

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

**LAKEVIEW SCHOOL  
SUMMARY REPORT**

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Corinne Rocco, Director of Special Education**

Chairperson(s), Visiting Team:  
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Site Visit Conducted on October 18 & 19, 2012  
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## **I. TEAM MEMBERS**

Visiting Team Members:

<b>NAME</b>	<b>PROFESSIONAL ROLE</b>
Chairperson: Dr. Robert Greenleaf	Education Consultant, Chairperson, Visiting Team
Maryclare Heffernan	Education Consultant, Chairperson, Visiting Team
Debbie Krajcik	NHDOE, Education Consultant
Sherry Burbank	Special Education Coordinator
Lori M. Gay	Special Education Coordinator
Tammy L. Johnson	Special Education Coordinator

Building Level Team Members from Lakeview School:

<b>NAME</b>	<b>PROFESSIONAL ROLE</b>
Corinne Rocco	Director of Education/Principal
David Armstrong	Administrator
Amanda Goza	Child and Adolescent Services Director
Nicholas Cioe	Director of Quality Assurance
Thomas J. Horan	Executive Director
Dara Guptill	Special Education Teacher
Derek Guptill	Academic Behaviorist
Ben Skelton	Teacher

## II. INTRODUCTION

The Lakeview School, located in rural Effingham Falls, is a day and residential, year round, private for profit special education school that is part of the Lakeview NeuroRehabilitation Center. Two other locations are in Pennsylvania and Wisconsin. The New Hampshire based Lakeview School serves male and female students in grades 1 through 8 in the elementary program and grades 9 through 12 in the high school program. The Elementary and High School programs are approved to accept students ages 6 through 21 who are identified with Autism, Developmental Delay (ages 3 to 9 only), Emotional Disturbance, Orthopedic Impairments, Intellectual Disability, Multiple Disabilities, Other Health Impairments, Traumatic Brain Injury, Visual Impairments, Speech and Language Impairments, and Specific Learning Disability.

The Lakeview School accepts students from New Hampshire and out of State. At the time of the NHDOE Program Approval visit the school was serving a total of 26 students, with 3 New Hampshire students and 23 students from out of State including New York, Pennsylvania and New Jersey.

The Lakeview School students are provided with access to the community and non-disabled peers through a range of off campus experiences including vocational and pre-vocational experiences, job site development, and therapeutic recreation.

Lakeview School has been through a number of changes in administrators and programming in the past several years requiring the school's leadership to provide additional focus and resources on school administration, curriculum, instruction and assessment practices as well as school facilities system-wide. Throughout this period of change the school administration has maintained a commitment to continuous improvement and excellence. While ongoing improvement efforts have been made in all aspects of the school curriculum, instruction and assessment and leadership there continues to be a need to monitor those changes to determine the effectiveness of the new models implemented and make adjustments as indicated.

### MISSION, VISION AND BELIEFS

**Mission Statement:** The Lakeview School community is committed to the collaborative improvement initiatives to cultivate the growth of our school's programs. Lakeview strives and focuses on the effective utilization of research-based and innovative interventions to support our students in their pursuit in achieving their personal best, foster greater independence and in becoming life-long learners.

**Vision:** The organization strives to foster a learning community where each individual is respected for their contribution towards life-long learning.

A quote from Marva Collins reflects our Vision and Mission:

"Once children learn how to learn, nothing is going to narrow their mind. The essence of teaching is to make learning contagious, to have one idea spark another."

**Beliefs:** We believe the following:

- \*All students can learn
- \*We can improve results for all learners
- \*We utilize inclusive systems to improve learning
- \*We utilize well-defined, research-based models of data and performance outcomes
- \*We practice collaboration and ongoing communication
- \*We provide ongoing professional development to improve instruction
- \*We engage in ongoing discussion around programs, assessment and data to improve educational outcomes

## STRATEGIC PLAN AND LONG TERM GOALS

### Goals and Objectives:

1. *Lakeview School will align their curriculum with National Common Core Standards.*
  - Lakeview School will work with the NH Department of Education Technical Assistance program to develop a master action plan towards alignment with the Common Core Standards per the NHDOE implementation framework.
  - Teachers will collaborate with subject specific educational consultants to become fluent in the National Common Core Standards and contribute to the Lakeview School curriculum planning committee.
  - Transition planning for students and curriculum offered at Lakeview School will be an area of focus as related to the transition to the National Common Core Standards.
2. *Lakeview will integrate various academic and behavioral assessments (including diagnostic, interim, formative and summative) to support classroom instruction and behavioral interventions.*
  - Lakeview School grade level specific teams will collaborate monthly to review student specific performance based on data from AIMSweb.
  - Lakeview School will review the need for school counseling services which would also help to facilitate data integration.
3. *Lakeview School will provide professional learning opportunities relative to the transition towards the Common Core Standards in the area of curriculum, instruction and assessment.*
  - Lakeview School will utilize NHDOE's Technical Assistance Program to provide ongoing Professional Development learning opportunities.
  - Lakeview School will review the need for additional Professional Development days per academic calendar year for the purposes of collegial collaboration.
  - Lakeview School will continue to utilize content area consultants, on a regular basis.
  - Lakeview School will continue to provide updated access to technology to improve classroom instruction for students.
  - Lakeview school will address professional development opportunities in accordance with the approved Professional Development Plan

**4. *Lakeview will develop and maintain a meaningful process to communicate student academic and behavioral progress.***

- Behavioral services, Teaching and Residential staff will improve upon Lakeview's current intake system to collect baseline data on incoming students to develop an integrated treatment and educational plan.
- Child and Youth Services will develop a reporting system to improve documentation and communications between residential and educational services to accurately reflect services provided.
- Child and Youth Services will maximize the utilization of current computer and web based programs to share information with student team members, both internally and externally.

