Strafford Learning Center and the sending LEAs has resulted in effective, flexible and student-centered decisions and programs for students.

JPS

10. The average tenure of the John Powers School staff is 9.9 years which contributes to the quality and consistency of the program and is a testimony to the positive culture and climate of the school.
11. The school wide behavior support system at John Powers School, articulated in their Essential Strategies for Teaching and Managing Behavior, is a model system worthy of replication.
12. John Powers School provides a safe, secure, respectful environment supported by staff trained in Life Space Interview and Therapeutic Crisis Intervention and are in the process of being trained in Life Space Crisis Intervention.
13. Transitions from grade-to-grade and school-to-school are well-organized and effective. The role of the Transition Coordinator is invaluable in this process.
14. John Powers School utilizes the NWEA MAP assessment to assess students' learning.

PEP

15. The PEP's multidisciplinary team is cohesive and professional and provides a safe and nurturing environment for children with and without disabilities in a public school setting.
16. The team effectively collects and analyzes data to monitor and measure progress.
17. There is an impressive continuum of supports and services available, including assessment services, consultation, direct services in the least restrictive environment, home-based support and embedded professional development.
18. Transitions are well planned and executed from Early Supports and Services to preschool and from preschool to kindergarten, ensuring continuation of services and parental involvement.
19. Team collaboration between the Strafford Learning Center and the LEA is strong.
20. A resource library offers books, videos and equipment useful in the field of early childhood special education.

Additional exemplary practices were observed during this NHDOE Program Approval visit as noted in the Building Level Data Summary Reports at the end of this report.

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 during this NHDOE Program Approval visit.

**CITATIONS OF NONCOMPLIANCE IDENTIFIED AS A RESULT OF THE
JANUARY 22 AND 23, 2009 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 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 Citations to Be Addressed by Both the LEA and Private School Setting

Responsible LEA: SAU #56, Somersworth

Ed 1109.01 (a) (1) Elements of an Individualized Education Program

CFR§300.320 Definition of individualized education program.(2) (i) Measurable Annual Goals

IEP goals must be written in measurable terms.

Ed 1109.01 Elements of an Individualized Education Program (10)

A statement of transition services that meets the requirements of **34 CFR 300.43**

and **34 CFR 300.320(b)**, with the exception that a plan for each student with a disability beginning at age 14 or younger, if determined appropriate by the IEP team, shall include a statement of the transition service needs of the student under the applicable components of the student's IEP that focuses on the student's courses of study such as participation in advanced-placement courses or a vocational education.

Ed 1107.01 Evaluations

CFR §300.303 (2) Reevaluations

The evaluation process, including a written summary report, shall be completed within 45 days after receipt of parental consent for testing or at the conclusion of any extension provided in Ed 1107.01(c).

Systemic/Program Specific Citations to Be Addressed by the Private School Setting

No systemic/program specific citations were identified during this NHDOE Program Approval visit.

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 citation of noncompliance, has an asterisk (*) before it, and it is also listed above with the citations of noncompliance.

Strafford Learning Center

Continue to explore options to improve school facilities.

John Powers School

1. For the older students, it is suggested that achievement data be used to improve the planning and delivery of academic instruction.
2. Work to establish school wide vertical alignment of core curriculum areas.

3. For those students who require explicit, targeted instructional interventions in reading and math, increase the offerings through purposeful adoption of methods and materials and professional development.
4. Explore the purchase of a van and licensing of staff in order to facilitate effective transitions and provide increased access to community events and activities for students.
5. Consider developing a clearly defined process to educate/inform and support parents and families in their efforts to improve social/emotional and academic behaviors at home.
6. In your efforts to increase students' after school/community involvement and engagement, consider establishing a protocol and documentation to assure discussion of this need with parents, students and LEAs.

PEP

1. Research options for space that would allow for expansion and permanency.
2. Explore methods for expanding the number of hours for preschoolers to attend school.
3. Consider ways to link parents to preschool information via LEA's websites.

