

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

**EASTER SEALS LANCASTER SCHOOL
SUMMARY REPORT**

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Visit Conducted on November 30 and December 1, 2006
Report Date, February 28, 2007
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I. TEAM MEMBERS

Visiting Team Members:

NAME	PROFESSIONAL ROLE
Chairperson: Jennifer Dolloff	Educational Consultant, SERESC
Jon Mark Peabody	Diagnostic Prescriptive Teacher
Kelly Noland	Special Education Teacher
Nancy Pierce	Director, Contoocook School

Building Level Team Members:

NAME	PROFESSIONAL ROLE
Jeffrey Pettee	Director
Priscilla Matthew	Special Education Teacher
Gretchen Cook	Lead Teacher
Karen Kelly	Special Education Teacher
Michelle Albert	Curriculum Coordinator
Elizabeth Fleming	Clinician
Billie Landon	Paraprofessional
Kristine McDade	Case Manager
Tony Strange	Clinician

II. INTRODUCTION

The Easter Seals Lancaster School is located in a single building in Lancaster, NH. Students attend the educational program in classrooms located on the first floor and reside in quarters on the second floor. A large open all purpose room is located on the third floor. Several acres in the back of the building have been recently landscaped and include new recreational equipment. Updates inside the building include newly painted walls, reinforced walls and laminated flooring. The program serves students in grades 5 through 12, ages 11-19, with a maximum capacity of 21 students. At the time of the visit 11 students were enrolled in the program, 5 of the 11 students come to the program from other states including Vermont, Massachusetts, and New York. The school provides educational programming to students identified with one or more of the following disabilities: Mental Retardation, Emotional Disturbance, Other Health Impairment, Specific Learning Disability, Speech or Language Impairment, Multiple Disabilities and Autism. The student to teacher ratio as of October 1, 2006 was four teachers to every student.

Educational programming is primarily provided in three classrooms located on the first floor. Five students attend the Developmental Disability High School program in a classroom taught by one certified special education teacher and three classroom assistants. Six students attend the Middle High School classroom taught by one certified special education teacher and three teaching assistants. Classroom instruction is supported by the services of a speech language pathologist, a curriculum coordinator, a lead teacher, a clinical social worker and consultants certified in the following areas: English, Art, Physical Education, Technology, Math and Science.

SCHOOL DEMOGRAPHICS	2004-05	2005-06	2006-07
Student Enrollment as of December 1	13	12	11 (10/1/06)
Do you accept out-of-state students? If so, list number from each state in 06-07			NY 2 MA 1 VT 1 ME 1
# and Names of Sending New Hampshire LEAs (as of October 1)	One student from each of the following LEAs: SAU 80 – Shaker Regional SAU 61 – Farmington SAU 36 – White Mountain SAU 88 – Lebanon SAU 20 – Gorham SAU 04 – Newfound Area		
DOE Approved Rate	Instruction \$193.81/day	Instruction \$193.81/day	Instruction \$194.65/day
Actual Expenditure per Pupil (Budget Divided by # of Students as of Oct 1)			
# Identified Students Suspended One or More Times	0	0	0
Average Length of Stay for Students	24 months	24 months	24 months
STAFF DEMOGRAPHICS			
Student/Teacher Ratio (as of Oct. 1)	5:1	4:1	4:1
# of Certified Administrators	2	2	2
# of Certified Teachers	3	3	3

# of Teachers with Intern Licenses	0	0	0
# of Non-certified Teachers	1	0	0
# of Related Service Providers	1	2	2
# of Paraprofessionals	6	6	5
# of Professional Days Made Available to Staff	3	6	6
SPECIAL EDUCATION PROGRAM DATA	2004-05	2005-06	2006-07
Primary Disability Types:			
Autism	4	2	2
Deaf / Blindness	0	0	0
Deafness	0	0	0
Emotional Disturbance	4	3	3
Hearing Impairment	0	0	0
Mental Retardation	2	4	3
Multiple Disabilities	0	0	0
Orthopedic Impairment	0	0	0
Other Health Impairment	1	3	3
Specific Learning Disabilities	1	0	0
Speech or Language Impairment	1	0	0
Traumatic Brain Injury	0	0	0
Visual Impairment	0	0	0
Developmental Delay ages 3-9	0	0	0

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 the Easter Seals Lancaster program for the purpose of reviewing the present status of programs and services made available to children and youth with educational disabilities. As part of the NHDOE Special Education Program Approval Visit, Case Study Compliance Reviews were conducted. The New Hampshire Department of Education, Bureau of Special Education conducts program approval visits using a Case Study Model that is a focused review. This focused review permits the NHDOE to leverage its impact for change and improvement within school districts and private special education schools statewide, by focusing the attention of all educators on the following three areas of critical importance in the provision of FAPE for students with disabilities.