**5. *Lakeview will enhance and maximize the utilization of student services and physical plant improvement.***

- Lakeview School will demonstrate greater integration of students, through library, arts, sports and transition services, within the larger community.
- Lakeview School will foster student-centered collaboration for all educational, behavioral, health and related services.
- Lakeview School will enhance activities and opportunities for students in technology, the arts and music education.
- Lakeview School will improve health, wellness, safety and sex education.
- Lakeview School will increase family engagement with the school through diverse media and methods.
- Lakeview School will continue physical plant upgrades for the school through renovation and refurbishing.

## SCHOOL PROFILE

### INSTRUCTIONS:

In this section of the application, the NHDOE is requesting that the private special education school gather information to provide a profile of the school. The data collected and recorded in this section will be used in the Case Study Compliance Review Report to provide a comprehensive description of the school.

SCHOOL DEMOGRAPHICS	2011-2012	2012-2013
<b>Student Enrollment as of October 1</b>		25
<b>Do you accept out-of-state students? If so, list number from each state in 12-13</b>	Connecticut: 1 New Hampshire: 3 New York: 6 Pennsylvania: 11	Maine: 1 New Jersey: 1 Oregon: 1 Vermont: 1
<b>Number and Names of Sending New Hampshire LEAs (as of October 1, 2012)</b>	Gilmanton: 1 Rochester: 1	Lisbon Regional: 1
# of Identified Students Suspended One or More Times	0	0
<b>Average Length of Stay for Students</b>	1-2 years	1-2 years
<b><u>STAFF DEMOGRAPHICS</u></b>		
Student/Teacher Ratio (as of October 1, 2012)	6:1	6:1
# of Certified Administrators	1	1
# of Certified Teachers	9	9
# of Teachers with Intern Licenses	1	0
# of Related Service Providers	3	3
# of Paraprofessionals	9	9
# of Professional Days Made Available to Staff	4 & monthly early release days	3 & monthly early release day

Please complete the table below, listing the number of students in each category.

<b>SPECIAL EDUCATION PROGRAM DATA</b>		
<b>Primary Disability Types:</b>	<b>2011-2012</b>	<b>2012-2013</b>
Autism	12	8
Deaf / Blindness	N/A	N/A
Deafness	N/A	N/A
Developmental Delay	0	0
Emotional Disturbance	7	4
Hearing Impairment	N/A	N/A
Intellectual Disability	2	3
Multiple Disabilities	13	6
Orthopedic Impairment	0	0
Other Health Impairment	7	2
Specific Learning Disabilities	0	0
Speech or Language Impairment	0	0
Traumatic Brain Injury	2	2
Visual Impairment	0	0

**ADDITIONAL INFORMATION FOR NONPUBLIC SCHOOL APPROVAL:**

	<u>YES</u>	<u>NO</u>
<i>Is this school non-profit? If non-profit, please submit documentation of non-profit status.</i>		X
<i>Is this school open 180 days per year in accordance with Ed 401.03 (2005)? If not, please attach any waiver received from the Commissioner, NH Department of Education. Please submit a school calendar with your application.</i>	X	
<i>This program is registered with the Secretary of State's Office (SOS) to do business in New Hampshire. (<a href="http://www.sos.nh.gov/corporate/index.html">http://www.sos.nh.gov/corporate/index.html</a>) Please submit documentation indicating you are registered with the SOS.</i>	X	
<i>English will be the primary language used in this school, per RSA 189:19.</i>	X	
<i>The school will submit to the NH Department of Education, on or before October 15<sup>th</sup> each year, the school's average daily membership in attendance, fall enrollment and teacher staff numbers, in accordance with RSA 189.28.</i>	X	
<i>The school will display a United States flag no less than 5 feet in length outdoors, as required in accordance with RSA 189:17.</i>	X	
<i>The school will require students to be immunized against diphtheria, mumps, pertussis, poliomyelitis, rubella, rubeola and tetanus prior to enrollment, and maintain the results in the students' records, per RSA 141-C:20a.</i>	X	
<i>Does the school have an Automated External Defibrillator (AED)? If so, is it registered as required by RSA 153-A: 32.</i>	X*	
	X	

Note: For programs that offer a residential component, the NHDOE will require a “walk through” of the residential areas as part of the approval process.

\*\*Completed Health and Fire Inspection Forms must be submitted with this application for each education building. Fire Inspections must be completed while school is in session and the report must be submitted by December 15<sup>th</sup>, 2012. Health inspections must be current through June 30, 2013.

\* Note: The AED is stored at the facility's Health Services building on the campus of Lakeview

**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 Lakeview School on October 18 and 19, 2012 for the purpose of reviewing the present status of programs and services made available to children and youth with educational disabilities. Program Approval Visits are conducted using a Case Study Model that is a focused review. This focused review permits the NHDOE to leverage its impact for change and improvement within private special education schools statewide, by focusing the attention of all educators on the following three areas of critical importance in the provision of FAPE for students with disabilities.

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

As part of this compliance review, students were selected by the NHDOE prior to the visit, and staff was asked to present these students' case studies at the visit to determine compliance with State and federal special education rules and regulations.

Other activities related to this NHDOE Case Study Compliance Visit included the review of:

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

The New Hampshire Department of Education provided a visiting team of professional educators to work collaboratively with staff in each of the schools in conducting the Case Study Compliance Review and the varied data collection activities. Throughout the entire review process, the visiting team worked in collaboration with the staff of Lakeview School. 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 June 8, 2010, NHDOE Special Education Program Approval Report, the following patterns were identified as needing improvement:

Findings of Noncompliance	Status as of June 24, 2010 and April 28, 2011	Status as of October 19, 2012
<i>Ed. 1102 Transition Services CFR 300.43</i> <i>Ed. 1106 Process; Provision of FAPE CFR 300.124 Part C Transition</i> <i>Ed. 1109.01 Elements of an IEP (Transition Services)</i> <i>CFR 300.320(a)(7)(b) 20 U.S.C. 1402 (34)</i> <i>20 U.S.C. 1414 (d)(1)(A) and (d)(6)</i> <i>Ed. 1103 IEP Team CFR 300.320(b)</i> Two IEPs for students age 16 or older lacked a Transition Plan that contained coordinated,	Met	Not Met

measurable, annual IEP goals that included a statement of transition services that will reasonably enable the student to meet the post-secondary goals.		
<i>Ed. 1114.10 Qualifications and Requirements for Instructional, Administrative and Support Personnel</i> All administrative, instructional and related service staff shall hold appropriate certification for the position in which they function as required by the State of New Hampshire. The Lakeview School does not currently have all staff certified for the position in which they function, including the Special Education Administrator who is in the process of acquiring certification. The school also does not have contracts with appropriately certified educators to support teachers in those roles.	Met	Met
<i>Ed. 1102 Transition Services Transition Planning</i> is designated as a results oriented process and includes coordinated annual measurable goals and transition services that will reasonably enable the student to meet transition goals. The Lakeview School has included transition goals but lacks specific measurability and a clear description of services that will reasonably enable the student to meet transition goals.	Met	Not Met

## V. OCTOBER 18 AND 19, 2012 CASE STUDY COMPLIANCE REVIEW RESULTS

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

All three of the New Hampshire students were selected for a Case Study presentation by the Lakeview School staff. The students represented disability categories of Other Health Impairments, Multiple Disabilities, and Intellectual Disabilities. One of the students is currently in elementary program and two students are in the high

school program. One student is a day student and the other two students are residentially placed by school districts.

The Case Studies provided the visiting team an opportunity to review how the school provides students with access to the general curriculum, what transition planning looks like and how effective the school-wide and individual behavior management system is several years after implementation. The age range of Case Study students from elementary through high school further allowed the school staff to illustrate the range of academic, pre-vocational and vocational programming currently available.

### LEA SURVEYS

The Lakeview School provides necessary options to New Hampshire and out of State 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, Lakeview School distributed the LEA Survey to the contact people in all LEAs that have students currently enrolled in the school, including sending States. They received a 23% response from the LEAs. The LEA response was generally satisfactory but there was one outlier who indicated dissatisfaction in most areas.

#### SUMMARY REPORT OF SENDING LEAs

Name of Private School: Lakeview School		
Total number of surveys sent: 26	Total # of completed surveys received: 6* *(1 was incomplete)	Percent of response: 20%
Number of students placed by: LEA: 25	Court: 0	Parent: 1

#### 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.		3		1	1
2. I am satisfied the student has made progress in the educational curriculum at the above school.		5		1	
3. There is evidence of effective instruction aligned with fidelity to the curriculum.		4			1
4. The school consistently follows special education rules and regulations.	1	2	1	1	
5. The school has developed and implemented effective policies and procedures for management of student behavior including the use of aversives.	1	3		1	
6. The school has an effective behavioral management program.	2	2		1	
7. I am satisfied with the special education, related and other supplementary aids and services provided by the school.	2	4		1	
8. The school implements all parts of students' IEPs including accommodations and modifications in both instruction and assessment.	1	2	1	1	
9. The school effectively uses data to measure academic growth and to inform instruction.	2	2		1	
10. The school uses data to measure behavioral growth and to inform instruction.	1	3		1	
11. A mid-year review and annual evaluation of the child's progress relative to the IEP are conducted.	1	3		1	

(SCALE 4 STRONGLY AGREE 3 AGREE 2 DISAGREE 1 STRONGLY DISAGREE)	4	3	2	1	No Answer
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	2	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	3	1		
14. I am satisfied with the way the school communicates students' progress to the parents and the LEA.	2	2	2		
15. The school actively plans for future transition to a less restrictive environment.		5	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).	3	2	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.		2		1	2
18. The school team sets meeting times that are convenient for both parents and the LEA.	1	4		1	
19. I would enroll other students at the school.	1	3		1	

Analysis of Response by Lakeview School Administration:

Twenty-six (26) LEA Surveys were mailed to districts who currently have students placed at Lakeview School. Seven surveys were returned. Of the six returned one was not completed. Overall, LEA surveys indicate strength in the areas of student progress, supplementary aids and services, transition services and in accommodating external team members' schedules when meeting times are set.

**Two surveys returned indicated that Lakeview School could improve upon convening the IEP team to review concerns, review/revise the IEP etc. One LEA indicated Lakeview could improve in the area of transition planning to a less restrictive environment, but in general was not unhappy with services provided and responded to #15 as agreed (3).**

**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.

## SUMMARY OF PARENT SURVEY DATA

Name of Private School: Lakeview School		
Total number of surveys sent: 26	Total # of completed surveys received: 4	Percent of response: 6.5%

**PLEASE RESPOND TO THE STATEMENTS BELOW USING THE FOLLOWING SCALE:**  
**3 COMPLETELY                      2 PARTIALLY                      1 NOT AT ALL**

<b>ACCESS TO THE GENERAL CURRICULUM:</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>No Answer</b>
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).	4			
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.	2	1		1
3. I am informed on a regular basis and with clear evidence of my child's progress in the general education curriculum.	3	1		
4. I understand that a variety of information (observations, test scores, results of evaluations, schoolwork samples, behavioral data, etc.) was considered in developing my child's IEP for this placement.	4			
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			
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			
7. I know whom to contact if I have questions about my child's placement or progress in this program.	4			
8. I am satisfied that the staff of this placement worked collaboratively with my school district in developing my child's current IEP.	2	2		
9. I have been involved in the development of my child's IEP.	4			
10. I am satisfied that my child is making progress toward his/her IEP goals	3			
<b>FOR PARENTS OF HIGH SCHOOL STUDENTS ONLY:</b>				
11. My child earns credits toward a regular high school diploma in all of his/her classes.	1			1
12. My child will graduate with a high school diploma	1			2
<b>TRANSITION:</b>				
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.	1			
14. All of the people who are important to my child's transition were part of the planning (grade appropriate).	1	2		
15. All of the people/agencies who are required to be part of transition planning for my child were part of the transition process.	1	2		
16. <b>FOR PARENTS OF STUDENTS AGE 16 OR OLDER ONLY:</b> I am satisfied that my child's IEP meets all the requirements of Secondary Transition: measurable post-secondary goals, necessary supports and services, age-appropriate transition assessments, specific invitation to the Transition meeting, etc. (DOE Indicator #13)	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.	1	2		