VI. BUILDING LEVEL SUMMARY REPORTS

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

School: Preschool Education Program (P.E.P.)	Date: January 22-23, 2009
Recorder/Summarizer: Robert Andrews	Number of Cases Reviewed: 1

COLLABORATIVE TEAM MEMBERS

Name: Kevin J. Murphy	Position: Executive Director	<u>Building Level</u> or Visiting
Name: Glynn D. Talley	Position: JPS Program Director	<u>Building Level</u> or Visiting
Name: Sue Cohen	Position: JPS Assistant Director	<u>Building Level</u> or Visiting
Name: Tod A. Cohen	Position: JPS Teacher	<u>Building Level</u> or Visiting
Name: Kristen Willett	Position: JPS Teacher	<u>Building Level</u> or Visiting
Name: Megan Gosselin	Position: JPS Teacher	<u>Building Level</u> or Visiting
Name: Jennifer Rice	Position: JPS Counselor/Transition Coord.	<u>Building Level</u> or Visiting
Name: Suzanne White	Position: JPS Counselor	<u>Building Level</u> or Visiting
Name: Kate Salvati	Position: School Psychologist	<u>Building Level</u> or Visiting
Name: Ivy Boogs	Position: SLP Program Director	<u>Building Level</u> or Visiting
Name: Marta Kilrain	Position: OTR/L	<u>Building Level</u> or Visiting
Name: Laurie Grant	Position: Preschool Coordinator	<u>Building Level</u> or Visiting
Name: Lisa Carter	Position: PEP Preschool Teacher	<u>Building Level</u> or Visiting
Name: Karen Schidlovsky	Position: PEP Preschool Teacher	<u>Building Level</u> or Visiting
Name: Mary Lane	Position: NHDOE Consultant	Building Level or <u>Visiting</u>

Name: Robert Andrews	Position: Education Consultant	Building Level or <u>Visiting</u>
Name: Colleen Bovi	Position: Education Consultant	Building Level or <u>Visiting</u>
Name: Mary Anne Byrne	Position: Education Consultant	Building Level or <u>Visiting</u>
Name: Lynn Malgeri	Position: EH Teacher	Building Level or <u>Visiting</u>
Name: Janet Reed	Position: RSEC Academy Director	Building Level or <u>Visiting</u>
Name: Meg Rugg	Position: Pre-school Coordinator	Building Level or <u>Visiting</u>

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

<u>ACCESS TO THE GENERAL CURRICULUM STATEMENTS</u>						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 CFR 300.320 Content of IEP</u> <u>Ed. 1109.05, Implementation of IEP 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. 1107.04 (d) Qualified Examiner</u> <u>Ed. 1109.01 CFR 300.320 Program Requirements</u> <u>Ed. 1119 Protections Afforded to Children with Disabilities</u> <u>CFR 300.320(a)(1)(ii)</u> “. . .for preschool children, as appropriate, how the disability affects the child’s participation in appropriate activities;)” <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.) Is there a written general education curriculum in place for preschoolers?						1		
A2.) Does the curriculum incorporate social/emotional skills?						1		
A3.) Has this student made progress in social/emotional skills?						1		
A4.) Does the curriculum incorporate early language/communication skills?						1		
A5.) Has this student made progress in early language/communication skills?						1		
A6.) Does the curriculum incorporate pre-reading skills?						1		
A7.) Has this student made progress in pre-reading skills?						1		
A8.) Does this student have access to appropriate preschool activities?						1		
A9.) 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?						1		
A10.) Did this student participate in an assessment as part of the Preschool Special Education Outcomes Measurement System?						1		
A11.) Was this 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):						1		
a. Extension in Place	b. Lack of Qualified Personnel: Psychologist Educator Other Related Services	c. Evaluation Not Completed in Time	d. Summary Report Not Written in Time	e. Meeting Not Held in Time	f. Other			
						YES	NO	N/A
A12.) Did the IEP team meet to create the IEP within 30 calendar days of eligibility?						1		
A13.) Was an IEP fully developed and signed by the student's third birthday?						1		
A14.) Are this student’s IEP goals written in measurable terms? *All components for measurement are written into the goals; however; professional development in this area will support improvement in how the goals are written.						*	1	

