

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

**STRAFFORD LEARNING CENTER
SUMMARY REPORT**

**Kevin Murphy, Executive Director
Michelle Langa, Director of Education**

Chairpersons, Visiting Team:
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Education Consultants

Site Visit Conducted on February 6 & 12, 2014
Date of Report: May 19, 2014
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TABLE OF CONTENTS

- I. Team Members
- II. Introduction
- III. Purpose and Design of The Case Study Compliance Review Process
- IV. Status of Previous Program Approval Report and Corrective Actions
- V. February 6 & 12, 2014 Case Study Compliance Review Results
 - Local Education Agency (LEA) Survey
 - Parent Participation
 - Summary of Findings from the Three Focus Areas
 - Commendations
 - Issues of Significance
 - Findings of Noncompliance
 - Suggestions for Program Improvement
- VI. Building Level Summary Reports
 - Pre-School Education Program (PEP)
 - John Powers School
 - Charles Ott Academy
 - Rochester Learning Academy

I. TEAM MEMBERS

Visiting Team Members:

NAME	PROFESSIONAL ROLE
Chairperson: Maryclare Heffernan	Education Consultant
Chairperson: Joseph Miller	Education Consultant
Karen Baldasaro	Special Education Coordinator
Sheila Demers	Preschool Coordinator
Michael McMurray	Principal
Mary Lane	NHDOE Education Consultant
Bridget Brown	NHDOE Education Consultant

Building Level Team Members from Strafford Learning Center:

NAME	PROFESSIONAL ROLE
Strafford Learning Center (SLC)	
Kevin Murphy	Executive Director
Michelle Langa	Director of Education
Kate Salvati	School Psychologist
Pre-School Education Program (PEP)	
Laurie Grant	Director
Jennifer Haigh	Preschool Ed. Teacher
Kristen Hughes	Speech and Language Pathologist
Beverly Lagueux	Occupational Therapist
Davyanne Moriarity	Paraprofessional
Rochester Learning Academy (RLA)	
Kimberly A. Corey	Director
Sue Cohen	Counselor
Charles Ott Academy	
Jill Heath	Program Director
Amanda Ruest	Special Education Teacher/Counselor
Ronald Dixon	Teacher
John Powers School	
Jessica Gervais	Program Director
Jennifer Vachon	School Nurse
Brian Wagoner	Counselor
Brian Collopy	Teacher
Javonne Mullins	Speech/Language Pathologist

II. INTRODUCTION

Strafford Learning Center (SLC) is a private, non-profit organization that was established in 1973 to provide special education and related supports to students in the region. SLC serves seven member SAUs and their representative school districts along with several non-member school districts. The member SAUs are SAU 74 Barrington, SAU 11 Dover, SAU 61 Farmington and Middleton, SAU 64 Milton and Wakefield, SAU 44 Northwood, Nottingham, Strafford, SAU 5 Oyster River, and SAU 56 Rollinsford, Somersworth. These members share governance of the organization with the Superintendents and representatives from each SAU making up the Board of Directors. At the time of the New Hampshire Department of Education (NHDOE) compliance visit, SLC Programs were serving and supporting 900 students in over 30 New Hampshire School districts.

SLC operates the following Programs:

- Pre-School Education Program (PEP) – A pre-school program that is operated by SLC on behalf of the Oyster River School District. The program is located within the Oyster River High School and serves male and female students ages 2 – 5 in an integrated pre-school model. The program was approved for 24 students with all disabilities in two classroom settings.
- John Powers School – A day program with a capacity of 36 male and female students ages 6 - 16 in grades 1 - 9. The program is designed and approved to serve students student’s identified with Emotional Disturbance, Other Health Impairments, Specific Learning Disabilities and Speech-Language Impairments.
- Charles Ott Academy – A day program for male and female students ages 12 – 21 in grades 8 – 12 serving students with Emotional Disturbance, Other Health Impairments, Specific Learning Disabilities and Speech-Language Impairments. The program is approved for 8 students per session or a total of 16 students.
- Rochester Learning Academy – A day program operated by SLC on behalf of the Rochester School District. The program is located in a separate building within the Rochester School District. The program is approved for male and female students ages 11-21 in grades 7-12 for a capacity up to 16 students. The program is designed to support students identified with Autism, Emotional Disturbance, Other Health Impairments, and Traumatic Brain Injury.

Guiding Principles:

Strafford Learning Center Mission:

Through dynamic collaboration, Strafford Learning Center is responsive to the evolving needs of school districts, students and families. Our community of dedicated professionals is committed to supporting all learners in reaching their highest potential.

SLC’s long term goals are:

- To strengthen curriculum, assessment and instruction for all Strafford Learning Center programs.

- To further develop and implement alternative learning pathways including Extended Learning Opportunities (ELO).
- To fully implement Strafford Learning Center’s “Blueprint for Behavior Support”.
- To fully implement results oriented transition planning process as students move towards a transition to adulthood.
- To maintain the collaborative aspect of Strafford Learning Center’s work with school districts and other partners.

SCHOOL PROFILE for Pre-School Education Program (PEP)

SCHOOL DEMOGRAPHICS	2012-2013	2013-2014
Student Enrollment <u>as of October 1</u>	30 (includes 16 identified students)	26 (includes 19 identified students)
Do you accept out-of-state students? If so, list number from each state in 2013-14	no	
Number and Names of Sending New Hampshire LEAs (as of October 1, 2013)	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 October 1, 2013)	4:1	4:1
# of Certified Administrators	<1	<1
# of Certified Teachers	2	2
# of Current Teachers with Certification through Alt 4	0	0
# of Related Service Providers	1.8	1.6
# of Paraprofessionals	1.4	1.4
# of Professional Days Made Available to Staff	5	5

SPECIAL EDUCATION PROGRAM DATA <i>(please put NA if not approved for the disability)</i>		
Primary Disability Types:	2012-2013	2013-2014
Autism		2
Deaf / Blindness	NA	NA
Deafness	NA	NA
Developmental Delay	8	8
Emotional Disturbance	NA	NA
Hearing Impairment	NA	NA
Intellectual Disability	NA	NA
Multiple Disabilities	NA	NA
Orthopedic Impairment	NA	NA
Other Health Impairment	NA	NA
Specific Learning Disabilities	NA	NA

Speech or Language Impairment	8	9
Traumatic Brain Injury	NA	NA
Visual Impairment	NA	NA

SCHOOL PROFILE for John Powers School

SCHOOL DEMOGRAPHICS	2012-2013	2013-2014
Student Enrollment <u>as of October 1</u>	20	18
Do you accept out-of-state students? If so, list number from each state in 2013-14	Yes, one student from Maine	
Number and Names of Sending New Hampshire LEAs (as of October 1, 2013)	Dover, Farmington, Governor Wentworth, Middleton, Milton, Northwood, Rochester, Oyster River, Seabrook, Somersworth	
# of Identified Students Suspended One or More Times	9	8
Average Length of Stay for Students	2.5 years	2.5 years
STAFF DEMOGRAPHICS		
Student/Teacher Ratio (as of October 1, 2013)	5:1	6:1
# of Certified Administrators	<1	<1
# of Certified Teachers	4.7	3.6
# of Current Teachers with Certification through Alt 4	0	0
# of Related Service Providers	.5	.5
# of Paraprofessionals	6	5
# of Professional Days Made Available to Staff	5	5

SPECIAL EDUCATION PROGRAM DATA <i>(please put NA if not approved for the disability)</i>		
<u>Primary Disability Types:</u>	2012-2013	2013-2014
Autism	NA	NA
Deaf / Blindness	NA	NA
Deafness	NA	NA
Developmental Delay	NA	NA
Emotional Disturbance	10	13
Hearing Impairment	NA	NA
Intellectual Disability	NA	NA
Multiple Disabilities	NA	NA
Orthopedic Impairment	NA	NA
Other Health Impairment	8	3
Specific Learning Disabilities	1	1
Speech or Language Impairment	1	1
Traumatic Brain Injury	NA	NA
Visual Impairment	NA	NA

SCHOOL PROFILE for Charles Ott Academy

SCHOOL DEMOGRAPHICS	2012-2013	2013-2014
Student Enrollment <u>as of October 1</u>	15	9
Do you accept out-of-state students? If so, list number from each state in 2013-14	Yes but none currently.	
Number and Names of Sending New Hampshire LEAs (as of October 1, 2013)	Farmington, Governor Wentworth, Milton, Oyster River, Seabrook, Rochester, Somersworth, Strafford, Wakefield	
# of Identified Students Suspended One or More Times	2	1
Average Length of Stay for Students	1 year	1 year
STAFF DEMOGRAPHICS		
Student/Teacher Ratio (as of October 1, 2013)	6:1	4:1
# of Certified Administrators	<1	<1
# of Certified Teachers	2.5	2.5
# of Current Teachers with Certification through Alt 4	0	.5
# of Related Service Providers	.5	.5
# of Paraprofessionals	0	0
# of Professional Days Made Available to Staff	5	5

SPECIAL EDUCATION PROGRAM DATA <i>(please put NA if not approved for the disability)</i>		
Primary Disability Types:	2012-2013	2013-2014
Autism	NA	NA
Deaf / Blindness	NA	NA
Deafness	NA	NA
Developmental Delay	NA	NA
Emotional Disturbance	4	2
Hearing Impairment	NA	NA
Intellectual Disability	NA	NA
Multiple Disabilities	NA	NA
Orthopedic Impairment	NA	NA
Other Health Impairment	5	4
Specific Learning Disabilities	6	1
Speech or Language Impairment	0	0
Traumatic Brain Injury	NA	NA
Visual Impairment	NA	NA

SCHOOL PROFILE for Rochester Learning Academy

SCHOOL DEMOGRAPHICS	2012-2013	2013-2014
Student Enrollment <u>as of October 1</u>	12	14

Do you accept out-of-state students? If so, list number from each state in 2013-14	no	
Number and Names of Sending New Hampshire LEAs (as of October 1, 2013)	Rochester	
# of Identified Students Suspended One or More Times	6	1
Average Length of Stay for Students	1 year	1 year
STAFF DEMOGRAPHICS		
Student/Teacher Ratio (as of October 1, 2013)	4:1	5:1
# of Certified Administrators	<1	<1
# of Certified Teachers	3	3
# of Current Teachers with Certification through Alt 4	1	1
# of Related Service Providers	.6	.6
# of Paraprofessionals	1	1
# of Professional Days Made Available to Staff	5	5

SPECIAL EDUCATION PROGRAM DATA <i>(please put NA if not approved for the disability)</i>		
Primary Disability Types:	2012-2013	2013-2014
Autism	0	0
Deaf / Blindness	NA	NA
Deafness	NA	NA
Developmental Delay	NA	NA
Emotional Disturbance	2	1
Hearing Impairment	NA	NA
Intellectual Disability	NA	NA
Multiple Disabilities	NA	NA
Orthopedic Impairment	NA	NA
Other Health Impairment	5	3
Specific Learning Disabilities	7	4
Speech or Language Impairment	0	0
Traumatic Brain Injury	0	0
Visual Impairment	NA	NA

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 Strafford Learning Center on February 6 & 12, 2014 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

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 Strafford Learning Center. 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 1, 2009, NHDOE Special Education Program Approval Report the following patterns were identified as needing improvement:

Findings of Noncompliance	Status as of one year follow-up	Status as of February 6 & 12, 2014
No systemic findings of noncompliance	NA	NA

V. FEBRUARY 6 & 12, 2014 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 2014 visit to the Strafford Learning Center programs, the NHDOE Special Education Program Approval education consultants worked with the staff and administration in the planning and presentation of 4 case studies of students. The case study students were selected at random from a list of currently enrolled students. In making the random selections, consideration was given to gender, age/grade, disability, length of time in the programs and transition status. One student was selected from each program; one of which was female and the others male. They were age 5 in preschool, age 13 in 8th grade, age 17 in 12th grade and age 16 in 11th grade. The students were identified Developmental Disability/Speech or Language Impairment, Emotional Disturbance, and Other Health Impairment.

LEA SURVEYS

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, Strafford Learning Center distributed the LEA Survey to the contact people in all LEAs that have students currently enrolled in the school. They received a 100% response from the LEA from PEP, 88% response from the LEAs from John Powers School, a 67% response from the LEAs from Charles Ott Academy and a 100% response from the LEA from Rochester Learning Academy.

SUMMARY REPORT OF SENDING LEAs

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

INSTRUCTIONS: PLEASE TYPE TOTAL NUMBER OF RESPONSES IN EACH BOX.