1. Access to the General Curriculum
2. Transition
3. Behavior Strategies and Discipline

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

- ♦ All application materials submitted
- ♦ Status of corrective actions since the last NHDOE Special Education Program Approval Visit
- ♦ Personnel credentials for special education staff (verified by NHDOE)
- ♦ Program descriptions and SPEDIS verification reports
- ♦ All data collected during the visit

The New Hampshire Department of Education provided a visiting team of professional educators to work collaboratively with staff in the Easter Seals Lancaster School in conducting the Case Study Compliance Review and the varied data collection activities. The NHDOE Special Education Program Approval Process allowed the visiting and building level team members to conduct case studies of a representative sampling of the student population throughout the school.

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 plans (IEPs), progress reports, samples of student work, grades, extracurricular involvement, permanent records, curriculum, etc. Input was gathered from key constituents, including interviews with professional staff, parents, administrators, and in some cases the students. In addition, classroom observations were conducted for each of the case studies being reviewed. The collective data were summarized by the visiting and building level teams. The summaries, included in the report that follows, outline identified areas of strength and areas needing improvement for each school reviewed.

Throughout the entire review process, the visiting team worked in collaboration with the staff of Easter Seals. Their professionalism, active involvement in the process and cooperation were greatly appreciated and well recognized.

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

Based on review of the May 3-4, 2005 NHDOE Special Education Program Approval Report, the citations listed below were identified as needing improvement. A corrective action visit was conducted on May 8, 2006 to review the Corrective Action and Improvement Plan, the statuses listed below were determined at that time.

ED 1102.53 CFR 300.29 Transition Planning

Transition plans reviewed during the case study compliance review did not include all required components.

Status: Partially Met (Corrective Action visit May 8, 2006)

Status: Met December 2006

ED 1109.03 Access to the General Curriculum

The Easter Seals Staff and Administration must ensure that a written curriculum is developed and fully implemented.

Status: Partially Met (Corrective Action visit May 8, 2006)

Status: Not Met December 2006

ED 1133.05 Program Requirements

ED 1133.05 Program Requirements (K) ED 1133.08 (a) Qualifications and Requirements for Instructional, Administrative and Support Personnel

All teaching staff members in the Easter Seals Lancaster program must hold NHDOE certification in the area of special education and/or have endorsements in other specialized areas. Additionally, there is not a full array of certified consultants in the content areas as outlined in the NH minimum standards.

Status: Met (Corrective Action visit May 8, 2006)

Status: Met December 2006

ED 1109.03 IEP Elements of an IEP

IEP goals, as presented during the case studies, were not always measurable. IEP goals must be written in measurable terms.

Status: Partially Met (Corrective Action visit May 8, 2006)

Status: Not Met December 2006

ED 1107.02 CFR 300.347 Provision of FAPE

Students who required speech/language services were not consistently provided with the services outlined in their IEP. LEAs and parents were not notified of this situation.

Status: Met (Corrective Action visit May 8, 2006)

Status: Met December 2006

V. NOVEMBER 30 - DECEMBER 1, 2006 CASE STUDY COMPLIANCE REVIEW RESULTS

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

Comprehensive NHDOE Case Studies were conducted on 2 of the 11 students enrolled in the Easter Seals Lancaster program. One case study was conducted on a high school student with an emotional disability. The other case study was conducted on an adult high school student identified with mental retardation. Both of the students reviewed receive the services of an onsite Speech Language Pathologist at the time of the visit. Educational programming is provided in two separate classrooms. One classroom is designed to provide services to students with multiple and complex disabling conditions while the other classroom provides services to students with primarily emotional and or specific learning disabilities. A case study was developed for a child in each program to ensure that a representative sampling of students was reviewed.