<b>BEHAVIOR STRATEGIES AND DISCIPLINE:</b>				
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>	<b>YES</b> <b>3</b>		<b>NO</b> <b>1</b>	
	<b>3</b>	<b>2</b>	<b>1</b>	<b>No Answer</b>
19. I have been involved in the development of behavior interventions, strategies and supports for my child.	4			
20. I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs.	4			
<b>OTHER:</b>				
21. I fully participate in special education decisions regarding my child.	4			
22. I have been provided with a copy of the procedural safeguards (parental rights) at least once a year	4			
MY CHILD'S GRADE LEVEL IS (circle one):    preschool       elementary       middle school =1    high school=3				
What suggestions would you offer to the school that would improve your child's education?				
Analysis of Response by Lakeview School Administration:				
Twenty-six surveys were mailed to parents of all students that include students from NH and out of State. Five parent surveys were returned, one was not completed due to the student's recent admission. Overall parent surveys indicate that parents are satisfied with the care and education that their child receives at Lakeview. These areas include behavioral interventions and in general the student's access to the general curriculum. Areas in need of improvement include the transition planning for students and to a lesser degree, their child's opportunities to participate with non-disabled peers. One parent indicated the following;				
"I am very pleased with the staff and how my son is treated. Lakeview is the best place we have had him."				
Data collected via Parent Surveys indicate focus for Lakeview School in developing an action plan needs to include Transition planning and services for students. Lakeview School intends to focus on this area of need while developing a Master Action Plan with the NHDOE Technical Assistance program to transition to the National Common Core Standards (see strategic plan).				

**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**

The NHDOE Program Approval visit to Lakeview School found that the curriculum is aligned with state curriculum standards and instruction is implemented with differentiation and accommodations and modifications as necessary for individual students. While the Lakeview School faculty are primarily certified as Special Educators, the school has contracted with a cadre of certified consultants in the required content areas who provide content specific technical assistance to the school's teachers on a regular basis. The teachers

indicate that this form of support and technical assistance has been very helpful to them as they provide the range of courses required for elementary and high school approval.

While the school has had a history of curriculum, instruction and assessment improvement, there was some regression following the previous NHDOE Program Approval visit. However, the new Education Director has worked hard to bring the curriculum, instruction and assessment practices up to expected levels of compliance and practice. At the time of the 2012 program approval process, the visiting team found that curriculum is aligned with the state standards and instructional practices are appropriate to meet the wide range of developmental and cognitive learning needs. Assessment practices require some additional emphasis but the school has recently implemented the use of AIMS web as to be used for screening and progress monitoring purposes.

The school has a comprehensive professional development plan in place that supports the use of data to inform instruction, use of assistive and adaptive technology to meet student learning needs among other areas. The recruitment and retention of staff appears to be effective and while there is some attrition the majority of the educational staff have been in place for several years.

## **Transition**

### **Transition Planning**

#### **Process: Provision of Free Appropriate Public Education (FAPE)**

### **Transition Services**

The Lakeview School begins transition planning at student intake and continues to consider transition needs at each review of student progress and program change. The small school allows easy communication between school staff about student needs and plans and there is a well-designed system of case management and communication among clinicians, educators, behaviorists, and residential staff. The school is well organized and requests and receives student information and required documentation in a timely manner from the sending school district.

While there are some opportunities for students to participate in off campus activities and with non-disabled peers, the school is encouraged to increase opportunities for Lakeview students to participate in academic and non-academic activities in settings with typical peers (e.g. local public school classes and events, community service).

The review of student IEPs identified a need to provide additional professional development and coaching in transition planning to identify student's transition service needs and develop transition plans with measurable post-secondary goals and services to meet all aspects of Indicator 13.

## **Behavior Strategies and Discipline**

The Lakeview School administration and behaviorists have implemented the Mandt System of behavior management over the course of the past five years. This school-wide behavior management system has had a significant impact on student behavior by the change in response to student behavior. The initial goal was to move away from a restrain response to a restraint free, or hands off approach of behavior management. The school provides training to all staff in Mandt skills to effectively manage potentially volatile situations by calming and managing the staff member's emotional response and behavior to be able to interact with students and others positively and calmly.

The data collection relative to behavior incidents and student restraints reflects a significant improvement in student behavior and an almost complete decrease in student incidents that result in any restraint technique. Additionally the teachers, staff, administration and parents report that the implementation of the Mandt System has positively influenced the culture of calm and appropriate behavior and response to behavior throughout the school community. The students reviewed through the Case Study Process also reflect improvement in student behavior.

The school's behavior management system is in compliance with Ed. 1113.04 and Ed. 1113.06. The visiting team was able to observe a calm school climate and student engagement in learning in part as a result of the behavior management practice.

### **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 Policies and Procedures, Current Program Information, and Personnel Roster and Consultant Roster review and verification of these documents found the Lakeview School to be in compliance with all applicable New Hampshire Rules and the Education of Students with Disabilities and requirements for Non-Public Approval.

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

The Lakeview School is currently approved for two programs: Elementary (grades 1 through 8) and High School (grades 9 through 12). The Lakeview School has developed a Life Skills Program at the high school level that requires special education program approval.