Access Strengths	Access Suggestions for Improvement
<ol style="list-style-type: none"> 1. The PEP Team provides outreach and consultation to children placed in community preschool programs. 2. Children attending the PEP have access to appropriate public school activities including specials such as art, music and library. 3. The PEP provides integrated therapies to address individual student goals within a typical preschool environment. Related services are imbedded in the preschool activities and all staff has responsibility for implementing the goals. 4. There is a strong home component to support the students and benefit the parents. 5. The Oyster River School District is confident in the curriculum and special education services provided. 6. PEP is using Creative Curriculum, Everyday Math and Handwriting without Tears. 7. The Principal and parents report that when students transition to kindergarten, they have a strong foundation and have a definite academic advantage because of this strong curriculum. 8. The PEP strives for at least a 50% ratio of non-disabled to disabled students in each session. 	<ol style="list-style-type: none"> 1. The PEP is encouraged to increase the number of non-disabled peers. 2. It is suggested the PEP investigate expanding the number of hours students attend the preschool program. 3. Investigating Child Care Programming (such as the Sunrise Program) might address both the ratio of typical peers and the expansion of hours. 4. The PEP Team is encouraged to attain professional development of improving the way measurable goals are written.

<u>TRANSITION STATEMENTS</u>				Filled in with the combined number of times a statement is marked on all Data Collection Forms for this school or building		
<u>Ed. 1106 Process; Provision of FAPE</u> <u>CFR 300.124 Part C Transition</u> <u>Ed. 1109.01 Elements of an IEP (Transition Services)</u> <u>Ed. 1103 IEP Team</u> <u>CFR 300.320(b)</u> <u>CFR 300.322 (b) Parent Participation</u> This includes movement from (a) Early Supports and Services (ESS) to preschool, and b) pre-school to elementary school.				YES	NO	N/A
T1.) Transition planning from ESS to preschool takes place.				1		
T2.) Transition planning from preschool to kindergarten or 1 st grade takes place.				1		
T3.) 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		
a. Meeting Not Held In Time	b. Staff Didn't Understand The Process	c. Communication Breakdown Between School And Early Supports And Services Agency	d. Student Moved Into The District After This Time Period			
e. Student Not Referred Prior To 90 Days	f. Parent / School Communication Breakdown	e. Other				
				YES	NO	NA
T4.) Team around transition includes parents.				1		
T5.) Team around transition includes appropriate agencies.				1		
T6.) Services agreed on in the IEP began by the time specified in the IEP.				1		
T7.) Early Supports and Services provided the school or district with initial information prior to 90 days.				1		
T8.) Early Supports and Services evaluation information was shared with the school or district.				1		
Strengths				Suggestions for Improvement		
<ol style="list-style-type: none"> 1. The PEP Coordinator also serves as the Child Find Coordinator, enabling exceptional coordination of services for students as they transition from ESS to preschool. 2. An established protocol for transition from Preschool to Kindergarten provides information to principals and the receiving teams in the schools. Team meetings are scheduled as necessary, even before the formal kindergarten registration period. This protocol and timeline also provides time for budgeting for special education needs. 3. The PEP Team is available to consult as necessary and appropriate once students transition to kindergarten. Support for programs, strategies and materials are provided. 4. There is strong parent engagement, especially for those students transitioning from ESS. 5. The PEP has developed good working relationships with preschool directors in the Strafford Learning Center's geographic region. 				<ol style="list-style-type: none"> 1. The staff is encouraged to work with ESS to ensure greater communication and more timely receipt of documentation. 2. The team is encouraged to network with other preschool programs relative to child find activities as they relate to the parents option to not allow release of information from ESS. 		