SCALE 4 STRONGLY AGREE 3 AGREE 2 DISAGREE 1 STRONGLY DISAGREE

	4	3	2	1	No Answer
1. The private school has a curriculum fully aligned to NH Curriculum Frameworks/Common Core State Standards.		1			
2. I am satisfied the student has made progress in the educational curriculum at the above school.	1				
3. There is evidence of effective instruction aligned with fidelity to the curriculum.	1				
4. The school consistently follows special education rules and regulations.	1				
5. The school has developed and implemented effective policies and procedures for management of student behavior including the use of aversives.	1				

6. The school has an effective behavioral management program.	1				
7. I am satisfied with the special education, related and other supplementary aids and services provided by the school.	1				
8. The school implements all parts of students' IEPs including accommodations and modifications in both instruction and assessment.	1				
9. The school effectively uses data to measure academic growth and to inform instruction.		1			
10. The school uses data to measure behavioral growth and to inform instruction.		1			
11. A mid-year review and annual evaluation of the child's progress relative to the IEP are conducted.	1				
12. The school has a comprehensive progress monitoring system that is communicated and provided to LEA and parents at least as often as the sending district (minimum 3 times per year).	1				
13. The progress monitoring 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				
14. I am satisfied with the way the school communicates students' progress to the parents and the LEA.	1+				
15. The school actively plans for future transition to a less restrictive environment.	1				
16. The school implements all aspects of the transition services needs for students turning 14 during the IEP service period and Transition Services as outlined in Indicator 13 (16 years).					1
17. 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
18. The school team sets meeting times that are convenient for both parents and the LEA.	1				
19. I would enroll other students at the school.	1				

Analysis of Response by PEP Team:

There is overall satisfaction with the program with very positive feedback regarding communication. Two areas to consider looking at would be curriculum alignment and documentation of data collection.

SUMMARY REPORT OF SENDING LEAs

Name of Private School: John Powers School		
Total number of surveys sent: 9	Total # of completed surveys received: 8	Percent of response: 88%
Number of students placed by: LEA: 18	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 has a curriculum fully aligned to NH Curriculum Frameworks/Common Core State Standards.	1	7			
2. I am satisfied the student has made progress in the educational curriculum at the above school.	4	4			
3. There is evidence of effective instruction aligned with fidelity to the curriculum.	2	6			
4. The school consistently follows special education rules and regulations.	5	3			
5. The school has developed and implemented effective policies and procedures for management of student behavior including the use of aversives.	7	1			
6. The school has an effective behavioral management program.	8				

7. I am satisfied with the special education, related and other supplementary aids and services provided by the school.	7	1			
8. The school implements all parts of students' IEPs including accommodations and modifications in both instruction and assessment.	8				
9. The school effectively uses data to measure academic growth and to inform instruction.	6	2			
10. The school uses data to measure behavioral growth and to inform instruction.	7	1			
11. A mid-year review and annual evaluation of the child's progress relative to the IEP are conducted.	5	2			1
12. The school has a comprehensive progress monitoring system that is communicated and provided to LEA and parents at least as often as the sending district (minimum 3 times per year).	5	3			
13. The progress monitoring 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.	5	3			
14. I am satisfied with the way the school communicates students' progress to the parents and the LEA.	5	3			
15. The school actively plans for future transition to a less restrictive environment.	6	2			
16. The school implements all aspects of the transition services needs for students turning 14 during the IEP service period and Transition Services as outlined in Indicator 13 (16 years).	4	3			1
17. If the school finds it necessary to change or terminate placement, they notify the LEA by convening the IEP team to: review the concerns, review/revise the IEP, discuss the placement and determine if the facility can fully implement the IEP and provide FAPE.	4	3			1
18. The school team sets meeting times that are convenient for both parents and the LEA.	6	2			
19. I would enroll other students at the school.	6	2			
Analysis of Response by John Powers School Team:					
Curriculum development has been identified as a gap. Behavioral interventions continue to be a strength of the program. IEP implementation is also an area of strength.					

SUMMARY REPORT OF SENDING LEAs

Name of Private School: Charles Ott Academy		
Total number of surveys sent: 6	Total # of completed surveys received: 4	Percent of response: 67%
Number of students placed by: LEA: 9	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 has a curriculum fully aligned to NH Curriculum Frameworks/Common Core State Standards.		4			
2. I am satisfied the student has made progress in the educational curriculum at the above school.	2	2			
3. There is evidence of effective instruction aligned with fidelity to the curriculum.	2	2			
4. The school consistently follows special education rules and regulations.	2	2			
5. The school has developed and implemented effective policies and procedures for management of student behavior including the use of aversives.	3	1			
6. The school has an effective behavioral management program.	3	1			
7. I am satisfied with the special education, related and other supplementary aids and	2	2			

services provided by the school.					
8. The school implements all parts of students' IEPs including accommodations and modifications in both instruction and assessment.	3	1			
9. The school effectively uses data to measure academic growth and to inform instruction.	1	3			
10. The school uses data to measure behavioral growth and to inform instruction.	1	3			
11. A mid-year review and annual evaluation of the child's progress relative to the IEP are conducted.	4				
12. The school has a comprehensive progress monitoring system that is communicated and provided to LEA and parents at least as often as the sending district (minimum 3 times per year).	3	1			
13. The progress monitoring 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.	4				
14. I am satisfied with the way the school communicates students' progress to the parents and the LEA.	3	1			
15. The school actively plans for future transition to a less restrictive environment.	3	1			
16. The school implements all aspects of the transition services needs for students turning 14 during the IEP service period and Transition Services as outlined in Indicator 13 (16 years).	4				
17. If the school finds it necessary to change or terminate placement, they notify the LEA by convening the IEP team to: review the concerns, review/revise the IEP, discuss the placement and determine if the facility can fully implement the IEP and provide FAPE.	4				
18. The school team sets meeting times that are convenient for both parents and the LEA.	4				
19. I would enroll other students at the school.	4				
Analysis of Response by Charles Ott Academy Team:					
Curriculum is identified as an area that could use attention. Transition and communication are listed as areas of strength.					

SUMMARY REPORT OF SENDING LEAs

Name of Private School: Rochester Learning Academy		
Total number of surveys sent: 1	Total # of completed surveys received: 1	Percent of response: 100%
Number of students placed by: LEA:	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 has a curriculum fully aligned to NH Curriculum Frameworks/Common Core State Standards.		1			
2. I am satisfied the student has made progress in the educational curriculum at the above school.		1			
3. There is evidence of effective instruction aligned with fidelity to the curriculum.	1	1			
4. The school consistently follows special education rules and regulations.	1				
5. The school has developed and implemented effective policies and procedures for management of student behavior including the use of aversives.	1				
6. The school has an effective behavioral management program.	1				
7. I am satisfied with the special education, related and other supplementary aids and services provided by the school.	1				
8. The school implements all parts of students' IEPs including accommodations and	1				

modifications in both instruction and assessment.					
9. The school effectively uses data to measure academic growth and to inform instruction.		1			
10. The school uses data to measure behavioral growth and to inform instruction.	1				
11. A mid-year review and annual evaluation of the child's progress relative to the IEP are conducted.	1				
12. The school has a comprehensive progress monitoring system that is communicated and provided to LEA and parents at least as often as the sending district (minimum 3 times per year).	1				
13. The progress monitoring 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				
14. I am satisfied with the way the school communicates students' progress to the parents and the LEA.	1				
15. The school actively plans for future transition to a less restrictive environment.	1				
16. The school implements all aspects of the transition services needs for students turning 14 during the IEP service period and Transition Services as outlined in Indicator 13 (16 years).	1				
17. 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				
18. The school team sets meeting times that are convenient for both parents and the LEA.	1				
19. I would enroll other students at the school.	1				
Analysis of Response by Rochester Learning Academy Team:					
Curriculum is identified as an area that could use attention. Overall, the LEA has indicated strong satisfaction with the program.					

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 and analyzed by the SLC school teams.

SUMMARY OF PARENT SURVEY DATA

Name of Private School: PEP		
Total number of surveys sent: 19	Total # of completed surveys received: 13	Percent of response: 68%

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

ACCESS TO THE GENERAL CURRICULUM:	3	2	1	No Answer
1. I am satisfied that my child has access to the general education curriculum (Academic IEP goals and school curriculum aligned with Common Core State Standards /NH Curriculum Frameworks).	12	1		
2. My child has opportunities to interact with non-disabled peers on a regular basis unless the IEP team has determined that the interaction is not appropriate/reasonable.	12	1		
3. I am informed on a regular basis and with clear evidence of my child's progress in the general education curriculum.	13			
4. I understand that a variety of information (observations, test scores, results of evaluations, school work samples, behavioral data, etc) was considered in developing my child's IEP for this placement.	13			
5. I am satisfied that there is a direct connection between my child's needs and the components of his/her IEP and the supports and services ("reasonably calculated to provide educational benefit").	13			
6. I am satisfied that the sending school district has fully considered the Least Restrictive Environment in recommending this placement for my child (to the maximum extent appropriate, my child is educated with non-disabled peers).	11	1		1
7. I know whom to contact if I have questions about my child's placement or progress in this program.	13			
8. I am satisfied that the staff of this placement worked collaboratively with my school district in developing my child's current IEP.	13			
9. I have been involved in the development of my child's IEP.	13			
10. I am satisfied that my child is making progress toward his/her IEP goals.	13			
FOR PARENTS OF HIGH SCHOOL STUDENTS ONLY:				13
11. My child earns credits toward a regular high school diploma in all of his/her classes.				13
12. My student will graduate with a high school diploma				13
TRANSITION:				
13. I am satisfied with the planning and support provided for my child as he/she moves from grade to grade, school to school, public school to private school.	7	1		5
14. All of the people who are important to my child's transition were part of the planning (grade appropriate).	7	1		5
15. All of the people/agencies who are required to be part of transition planning for my child were part of the transition process.	7			6
16. FOR PARENTS OF STUDENTS AGE 16 OR OLDER ONLY: I am satisfied that my child's IEP meets all the requirements of Secondary Transition: measureable post-secondary goals, necessary supports and services, age-appropriate transition assessments, specific invitation to the Transition meeting, etc. (DOE Indicator #13)				13
17. I am satisfied that the post-secondary Transition Goals for my child are reviewed on a regular basis, have the necessary supports and services to be accomplished, are connected to annual IEP goals, and can lead my child to productive participation/activities post-graduation or post-21 years as appropriate.	2			11

BEHAVIOR STRATEGIES AND DISCIPLINE:				
18. 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
19. I have been involved in the development of behavior interventions, strategies and supports for my child.	6			7
20. I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs.	5	1		7
OTHER:				
21. I fully participate in special education decisions regarding my child.	12			1
22. I have been provided with a copy of the procedural safeguards (parental rights) at least once a year.	12			1
Analysis of Parent Survey Responses for PEP by PEP:				
<u>Areas of relative strength:</u> There is significant overall satisfaction with all aspects of the program.				
<u>Areas that may indicate a need for improvement:</u> One parent expressed that the program could find ways for parents to be more involved in day to day activities. Alignment of curriculum with the Common Core was addressed by one parent.				
<u>Focus areas for potential action plan:</u> Continue to align curriculum with the Common Core. Find ways to include parents more regularly.				

SUMMARY OF PARENT SURVEY DATA

Name of Private School: John Powers School		
Total number of surveys sent: 18	Total # of completed surveys received: 12	Percent of response: 67%

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

ACCESS TO THE GENERAL CURRICULUM:	3	2	1	No Answer
1. I am satisfied that my child has access to the general education curriculum (Academic IEP goals and school curriculum aligned with Common Core State Standards /NH Curriculum Frameworks).	10	2		
2. My child has opportunities to interact with non-disabled peers on a regular basis unless the IEP team has determined that the interaction is not appropriate/reasonable.	10	2		
3. I am informed on a regular basis and with clear evidence of my child's progress in the general education curriculum.	12			
4. I understand that a variety of information (observations, test scores, results of evaluations, school work samples, behavioral data, etc) was considered in developing my child's IEP for this placement.	12			

5. I am satisfied that there is a direct connection between my child's needs and the components of his/her IEP and the supports and services ("reasonably calculated to provide educational benefit").	10	2		
6. I am satisfied that the sending school district has fully considered the Least Restrictive Environment in recommending this placement for my child (to the maximum extent appropriate, my child is educated with non-disabled peers).	11	1		
7. I know whom to contact if I have questions about my child's placement or progress in this program.	12			
8. I am satisfied that the staff of this placement worked collaboratively with my school district in developing my child's current IEP.	11	1		
9. I have been involved in the development of my child's IEP.	10	2		
10. I am satisfied that my child is making progress toward his/her IEP goals.	9	3		
FOR PARENTS OF HIGH SCHOOL STUDENTS ONLY:				
11. My child earns credits toward a regular high school diploma in all of his/her classes.				12
12. My student will graduate with a high school diploma				12
TRANSITION:				
13. I am satisfied with the planning and support provided for my child as he/she moves from grade to grade, school to school, public school to private school.	7		1	4
14. All of the people who are important to my child's transition were part of the planning (grade appropriate).	7		1	4
15. All of the people/agencies who are required to be part of transition planning for my child were part of the transition process.	7		1	4
16. FOR PARENTS OF STUDENTS AGE 16 OR OLDER ONLY: I am satisfied that my child's IEP meets all the requirements of Secondary Transition: measureable post-secondary goals, necessary supports and services, age-appropriate transition assessments, specific invitation to the Transition meeting, etc. (DOE Indicator #13)				12
17. I am satisfied that the post-secondary Transition Goals for my child are reviewed on a regular basis, have the necessary supports and services to be accomplished, are connected to annual IEP goals, and can lead my child to productive participation/activities post-graduation or post-21 years as appropriate.	3			9
BEHAVIOR STRATEGIES AND DISCIPLINE:				
18. 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
19. I have been involved in the development of behavior interventions, strategies and supports for my child.	8	2		2
20. I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs.	6	2		4
OTHER:				
21. I fully participate in special education decisions regarding my child.	8			4
22. I have been provided with a copy of the procedural safeguards (parental rights) at least once a year.	11			1

Analysis of Parent Survey Responses for John Powers School by John Powers School:

Areas of relative strength:

Communication is identified as an area of strength. Most parents rate the overall program favorably.