### **COMMENDATIONS**

**The NHDOE's Program Approval process includes a two day on-site visit by New Hampshire certified educators who conduct a peer review of the school's curriculum, instruction and assessment models as well as program design, resources available, administrative structure and overall culture and climate. The following commendations are made by the visiting team.**

1. The Lakeview School teachers, staff and administrators are commended for their commitment to providing all students with a quality educational experience that ensures access to the general curriculum. Additionally, there is a clear sense of respect for each student and a culture of positive relationships between the staff and students that creates a safe and nurturing environment where learning can occur.
2. The Lakeview School Principal has worked hard in a short period of time to meet compliance with state and federal rules and regulations and provide high quality instruction and learning results for all students.
3. The Lakeview School administration has demonstrated a commitment to ongoing review and evaluation of the school programs, and a system wide commitment to continuous improvement so that all students are provided with a high quality education resulting in student growth and learning. Additionally they have organized the Lakeview NH system to ensure that the educational programs are valued, included and aligned with the clinical and residential programs.

4. The system wide implementation of the Mandt behavior management system in recent years is commended as being highly successful in significantly reducing, almost eliminating incidents of student restraints. All stakeholders interviewed reported that the Mandt system has resulted not only in a significant decrease in incident reports but also in a calm and effective response to student behavior system wide.
5. The addition of AIMSweb as a screening and progress monitoring tool will provide the school staff, students, parents and others with helpful measures of student academic growth.
6. The inclusion of Speech and Language therapy in the instructional setting both on and off campus is effective. The emphasis on embedded pragmatics to support increased student communication is relevant and important for Lakeview students.
7. The increased use of student academic and behavior outcome data to inform instructional practices is commended.
8. The increased access to and use of technology in the classroom to support student learning is seen as very helpful to both staff and students.

**Number of Cases Reviewed During Lakeview School October 18 and 19, 2012,**  
**NHDOE Compliance Visitation**

Preschool	
Elementary School	1
Middle School	
High School, Age below 16	1
High School, Age 16 or above	1
Number of Noncompliance for Indicator 13	
Total Number of Case Studies Reviewed	3

**FINDINGS OF NONCOMPLIANCE IDENTIFIED AS A RESULT OF THE  
OCTOBER 18 & 19, 2012 CASE STUDY COMPLIANCE REVIEW**

Findings of noncompliance are defined as deficiencies that have been identified through the Case Study Compliance Review Process, which are in violation of State and federal special education rules and regulations. Findings of noncompliance may result from review of policies and procedures and related application materials, case study presentations, review of student records or any other program approval activity related to the visit. **It is important to note that all findings of noncompliance listed below must be addressed in a corrective action plan and resolved within one year of this report. A template and instructions for such planning will be provided.**

**Child Specific Findings of Noncompliance to be Addressed by Both the LEA and Private School Setting:**

**Please Note:** *The NH Department of Education, Bureau of Special Education requires that Child Specific Findings of Noncompliance be addressed and resolved within 45 days of notification. Responsible LEAs: Gilmanton, Lisbon, and Rochester School Districts.*

**Ed 1109.03 (h) When an IEP is in Effect; IEP Meetings; Development, Review, and Revision of an IEP; Transition Services; 34 CFR 300.324 (a)(1)(iv) Development, Review, and Revision of IEP**

**Responsible School District:** Lisbon School District.

One student's IEP had no evidence that the IEP Team considered all required aspects of the academic, developmental and functional needs of the child.

**Ed 1109.01(a)(1) Elements of an IEP; 34 CRF 300.320 (a)(2)(i) Definition of IEP**

**Responsible School District:** Gilmanton, Lisbon, and Rochester School Districts.

Three students did not have clearly measurable IEP Goals.

**Ed 1107.01(a) Evaluation; 34 CFR 300.306(c)(1)(i) Determination of Eligibility and Educational Need**

**Responsible School District:** Lisbon School District.

One student's IEP did not have evidence of use of variety of sources to determine the educational needs of the child.

**Ed 1114.06 (b) Responsibilities of Private Providers of Special Education or Other Non-LEA Programs in the Implementation of IEPs.**

**Responsible School District:** Rochester School District.

One student was not receiving the counseling services identified in the IEP at the time of transition or while in the program.

**Ed 1109.01(a)(10) Elements of an IEP. If the student turned 14 during the IEP period there is evidence that the IEP includes a statement of transition service needs that focuses on the student's course of study.**

**Responsible School District:** Gilmanton School District.

One student who turned 14 during the IEP period had no evidence that the IEP includes a statement of transition service needs that focuses on the student's course of study.

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

**Responsible School District:** Lisbon School District.

One student's IEP did not meet the requirements for the statement of transition service needs.

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

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

#### **Ed 1109.01(a)(1) Elements of an IEP; 34 CRF 300.320 (a)(2)(i) Definition of IEP**

There was a consistent pattern across all three IEPs reviewed that the IEP Goals were not clearly measurable. All required elements of an IEP must be in place.

#### **Ed 1114.06 (b) Responsibilities of Private Providers of Special Education or Other Non-LEA Programs in the Implementation of IEPs.**

There is a need to ensure that all services in the IEP are provided to the student at the time of transition or while in the program.

#### **Ed 1109.01(a)(10) Elements of an IEP. If the student turned 14 during the IEP period there is evidence that the IEP includes a statement of transition service needs that focuses on the student's course of study.**

There is a need to ensure that for students who turn 14 during the IEP period that the IEP includes a statement of transition service needs that focuses on the student's course of study.

#### **Ed 1114.05(a) and (b) Program Requirements**

There is a need to ensure that a clear policy for earning a high school diploma is in place.

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

There is a need to ensure that all required transition components for the statement of transition service needs are met for each student who turns 16.

### **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.

Lakeview School has been through a number of changes in administrators and programming in the past several years requiring the school's leadership to provide additional focus and resources on school administration, curriculum, instruction and assessment practices as well as school facilities system-wide. Throughout this period of change the school administration has maintained a commitment to continuous improvement and excellence. While ongoing improvement efforts have been made in all aspects of the school curriculum, instruction and assessment and leadership there continues to be a need to monitor those changes to determine the effectiveness of the new models implemented and make adjustments as indicated.

The following suggestions for improvement may help support the school in further gains that will elevate the overall effectiveness of the school model to a higher level and result in increased student growth.