SUMMARY OF BUILDING LEVEL DATA

<u>BEHAVIOR STRATEGIES AND DISCIPLINE</u>		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 Program</u>	<u>CFR 300.324</u>			
<u>Ed. 1124 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
B1.) Data are used to determine impact of student behavior on his/her learning.		1		
B2.) Has this student ever been suspended from school?			1	
B3.) If yes, for how many days?				
B4.) A functional behavior assessment has been conducted.		1		
B5.) IEP team has addressed behaviors that are impacting student learning.		1		
B6.) A behavior intervention plan has been written to address behaviors.		1		
B7.) All individuals working with the student have been involved in developing behavior intervention strategies.		1		
B8.) Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.		1		
B9.) Results of behavior intervention strategies are evaluated and monitored.		1		
Strengths		Suggestions for Improvement		
<ol style="list-style-type: none"> 1. Applied Behavior Analysis is an integral part of program. Data are collected, analyzed and utilized to drive instruction. 2. All staff within the PEP works on behavior and there is embedded professional development in the program. 3. Strategies and interventions are being carried over to the home. Skills learned at school are being generalized to other settings including the home and community. 4. The inclusion of typical peers is a big influence for skill development and behavior improvement. 5. There are strong visual supports in the classroom. Materials, social stories and counseling/support enable students to label feelings and talk about them. 		<ol style="list-style-type: none"> 1. Consider ways to expand social skills groups in the program. 		

Summary of Building Level Strengths and Suggestions for Improvement

Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> 1. The Early Childhood Assessment Team provides comprehensive assessments for children referred for services. 2. Curriculum, transition and behavioral supports are wonderful strengths of the PEP. 3. Home and community-based services are provided. 4. Cohesive team provides integrated therapies and networks with outside agencies supporting their population. 5. Team support for families is strong. 	<ol style="list-style-type: none"> 1. Consider ways to expand program hours to enhance the continuum of service options for preschool students. 2. Network with the Oyster River School District to provide a link on their school's websites for preschool information to allow parents' access to information such as preschool policies and procedures, contact information, links to appropriate preschool sites. 3. SLC is encouraged to secure space for the PEP that allows for expansion and permanency.

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: Strafford Learning Center Somersworth, NH

SAU: N/A

Date: 01-23-09

Programs: John Powers School

Number of Cases Reviewed: 2

Recorder/Summarizer: Robert Andrews

COLLABORATIVE TEAM MEMBERS:

Name: Kevin J. Murphy	Position: Executive Director	<u>Building Level</u> or Visiting
Name: Glynn D. Talley	Position: JPS Program Director	<u>Building Level</u> or Visiting
Name: Sue Cohen	Position: JPS Assistant Director	<u>Building Level</u> or Visiting
Name: Tod A. Cohen	Position: JPS Teacher	<u>Building Level</u> or Visiting
Name: Kristen Willett	Position: JPS Teacher	<u>Building Level</u> or Visiting
Name: Megan Gosselin	Position: JPS Teacher	<u>Building Level</u> or Visiting
Name: Jennifer Rice	Position: JPS Counselor/Transition Coord.	<u>Building Level</u> or Visiting
Name: Suzanne White	Position: JPS Counselor	<u>Building Level</u> or Visiting
Name: Kate Salvati	Position: School Psychologist	<u>Building Level</u> or Visiting
Name: Ivy Boogs	Position: SLP Program Director	<u>Building Level</u> or Visiting
Name: Marta Kilrain	Position: OTR/L	<u>Building Level</u> or Visiting
Name: Mary Lane	Position: NHDOE Consultant	Building Level or <u>Visiting</u>
Name: Robert Andrews	Position: Education Consultant	Building Level or <u>Visiting</u>
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Name: Lynn Malgeri	Position: EH Teacher	Building Level or <u>Visiting</u>
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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 number of times a statement is marked on all Data Collection Forms for this school or building					
Ed. 1109.01 Elements of an IEP CFR 300.320 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 300.320(a) CFR 300.34 Ed. 1119.03, Full Access to District's Curricula Ed. 1119.08, Diplomas Ed. 1107.04 (d) Qualified Examiner Ed. 1133.05 (c)(h)(k) CFR 300.320 Program Requirements, Content of IEP Ed. 1133.20 Protections Afforded to Children with Disabilities CFR 300.320(a)(1)(i) "... general curriculum (i.e. ,the same curriculum as for nondisabled children)" CFR 300.320(a)(4)(iii) "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.						2					
A2.) All IEP goals are written in measurable terms.						1	1				
A3.) Student has made progress over the past three years in IEP goals. Goal 1						2					
A4.) Student has made progress over the past three years in IEP goals. Goal 2						2					
A5.) Student <u>has access to</u> the general curriculum (as outlined by the district, sending district or NH frameworks.)						2					
A6.) Student <u>participates in</u> the general curriculum <u>in a regular education setting with non-disabled peers</u> , as appropriate, with necessary supports.						1			1		
A7.) 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.									2		
A8.) Student <u>participates</u> appropriately in state, district and school-wide assessments.						2					
A9.) Student <u>shows progress</u> in state, district and school-wide assessments.						2					
A10.) Student <u>has opportunities</u> to participate in general extracurricular and other non-academic activities with necessary supports.						2					
A11.) Student <u>does participate</u> in general extracurricular and other non-academic activities with necessary supports.						1	1				
A12.) 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)						1	1				
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 Unknown					
For High School Students:						YES	NO				
A13.) Student is earning credits toward a regular high school diploma.											
A14.) <i>IF YES:</i> within 4 years?											
A15.) Student will earn an IEP diploma or a certificate of competency.											
A16.) <i>IF YES:</i> within 4 years?											
A17.) Does this school or district have a clear policy for earning a high school diploma?											