Areas that may indicate a need for improvement:

Curriculum is an area that parents recognize as an area to work on.

Focus areas for potential action plan:

JPS are already working to improve curriculum through teacher participation in a summer institute and ongoing meetings with the Director of Education.

SUMMARY OF PARENT SURVEY DATA

Name of Private School: **Charles Ott Academy**

Total number of surveys sent: 9

Total # of completed surveys received: 5

Percent of response: 56%

SCALE

3 = COMPLETELY

2 = PARTIALLY

1 = NOT AT ALL

ACCESS TO THE GENERAL CURRICULUM:	3	2	1	No Answer
1. I am satisfied that my child has access to the general education curriculum (Academic IEP goals and school curriculum aligned with Common Core State Standards /NH Curriculum Frameworks).	5			
2. My child has opportunities to interact with non-disabled peers on a regular basis unless the IEP team has determined that the interaction is not appropriate/reasonable.	3	2		
3. I am informed on a regular basis and with clear evidence of my child's progress in the general education curriculum.	3	1		1
4. I understand that a variety of information (observations, test scores, results of evaluations, school work samples, behavioral data, etc) was considered in developing my child's IEP for this placement.	5			
5. I am satisfied that there is a direct connection between my child's needs and the components of his/her IEP and the supports and services ("reasonably calculated to provide educational benefit").	4	1		
6. I am satisfied that the sending school district has fully considered the Least Restrictive Environment in recommending this placement for my child (to the maximum extent appropriate, my child is educated with non-disabled peers).	4	1		
7. I know whom to contact if I have questions about my child's placement or progress in this program.	5			
8. I am satisfied that the staff of this placement worked collaboratively with my school district in developing my child's current IEP.	5			
9. I have been involved in the development of my child's IEP.	5			
10. I am satisfied that my child is making progress toward his/her IEP goals.	3	1	1	
FOR PARENTS OF HIGH SCHOOL STUDENTS ONLY:	5			
11. My child earns credits toward a regular high school diploma in all of his/her classes.	5			
12. My student will graduate with a high school diploma	4			1
TRANSITION:				
13. I am satisfied with the planning and support provided for my child as he/she moves from grade to grade, school to school, public school to private school.	3	1		1

14. All of the people who are important to my child's transition were part of the planning (grade appropriate).	4	1		
15. All of the people/agencies who are required to be part of transition planning for my child were part of the transition process.	3	2		
16. FOR PARENTS OF STUDENTS AGE 16 OR OLDER ONLY: I am satisfied that my child's IEP meets all the requirements of Secondary Transition: measureable post-secondary goals, necessary supports and services, age-appropriate transition assessments, specific invitation to the Transition meeting, etc. (DOE Indicator #13)	3	2		
17. I am satisfied that the post-secondary Transition Goals for my child are reviewed on a regular basis, have the necessary supports and services to be accomplished, are connected to annual IEP goals, and can lead my child to productive participation/activities post-graduation or post-21 years as appropriate.	3	2		

BEHAVIOR STRATEGIES AND DISCIPLINE:

18. 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
19. I have been involved in the development of behavior interventions, strategies and supports for my child.	5			
20. I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs.	4	1		

OTHER:

21. I fully participate in special education decisions regarding my child.	5			
22. I have been provided with a copy of the procedural safeguards (parental rights) at least once a year.	5			

Analysis of Parent Survey Responses for Charles Ott Academy by Charles Ott Academy:

Areas of relative strength:

Communication, collaboration, credit earning opportunities and curriculum alignment are strengths. A team approach to transition is an area of relative strength. Overall, behavior management and discipline strategies are viewed as areas of strength.

Areas that may indicate a need for improvement:

Parents indicate that the area of transition could be improved.

Focus areas for potential action plan:

Find better ways to communicate transition planning with parents.

SUMMARY OF PARENT SURVEY DATA

Name of Private School: Rochester Learning Academy		
Total number of surveys sent: 10	Total # of completed surveys received: 7	Percent of response: 70%

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

ACCESS TO THE GENERAL CURRICULUM:	3	2	1	No Answer
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1. I am satisfied that my child has access to the general education curriculum (Academic IEP goals and school curriculum aligned with Common Core State Standards /NH Curriculum Frameworks).	5	2		
2. My child has opportunities to interact with non-disabled peers on a regular basis unless the IEP team has determined that the interaction is not appropriate/reasonable.	5	2		
3. I am informed on a regular basis and with clear evidence of my child's progress in the general education curriculum.	5	2		
4. I understand that a variety of information (observations, test scores, results of evaluations, school work samples, behavioral data, etc) was considered in developing my child's IEP for this placement.	6	1		
5. I am satisfied that there is a direct connection between my child's needs and the components of his/her IEP and the supports and services ("reasonably calculated to provide educational benefit").	7			
6. I am satisfied that the sending school district has fully considered the Least Restrictive Environment in recommending this placement for my child (to the maximum extent appropriate, my child is educated with non-disabled peers).	5	2		
7. I know whom to contact if I have questions about my child's placement or progress in this program.	7			
8. I am satisfied that the staff of this placement worked collaboratively with my school district in developing my child's current IEP.	7			
9. I have been involved in the development of my child's IEP.	6	1		
10. I am satisfied that my child is making progress toward his/her IEP goals.	7			
FOR PARENTS OF HIGH SCHOOL STUDENTS ONLY:	7			
11. My child earns credits toward a regular high school diploma in all of his/her classes.	7			
12. My student will graduate with a high school diploma	7			
TRANSITION:				
13. I am satisfied with the planning and support provided for my child as he/she moves from grade to grade, school to school, public school to private school.	6	1		
14. All of the people who are important to my child's transition were part of the planning (grade appropriate).	6	1		
15. All of the people/agencies who are required to be part of transition planning for my child were part of the transition process.	6	1		
16. FOR PARENTS OF STUDENTS AGE 16 OR OLDER ONLY: I am satisfied that my child's IEP meets all the requirements of Secondary Transition: measureable post-secondary goals, necessary supports and services, age-appropriate transition assessments, specific invitation to the Transition meeting, etc. (DOE Indicator #13)	4	1		2
17. I am satisfied that the post-secondary Transition Goals for my child are reviewed on a regular basis, have the necessary supports and services to be accomplished, are connected to annual IEP goals, and can lead my child to productive participation/activities post-graduation or post-21 years as appropriate.	4	1		2
BEHAVIOR STRATEGIES AND DISCIPLINE:				
18. 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
19. I have been involved in the development of behavior interventions, strategies and supports for my child.	4	1		2
20. I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs.	4	1		2

OTHER:				
21. I fully participate in special education decisions regarding my child.	6		1	
22. I have been provided with a copy of the procedural safeguards (parental rights) at least once a year.	5	1	1	
Analysis of Parent Survey Responses for Rochester Learning Academy by Rochester Learning Academy:				
<u>Areas of relative strength:</u>				
Parents indicate satisfaction with IEP supports and services, communication with program staff regarding their student’s progress in the program and their students’ progress towards meeting IEP goals. They also feel that the development of the IEP is a collaborative process. Parents appear to be satisfied with the transition planning process.				
<u>Areas that may indicate a need for improvement:</u>				
Reinforced by parent perception, curriculum is an area already identified to focus on for overall program growth and improvement. One parent indicated that they did not feel fully included in the decision making process.				
<u>Focus areas for potential action plan:</u>				
RLA has been working on the alignment of curriculum with the Common Core and will continue to do so.				

**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**

This school year, SLC added a new position of Education Director to their staff. The education director who has a background in curriculum development led the effort to create a guide to align SLC’s curriculum with New Hampshire College and Career Ready Standards (NH CCRS). The curriculum was reviewed by the visiting team members and showed specific alignment to the state’s curriculum standards.

Examination of the four Case Study students’ Individualized Education Programs (IEP) found well-designed development of Present Levels of Performance, Measurable Goals and Progress Monitoring in the IEPs.

John Powers School

The SLC administration and staff have dedicated time throughout the past year in the design of a comprehensive curriculum guide for use with the John Powers School that is aligned with the NH CCRS. Instruction aligned with the Curriculum guide was observed by the visiting team members

during classroom observations and evidence presented in the Case Study presentation. For example, during the classroom observation the grade 8 Case Study student writing “if – then” statements and experimenting to prove a hypothesis. Examination of the Case Study student’s Individualized Education Program (IEP) found well-designed development of Present Levels of Performance, Measurable Goals and Progress Monitoring in the IEPs.

Charles Ott Academy

The SLC administration and staff have dedicated time throughout the past year in the design of a comprehensive curriculum guide for use with the Charles Ott Academy that is aligned with the NH CCRS. Instruction that is aligned with the program’s curriculum maps and competency checklists was observed by the visiting team members during classroom observations and in evidence presented in the Case Study presentation. Examination of the Case Study student’s IEP found well-designed development of Present Levels of Performance, Measurable Goals and Progress Monitoring in the IEPs. The Case Study student is currently working toward completion of a Somersworth School District high school diploma that requires 26 credits. He has the potential to graduate in June 2015.

Rochester Learning Academy

Examination of the Rochester Learning Academy’s (RLA) Case Study student’s IEP found well-designed development of Present Levels of Performance, Measurable Goals and Progress Monitoring in the IEPs. The visiting team was able to observe access to the general education curriculum in classroom observations. For example, the 12th grade Case Study student was observed hand graphing quadratic equations using a white board and a calculator. The student is on track to graduate in 4.5 years with a regular diploma.

Pre School Education Program (PEP)

The design of developmentally appropriate curriculum integrating the NH Early Learning Guidelines used by the PEP staff is being effectively implemented as observed by the visiting team. Examination of the Case Study student’s IEP found well-designed development of Present Levels of Performance, Measureable Goals and Progress Monitoring of the IEP. The frequent and meaningful use of data to establish and monitor goals as well as design instruction via the Super Duper Data Tracker, Preschool Outcome Measures, Curriculum Mapping, LIPS program and elements of the Handwriting Without Tears was evident to the visiting team. The visiting team was able to observe the Case Study pre-school student actively engaged in handwriting, cooperative play, gross motor activities as well as utilizing an iPad for picture communication as well as a touch screen computer and Smart Board.

Transition

Transition Planning

Process: Provision of Free Appropriate Public Education (FAPE)

Transition Services

Transition planning and implementation for students returning to their home school has long been a strength of all SLC Programs as described by the four LEAs present. Transition plans reviewed as part of the IEP Review process found well-designed and relevant transition plans that included all required components.

SLC Programs focus on the transition of students into and out of the programs through well designed and monitored transition plans and the additional supports of SLC transition consultants to the local

school districts. The process includes exploring the environment, staffing and curriculum in the “receiving school”, communicating student needs and aligning academic and behavioral programming to assure success. Frequent visits to the new school before the student transitions, reassure the student and provide prior experience with the site, schedule and expectations.

SLC Administrators and staff have been a presence on statewide transition and behavior initiatives including the Community of Practice and Wrap-Around efforts.

John Powers School

Based on the one Case Study presented, coupled with other evidence provided including LEA surveys, parent feedback, classroom observation, and staff interviews, transition planning takes place at all transition points, admission and discharge from a public school program to John Powers as well as internal transitions. Prior to the Case Study student’s transition from the John Power’s Elementary classroom to the Middle School, the Middle School teachers each spent some time observing him in the Elementary classroom. The student also had the chance to observe a class in the middle school.

The Case Study student is preparing to transition back to the sending district’s public high school in the fall of 2014. The regular education staff at the high school have begun to meet the student and learn about his needs. This process started in November of 2013 after the team decided a transition to the public high school may be a real possibility for the coming school year. Strategic transition planning includes possible participation in a class at the public high school this spring to experience the high school setting. Regular education teachers will be included in the student’s transition planning meeting to create an opportunity for an exchange of information.

Charles Ott Academy

Based on the Case Study presented, coupled with other evidence provided including LEA surveys, parent feedback, classroom observation, and staff interviews, transitions at the Charles Ott Academy are well designed and implemented. Transition planning is ongoing using Advisory for Futures planning as well as interest inventories, career exploration and experience with Easter Seals. There are plans to explore Somersworth High School Career Tech Center courses for the next semester. All relevant members, students, parents and relevant agencies are included in the transition process.

Rochester Learning Academy

Based on the one Case Study presented, coupled with other evidence provided including the LEA survey, parent feedback, classroom observation, and staff interviews, transitions at RLA is well coordinated with the Rochester School District. Transition planning includes a number of systematic supports including a student questionnaire about interest and a Future’s Plan created with the school counselor and presented by the student to the RLA staff members. The Case Study student’s Transition Plan was found to be comprehensive and well designed to support effective transition to post-secondary life.

PEP

Based on the one Case Study presented, coupled with other evidence provided including the LEA survey, parent feedback, classroom observation, and staff interviews, transitions at the preschool level are well coordinated, both from early supports and services to preschool and preschool to kindergarten. The transition protocol utilized ensures that services are coordinated and communicated well in advance of the student’s transition and effectively engages parents in the process.