PARENT PARTICIPATION

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

disabilities a written survey with a request to respond. Below is a summary of the results of the parent survey, along with a summary of the comments/feedback provided to the visiting team during the November 30 - December 1, 2006 Case Study Compliance Review in the Easter Seals Lancaster School.

Program administrators at the Easter Seals Lancaster Program interpreted the parent survey results as follows: The results of the parent survey indicate the following trends in parent perceptions of the Easter Seals Lancaster School:

Areas of strength appear to include student involvement in activities outside the school day, the variety of information used in IEP development, satisfaction with program and supports, satisfaction with student progress, all persons of importance are included in transition planning, transition planning and supports, and satisfaction with behavioral, social and developmental supports. Areas that require a closer look include providing parents with adequate information about progress, students' feelings of safety, security and feeling welcomed in the program, opportunities for interaction with non-disabled peers, general satisfaction with transition planning and behavioral involvement in the development of interventions and supports.

SUMMARY OF PRIVATE SCHOOL PARENT SURVEY DATA

Total number of surveys sent: 8*	Total # of completed surveys received: 4	Percent of response:50%
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*Surveys were mailed to the parents of NH students only

Scale 3 = Completely 2 = Partially 1 = Not at all

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

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

Improvements to the outdoor environment and to the physical plant have been made that have resulted in a safer and more enjoyable environment for students. Staff and administration have developed committed and powerful relationships with students and parents resulting in a positive student centered school environment. Staff report that the increased attention that has been given to instruction has resulted in improved student performance, engagement and behavior. The Easter Seals Program has provided the Lancaster School with an increased level of support. The Lead Teacher and the Curriculum Coordinator of the Manchester Easter Seals Program have been assigned to the Lancaster Program on a regular weekly basis, and other specialized staff visit monthly resulting in more comprehensive programming that is inclusive of a focus on positive behavioral interventions. Support for parents is notable as evidenced by in-home and on-site parent training sessions.

Access To The General Curriculum

Implementation of IEPs

Provision of Non-Academic Services

Full Access to the District's Curriculum

Equal Education Opportunity

The case studies conducted and the other NHDOE Special Education Program Approval activities provide clear evidence that the Easter Seals Lancaster personnel are committed to delivering special education programming and services to students in the least restrictive environment. A comprehensive curriculum, aligned with the NH Grade Level Expectations and Grade Span Expectations, has been developed in the areas of English, Math and Vocational Education. A Curriculum Coordinator has been assigned to the program one full day per week to ensure the current curriculum is being fully implemented and to continue to facilitate the development of curriculum in other content areas. The school recently began the implementation of the North West Educational Assessment in order to monitor student achievement and more specifically, to monitor progress toward IEP goal attainment. Professional Development opportunities and offerings have been increased since the last NDOE visit from two days per school year to six full days per school year. Currently, the school contracts with a full array of consultants in all core academic areas, as well as several specialty areas, in order to provide comprehensive programming as identified in the New Hampshire Minimum State Standards. The school has made progress in the areas of staff retention and recruitment; all of the current teaching staff has been in place a minimum of two years. The school has continued to add extra curricular activity opportunities since the last NHDOE visit. Currently the school works cooperatively with the following organizations in order to provide appropriate mental health, medical and community based opportunities to students: Common Ground Mental Health Services, a local high school, Weeks Medical Center, the Four Seasons Athletic Center, the Colonel Town Recreation Center, Lancaster Library, Meals on Wheels, the NH Museum of Natural History, Shaker Village, the Highland House and the St. Johnsbury Rehabilitation Facility where students assist with the dog therapy program. Staff members also work regularly with North Country Education Services, the North Country Special Education Technical Assistant and the Private Providers Association.

Transition Planning

Process: Provision of FAPE

Transition Services

The Easter Seals Lancaster School staff and administration are currently devoting a considerable amount of time and resources to further develop practices in the area of Transition Planning. Shortly after the last program approval visit the Easter Seals staff and administration developed a comprehensive student centered transition process questionnaire. Staff and administration report that this questionnaire has been helpful when developing student Transition Plans. Transition planning continues to be an area of concern. One of the two IEP's reviewed during the case study, specifically, the IEP of the high school student, did not include current levels of performance related to transition services.