1. Consider what protocols and processes the Lakeview School leadership could put in place to create a system of oversight and support to the school to ensure ongoing effectiveness and respond to any emerging needs; as well as to ensure sustainability of current program models.
2. Consider what ongoing professional development and coaching would benefit the Lakeview School staff. Areas to consider may include: development of well-written IEP including measurable and strategic IEP and post-secondary goals; use of formative assessments to inform instruction; expanded use of assistive technology to increase access to the general curriculum.
3. Consider ways to further expand and integrate the use of technology, including additional assistive technology, into the classroom to support teaching and learning.
4. Consider alternative ways to provide Lakeview students with additional opportunities to interact with typical peers either at Lakeview, in other schools or in the community.
5. Consider a plan to provide the same system of case management for day students that is now in place for residential students to ensure alignment of services and supports and consistent communication of student learning growth and needs.
6. Consider ways to increase the number of elementary level students to provide peer groups for elementary students.
7. Consider how to provide opportunities for Lakeview staff to visit other instructional settings in other schools to observe well designed school structures, instruction and practices.

**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: Lakeview School	Date: October 18 and 19, 2012	
Programs: Elementary and High School	Number of Cases Reviewed: 3	
Recorder/Summarizer: Maryclare Heffernan	Number of students reviewed age 16+: 1	Number of students age 16+ cited for Indicator 13: 1

**CLEARLY PRINT NAMES OF ALL COLLABORATIVE TEAM MEMBERS**

Name: Corinne Rocco	Position: Director of Education	Building Level
Name: Derek Guptil	Position: Academic Behavior Analyst	Building Level
Name: Thomas J. Horan	Position: Executive Director	Building Level
Name: Nicholas Goe	Position: Director of Quality Assurance	Building Level
Name: David Armstrong	Position: Administrator	Building Level
Name: Amanda Goza	Position: Child/Adolescent Svcs. Dir.	Building Level
Name: Debbie Krajcik	Position: NHDOE Consultant	Visiting
Name: Bob Greenleaf	Position: Technical Assist. NHDOE	Visiting
Name: Lori Gay	Position: Special Education Coord.	Visiting
Name: Sherry Burbank	Position: Special Education Coord.	Visiting
Name: Tammy L. Johnson	Position: Special Education Coord.	Visiting
Name: Maryclare Heffernan	Position: Technical Assist NHDOE	Visiting

Based on data collected from the Data Collection Forms, Interview Forms, Classroom Observations, etc. the following summary is intended to provide a “snapshot” of the quality of services and programs in the school 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 number of times a statement is marked on all Data Collection Forms for this school or building.

YES	NO	N/A
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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 <sup>1</sup> .	2	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 <sup>2</sup> .	3		
3. There is evidence that the Team uses multiple measures to design, implement and monitor the student's program <sup>3,4</sup> .	2	1	
4. All IEP goals are written in measurable terms <sup>5</sup> .		3	
5. Student's IEP has at least one functional goal (as applicable) <sup>6</sup> .	3		
6. There is evidence that the student has made progress in IEP Goals over the past three years <sup>7, 8</sup> .	3		
7. There is evidence that the special education, supplementary aids and/or related services described in the IEP have been delivered <sup>9</sup> .	2	1	
8. There is evidence that NH Minimum Standards for required subjects (credits) are met and provided to the student <sup>10</sup> .	3		

<sup>1</sup> 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

<sup>2</sup> Ed 1114.05(h) Program Requirements

<sup>3</sup> Ed 1109.01 (a)(1) Elements of an Individualized Program; 34 CFR 300.320 (a) Definition of IEP

<sup>4</sup> Ed. 1109.01 Elements of an Individualized Program; 34 CFR 300.320 (3)(i)(ii); Definition of IEP

<sup>5</sup> Ed. 1109.01 Elements of an IEP; 34 CFR 300.320 Content of IEP

<sup>6</sup> 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

<sup>7</sup> Ed 1109.01 Elements of an IEP

<sup>8</sup> 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

<sup>9</sup> Ed 1109.04 (b) Copies of the IEP and evidence of implementation

9. There is evidence the student has access to, is participating and progressing in the general education curriculum (aligned with NH Curriculum Frameworks/CCSS) <sup>11</sup> .	3		
10. There is evidence that the accommodations <sup>12</sup> and/or modifications <sup>13</sup> , as described in the IEP allows the student to access, participate and show progress in the general curriculum <sup>14</sup> .	3		
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 <sup>15, 16</sup> .	3		
12. There is evidence that supports and accommodations are provided to this student to allow participation in extracurricular and other non-academic activities <sup>17</sup> .	3		
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) <sup>18</sup> .	3		
14. There is evidence the student's IEP is reasonably calculated to result in educational benefit.	3		
<b>For High School Students:</b>			
Student is earning credits toward a regular high school diploma <sup>19</sup> .		2	1
IF YES: within 4 years?			2
Student will earn an IEP diploma or a certificate of completion <sup>19</sup> .	2		
IF YES: within 4 years?		2	

<sup>10</sup> Ed 1114.05 (g) Program Requirements 34 CFR 300.320 Content of IEP

<sup>11</sup> Ed 1113.08 Curricula; Ed. 1109.01 Elements of an IEP; 34 CFR 300.320 Content of IEP

<sup>12</sup> "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.

<sup>13</sup> "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.