Behavior Strategies and Discipline

A focus on Positive Behavior Interventions and Supports has been a longstanding approach in supporting students with emotional and behavioral disabilities at SLC. The use of data to make student based decisions and evaluate the effectiveness of the individual and school wide programs is a consistent practice throughout the SLC programs.

With the recent collaborative development and August 2013 implementation of the Blueprint for Behavior Support, the SLC leadership and staff have created a more focused approach to positive behavior.

John Powers School:

At the John Powers School the new behavior model described in the SLC document The Essential Strategies for Positive Behavioral Support was adopted for the 2013-2014 school year. This model is designed as a three-tiered system of supports and services. The model emphasizes 4 integrated elements: (a) measurable outcomes, (b) data for decision making, (c) evidence-based practices, and (d) systems that efficiently and effectively support implementation of these practices.

The new behavior model moves away from a point based system to one of individual student positive behavior and ownership. While this has been a challenge for several of the established students, the transition has been a smooth and effective one. 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 de-escalation Life Space Crisis Intervention (LSI) strategies and Therapeutic Crisis Intervention (TCI), a crisis intervention and prevention model for adults working with highly emotional and/or aggressive students. Additionally a newly designed "School Wide Expectations" rubric for defining positive behaviors and collecting data on student positive performance provides structure to a consistent approach for understanding and assessing student behavior.

Charles Ott Academy

The new SLC behavior model Blueprint for Behavior Support was adopted for use by the Charles Ott Academy during the 2013-2014 school year. This model is designed as a three-tiered system of supports and services. The model emphasizes 4 integrated elements: (a) measurable outcomes, (b) data for decision making, (c) evidence-based practices, and (d) systems that efficiently and effectively support implementation of these practices.

All staff share responsibility for implementing the behavior model and demonstrated clarity and unity of expectations.

The staff at Charles Ott Academy have been trained in PBIS, the de-escalation Life Space Crisis Intervention (LSI) strategies, a crisis intervention and prevention model for adults working with highly emotional and/or aggressive students.

Rochester Learning Academy

The new SLC behavior model Blueprint for Behavior Support was adopted for use by RLA during the 2013-2014 school year. This model is designed as a three-tiered system of supports and services. The model emphasizes 4 integrated elements: (a) measurable outcomes, (b) data for decision making, (c) evidence-based practices, and (d) systems that efficiently and effectively support implementation of these practices.

All staff share responsibility for implementing the behavior model and demonstrated clarity and unity of expectations.

The staff at RLA have been trained in PBIS and in the de-escalation Life Space Crisis Intervention (LSI) strategies.

PEP:

The PEP incorporates a positive behavior support model 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.

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 Strafford Learning Center to be in compliance with all applicable New Hampshire Rules and the Education of Students with Disabilities and requirements for Non-Public Approval.

COMMENDATIONS

As a result of the two day visit to SLC by a visiting team of professional colleagues and NHDOE consultants that included presentation of four Case Studies, classroom observations, interviews with LEA representatives and SLC administrators and staff and a review of the submitted materials the following commendations were identified.

1. The SLC programs are driven by a collective vision that is regularly reviewed and followed. There is a well-established culture of high standards, ongoing reflection and continuous improvement.
2. SLC is guided by an effective, well-established and shared leadership model. The leadership has focused intentionally on a culture of mutual respect and reflection on the agency's charge and responsibility to support the learning and growth for all SLC students, families and staff.
3. The programs throughout SLC are all highly adaptable to meet a wide range of student learning and social/emotional needs.
4. A culture of ongoing reflection and problem solving using data and evidence to meet individual needs and support agency-wide growth was evident to the visiting team.
5. The comprehensive work on curriculum development has been effectively and collaboratively developed and implementation is evident in the classrooms observed.

6. There are well-developed partnerships with the local school administrators and staff that result in a collaborative relationship allowing for smooth transitions from SLC to the local schools.
7. SLC strives hard to meet the ever evolving needs for specific academic and social/emotional programming support and professional development for the regional districts they serve.
8. The SLC programs are highly focused on supporting the students' access to general education programming in the SLC programs and in local school settings as students transition back to their local school.
9. There is program-wide consistency in practice evident to the visiting team. This is seen in the approach to student positive behavior, common language utilized, instructional supports etc.
10. Family involvement and communication is well designed and results in collaboration with parents according to the parents interviewed as well as the survey responses.
11. The application materials reviewed during this NHDOE Program Approval process were well developed and organized and met the NHDOE requirements.

**Number of Cases Reviewed During the Strafford Learning Center, February 6 & 12, 2014,
NHDOE Compliance Visitation**

Preschool	1
Elementary School	
Middle School	1
High School, Age Below 16	
High School, Age 16 or Above	2
Number of Noncompliance for Indicator 13	0
Total Number of Case Studies Reviewed	4

**FINDINGS OF NONCOMPLIANCE IDENTIFIED AS A RESULT OF THE
FEBRUARY 6 & 12, 2014 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.**

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.

No issues of significance were identified during this NHDOE Program Approval visit.

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.*

No Child Specific Findings of Noncompliance were identified during this NHDOE Program Approval visit.

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.*

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

Strafford Learning Center

1. Continue to review and update the agency's technology plan to provide a vision and strategy for the increase access to and use of technology for all SLC programs.

John Powers School

1. Consider ways to provide after school extended day activities for John Powers students.
2. Consider additional ways to increase access and participation with non-disabled peers.
3. Consider additional ways to increase student and teacher access and use of technology for teaching and learning (e.g. Smart Boards).

4. Consider what additional academic screening and diagnostic assessments may be beneficial to assessing students in the areas of reading and mathematics.
5. Consider ways to develop the capacity to increase community partnerships for Extended Learning Opportunities (ELOs), pre-vocational and vocational experiences, etc.

Charles Ott Academy

1. Consider additional ways to increase student and teacher access and use of technology for teaching and learning.
2. Consider ways to develop the capacity to increase community partnerships for Extended Learning Opportunities (ELOs).

Rochester Learning Academy

1. Consider the benefits and possibility of having additional counselor time available to the RLA students.
2. Consider additional ways to increase student and teacher access and use of technology for teaching and learning (e.g. Smart Boards).
3. Consider ways to develop the capacity to increase staff time and foster community partnerships for Extended Learning Opportunities (ELOs).

Pre-school Education Program (PEP)

1. Consider all options to ensure that there is always a strong ratio of students with a disability and typically developing students within the preschool classrooms.

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

**COMPLETE THIS ENTIRE FORM ONLY IF THERE IS MORE THAN ONE PRESCHOOL CASE STUDY.
 IF THERE IS ONLY ONE PRESCHOOL CASE STUDY, PLEASE COMPLETE ONLY PAGES 1 AND 6,
 THEN ATTACH THIS FORM TO THE PRESCHOOL CASE STUDY DATA COLLECTION FORM.**

School: Strafford Learning Center – Pre-School Education Program (PEP)	Date: 2/12/14
Recorder/Summarizer: Bridget Brown	Number of Cases Reviewed: 1

CLEARLY PRINT NAMES OF ALL COLLABORATIVE TEAM MEMBERS

Name: Bridget M. Brown	Position: NHDOE	Building Level or <u>Visiting</u> (circle one)
Name: Sheila Demers	Position: Preschool Coordinator	Building Level or <u>Visiting</u> (circle one)
Name: Karen Baldasaro	Position: Elementary Sp. Ed. Coordinator	Building Level or <u>Visiting</u> (circle one)
Name: Jennifer Haigh	Position: Preschool Ed. Teacher	<u>Building Level</u> or Visiting (circle one)
Name: Laurie Grant	Position: PEP Director	<u>Building Level</u> or Visiting (circle one)
Name: Catherine Plourde	Position: LEA SAU 45	Building Level or <u>Visiting</u> (circle one)
Name: Kate Salvati	Position: School Psychologist	<u>Building Level</u> or Visiting (circle one)
Name: Beverly Lagueux	Position: Occupational Therapist	<u>Building Level</u> or Visiting (circle one)
Name: Davyanne Moriarity	Position: Paraprofessional	<u>Building Level</u> or Visiting (circle one)
Name: Kristen Huges	Position: Speech and Language Path.	<u>Building Level</u> or Visiting (circle one)

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

SUMMARIZE YOUR BUILDING LEVEL DATA
ACCESS TO APPROPRIATE PRESCHOOL ACTIVITIES STATEMENTS

Fill in the combined <u>number</u> of times a statement is marked on all Data Collection Forms for this school or building.				NHSEIS/ SASAI #
	YES	NO	N/A	
1. There is evidence that when developing the IEP the IEP Team considers: the strengths of the child; (ii) The concerns of the parents for enhancing the education of their child; (iii) The results of the initial or most recent evaluation of the child; and (iv) The academic, developmental, and functional needs of the child ¹ .	1			
2. There is evidence that all staff members providing direct services to the child participate in the process of planning for that child and know the contents of that child's IEP and all other reports and evaluations, as appropriate to their role and responsibilities ² .	1			
3. There is evidence that the Team had a fully developed and signed IEP by the student's third birthday ³ .	1			
4. There is evidence that the Team uses multiple measures to design, implement and monitor the student's program ⁴ .	1			
5. All IEP goals are written in measurable terms ⁵ .	1			
6. Student's IEP has at least one functional goal (as applicable) ⁶ .	1			
7. There is evidence that the student has made progress in IEP Goals over the past two years ⁷ .	1			
8. There is written evidence that the special education, supplementary aids and/or related services described in the IEP have been delivered ⁸ .	1			

¹ Ed 1109.03 When an IEP Is in Effect; IEP Meetings; Development, Review, and Revision of an IEP; Transition Services; 34 CFR 300.324 Development, review, and revision of IEP

² Ed 1114.05(h) Program Requirements

³ Ed 1105.04 Child Find for Children Currently Receiving Family Centered Early Supports and Services

⁴ Not a requirement of Federal or State Special Education laws, rules or regulations

⁵ Ed. 1109.01 Elements of an IEP; 34 CFR 300.320 Content of IEP

⁶ Ed 1102.01(u) Definitions Functional Goal *Functional goal* means a measurable outcome that is developed by the IEP team to address a need detailed in the analysis of the student's functional performance

⁷ Ed 1109.03 When an IEP Is in Effect; IEP Meetings; Development, Review, and Revision of an IEP; Transition Services; 34 CFR 300.324 Development, review, and revision of IEP (b) Development, review, and revision of IEP

⁸ Ed 1109.04 (b) Copies of the IEP and Evidence of Implementation

9. There is evidence that a written curriculum is in place for preschoolers containing educational components that promote school readiness and incorporate pre-literacy, language, and numeracy skills ⁹ .	1			
10. There is evidence that the preschool program provides opportunities for children to participate with non-disabled peers ¹⁰ .	1			
11. There is evidence the student <u>has access to, is participating and progressing in</u> the general education curriculum and appropriate preschool activities (aligned with NH Early Learning Guidelines) ¹¹ .	1			
12. There is evidence that the accommodations ¹² and/or modifications ¹³ , as described in the IEP allows the student to access, participate and show progress in the general curriculum and appropriate preschool activities ¹⁴ .	1			
13. There is evidence that supports and accommodations are provided to this student to allow participation in extracurricular other non-academic and appropriate preschool activities ¹⁵ .	1			
14. There is evidence that various measures used to design and implement the student's program and to document the student's progress, including the results of the Preschool Outcomes Measurement System (POMS) ¹⁶ .	1			
15. There is evidence that the IEP team made the placement decision based on Free and Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE) ¹⁷ .	1			
16. There is evidence the student's IEP is reasonably calculated to result in educational benefit.	1			

⁹ Ed 1102 Definitions; 34 CFR 300.323 (b)(1) IEP for child age 3 through 5

¹⁰ Ed 1100.02 Continuum of learning settings for preschool

¹¹ Ed 1113.08 Curricula; Ed 1109.01 Elements of an IEP; 34 CFR 300.320 Content of an IEP

¹² "Accommodation" means any change in instruction or evaluation determined necessary by the IEP team that does not impact the rigor and/or validity of the subject matter being taught or assessed.

¹³ "Modification" means any change in instruction or evaluation determined necessary by the IEP team that impacts the rigor and validity or rigor or validity, of the subject matter being taught or assessed.

¹⁴ Ed 1113.08 Curricula; Ed 1109.01 Elements of an IEP; 34 CFR 300.320 Content of IEP

¹⁵ Ed 1113.08 Curricula; Ed 1109.01 Elements of an IEP; 34 CFR 300.320 Content of IEP

¹⁶ State Performance Plan (SPP) Indicator 7

¹⁷ Ed 1111.02 Placement Decisions; 34 CFR 300.116 Placements

Access Strengths	Access Suggestions for Improvement
<ol style="list-style-type: none"> 1. The Oyster River School District is strongly supportive of the SLC administration of PEP as indicated by the LEA representative for the district. 2. There is program-wide consistency in practice evident to the visiting team. This is seen in the approach to student positive behavior, common language utilized, instructional supports etc. 3. There is full integration of related services and supports within PEP. The visiting team observed consistency and alignment of practice in support of the Case Study student observed. 4. The parent interviewed as well as the results of the Parent survey indicated strong satisfaction in the progress toward IEP goals that their student is making in PEP. 5. PEP is guided by strong, well-established leadership at the program level as well as at the agency level, as described by staff and observed by the visiting team. 6. There is a culture of mutual respect and problem solving throughout the program. 7. The PEP classrooms and play area is attractive and designed well to accommodate a wide range of preschool needs. The PEP students have access to and use of other common areas in the building such as the library, where there is a space set aside for the preschool students. 8. The PEP has established relationships with the Oyster River High School where they are located. One beneficial aspect of the mutual relationship is the opportunity for students to work with the PEP students in a volunteer internship. 	<ol style="list-style-type: none"> 1. Consider additional ways to maintain a consistently strong ratio of students with a disability to typically developing peers within the PEP program.