This year the school is voluntarily taking part in the NH Department of Education Year-Long School Improvement Process. The Year-Long team has established the following question to focus the team's efforts:

How can we consistently use best practice and outcome data to create and implement comprehensive, student centered plans?

It is anticipated that this process will improve and formalize transition planning resulting in successful student transitions. Review of the case studies presented during the onsite visit indicate that careful, well thought-out plans for transition take place for older students preparing to leave the program. The current staff has been very proactive in reviewing placement options, developing a transition budget, and including parent input and visits well in advance of the student exit dates. It is expected that the work of the Year-Long Improvement Team will ensure that transition planning is consistent with the requirements outlined in the Individuals with Disabilities Act of 2004.

In the area of vocational development the school provides middle school and high school students with a variety of on-site work experiences. While this programming has been helpful, staff and administration are in agreement that exploration of additional community based "real life" work opportunities will further enhance student transitions.

Behavior Strategies and Discipline

The recent implementation of Positive Behavioral Intervention Strategies (PBIS) on top of a long history of implementing behavioral interventions has proven to be very effective in transforming the school climate at the Easter Seals School in Lancaster, NH. In contrast to past visits, very few behavioral incidents were witnessed during the visit. Students appeared comfortable and engaged in class work during our visit. Case studies, parent and student interviews and classroom observations indicate that the staff in Lancaster provides a safe, orderly and child centered learning environment. Improvements to the outdoor environment and the physical plant contribute to the behavior and well being of students. The commitments that staff members display toward students along with the powerful relationships they have developed clearly contribute to the positive behavioral results visitors witnessed. Visitors also noted that the increased level of attention given to academic programming appears to have resulted in a more engaging environment for students resulting in fewer behavioral incidents. The Easter Seals Program offers parents Therapeutic Crisis Intervention Training (TCI) sessions in Manchester on a regular basis and holds a regularly scheduled Parent Support Group to ensure skills learned in the school setting are generalized into home settings. As a result of the case study compliance review, there were no citations of non-compliance identified in the area of Behavior and Discipline.

COMMENDATIONS

There are many praiseworthy things happening at the Easter Seals Lancaster School.

1. The administration is commended for attracting, hiring and supporting a fully certified staff of experienced special educators.
2. The staff and administration are commended for adopting and taking part in the implementation of the NH Positive Behavioral Intervention System (PBIS).
3. The administration is commended for developing and expanding compressive professional development opportunities for staff.
4. The administration and staff are commended for making a significant and long-term commitment of time and resources to curriculum development and implementation, which has made for an improved level of curriculum access for the students in the school.
5. Relationships between the school and the community have strengthened considerably since the last on-site visit, the staff and administration are commended for their efforts in this area.

ISSUES OF SIGNIFICANCE

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

Review of the data and information gathered during the visit to the Easter Seals Lancaster School indicate that no issues of significance exist at this time.

CITATIONS OF NONCOMPLIANCE IDENTIFIED AS A RESULT OF THE NOVEMBER 30 - DECEMBER 1, 2006 CASE STUDY COMPLIANCE REVIEW

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

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

ED 1109.03 IEP Elements of an IEP

IEP goals, as presented during the case studies, were not always measurable. IEP goals must be written in measurable terms. As such Easter Seals Lancaster must work with LEA's to ensure that IEP goals are written in measurable terms.

ED 1119.08 Access to the General Education Curriculum, Equal Educational Opportunities

Since the last NHDOE Special Education Program Approval Visit, Easter Seals has worked hard to secure consultants in core academic areas, as well as several specialty areas. In order to be in full compliance, however, all areas outlined in the NH State Curriculum Standards must be covered by consultants.

ED 1107.03**ED 1125.04 Special Education Evaluations**

At the time of the visit, not all student files included evidence that student evaluation time lines were adhered to or that evaluation results were utilized during IEP development. Therefore, it is essential Easter Seals Lancaster work with LEA's to ensure that updated evaluations are on file.