<sup>14</sup> Ed 1113.08 Curricula; Ed. 1109.01 Elements of an IEP; 34 CFR 300.320 Content of IEP

<sup>15</sup> Ed 1109.01 Elements of an IEP; 34 CFR 300.320 Content of IEP

<sup>16</sup> Ed 1109.01 Elements of an IEP; 34 CFR 300.320 (6)(i) Definition of Individualized Education Program

<sup>17</sup> Ed 1113.08 Curricula; Ed 1109.01 Elements of an IEP; 34 CFR 300.320 Content of IEP

<sup>18</sup> Ed 1111.02 Placement Decisions; 34 CFR 300.116 Placements

<sup>19</sup> Ed 1113.13 Diplomas (a)(b)(c); 34 CFR 300.102 Limitation-Exception to FAPE for certain ages

Does this school have a clear policy for earning a high school diploma <sup>20</sup> ?		1	
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<b>Access Strengths</b>	<b>Access Suggestions for Improvement</b>
<p>1. The school’s work to align the curriculum to the Common Core State Standards is timely and relevant to support access to the general curriculum for Lakeview students.</p> <p>2. The Lakeview teachers are aligning their instruction to curriculum standards with appropriate developmental and learning levels.</p> <p>3. The use of content consultants to support the instructional practice is well organized and reported by teachers to be effective.</p> <p>4. The Speech and Language support offered to students both within and outside of the classroom is designed to be pragmatic and relevant for real life learning.</p> <p>5. There is a good staff to student ratio.</p> <p>6. The Lakeview classrooms contain appropriate instructional materials.</p> <p>7. The addition of AIMSweb as a screening and progress monitoring tool will provide the teachers and staff with meaningful student assessment information.</p>	<p>1. It may be helpful to identify additional assistive technology for those students who benefit from increased access to instruction.</p> <p>2. With the recent addition of AIMSweb it would be beneficial to consider ongoing professional development and coaching in the administration, analysis and use of student outcome data.</p> <p>3. Consider the number of IEP Goals developed for each student to determine if fewer strategic and targeted goals would be helpful in focusing the students’ IEP.</p> <p>4. Continue to explore and develop connections to local public schools to provide opportunities for students to participate when appropriate and for staff to observe instructional practices.</p> <p>5. Seek access to NHSEIS from sending NH districts to enable the Lakeview staff to ensure consistency in the development and progress monitoring of IEPs that complies with the NH State Rules for the Education of Children with Disabilities.</p>

<sup>20</sup> Ed 1114.05 Program Requirements (a)(b)

## TRANSITION STATEMENTS<sup>21</sup>

Fill in the combined **number** 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 <sup>22</sup> .	3	
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 <sup>23</sup> .	2	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 <sup>24</sup> .	3	
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 <sup>25</sup> .	3	
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 <sup>26</sup> .	3	
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 <sup>27</sup> .	3	
7. There is evidence that the student and parents have been involved in transition discussions and activities <sup>28</sup> .	3	
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 <sup>29</sup> .		1

<sup>21</sup> 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.

<sup>22</sup> 34 CFR 300.323(g) Transmittal of records

<sup>23</sup> Ed 1114.06 Responsibilities of Private Providers of Special Education or Other Non- LEA Programs in the Implementation of IEPs.

<sup>24</sup> Ed 1114.05 Program Requirements

<sup>25</sup> Ed 1111.02 Placement Decisions; 34 CFR 300.116 Placements

<sup>26</sup> 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

<sup>27</sup> Ed 1103.01 IEP Team; 34 CFR 300.321 IEP Team

<sup>28</sup> Ed 1103.01 IEP Team; 34 CFR 300.321 IEP Team

<sup>29</sup> Ed 1109.01 (10) Elements of the individualized education program

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 <sup>30</sup> .		1
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) <sup>31</sup> .	1	1

<b>TRANSITION STATEMENTS</b>	<b>YES</b>	<b>NO</b>
<b>(Transition questions must be answered Yes or No, not N/A)</b>		
<b>For a student who will turn age 14</b> during the IEP service period (or younger if determined appropriate by the IEP Team): The IEP includes a <b>statement of the transition service needs</b> that focuses on the student's course of study, such as participation in advanced-placement courses or a vocational education program		1
<b>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)</b>		
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

<sup>30</sup> 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)

<sup>31</sup> Ed 1103.01 IEP Team; 34 CFR 300.321 IEP Team

<p><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)?</i></p> <p>• If yes, then check Y OR if no, then check N.</p>			
5. Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goal(s)?			1
<p><i>Do the transition services include courses of study that align with the student's postsecondary goal(s)?</i></p> <p>• If yes, then check Y OR if no, then check N.</p>			
6. Is (are) there annual IEP goal(s) related to the student's transition services needs?			1
<p><i>Is (are) an annual goal(s) included in the IEP that is/are related to the student's transition services needs?</i></p> <p>• If yes, then check Y OR if no, then check N.</p>			
7. Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed?			1
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?	1		
• If yes, then check Y OR if no, then check N.			
<b>Only the following statement may be answered N/A if appropriate. <u>All statements above must be answered Yes or No.</u></b>	<b>YES</b>	<b>NO</b>	<b>N/A</b>
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?		1	2
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?	1		
<p><i>Was consent obtained from the parent (or student, for a student the age of majority)?</i></p> <p>• If yes to both, then check Y.</p> <p>• 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.</p> <p>• 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.</p> <p>• If parent or individual student consent (when appropriate) was not provided, check NA.</p>			
11. Student is informed prior to age 17 of his/her rights under IDEA <sup>32</sup> .	1		

<sup>32</sup> Ed 1120.01 Applicability; Transfer of Rights 34 CFR 300.320 (c) Transfer of Rights at age of majority

12. <b>Does the IEP meet the requirements of Indicator 13?</b> (Check one) <b>Yes</b> (all Ys or NAs for each item (1 – 10) on the Checklist or <b>No</b> (one or more Ns checked)		1	
13. There is evidence of the summary of the student's <b>academic achievement and functional performance</b> , which includes recommendations on how to assist the student in meeting his or her post-secondary goals <sup>33</sup> .			1