TRANSITION STATEMENTS¹⁸

Fill in the combined <u>number</u> of times a statement is marked on all Data Collection Forms for this school or building			
	YES	NO	N/A
1. There is evidence that at the time of transition the evaluation summary and other related documents were received in a timely manner ¹⁹ .	1		
2. There is evidence that services described in the IEP have been delivered at the time of transition, the services begin by the child's 3 rd birthday; initial information is received prior to 90 days; and ESS evaluation information being shared with the school or district ²⁰ .	1		
3. There is evidence that the information on this student has been shared between each transition including school to school, grade to grade and teacher to teacher including academic and behavior ²¹ .	1		
4. There is evidence that the placement decision is made at least annually by the IEP team with consideration that the student is placed in the LRE ²² .	1		
5. There is evidence that there is collaboration between the LEA and the non-public school in the development, review and revision of the IEP ²³ .	1		
6. There is evidence of a collaboration process between general and special education staff in the development, review and revision of IEPs and including transition planning for this student ²⁴ .	1		
7. There is evidence that the student and parents have been involved in transition discussions and activities ²⁵ .	1		
8. There is evidence that outside agencies who are involved with this student's transition have participated in transition planning (e.g. DCYF, DJJS, Area Agency) ²⁶ .	1		

¹⁸ 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.

¹⁹ 34 CFR 300.323(g) Transmittal of records

²⁰ Ed 1105.04 Child Find for Children Currently Receiving Family Centered Early Supports and Services.

²¹ Ed 1114.05 Program Requirements

²² Ed 1111.02 Placement Decisions; 34 CFR 300.116 Placements

²³ Ed 1109.05 IEPs for Children Placed in Private Providers of Special Education or other non-LEA Programs by Public Agencies; 34 CFR 300.325 Private school placements by public agencies

²⁴ Ed 1103.01 IEP Team; 34 CFR 300.321 IEP Team

²⁵ Ed 1103.01 IEP Team; 34 CFR 300.321 IEP Team

²⁶ Ed 1103.01 IEP Team; 34 CFR 300.321 IEP Team

Transition Strengths	Transition Suggestions for Improvement
<ol style="list-style-type: none"> 1. There are well-developed partnerships with the local Oyster River schools to ensure smooth transitions from preschool to kindergarten according the LEA representative interviewed. 2. The transition from Early Supports and Services to PEP is well planned and done efficiently as evidenced by the documentation reviewed and interviews conducted with LEA representative and staff. 	

BEHAVIOR STRATEGIES AND DISCIPLINE

Fill in the combined <u>number</u> of times a statement is marked on all Data Collection Forms for this school or building.			
	YES	NO	N/A
1. There is evidence that, where it has been determined that a child's behavior impedes learning, the use of positive behavioral interventions and supports, and other strategies to address that behavior have been implemented ²⁷ .	1		
2. There is evidence that data are used to determine impact of student behavior on his/her learning.	1		
3. There is evidence that the IEP team conducted a functional behavior assessment of the student's behavior ²⁸ .	1		
4. If appropriate, there is evidence that the IEP team developed a behavior intervention plan that describes strategies and supports ²⁹ ?	1		
5. There is evidence that positive interventions, strategies and supports have been communicated to the student, parents and key school personnel ³⁰ .	1		
6. There is evidence that professional development, and specialized training has been provided to staff, parents, providers and others as appropriate to support the implementation of the behavior plan and strategies ³¹ .	1		
7. A school-wide behavior intervention model exists ³² .	1		

Behavior Strengths	Behavior Suggestions for Improvement
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²⁷ Ed 1114.07 Behavioral Interventions; Ed 1109.01 Elements of an IEP; 34 CFR 300.320 Content of IEP

²⁸ Ed 1124.01 (f)(1)(i)(ii) Disciplinary Procedures; 34 CFR 300.530 Authority of school personnel

²⁹ Ed 1114.07 Behavioral Interventions

³⁰ Ed 1114.05 Program Requirements

³¹ Ed 1114.10 Qualifications and Requirements for Instructional, Administrative, and Support Personnel

³² Not a requirement of Federal or State Special Education laws, rules or regulations

1. There is an effective use of goal setting and of data to monitor student progress and make adjustments to the plan as necessary, as seen in the Case Study student's behavior plan.
2. There is effective PD offered to all staff in the area of positive behavior and supports, including paraprofessionals.
3. The PEP program has access to the services of a Board Certified Assistant Behavior Analyst (BCaBA) to support individual student behavior plans.

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	Date: 2/12/14	
Programs: John Powers School	Number of Cases Reviewed: 1	
Recorder/Summarizer: Karen Baldasaro	Number of students reviewed age 16+: 0	Number of students age 16+ cited for Indicator 13: 0

CLEARLY PRINT NAMES OF ALL COLLABORATIVE TEAM MEMBERS

Name: Jessica Gervais	Position: Program Director	<u>Building Level</u> or Visiting (circle one)
Name: Andrea Bancroft	Position: Classroom Teacher/Special Educator	<u>Building Level</u> or Visiting (circle one)
Name: Brian Collopy	Position: Classroom Teacher/Special Educator	<u>Building Level</u> or Visiting (circle one)
Name: Brian Wagoner	Position: School Counselor	<u>Building Level</u> or Visiting (circle one)
Name: Vani Krishnan and Javonne Mulling	Position: Speech/Language Pathologists	<u>Building Level</u> or Visiting (circle one)
Name: Jen Vachon	Position: School Nurse	<u>Building Level</u> or Visiting (circle one)
Name: Maryt Lane	Position: NHDOE, Sp. Ed. Bureau	Building Level or <u>Visiting</u> (circle one)
Name: Sarah Jane Stone	Position: Educational/Behavioral Aide	<u>Building Level</u> or Visiting (circle one)
Name: Michael Forcillo	Position: Educational/Behavioral Aide	<u>Building Level</u> or Visiting (circle one)
Name: Maryclare Heffernan	Position: Program Director	<u>Building Level</u> or Visiting (circle one)
Name: Karen Baldasaro	Position: Special Ed. Teacher/Counselor	Building Level or <u>Visiting</u> (circle one)

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

SUMMARIZE YOUR BUILDING LEVEL DATA

ACCESS TO THE GENERAL CURRICULUM STATEMENTS

Fill in the combined <u>number</u> of times a statement is marked on all Data Collection Forms for this school or building.			
	YES	NO	N/A
1. There is evidence that when developing the IEP the IEP Team considers: the strengths of the child; (ii) The concerns of the parents for enhancing the education of their child; (iii) The results of the initial or most recent evaluation of the child; and (iv) The academic, developmental, and functional needs of the child ³³ .	1		
2. There is evidence of a system among <i>all</i> staff members who provide direct services for the child, including instructional and residential, of their participation in the process of planning for that child and knowing the contents of the IEP and all other reports and evaluations, as appropriate to their roles and responsibilities ³⁴ .	1		
3. There is evidence that the Team uses multiple measures to design, implement and monitor the student's program ^{35,36} .	1		
4. All IEP goals are written in measurable terms ³⁷ .	1		
5. Student's IEP has at least one functional goal (as applicable) ³⁸ .	1		
6. There is evidence that the student has made progress in IEP Goals over the past three years ^{39, 40} .	1		
7. There is evidence that the special education, supplementary aids and/or related services described in the IEP have been delivered ⁴¹ .	1		
8. There is evidence that NH Minimum Standards for required subjects (credits) are met and provided to the student ⁴² .	1		

³³ Ed 1109.03 When an IEP Is in Effect; IEP Meetings; Development, Review, and Revision of an IEP; Transition Services; 34 CFR 300.324 Development, review, and revision of IEP

³⁴ Ed 1114.05(h) Program Requirements

³⁵ Ed 1109.01 (a)(1) Elements of an Individualized Program; 34 CFR 300.320 (a) Definition of IEP

³⁶ Ed. 1109.01 Elements of an Individualized Program; 34 CFR 300.320 (3)(i)(ii); Definition of IEP

³⁷ Ed. 1109.01 Elements of an IEP; 34 CFR 300.320 Content of IEP

³⁸ Ed 1102.01(u) Definitions Functional Goal *Functional goal*" means a measurable outcome that is developed by the IEP team to address a need detailed in the analysis of the student's functional performance

³⁹ Ed 1109.01 Elements of an IEP

⁴⁰ Ed 1109.03 When an IEP Is in Effect; IEP Meetings; Development, Review, and Revision of an IEP; Transition Services; 34 CFR 300.324 Development, review, and revision of IEP

⁴¹ Ed 1109.04 (b) Copies of the IEP and evidence of implementation

⁴² Ed 1114.05 (g) Program Requirements 34 CFR 300.320 Content of IEP

9. There is evidence the student <u>has access to, is participating and progressing in the general education curriculum (aligned with NH Curriculum Frameworks/CCSS)</u> ⁴³ .	1		
10. There is evidence that the accommodations ⁴⁴ and/or modifications ⁴⁵ , as described in the IEP allows the student to access, participate and show progress in the general curriculum ⁴⁶ .	1		
11. There is evidence in the IEP of individual accommodations necessary to measure academic achievement or functional performance in state, school-wide or classroom assessments ^{47, 48} .	1		
12. There is evidence that supports and accommodations are provided to this student to allow participation in extracurricular and other non-academic activities ⁴⁹ .	1		
13. There is evidence that the IEP team made the placement decision based on Free and Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE) ⁵⁰ .	1		
14. There is evidence the student's IEP is reasonably calculated to result in educational benefit.	1		
For High School Students:			
Student is earning credits toward a regular high school diploma ⁵¹ .			
IF YES: within 4 years?			
Student will earn an IEP diploma or a certificate of completion ⁵¹ .			
IF YES: within 4 years?			
Does this school have a clear policy for earning a high school diploma ⁵² ?			

⁴³ Ed 1113.08 Curricula; Ed. 1109.01 Elements of an IEP; 34 CFR 300.320 Content of IEP

⁴⁴ "Accommodation" means any change in instruction or evaluation determined necessary by the IEP team that does not impact the rigor and/or validity of the subject matter being taught or assessed.

⁴⁵ "Modification" means any change in instruction or evaluation determined necessary by the IEP team that impacts the rigor and validity or rigor or validity, of the subject matter being taught or assessed.

⁴⁶ Ed 1113.08 Curricula; Ed. 1109.01 Elements of an IEP; 34 CFR 300.320 Content of IEP

⁴⁷ Ed 1109.01 Elements of an IEP; 34 CFR 300.320 Content of IEP

⁴⁸ Ed 1109.01 Elements of an IEP; 34 CFR 300.320 (6)(i) Definition of Individualized Education Program

⁴⁹ Ed 1113.08 Curricula; Ed 1109.01 Elements of an IEP; 34 CFR 300.320 Content of IEP

⁵⁰ Ed 1111.02 Placement Decisions; 34 CFR 300.116 Placements

⁵¹ Ed 1113.13 Diplomas (a)(b)(c); 34 CFR 300.102 Limitation-Exception to FAPE for certain ages

⁵² Ed 1114.05 Program Requirements (a)(b)

Access Strengths	Access Suggestions for Improvement
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<ol style="list-style-type: none"> 1. The John Powers School is driven by a collective vision that is regularly reviewed to assess effectiveness of implementation of practice. The culture of ongoing reflection and improvement was a theme articulated by the John Powers staff members. 2. A focus on individualization within the context of reaching high standards and accessing the general curriculum was evident during the Case Study presentation and classroom observation. 3. The staff interviewed articulated expectations for high standards for all students and a high level of student success in attaining access to the general education curriculum standards. 4. The guardian of the Case Study student was interviewed expressed strong satisfaction in the communication and support provided to her by the John Powers staff. 5. The collaborative focus on implementing the new curriculum at John Powers School was evident in the instruction observed in the classroom and in the Case Study presentation. 6. The school building and facility are well-organized, well-utilized, bright and attractive learning spaces. 7. There is a culture of mutual respect and problem solving throughout the program as described by the staff and parents interviewed. 8. Collaboration with outside agencies is well established and effective as evidenced in meeting minutes, IEPs and described by individuals interviewed. 	<ol style="list-style-type: none"> 1. Consider additional ways to increase access to and use of technology to support teaching and learning in the John Powers School. 2. Continue the current effort to develop standards/competency-based grading process to reflect specific areas of mastery for each student in the report card. 3. Consider what other extended/after-school opportunities there may be for John Powers students to participate with non-disabled peers.
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TRANSITION STATEMENTS⁵³

Fill in the combined <u>number</u> of times a statement is marked on all Data Collection Forms for this school or building.		
	YES	NO
1. There is evidence that at the time of transition the evaluation summary and other related documents were received in a timely manner ⁵⁴ .	1	
2. There is evidence and documentation that special education, supplementary aids and/or related services described in the IEP were delivered at the time of transition ⁵⁵ .	1	
3. There is evidence that the information on this student has been shared between each transition including school to school, grade to grade and teacher to teacher including academic and behavior ⁵⁶ .	1	
4. There is evidence that the placement decision is made at least annually by the IEP team with consideration that the student is placed in the least restrictive environment ⁵⁷ .	1	
5. There is evidence that there is collaboration between the LEA and the non-public school in the development, review and revision of the IEP ⁵⁸ .	1	
6. There is evidence of a collaboration process between general and special education staff in the development, review and revision of IEPs, including transition planning for this student ⁵⁹ .	1	
7. There is evidence that the student and parents have been involved in transition discussions and activities ⁶⁰ .	1	
8. If the student turned 14 during the IEP period (or younger if determined by the IEP team), there is evidence that the IEP includes a statement of transition service needs that focuses on the students courses of study ⁶¹ .		
9. If the student turned 16 during the IEP period, there is evidence that the transition plan is designed within a results-oriented process focused on improving academic and functional improvement to facilitate his or her movement from school to post-school goals and activities ⁶² .		