ED 1102.53 CFR 300.29 Transition Planning

Transition plans reviewed during the case study compliance review did not include all required components. It is essential that Easter Seals work with the LEA to ensure that transition plans in IEPs meet all requirements

SUGGESTIONS FOR PROGRAM-WIDE IMPROVEMENT

Suggestions for improvement, simply stated, are recommendations provided by the visiting team that are intended to strengthen and enhance programs, services, instruction and professional development, and the NHDOE strongly encourages that serious consideration be given to the suggestions. However, discretion may be used in this area. Suggestions for improvement are not considered to be required corrective actions and you may determine which suggestions most warrant follow up and address those in your corrective action plan. **System wide suggestions for improvement are listed below. Suggestions for individual programs are included in the Building Level Case Study Data Summary Reports, pages 13-19.** It should be noted that in the Building Level Data Summary Reports, any suggestion made by a visiting team member that is actually a citation of noncompliance, has an asterisk (*) before it, and it is also listed above with the citations of noncompliance.

1. Continue to explore and develop additional community based vocational experiences for high school students.
2. Consider reporting disciplinary data to parents and LEA's on a more frequent basis.
3. Continue to utilize the services of a curriculum coordinator.
4. Continue to develop, assess and revise curriculum.
5. Continue to formalize and document Transition Planning.
6. Provide staff with additional training in IEP development with a focus on developing measurable goals.
7. Explore additional assistive technology such as touch screens, writing software and other assistive devices that may assist students to communicate more effectively and progress more academically.

VI. BUILDING LEVEL SUMMARY REPORTS

USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT

BUILDING LEVEL CASE STUDY DATA SUMMARY

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

SAU:	School: Easter Seals Lancaster	Date: 12/1/06
Programs: Middle School Program, Developmental Disabilities High School Program		Number of Cases Reviewed: 2
Recorder/Summarizer: Nancy Pierce		

Collaborative Team Members:

Name: Jennifer Dolloff	Visiting
Name: Kelly Noland	Visiting
Name: Nancy Pierce	Visiting
Name: Mark Peabody	Visiting
Name: Jeffrey Pettee	Building Level
Name: Priscilla Matthew	Building Level
Name: Noel Sullivan	Building Level
Name: Gretchen Cook	Building Level
Name: Karen Kelly	Building Level
Name: Michelle Albert	Building Level

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

SUMMARY OF BUILDING LEVEL DATA

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

Access to the General Curriculum

Strengths

Suggestions for Improvement

1. Staff implement general curriculum that is aligned to current Grade Level Expectations.
2. A curriculum coordinator is assigned to ensure instruction is aligned with the curriculum and continues to develop and refine current curriculum.
3. Use of NWEA and other assessment techniques to collect data.
4. Experiential opportunities for students (benches, timelines, etc.)
5. A lot of professional development opportunities.
6. The school has effective connections with outside consultants, local public schools, and area agencies.
7. Consistent teaching staff and quality of educational staff.

1. Continue to provide curriculum coordination.
2. Continue professional development initiatives.
3. Continue to develop and refine curriculum in all content areas.

SUMMARY OF BUILDING LEVEL DATA

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

TRANSITION STATEMENTS

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

Transition

Strengths

Suggestions for Improvement

1. Staff members demonstrated that a very comprehensive transition plan was developed that included financial considerations, parental visits, student visits and back-up options. Planning for this student is taking place well in advance of the anticipated departure date.
2. The focus of the year-long process is transition planning, and Easter Seals is focusing on this in both individualized and systematic ways.
3. Team is very proactive in this area. Easter Seals creates many on-site work experiences.

1. Staff and administration should continue to formalize and document the transition process.
2. Staff and administration should consider the development of off-site work experiences. Advanced vocational experiences will be helpful to students and parents, who often experience anxiety regarding adult life.