<b>Transition Strengths</b>	<b>Transition Suggestions for Improvement</b>
<ol style="list-style-type: none"> <li>1. The Lakeview School considers and plans for transition points from the time of referral through each large or small transition that occurs.</li> <li>2. The school is well organized and requests and receives student information and required documentation in a timely manner.</li> <li>3. There is effective and well organized transition from residence to school.</li> <li>4. Communication and planning for transitions with parents is well conducted.</li> <li>5. The implementation of the Mandt behavior management system has resulted in calm and responsive student behaviors that in turn allow students to make transitions more successfully.</li> <li>6. School protocols and practices provide good structure for student transitions throughout the day (e.g. reliable and clear schedules).</li> <li>7. Parents state that they have seen a significant improvement in the communication and transition points between the school and the residence.</li> </ol>	<ol style="list-style-type: none"> <li>1. Consider using the Easy IEP format for consistency in documentation of transition planning for NH students.</li> <li>2. Consider an alignment of the Lakeview School's Individual Service Plan (ISP) and the IEP to capture the elements that may be in one plan or the other but not in both. This may be most relevant to transition and behavior plans and outcomes.</li> <li>3. Consider a plan to provide the same type of case management for day students that is now in place for residential students.</li> <li>4. Consider new ways to create opportunities for students to have more experiences and partnerships with public school students.</li> <li>5. Consider how the use of the student discharge manual could be shared with the receiving school or agency.</li> </ol>

<b><u>BEHAVIOR STRATEGIES AND DISCIPLINE</u></b>		
<b>Fill in the combined <u>number</u> of times a statement is marked on all Data Collection Forms for this school or building</b>		
	<b>YES</b>	<b>NO</b>
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 <sup>34</sup> .	1	2
2. There is evidence that data are used to determine impact of student behavior on his/her learning.	3	
3. There is evidence that the IEP Team conducted a functional behavior assessment of the student's behavior <sup>35</sup> .	3	
4. If appropriate, there is evidence that the IEP Team developed a behavior intervention plan that described strategies and supports <sup>36</sup> .	3	
5. There is evidence that the interventions, strategies and supports have been developed to address the student's behavior <sup>37</sup> .	3	
6. There is evidence that positive interventions, strategies and supports been communicated to the student, parents and key school personnel <sup>38</sup> .	3	
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 <sup>39</sup> .	3	
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 <sup>40,41</sup> .	NA	
9. There is evidence that that the team uses data to demonstrate the results of the behavioral interventions, strategies and supports <sup>42</sup> .	3	
10. A school-wide behavior intervention model exists.	3	

<sup>34</sup> Ed 1114.07 Behavioral Interventions; Ed 1109.01 Elements of an IEP; 34 CFR 300.320 Content of IEP

<sup>35</sup> Ed 1124.01 (f)(1)(i)(ii) Disciplinary Procedures; 34 CFR 300.530 Authority of school personnel

<sup>36</sup> Ed 1102.01 Definitions (n)

<sup>37</sup> Ed 1114.07 Behavioral Interventions

<sup>38</sup> Ed 1114.05 Program Requirements

<sup>39</sup> Ed 1114.10 Qualifications and Requirements for Instructional, Administrative, and Support Personnel

<sup>40</sup> 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.

<sup>41</sup> Ed 1114.09 Use of Aversive Behavioral Interventions

<sup>42</sup> Ed 1114.07 (a) Behavioral Interventions

<b>Behavior Strategy Strengths</b>	<b>Behavior Strategy Suggestions for Improvement</b>
<ol style="list-style-type: none"> <li>1. The implementation of the MANDT system has been highly effective in significantly reducing behavior incidents and in virtually eliminating the use of hands on restraints as evidenced by the schools outcome data and staff and parent observation and feedback.</li> <li>2. The ongoing practice of providing professional development to all staff in the area of behavior management is well designed and effective.</li> <li>3. The use of student behavior data is well designed and useful in the development and adjustment of student programs.</li> <li>4. There is regular and ongoing communication among faculty and staff about student behavior.</li> <li>5. There is a clear focus on maintaining instruction with a quick return to the classroom following any activity or interruption in learning.</li> <li>6. The effective behavior management system school wide has resulted in greater access to the general curriculum for students as individual behaviors are well managed with the MANDT system.</li> </ol>	<ol style="list-style-type: none"> <li>1. Consider how the agency can align all relevant student plans (ISP and IEP) together to ensure the inclusion and communication of all aspects of the student’s plan (e.g. academic, behavioral, transitions, clinical) for all providers.</li> <li>2. Consider how to identify and include more age appropriate visuals and tokens in designing student programs.</li> <li>3. Review reward practices to consider how rewards are linked to continued student learning, rather than away from student learning.</li> </ol>

Please use this page to summarize the building level strengths and suggestions. At the report-out, the visiting team members will be asked to provide a brief overview of the building they visited. This summary will be the basis for that overview.

Building Level Strengths	Building Level Suggestions for Improvement
<ol style="list-style-type: none"> <li>1. There is a clear commitment to the development of staff and student relationships school wide.</li> <li>2. The Lakeview School faculty, staff and administration are working effectively as a team to develop an effective and meaningful school program.</li> <li>3. There is evidence of quality curriculum and instruction practices and the beginning use of student learning assessment to inform instruction.</li> <li>4. The interconnection between the residence and school is designed to support the student’s daily transitions but also create a sense of whole child whose needs and successes are understood by both teams.</li> <li>5. The addition of a part-time music and art teachers to the school staff is commended.</li> <li>6. The agency provides well-designed clinical and medical support to students so they can better access learning opportunities at school.</li> <li>7. The social and age appropriate extracurricular activities are important and beneficial to students (e.g. school prom, camping trips).</li> <li>8. Student schoolwork is sent home on a regular basis for parents to have and review.</li> <li>9. Parents interviewed expressed satisfaction with the growth in learning and behavior that their child has experienced at Lakeview School.</li> </ol>	<ol style="list-style-type: none"> <li>1. Consider a plan to provide the same type of case management for day students that is now in place for residential students.</li> <li>2. Consider ways to increase the number of elementary level students to provide peer groups.</li> <li>3. Consider alternative ways to provide Lakeview students with opportunities to interact with typical peers either at Lakeview, in other schools or in the community.</li> <li>4. Consider how to further expand and integrate the use of technology into the classroom to support teaching and learning.</li> <li>5. Consider how to provide opportunities for Lakeview staff to visit other instructional settings in other schools to observe school structures, instruction and practices.</li> </ol>