Access Strengths	Access Suggestions for Improvement
<ol style="list-style-type: none"> 1. Lesson Plans include a notation of the GLE. This is very helpful and a concrete. This provides an obvious tie-in of the lesson to the state standards. 2. The goals in the elementary student's IEP were well-developed and contained the required elements 3. Therapy is carried over from individual or small group sessions to classrooms and generalized throughout the day. Teachers expand on and carry it throughout the day. It should be noted that the upper school therapies are more consultative and get worked into the classes. 4. There is much evidence to support that there has been a lot of work in the last 1-2 yrs with Aims-Web, DIBELS, NWEA, etc. that has led to a movement by teachers as well as students to improve everyone's investment in the classroom. A good example is with Everyday Math. 5. Professional Development Plans have included these improvements related to Curriculum based-measurement, and include materials, curriculum and behavior. 6. There is continual improvement by the student in looking what he/she is doing, how he/she is doing it and making improvement. 7. Through collaboration, Staff has helped each other to benchmark the Curriculum. 8. The Staff has taken time to look at other schools, including visits, to see how various curricula (Everyday Math or reading series) worked in other settings and brought it back to SLC to stay abreast of public schools. 9. A strength of John Powers School is that educational programs are designed and implemented to meet individual needs of students(as seen in Case Study #1) 10. It is obvious that staff members are empowered to be the decision-makers in what is taught, how it is taught and what is needed to accomplish this. 	<ol style="list-style-type: none"> 1. Focus on Curriculum goals and THEN look at whatever schools are doing. 2. Teachers should provide interventions of intensive Reading and include other models to meet the Reading and literacy needs of individual students. 3. Seek out state monies and consultation to support ongoing curriculum work. 4. Consultation is now available from pilot schools who now are able to share data about Response to Intervention (RtI) 5. Align curriculum vertically from grade to grade. 6. When individualizing, make sure there is a clear goal to aim for over time. 7. Classroom and learning space is tight at John Powers School. There should be more school-like space to include playground area, and parking away from the school building. 8. It would be valuable to include additional opportunities for socialization and integration of students with community-based programming. 9. Explore the newly presented barriers of transportation, particularly JPS, which occurred with the changes in the NH Rules in regard to transporting students. 10. Explore Technology access with Kathleen McClaskey (Book share and voice activated technology) 11. Contact Mike McSheehan and Marcia McCaffery (Arts) for consultation and assistance in expanding curricular opportunities. 12. *The goals in the older student's IEP were not written in measurable terms. 13. *The older student's re-evaluation was not completed within 45 days.