SUMMARY OF BUILDING LEVEL DATA

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

<u>BEHAVIOR STRATEGIES AND DISCIPLINE</u>			
<u>Ed. 1109.02 Program</u> <u>CFR 300.346</u> <u>Ed. 1119.11 Disciplinary Procedures</u> <u>CFR 300.519-300.529</u> <u>Ed. 1133.07 (a) (b) (c) (d) (e)</u> <u>CFR 300.510-300.529</u> <u>20 U.S.C. 1415 (K)</u> <u>Child Management – Private Schools</u> <u>RSA 169-C Child Protection Act</u>	YES	NO	N/A
Data are used to determine impact of student behavior on his/her learning.	2		
Has this student ever been suspended from school?			2
If yes, for how many days?			
If appropriate, a functional behavior assessment has been conducted.			2
IEP team has addressed behaviors that are impacting student learning.	2		
A behavior intervention plan has been written to address behaviors.	2		
All individuals working with the student have been involved in developing behavior intervention strategies.	2		
Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.	2		
Results of behavior intervention strategies are evaluated and monitored.	2		
A school-wide behavior intervention model exists.	2		
Strengths	Suggestions for Improvement		
<ol style="list-style-type: none"> 1. PBIS on top of a long history of success with behavioral interventions. 2. Use of responsive classroom, morning meeting, etc. 3. Clear expectations, consistency, firm approach, creative. 4. Current staff demonstrates strong skills in working with students with significant and complex special education needs. 5. Staff and administration effectively focus on providing consistency in programming and deep structure in residence and school to support behavioral improvements. 	<p>Consider developing a more systematic behavioral data collection system that informs parents and LEA's of behavioral growth and challenges on a more frequent basis.</p>		

SUMMARY OF BUILDING LEVEL STRENGTHS AND SUGGESTIONS FOR IMPROVEMENT

Strengths	Suggestions for Improvement
<ol style="list-style-type: none">1. Improvement to the outdoor environment and to the physical plant are evident. Worn rugs have been removed, walls have been reinforced and rooms appear safer.2. Connections to the larger community and it's resources.3. Connections with parent and commitment to involving them.4. Committed staff with powerful relationships with kids.5. Increased attention to more academic programming.6. Improved collaboration with the "mother ship" (Easter Seals Manchester) – regular visits and consultations.7. Support for parents including in-home and on-site training sessions in physical restraint, crisis intervention and behavior management.8. Consistent use of library to satisfy state requirements.	<ol style="list-style-type: none">1. Consider providing additional professional development in the area of IEP writing.2. More assistive technology may benefit students. Consider conducting an assessment of current assistive technology needs such as touch screens, writing software, etc.

**VI. ADDENDUM: JAMES O SUMMARIES
AND DESCRIPTIONS OF INNOVATIVE PRACTICES**

ADDENDUM

JAMES O. MONITORING PROGRAM

Easter Seals Lancaster School

Student File Review

Case Study Document

Reimbursement Claim Form

Case Study Addendum Form

Date: November 30- December 1, 2006

Reviewer: Jennifer Dolloff

ADDENDUM
JAMES O. MONITORING PROGRAM

Easter Seals Lancaster School

Number of files reviewed: 1

COMMENDATIONS:

The file appeared well organized and complete.

CITATIONS OF NONCOMPLIANCE:

No citations were identified.

INNOVATIVE PRACTICES

Name of School: Easter Seals – Lancaster School		
Contact Person for Innovative Practice: Gretchen M. Cook	Phone: (603) 621-3627	Email: gcook@eastersealsnh.org
Name of Person Completing This Form: Noel Sullivan	Phone: (603) 621-3600	Email: nsullivan@eastersealsnh.org

Definition of Innovative Practice: Educational practices that are infused with respect and rigor, provoke discussion, hold possibilities for growth and change, and improve student performance.

Components of Innovative Practices: (Indicate one of these three categories for each innovative practice identified)

1. **Classroom/School Environment** (behavior management strategies, culture, communication, celebrations and recognitions, etc.)
2. **Curriculum, Instruction and Assessment** (e.g. engaging all students in learning, integration of technology, diversified instruction, use of data to inform instruction, involving all staff in curriculum decisions, etc.)
3. **Professional Responsibilities** (e.g. professional development, communicating with families, reflecting upon teaching, mentoring, collaboration between general and special education, etc.)

Description of an Innovative Practice in Your Educational Community:

Classroom/School Environment

The Easter Seals Lancaster School is in the early stages of implementing Positive Behavioral Interventions and Supports (PBIS) in both educational and residential settings. We are a part of the Cohort 4 training group through the New Hampshire Center for Effective Behavioral Interventions and Supports (NH-CEBIS). The facility's PBIS Team is beginning to work to adapt the concepts that were developed primarily in public schools to meet the needs of the challenging population that we serve. The goal of this team is to improve the climate and culture of the program, increase the efficacy of our behavioral programming, and ultimately improve the ability of our students to be successful in school and life.