⁵³ 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.

⁵⁴ 34 CFR 300.323(g) Transmittal of records

⁵⁵ Ed 1114.06 Responsibilities of Private Providers of Special Education or Other Non- LEA Programs in the Implementation of IEPs.

⁵⁶ Ed 1114.05 Program Requirements

⁵⁷ Ed 1111.02 Placement Decisions; 34 CFR 300.116 Placements

⁵⁸ Ed 1109.05 IEPs for Children Placed in Private Providers of Special Education or other non-LEA Programs by Public Agencies; 34 CFR 300.325 Private school placements by public agencies

⁵⁹ Ed 1103.01 IEP Team; 34 CFR 300.321 IEP Team

⁶⁰ Ed 1103.01 IEP Team; 34 CFR 300.321 IEP Team

⁶¹ Ed 1109.01 (10) Elements of the individualized education program

10. There is evidence that outside agencies who are involved with this student's transition have participated in transition planning (e.g. DCYF, DJJS, and Area Agency) ⁶³ .	1	
TRANSITION STATEMENTS	YES	NO
(Transition questions must be answered Yes or No, not N/A)		
For a student who will turn age 14 during the IEP service period (or younger if determined appropriate by the IEP team): The IEP includes 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		
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)		
1. Is there an appropriate measurable postsecondary goal or goals that covers education OR training AND employment, and, as needed, independent living?		
<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>		
2. Is (are) the postsecondary goal(s) updated annually?		
<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>		
3. Is there evidence that the measurable postsecondary goal(s) were based on age appropriate transition assessment?		
<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>		
4. Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goal(s)?		
<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>		
5. Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goal(s)?		

⁶² Ed 1109.01 (a)(10) Elements of an IEP; 34 CFR 300.320 Definition of an IEP (b); 34 CFR 300.43 Transition Services (a)(1)

⁶³ Ed 1103.01 IEP Team; 34 CFR 300.321 IEP Team

Do the transition services include courses of study that align with the student's postsecondary goal(s)? • If yes, then check Y OR if no, then check N.			
6. Is (are) there annual IEP goal(s) related to the student's transition services needs?			
Is (are) an annual goal(s) included in the IEP that is/are related to the student's transition services needs? • If yes, then check Y OR if no, then check N.			
7. Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed?			
8. 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? • 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
9. 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?			
10. 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? Was consent obtained from the parent (or student, for a student the age of majority)? • 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.			
11. Student is informed prior to age 17 of his/her rights under IDEA ⁶⁴ .			
12. Does the IEP meet the requirements of Indicator 13? (Check one) Yes (all Ys or NAs for each item (1 – 10) on the Checklist or No (one or more Ns checked)			
13. There is evidence of the 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 ⁶⁵ .			

⁶⁴ Ed 1120.01 Applicability; Transfer of Rights 34 CFR 300.320 (c) Transfer of Rights at age of majority

⁶⁵ Ed 1109.04 Copies of the IEP and Evidence of Implementation (c) 34 CFR 300.305 (e)(2)

Transition Strengths	Transition Suggestions for Improvement
<ol style="list-style-type: none"> 1. The IEP reviewed indicated that Transition planning for the Case Study student is carefully calculated to support the student’s transition points. The student is currently preparing to transition back to the local public school and transition planning has included a series of visits to the school as well as time with key adults to develop relationships in advance of the move. 2. There are well-developed partnerships with the sending school district to ensure smooth transitions at all transition points for John Powers students. 3. John Powers staff consistently stressed the philosophy of working to support the return of students to their local school as a priority and goal in the Case Study presentation and in interviews. 4. The intake transition matrix is well designed and helpful in determining student transition needs at the time of placement. 5. John Powers School provides transition consultants to the local school districts to further support an effective transition. The process includes exploring the environment, staffing and curriculum in the “receiving school”, communicating student needs and aligning academic and behavioral programming to assure success. 	<ol style="list-style-type: none"> 1. Continue to consider additional opportunities for John Powers School to increase community partnerships to establish ELOs and additional community experiences.

BEHAVIOR STRATEGIES AND DISCIPLINE

Fill in the combined <u>number</u> of times a statement is marked on all Data Collection Forms for this school or building		
	YES	NO
1. There is evidence that, where it has been determined that a child's behavior impedes learning, the use of positive behavioral interventions and supports, and other strategies to address that behavior have been implemented ⁶⁶ .	1	
2. There is evidence that data are used to determine impact of student behavior on his/her learning.	1	
3. There is evidence that the IEP team conducted a functional behavior assessment of the student's behavior ⁶⁷ .	1	
4. If appropriate, there is evidence that the IEP team developed a behavior intervention plan that described strategies and supports ⁶⁸ .	1	
5. There is evidence that the interventions, strategies and supports have been developed to address the student's behavior ⁶⁹ .	1	
6. There is evidence that positive interventions, strategies and supports been communicated to the student, parents and key school personnel ⁷⁰ .	1	
7. There is evidence that professional development, and specialized training has been provided to staff, parents, providers and others as appropriate to support the implementation of the behavior plan and strategies ⁷¹ .	1	
8. If aversive behavioral interventions were used, there is evidence that they were authorized in writing by a physician, and the IEP team, and included in the student's IEP ^{72,73} .	1	
9. There is evidence that that the team uses data to demonstrate the results of the behavioral interventions, strategies and supports ⁷⁴ .	1	
10. A school-wide behavior intervention model exists.	1	

⁶⁶ Ed 1114.07 Behavioral Interventions; Ed 1109.01 Elements of an IEP; 34 CFR 300.320 Content of IEP

⁶⁷ Ed 1124.01 (f)(1)(i)(ii) Disciplinary Procedures; 34 CFR 300.530 Authority of school personnel

⁶⁸ Ed 1102.01 Definitions (n)

⁶⁹ Ed 1114.07 Behavioral Interventions

⁷⁰ Ed 1114.05 Program Requirements

⁷¹ Ed 1114.10 Qualifications and Requirements for Instructional, Administrative, and Support Personnel

⁷² Ed 1113.06 (a)(b) Use of Aversive Behavioral Interventions "Aversive Behavioral Interventions" mean (1) A non-medical mechanical restraint that physically restricts student's movement; and (2) physical restraint, not in response to a threat of imminent, serious, physical harm.

⁷³ Ed 1114.09 Use of Aversive Behavioral Interventions

⁷⁴ Ed 1114.07 (a) Behavioral Interventions

Behavior Strategy Strengths	Behavior Strategy Suggestions for Improvement
<ol style="list-style-type: none"> 1. System-wide consistency in the expectations and approach to positive student behavior intervention and supports is was evident to the visiting team. 2. The John Powers School has successfully implemented the SLC Essential Strategies for Positive Behavioral Support during the 2013-2014 school year. The visiting team observed a well-designed three-tiered supports and services approach. The model emphasizes 4 integrated elements: (a) measurable outcomes, (b) data for decision making (c) evidence-based practices, and (d) systems that efficiently and effectively support implementation of these practices. 	<ol style="list-style-type: none"> 1. Continue to evaluate the effectiveness of the new behavior model at John Powers School using data to determine individual student growth and overall climate and culture outcomes.

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	Date: 2/12/14	
Programs: Charles Ott Academy	Number of Cases Reviewed: 1	
Recorder/Summarizer: Michael McMurray	Number of students reviewed age 16+: 1	Number of students age 16+ cited for Indicator 13: 0

CLEARLY PRINT NAMES OF ALL COLLABORATIVE TEAM MEMBERS

Name: Michael McMurray	Position: Principal	Building Level or <u>Visiting</u> (circle one)
Name: Jill Heath	Position: Program Director	<u>Building Level</u> or Visiting (circle one)
Name: Joe Miller	Position: Education Consultant	Building Level or <u>Visiting</u> (circle one)
Name: Amanda Ruest	Position: Special Education Teacher /Counselor	<u>Building Level</u> or Visiting (circle one)
Name: Liza Cocco	Position: LEA Representative/Out of District Coordinator	Building Level or <u>Visiting</u> (circle one)
Name: Kevin Murphy	Position: Executive Director	<u>Building Level</u> or Visiting (circle one)
	Position:	Building Level or Visiting (circle one)

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

SUMMARIZE YOUR BUILDING LEVEL DATA

ACCESS TO THE GENERAL CURRICULUM STATEMENTS

Fill in the combined <u>number</u> of times a statement is marked on all Data Collection Forms for this school or building.			
	YES	NO	N/A
15. There is evidence that when developing the IEP the IEP Team considers: the strengths of the child; (ii) The concerns of the parents for enhancing the education of their child; (iii) The results of the initial or most recent evaluation of the child; and (iv) The academic, developmental, and functional needs of the child ⁷⁵ .	1		
16. There is evidence of a system among <i>all</i> staff members who provide direct services for the child, including instructional and residential, of their participation in the process of planning for that child and knowing the contents of the IEP and all other reports and evaluations, as appropriate to their roles and responsibilities ⁷⁶ .	1		
17. There is evidence that the Team uses multiple measures to design, implement and monitor the student's program ^{77,78} .	1		
18. All IEP goals are written in measurable terms ⁷⁹ .	1		
19. Student's IEP has at least one functional goal (as applicable) ⁸⁰ .	1		
20. There is evidence that the student has made progress in IEP Goals over the past three years ^{81, 82} .	1		
21. There is evidence that the special education, supplementary aids and/or related services described in the IEP have been delivered ⁸³ .	1		
22. There is evidence that NH Minimum Standards for required subjects (credits) are met and provided to the student ⁸⁴ .	1		

⁷⁵ Ed 1109.03 When an IEP Is in Effect; IEP Meetings; Development, Review, and Revision of an IEP; Transition Services; 34 CFR 300.324 Development, review, and revision of IEP

⁷⁶ Ed 1114.05(h) Program Requirements

⁷⁷ Ed 1109.01 (a)(1) Elements of an Individualized Program; 34 CFR 300.320 (a) Definition of IEP

⁷⁸ Ed. 1109.01 Elements of an Individualized Program; 34 CFR 300.320 (3)(i)(ii); Definition of IEP

⁷⁹ Ed. 1109.01 Elements of an IEP; 34 CFR 300.320 Content of IEP

⁸⁰ Ed 1102.01(u) Definitions Functional Goal *Functional goal*" means a measurable outcome that is developed by the IEP team to address a need detailed in the analysis of the student's functional performance

⁸¹ Ed 1109.01 Elements of an IEP

⁸² Ed 1109.03 When an IEP Is in Effect; IEP Meetings; Development, Review, and Revision of an IEP; Transition Services; 34 CFR 300.324 Development, review, and revision of IEP

⁸³ Ed 1109.04 (b) Copies of the IEP and evidence of implementation

⁸⁴ Ed 1114.05 (g) Program Requirements 34 CFR 300.320 Content of IEP

23. There is evidence the student <u>has access to, is participating and progressing in the general education curriculum (aligned with NH Curriculum Frameworks/CCSS)</u> ⁸⁵ .	1		
24. There is evidence that the accommodations ⁸⁶ and/or modifications ⁸⁷ , as described in the IEP allows the student to access, participate and show progress in the general curriculum ⁸⁸ .	1		
25. There is evidence in the IEP of individual accommodations necessary to measure academic achievement or functional performance in state, school-wide or classroom assessments ^{89, 90} .	1		
26. There is evidence that supports and accommodations are provided to this student to allow participation in extracurricular and other non-academic activities ⁹¹ .	1		
27. There is evidence that the IEP team made the placement decision based on Free and Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE) ⁹² .	1		
28. There is evidence the student's IEP is reasonably calculated to result in educational benefit.	1		
For High School Students:			
Student is earning credits toward a regular high school diploma ⁹³ .	1		
IF YES: within 4 years?	1		
Student will earn an IEP diploma or a certificate of completion ⁵¹ .		1	
IF YES: within 4 years?			1
Does this school have a clear policy for earning a high school diploma ⁹⁴ ?	1		

⁸⁵ Ed 1113.08 Curricula; Ed. 1109.01 Elements of an IEP; 34 CFR 300.320 Content of IEP

⁸⁶ "Accommodation" means any change in instruction or evaluation determined necessary by the IEP team that does not impact the rigor and/or validity of the subject matter being taught or assessed.