SUMMARY OF BUILDING LEVEL DATA

<u>TRANSITION STATEMENTS</u>	Filled in with the combined <u>number</u> of times a statement is marked on all Data Collection Forms for this school or building		
	YES	NO	
<p>Ed .1102.53 Transition Services CFR 300.43 Ed. 1107.02 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. 1109.03, IEP Team CFR 300.320(b) Ed. 1133.05</p> <p>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.</p>			
If the student is under age 16, answer the following 3 statements only: (If the student is 16 or over, skip to question 4.)	2		
T1.) Transition planning from grade to grade takes place.	2		
T2.) Transition planning from school to school takes place.	1	1	
T3.) Collaboration has occurred between general and special education staff in IEP development and in transition planning.		1	
If the student is age 16 or older during the course of the IEP answer all of the following statements (do not answer the 3 statements above):			
T4.) Transition planning is designed as a results oriented process that promotes movement from school to the student's desired post-school goals.			
T5.) IEP team includes parent as part of transition planning.			
T6.) IEP team and process includes student as part of transition planning.			
T7.) IEP includes current level of performance related to transition services.			
T8.) There is documentation that the student has been invited to attend IEP meetings.			
T9.) A statement of the transition service needs is included in the IEP.			
T10.) The statement of transition focuses on the student's course of study (e.g. vocational programming, advanced placement).			
T11.) Transition plan includes coordinated, measurable, annual IEP goals and includes transition services that will reasonably enable the student to meet the post-secondary goals.			
T12.) Statement of needed transition services is presented as a coordinated set of activities.			
T13.) The statement of transition focuses on the student's course of study (e.g. vocational programming, advanced placement).			
T14.) The IEP includes a statement of needed transition services and considers instruction.			
T15.) The IEP includes a statement of needed transition services and considers community experiences.			
T16.) The IEP includes a statement of needed transition services and considers development of employment skills.			
T17.) Student is informed prior to age 17 of his/her rights under IDEA.			
Only the following 4 statements may be answered N/A if appropriate. All statements above must be answered Yes or No.	YES	NO	N/A
T18.) There is documentation that representatives of other agencies have been invited to IEP meetings.			
T19.) The IEP includes a statement of needed transition services and considers related services.			
T20.) The IEP includes a statement of needed transition services and considers development of daily living skills.			
T21.) 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.			

Transition Strengths	Transition Suggestions for Improvements
<ol style="list-style-type: none"> 1. Jennifer Rice should be commended for her efforts and commitment to the transition of students into other schools and into the community for career exploration, job training and job placement. The position of Transition Coordinator has been a serious commitment for a long time at SLC. 2. Collaboration and consultant from JPS to other schools demonstrated outstanding skills, flexibility and follow through. 3. Staff should be recognized for their “willingness to LET GO” of students and return them to sending schools or other placements. This is evidenced in the numbers of students who go from JPS to a less restrictive environment. 4. The Transition process is well understood, in that Staff investigates what needs to occur before transitioning. 5. Staff also consider and are mindful of the application of student’s skills in a new setting. 6. Parent involvement is a strong component of the programs at John Powers School, from the time students arrive until they are returned to home schools or other schools. 7. Alumni come back to JPS. They continue to feel a part of the school, and these graduates appear to be committed to students who are there now. 8. From class to class, internal transition is in place. It is well thought out, well planned and executed. 	<ol style="list-style-type: none"> 1. *Capture all the necessary transition data in the IEPs. 2. Follow-up and continue monitoring of students beyond one year; extend the follow-up.