⁸⁷ "Modification" means any change in instruction or evaluation determined necessary by the IEP team that impacts the rigor and validity or rigor or validity, of the subject matter being taught or assessed.

⁸⁸ Ed 1113.08 Curricula; Ed. 1109.01 Elements of an IEP; 34 CFR 300.320 Content of IEP

⁸⁹ Ed 1109.01 Elements of an IEP; 34 CFR 300.320 Content of IEP

⁹⁰ Ed 1109.01 Elements of an IEP; 34 CFR 300.320 (6)(i) Definition of Individualized Education Program

⁹¹ Ed 1113.08 Curricula; Ed 1109.01 Elements of an IEP; 34 CFR 300.320 Content of IEP

⁹² Ed 1111.02 Placement Decisions; 34 CFR 300.116 Placements

⁹³ Ed 1113.13 Diplomas (a)(b)(c); 34 CFR 300.102 Limitation-Exception to FAPE for certain ages

⁹⁴ Ed 1114.05 Program Requirements (a)(b)

Access Strengths	Access Suggestions for Improvement
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<ol style="list-style-type: none"> 1. The Case Study student reviewed at Charles Ott Academy has been provided with a personalized schedule designed to support access to the state standards and to gain credits toward a regular high school diploma. 2. The IEP reviewed reflected well-designed and measurable goals. 3. Student self-advocacy is an intentional focus for the Charles Ott Academy students. The focus on self-monitoring use of an Inspiration Board track credits and plan for graduation are two examples of student ownership for learning. 4. The Charles Ott Academy program is individualized to meet a wide range of student learning and social/emotional needs. A focus on individualization within the context of reaching high standards and accessing the general curriculum was evident throughout the visit. 5. Charles Ott Academy staff work hard to establish effective relationships with the sending school district as described by the LEA representative interviewed. 6. The parent interviewed indicated that family involvement and communication is ongoing and well designed. Parent is kept up to date on student progress and involved in planning and IEP meetings. 7. The school facility and classrooms are well-organized, well-utilized, bright and attractive learning spaces. 8. There is a culture of mutual respect and problem solving throughout the program as described by the staff and parents interviewed. 	<ol style="list-style-type: none"> 1. Consider the adoption of an academic screening tool to gather baseline and progress data. 2. Consider additional ways to increase access to and use of technology to support teaching and learning.
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TRANSITION STATEMENTS⁹⁵

Fill in the combined <u>number</u> of times a statement is marked on all Data Collection Forms for this school or building.		
	YES	NO
11. There is evidence that at the time of transition the evaluation summary and other related documents were received in a timely manner ⁹⁶ .	1	
12. There is evidence and documentation that special education, supplementary aids and/or related services described in the IEP were delivered at the time of transition ⁹⁷ .	1	
13. There is evidence that the information on this student has been shared between each transition including school to school, grade to grade and teacher to teacher including academic and behavior ⁹⁸ .	1	
14. There is evidence that the placement decision is made at least annually by the IEP team with consideration that the student is placed in the least restrictive environment ⁹⁹ .	1	
15. There is evidence that there is collaboration between the LEA and the non-public school in the development, review and revision of the IEP ¹⁰⁰ .	1	
16. There is evidence of a collaboration process between general and special education staff in the development, review and revision of IEPs, including transition planning for this student ¹⁰¹ .	1	
17. There is evidence that the student and parents have been involved in transition discussions and activities ¹⁰² .	1	
18. If the student turned 14 during the IEP period (or younger if determined by the IEP team), there is evidence that the IEP includes a statement of transition service needs that focuses on the students courses of study ¹⁰³ .		
19. If the student turned 16 during the IEP period, there is evidence that the transition plan is designed within a results-oriented process focused on improving academic and functional improvement to facilitate his or her movement from school to post-school goals and activities ¹⁰⁴ .	1	

⁹⁵ 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.

⁹⁶ 34 CFR 300.323(g) Transmittal of records

⁹⁷ Ed 1114.06 Responsibilities of Private Providers of Special Education or Other Non- LEA Programs in the Implementation of IEPs.

⁹⁸ Ed 1114.05 Program Requirements

⁹⁹ Ed 1111.02 Placement Decisions; 34 CFR 300.116 Placements

¹⁰⁰ Ed 1109.05 IEPs for Children Placed in Private Providers of Special Education or other non-LEA Programs by Public Agencies; 34 CFR 300.325 Private school placements by public agencies

¹⁰¹ Ed 1103.01 IEP Team; 34 CFR 300.321 IEP Team

¹⁰² Ed 1103.01 IEP Team; 34 CFR 300.321 IEP Team

¹⁰³ Ed 1109.01 (10) Elements of the individualized education program

20. There is evidence that outside agencies who are involved with this student's transition have participated in transition planning (e.g. DCYF, DJJS, and Area Agency) ¹⁰⁵ .	1	
TRANSITION STATEMENTS	YES	NO
(Transition questions must be answered Yes or No, not N/A)		
For a student who will turn age 14 during the IEP service period (or younger if determined appropriate by the IEP team): The IEP includes 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		
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)		
1. 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>		
2. 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>		
3. 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>		
4. 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>		
5. 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)? • If yes, then check Y OR if no, then check N.</i>		
6. Is (are) there annual IEP goal(s) related to the student's transition services needs?	1	

¹⁰⁴ Ed 1109.01 (a)(10) Elements of an IEP; 34 CFR 300.320 Definition of an IEP (b); 34 CFR 300.43 Transition Services (a)(1)

¹⁰⁵ Ed 1103.01 IEP Team; 34 CFR 300.321 IEP Team

<i>Is (are) an annual goal(s) included in the IEP that is/are related to the student's transition services needs? • If yes, then check Y OR if no, then check N.</i>			
7. Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed?	1		
16. <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? • If yes, then check Y OR if no, then check N.</i>			
Only the following statement may be answered N/A if appropriate. All statements above must be answered Yes or No.	YES	NO	N/A
18. 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		
19. <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? Was consent obtained from the parent (or student, for a student the age of majority)? • 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.</i>	1		
24. Student is informed prior to age 17 of his/her rights under IDEA ¹⁰⁶ .	1		
25. Does the IEP meet the requirements of Indicator 13? (Check one) Yes (all Ys or NAs for each item (1 – 10) on the Checklist or No (one or more Ns checked)	1		
26. There is evidence of the 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 ¹⁰⁷ .	1		

¹⁰⁶ Ed 1120.01 Applicability; Transfer of Rights 34 CFR 300.320 (c) Transfer of Rights at age of majority

¹⁰⁷ Ed 1109.04 Copies of the IEP and Evidence of Implementation (c) 34 CFR 300.305 (e)(2)

Transition Strengths	Transition Suggestions for Improvement
<ol style="list-style-type: none"> 1. The student's Transition Plan is well designed to support individual goals toward earning a regular high school diploma with appropriate activities and supports identified for post secondary. 2. The use of Futures planning and the Inspiration Board are examples of effective transition planning activities provided to the students at COA. 3. There are well-developed partnerships with the local schools to ensure smooth transitions at all transition points for COA students. 4. The intake transition matrix is well designed and helpful in determining student transition needs at the time of placement. 5. The Case Study student participates in an Easter Seal community program to support transition and social/behavioral goals. 	<ol style="list-style-type: none"> 1. Continue to consider additional opportunities for SLC increase community partnerships to establish ELOs and additional community experiences for COA students.

BEHAVIOR STRATEGIES AND DISCIPLINE

Fill in the combined <u>number</u> of times a statement is marked on all Data Collection Forms for this school or building		
	YES	NO
11. There is evidence that, where it has been determined that a child's behavior impedes learning, the use of positive behavioral interventions and supports, and other strategies to address that behavior have been implemented ¹⁰⁸ .	1	
12. There is evidence that data are used to determine impact of student behavior on his/her learning.	1	
13. There is evidence that the IEP team conducted a functional behavior assessment of the student's behavior ¹⁰⁹ .	1	
14. If appropriate, there is evidence that the IEP team developed a behavior intervention plan that described strategies and supports ¹¹⁰ .	1	
15. There is evidence that the interventions, strategies and supports have been developed to address the student's behavior ¹¹¹ .	1	
16. There is evidence that positive interventions, strategies and supports been communicated to the student, parents and key school personnel ¹¹² .	1	
17. There is evidence that professional development, and specialized training has been provided to staff, parents, providers and others as appropriate to support the implementation of the behavior plan and strategies ¹¹³ .	1	
18. If aversive behavioral interventions were used, there is evidence that they were authorized in writing by a physician, and the IEP team, and included in the student's IEP ^{114,115} .	1	
19. There is evidence that that the team uses data to demonstrate the results of the behavioral interventions, strategies and supports ¹¹⁶ .	1	
20. A school-wide behavior intervention model exists.	1	

¹⁰⁸ Ed 1114.07 Behavioral Interventions; Ed 1109.01 Elements of an IEP; 34 CFR 300.320 Content of IEP

¹⁰⁹ Ed 1124.01 (f)(1)(i)(ii) Disciplinary Procedures; 34 CFR 300.530 Authority of school personnel

¹¹⁰ Ed 1102.01 Definitions (n)

¹¹¹ Ed 1114.07 Behavioral Interventions

¹¹² Ed 1114.05 Program Requirements

¹¹³ Ed 1114.10 Qualifications and Requirements for Instructional, Administrative, and Support Personnel

¹¹⁴ Ed 1113.06 (a)(b) Use of Aversive Behavioral Interventions "Aversive Behavioral Interventions" mean (1) A non-medical mechanical restraint that physically restricts student's movement; and (2) physical restraint, not in response to a threat of imminent, serious, physical harm.

¹¹⁵ Ed 1114.09 Use of Aversive Behavioral Interventions

¹¹⁶ Ed 1114.07 (a) Behavioral Interventions

Behavior Strategy Strengths	Behavior Strategy Suggestions for Improvement
<ol style="list-style-type: none"> 1. Program wide consistency in the expectations and approach to positive student behavior intervention and supports is was evident to the visiting team. 2. The Case Study student reviewed had a Functional Behavior Assessment in place and a well-designed behavior plan that included input from the Easter Seals monthly reports. 3. The use of student behavior data to inform student growth is well established. COA staff collects behavior data daily and constantly look for patterns in the behavior that can be addressed and opportunities to celebrate growth. 4. COA adopted the Essential Strategies for Positive Behavioral Support during the 2013-2014 school year. The model is well designed to support a three-tiered supports and services approach. The model emphasizes 4 integrated elements: (a) measurable outcomes, (b) data for decision making (c) evidence-based practices, and (d) systems that efficiently and effectively support implementation of these practices. 	

BUILDING LEVEL CASE STUDY DATA SUMMARY

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

School: Strafford Learning Center	Date: 2/12/14	
Programs: Rochester Learning Academy	Number of Cases Reviewed: 1	
Recorder/Summarizer: Michael McMurray	Number of students reviewed age 16+: 1	Number of students age 16+ cited for Indicator 13: 0

CLEARLY PRINT NAMES OF ALL COLLABORATIVE TEAM MEMBERS

Name: Michael McMurray	Position: Principal	Building Level or <u>Visiting</u> (circle one)
Name: Sue Cohen	Position: RLA Counselor	<u>Building Level</u> or Visiting (circle one)
Name: Lisa A. Hevey	Position: Out of District Coordinator	Building Level or <u>Visiting</u> (circle one)
Name: Kimberly A. Corey	Position: Director RLA	<u>Building Level</u> or Visiting (circle one)
Name: Mary T. Lane	Position: NHDOE, Sp. Ed. Bureau	Building Level or <u>Visiting</u> (circle one)
Name: Joseph Miller	Position: Education Consultant	Building Level or <u>Visiting</u> (circle one)

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

SUMMARIZE YOUR BUILDING LEVEL DATA

ACCESS TO THE GENERAL CURRICULUM STATEMENTS

Fill in the combined <u>number</u> of times a statement is marked on all Data Collection Forms for this school or building.			
	YES	NO	N/A
29. There is evidence that when developing the IEP the IEP Team considers: the strengths of the child; (ii) The concerns of the parents for enhancing the education of their child; (iii) The results of the initial or most recent evaluation of the child; and (iv) The academic, developmental, and functional needs of the child ¹¹⁷ .	1		
30. There is evidence of a system among <i>all</i> staff members who provide direct services for the child, including instructional and residential, of their participation in the process of planning for that child and knowing the contents of the IEP and all other reports and evaluations, as appropriate to their roles and responsibilities ¹¹⁸ .	1		
31. There is evidence that the Team uses multiple measures to design, implement and monitor the student's program ^{119,120} .	1		
32. All IEP goals are written in measurable terms ¹²¹ .	1		
33. Student's IEP has at least one functional goal (as applicable) ¹²² .	1		
34. There is evidence that the student has made progress in IEP Goals over the past three years ^{123, 124} .	1		
35. There is evidence that the special education, supplementary aids and/or related services described in the IEP have been delivered ¹²⁵ .	1		
36. There is evidence that NH Minimum Standards for required subjects (credits) are met and provided to the student ¹²⁶ .	1		

¹¹⁷ Ed 1109.03 When an IEP Is in Effect; IEP Meetings; Development, Review, and Revision of an IEP; Transition Services; 34 CFR 300.324 Development, review, and revision of IEP

¹¹⁸ Ed 1114.05(h) Program Requirements

¹¹⁹ Ed 1109.01 (a)(1) Elements of an Individualized Program; 34 CFR 300.320 (a) Definition of IEP

¹²⁰ Ed. 1109.01 Elements of an Individualized Program; 34 CFR 300.320 (3)(i)(ii); Definition of IEP

¹²¹ Ed. 1109.01 Elements of an IEP; 34 CFR 300.320 Content of IEP

¹²² Ed 1102.01(u) Definitions Functional Goal *Functional goal* means a measurable outcome that is developed by the IEP team to address a need detailed in the analysis of the student's functional performance

¹²³ Ed 1109.01 Elements of an IEP

¹²⁴ Ed 1109.03 When an IEP Is in Effect; IEP Meetings; Development, Review, and Revision of an IEP; Transition Services; 34 CFR 300.324 Development, review, and revision of IEP

¹²⁵ Ed 1109.04 (b) Copies of the IEP and evidence of implementation

¹²⁶ Ed 1114.05 (g) Program Requirements 34 CFR 300.320 Content of IEP

37. There is evidence the student <u>has access to, is participating and progressing in the general education curriculum (aligned with NH Curriculum Frameworks/CCSS)</u> ¹²⁷ .	1		
38. There is evidence that the accommodations ¹²⁸ and/or modifications ¹²⁹ , as described in the IEP allows the student to access, participate and show progress in the general curriculum ¹³⁰ .	1		
39. There is evidence in the IEP of individual accommodations necessary to measure academic achievement or functional performance in state, school-wide or classroom assessments ^{131, 132} .	1		
40. There is evidence that supports and accommodations are provided to this student to allow participation in extracurricular and other non-academic activities ¹³³ .	1		
41. There is evidence that the IEP team made the placement decision based on Free and Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE) ¹³⁴ .	1		
42. There is evidence the student's IEP is reasonably calculated to result in educational benefit.	1		
For High School Students:			
Student is earning credits toward a regular high school diploma ¹³⁵ .	1		
IF YES: within 4 years?		1	
Student will earn an IEP diploma or a certificate of completion ⁵¹ .		1	
IF YES: within 4 years?			1
Does this school have a clear policy for earning a high school diploma ¹³⁶ ?	1		

¹²⁷ Ed 1113.08 Curricula; Ed. 1109.01 Elements of an IEP; 34 CFR 300.320 Content of IEP

¹²⁸ "Accommodation" means any change in instruction or evaluation determined necessary by the IEP team that does not impact the rigor and/or validity of the subject matter being taught or assessed.

¹²⁹ "Modification" means any change in instruction or evaluation determined necessary by the IEP team that impacts the rigor and validity or rigor or validity, of the subject matter being taught or assessed.

¹³⁰ Ed 1113.08 Curricula; Ed. 1109.01 Elements of an IEP; 34 CFR 300.320 Content of IEP

¹³¹ Ed 1109.01 Elements of an IEP; 34 CFR 300.320 Content of IEP

¹³² Ed 1109.01 Elements of an IEP; 34 CFR 300.320 (6)(i) Definition of Individualized Education Program

¹³³ Ed 1113.08 Curricula; Ed 1109.01 Elements of an IEP; 34 CFR 300.320 Content of IEP

¹³⁴ Ed 1111.02 Placement Decisions; 34 CFR 300.116 Placements

¹³⁵ Ed 1113.13 Diplomas (a)(b)(c); 34 CFR 300.102 Limitation-Exception to FAPE for certain ages

¹³⁶ Ed 1114.05 Program Requirements (a)(b)

Access Strengths	Access Suggestions for Improvement
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<ol style="list-style-type: none"> 1. The Rochester Learning Academy successfully utilizes the Rochester School District's curriculum and competency expectations to ensure access to the general curriculum for the RLA students. 2. Rochester Learning Academy program is individualized to meet a wide range of student learning and social/emotional needs through the provision of a range of learning pathways including classroom, technology based, project based and outside of school. A focus on individualization within the context of reaching high standards and accessing the general curriculum was evident to the visiting team. 3. The Rochester Learning Academy staff has well developed working relationships with the Rochester School District as described by the LEA representative interviewed. 9. The parent interviewed indicated that family involvement and communication is ongoing and well designed. Parent is kept up to date on student progress and involved in planning and IEP meetings. 10. The school facility and classroom space are well-organized, well-utilized, bright and attractive learning spaces. 11. There is a culture of mutual respect and problem solving throughout the program as described by the staff and parents interviewed. 	<ol style="list-style-type: none"> 1. Consider additional ways to increase access to and use of technology to support teaching and learning at RLA.
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TRANSITION STATEMENTS¹³⁷

Fill in the combined <u>number</u> of times a statement is marked on all Data Collection Forms for this school or building.		
	YES	NO
21. There is evidence that at the time of transition the evaluation summary and other related documents were received in a timely manner ¹³⁸ .	1	
22. There is evidence and documentation that special education, supplementary aids and/or related services described in the IEP were delivered at the time of transition ¹³⁹ .	1	
23. There is evidence that the information on this student has been shared between each transition including school to school, grade to grade and teacher to teacher including academic and behavior ¹⁴⁰ .	1	
24. There is evidence that the placement decision is made at least annually by the IEP team with consideration that the student is placed in the least restrictive environment ¹⁴¹ .	1	
25. There is evidence that there is collaboration between the LEA and the non-public school in the development, review and revision of the IEP ¹⁴² .	1	
26. There is evidence of a collaboration process between general and special education staff in the development, review and revision of IEPs, including transition planning for this student ¹⁴³ .	1	
27. There is evidence that the student and parents have been involved in transition discussions and activities ¹⁴⁴ .	1	
28. If the student turned 14 during the IEP period (or younger if determined by the IEP team), there is evidence that the IEP includes a statement of transition service needs that focuses on the students courses of study ¹⁴⁵ .		
29. If the student turned 16 during the IEP period, there is evidence that the transition plan is designed within a results-oriented process focused on improving academic and functional improvement to facilitate his or her movement from school to post-school goals and activities ¹⁴⁶ .	1	

¹³⁷ 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.

¹³⁸ 34 CFR 300.323(g) Transmittal of records

¹³⁹ Ed 1114.06 Responsibilities of Private Providers of Special Education or Other Non- LEA Programs in the Implementation of IEPs.

¹⁴⁰ Ed 1114.05 Program Requirements

¹⁴¹ Ed 1111.02 Placement Decisions; 34 CFR 300.116 Placements

¹⁴² Ed 1109.05 IEPs for Children Placed in Private Providers of Special Education or other non-LEA Programs by Public Agencies; 34 CFR 300.325 Private school placements by public agencies

¹⁴³ Ed 1103.01 IEP Team; 34 CFR 300.321 IEP Team

¹⁴⁴ Ed 1103.01 IEP Team; 34 CFR 300.321 IEP Team

¹⁴⁵ Ed 1109.01 (10) Elements of the individualized education program

30. There is evidence that outside agencies who are involved with this student's transition have participated in transition planning (e.g. DCYF, DJJS, and Area Agency) ¹⁴⁷ .		N/A
TRANSITION STATEMENTS	YES	NO
(Transition questions must be answered Yes or No, not N/A)		
For a student who will turn age 14 during the IEP service period (or younger if determined appropriate by the IEP team): The IEP includes 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		
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)		
1. Is there an appropriate measurable postsecondary goal or goals that covers education OR training AND employment, and, as needed, independent living? <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>	1	
2. Is (are) the postsecondary goal(s) updated annually? <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>	1	
3. Is there evidence that the measurable postsecondary goal(s) were based on age appropriate transition assessment? <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>	1	
4. Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goal(s)? <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>	1	
5. Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goal(s)? <i>Do the transition services include courses of study that align with the student's postsecondary goal(s)? • If yes, then check Y OR if no, then check N.</i>	1	
6. Is (are) there annual IEP goal(s) related to the student's transition services needs?	1	

¹⁴⁶ Ed 1109.01 (a)(10) Elements of an IEP; 34 CFR 300.320 Definition of an IEP (b); 34 CFR 300.43 Transition Services (a)(1)

¹⁴⁷ Ed 1103.01 IEP Team; 34 CFR 300.321 IEP Team

<i>Is (are) an annual goal(s) included in the IEP that is/are related to the student's transition services needs? • If yes, then check Y OR if no, then check N.</i>			
7. Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed?	1		
24. <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? • If yes, then check Y OR if no, then check N.</i>			
Only the following statement may be answered N/A if appropriate. All statements above must be answered Yes or No.	YES	NO	N/A
27. 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
28. <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? Was consent obtained from the parent (or student, for a student the age of majority)? • 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.</i>			1
12. Student is informed prior to age 17 of his/her rights under IDEA ¹⁴⁸ .	1		
13. Does the IEP meet the requirements of Indicator 13? (Check one) Yes (all Ys or NAs for each item (1 – 10) on the Checklist or No (one or more Ns checked)	1		
14. There is evidence of the 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 ¹⁴⁹ .	1		

¹⁴⁸ Ed 1120.01 Applicability; Transfer of Rights 34 CFR 300.320 (c) Transfer of Rights at age of majority

¹⁴⁹ Ed 1109.04 Copies of the IEP and Evidence of Implementation (c) 34 CFR 300.305 (e)(2)

Transition Strengths	Transition Suggestions for Improvement
<ol style="list-style-type: none"> 1. The RLA student's Transition Plan is well designed to support individual student Transition goals. 2. There are well-developed partnerships with the Rochester School District to ensure smooth transitions at all transition points for RLA students. 	<ol style="list-style-type: none"> 1. Continue to consider additional opportunities for RLA to increase community partnerships to establish ELOs and additional community experiences for RLA students.

BEHAVIOR STRATEGIES AND DISCIPLINE

Fill in the combined <u>number</u> of times a statement is marked on all Data Collection Forms for this school or building		
	YES	NO
5. There is evidence that, where it has been determined that a child's behavior impedes learning, the use of positive behavioral interventions and supports, and other strategies to address that behavior have been implemented ¹⁵⁰ .	1	
6. There is evidence that data are used to determine impact of student behavior on his/her learning.	1	
7. There is evidence that the IEP team conducted a functional behavior assessment of the student's behavior ¹⁵¹ .	1	
8. If appropriate, there is evidence that the IEP team developed a behavior intervention plan that described strategies and supports ¹⁵² .	1	
9. There is evidence that the interventions, strategies and supports have been developed to address the student's behavior ¹⁵³ .	1	
10. There is evidence that positive interventions, strategies and supports been communicated to the student, parents and key school personnel ¹⁵⁴ .	1	
11. There is evidence that professional development, and specialized training has been provided to staff, parents, providers and others as appropriate to support the implementation of the behavior plan and strategies ¹⁵⁵ .	1	
12. If aversive behavioral interventions were used, there is evidence that they were authorized in writing by a physician, and the IEP team, and included in the student's IEP ^{156,157} .	1	
13. There is evidence that that the team uses data to demonstrate the results of the behavioral interventions, strategies and supports ¹⁵⁸ .	1	
14. A school-wide behavior intervention model exists.	1	

¹⁵⁰ Ed 1114.07 Behavioral Interventions; Ed 1109.01 Elements of an IEP; 34 CFR 300.320 Content of IEP

¹⁵¹ Ed 1124.01 (f)(1)(i)(ii) Disciplinary Procedures; 34 CFR 300.530 Authority of school personnel

¹⁵² Ed 1102.01 Definitions (n)

¹⁵³ Ed 1114.07 Behavioral Interventions

¹⁵⁴ Ed 1114.05 Program Requirements

¹⁵⁵ Ed 1114.10 Qualifications and Requirements for Instructional, Administrative, and Support Personnel

¹⁵⁶ Ed 1113.06 (a)(b) Use of Aversive Behavioral Interventions "Aversive Behavioral Interventions" mean (1) A non-medical mechanical restraint that physically restricts student's movement; and (2) physical restraint, not in response to a threat of imminent, serious, physical harm.

¹⁵⁷ Ed 1114.09 Use of Aversive Behavioral Interventions

¹⁵⁸ Ed 1114.07 (a) Behavioral Interventions

Behavior Strategy Strengths	Behavior Strategy Suggestions for Improvement
<ol style="list-style-type: none"> 1. RLA system-wide consistency in the expectations and approach to positive student behavior intervention and supports is was evident to the visiting team. 2. The use of data to measure student behavior growth and make adjustments as necessary is well organized. 3. The Essential Strategies for Positive Behavioral Support adopted for the 2013-2014 school year is well designed to support a three-tiered supports and services approach. The model emphasizes 4 integrated elements: (a) measurable outcomes, (b) data for decision making (c) evidence-based practices, and (d) systems that efficiently and effectively support implementation of these practices. 	<ol style="list-style-type: none"> 1. Consider the benefits and possibility of having additional counselor time available to the RLA students.