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. 1109.02 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
B1.) Data are used to determine impact of student behavior on his/her learning.		2		
B2.) Has this student ever been suspended from school?		1	1	
B3.) If yes, for how many days?		6		
B4.) If appropriate, a functional behavior assessment has been conducted.				2
B5.) IEP team has addressed behaviors that are impacting student learning.		2		
B6.) A behavior intervention plan has been written to address behaviors.		1		1
B7.) All individuals working with the student have been involved in developing behavior intervention strategies.		2		
B8.) Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.		2		
B9.) Results of behavior intervention strategies are evaluated and monitored.		2		
B10.) A school-wide behavior intervention model exists.		2		
Behavior Strategy Strengths		Behavior Strategy Suggestions for Improvement		
<ol style="list-style-type: none"> 1. There is an extensive use of behavioral data, which provides consistency to the programs. 2. Students earn Positive POINTS!!!! 3. 4. Staff use common language, which serves to clearly communicate behavioral expectations. 5. The school wide system of positive behavior management is exemplary and is regularly refined/changed to reflect changing student needs and new staff learning. 6. Staff is trained in Life Space Interview, Therapeutic Crisis Intervention and are in the process of being trained in Life Space Crisis Intervention. Several staff members are certified to train others in these programs, and in Positive Behavioral Interventions and Support, as well. 7. Counseling services are always available to support behavioral and academic needs. Counselors help with group dynamics and work at building community and guiding student peer support. 8. The Counseling staff makes student crisis a priority; kids come first. 9. When queried, the students were able to articulate the rules of the school, consequences and expectations. Students and Staff describe the process as “Rules-Learning by doing and living it” 10. Students at all levels are made to feel comfortable with all Staff, classes and students. 		<ol style="list-style-type: none"> 1. Offer options of after-school activities, but be mindful that students would not be removed from the activity if they misbehave or do not follow rules. 2. When listening to a parent, there was a perception that she is looking for more help at home. SLC should consider providing access to some training in managing behavior a more formalized sense. Strategies and tools would be helpful, as well as expanding current activities. 		

Summary of Building Level Strengths and Suggestions for Improvement

Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> 1. Tom the Student Tour Guide was a wonderful Ambassador to John Powers School! 2. There are many attributes and qualities that are apparent with regard to the Staff at SLC. There is an obvious high level of professionalism, where everyone has an equal voice, and all staff contribute in a child-focused, collaborative manner. Respect is also apparent amongst staff, administration and also with regard to the students, all contributing to a positive climate and culture within the school and around the campus. 3. The longevity of staff is apparent and this consistency of personnel allows for continuity of program and stronger collegiality. 4. There is consistent and comprehensive communication internally among Staff as well as to parents and community, especially through the Web Portal. 5. There is evidence of Shared Leadership—a model of what is in the literature and regarded as best practice. 6. The Staff is viewed as the Professional Resource Team and there is a variety of expertise among the Staff; people with multiple skills, backgrounds and certifications. 7. The Director has worked with Staff and the Advisory Board to create and foster a Vision and Leadership of where the Agency wants to go. 8. Resources have been provided to the agency, Administration and Staff to support the growth over the last 4 yrs. The Charter supports SLC's work and the training of Staff. 9. There is a consistent and obvious balance of all dimensions of the Agency, especially when considering Behavior, Transition and Curriculum. 10. It is apparent that Staff feels valued and students come first. 	<ol style="list-style-type: none"> 1. Expand the current Parent Involvement and explore options of expansion; look at family services across the board for parents. 2. Go to parents where they are at (i.e. kitchen tables and driven by parent voice and not the school perceptions or intentions). 3. Consider how to get information/educational resources out to Parents via District websites. 4. Refer to Parent Involvement on the NH DOE Website. 5. Transition Statements beginning with 14 yr olds need to be improved upon. Staff seems to be doing appropriate activities, but they are not documented clearly and/or consistently. 6. *IEP Goals—Since they are not consistently in place for older students, continue the Professional Development to fine tune the annual measureable goals. Put present level into the goals, especially for portability of the goals. Current level of performance should show how student compares to peers (GLEs).The “tool” is how it is going to be measured. And with severely involved students, there is a return to the use of objectives. 7. Consider increasing technology for Agency training/workshops. 8. Outcomes Data: the student population doesn't always demonstrate what they know very well on assessments, the older students in particular. Capitalize on NWEA data, when appropriate, to inform instruction and at the same time develop more common, day to day formative assessment. The more data you can collect to demonstrate growth, the better staff can plan and teach and evaluate.

11. SLC has state and national recognition and this expands the Vision.
12. SLC has always offered the Staff a strong benefits package.
13. Staff can do their job because they are well trained, are provided with ongoing training and staff development and do not appear to be stressed/anxious.
14. Many services and consultations are offered by SLC Staff in inclusive settings as well as in collaborative connections with other districts.
15. At JPS everyone has a job description; this allows for role sharing as needed and necessary.
16. The climate and culture at JPS is one in which everyone is responsible for every child.
17. It should be noted that John Powers School owns its own properties and has no mortgage.