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

We are in the early stages and part of what we are gleaning from the PBIS training is the ability to gather data effectively and use it in decision making to benefit individual students and the program as a whole.

Please describe how this innovative practice is evaluated.

NH CEBIS evaluates the implementation of the program annually. As we move forward with implementation, we will use the behavioral data that we gather as another measure. Over time, we also hope to see positive changes in staff member retention and other signs of job satisfaction in our employees.

INNOVATIVE PRACTICES

Name of School: Easter Seals – Lancaster School		
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Name of Person Completing This Form: Noel Sullivan	Phone: (603) 621-3600	Email: nsullivan@eastersealsnh.org

Definition of Innovative Practice: Educational practices that are infused with respect and rigor, provoke discussion, hold possibilities for growth and change, and improve student performance.

Components of Innovative Practices: (Indicate one of these three categories for each innovative practice identified)

4. **Classroom/School Environment** (behavior management strategies, culture, communication, celebrations and recognitions, etc.)
5. **Curriculum, Instruction and Assessment** (e.g. engaging all students in learning, integration of technology, diversified instruction, use of data to inform instruction, involving all staff in curriculum decisions, etc.)
6. **Professional Responsibilities** (e.g. professional development, communicating with families, reflecting upon teaching, mentoring, collaboration between general and special education, etc.)

Description of an Innovative Practice in Your Educational Community:

Curriculum, Instruction and Assessment

The Easter Seals Lancaster School has begun to use the Northwest Evaluation Association’s *Measures of Academic Progress* (MAP). This is a computer-based adaptive assessment that is aligned to state standards. Our goal is to gather meaningful data about student abilities and needs and use this information to guide instruction and measure student progress. The accompanying *DesCartes* planning resources help teachers identify where a student stands on the continuum of learning so that they can teach the skills that the student needs to move forward. Due to the nature of our population, the ability to assess the individual student and identify the skills that he needs to build is critical. This is our second year of administration. We are currently administering twice per year, in the fall and the spring.

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

We are only in our second year of administration, and do not yet have the scores from fall tests to compare to those from the spring. However, we have participated in training about how to use the data and have begun to develop practices that will help us consistently turn to this data to improve instruction for individuals and the school as a whole. We have begun to use the data in IEPs and other educational planning.

Please describe how this innovative practice is evaluated.

The administrative team has incorporated a practice of reviewing the data following the completion of each testing window, spring and fall. As part of this review practice, the data is presented to the faculty and faculty and administrators work together to assess the data and plan for improvement.

INNOVATIVE PRACTICES

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Contact Person for Innovative Practice: Gretchen M. Cook	Phone: (603) 621-3627	Email: gcook@eastersealsnh.org
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Components of Innovative Practices: (Indicate one of these three categories for each innovative practice identified)

7. **Classroom/School Environment** (behavior management strategies, culture, communication, celebrations and recognitions, etc.)
8. **Curriculum, Instruction and Assessment** (e.g. engaging all students in learning, integration of technology, diversified instruction, use of data to inform instruction, involving all staff in curriculum decisions, etc.)
9. **Professional Responsibilities** (e.g. professional development, communicating with families, reflecting upon teaching, mentoring, collaboration between general and special education, etc.)

Description of an Innovative Practice in Your Educational Community:

Professional Responsibilities

Easter Seals Lancaster has developed a unique administrative structure in order to increase the resources available to this very small program. Two years ago, there was one director in the facility, responsible for the educational and residential programs. Within this structure, the energy needed for school improvement was not readily available. Noel Sullivan recognized that there were resources within Easter Seals that could be used more effectively to benefit the Lancaster program. Now, there is a Program Director, who manages the day to day functioning of the facility. However, this person is no longer solely responsible for educational programming. Two administrators from Manchester each spend at least one day per week in the Lancaster School. One administrator focuses on curriculum and the other on special education administration and behavior. This structure has increased the ability of the school to make gains in many areas. It has made the resources of the much larger program in Manchester readily available to the Lancaster School, including professional development opportunities.

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

We are now beginning to develop data sources to document student academic and behavioral progress. These sources would not be effectively developed without the increased leadership provided by the administrative structure. In addition, teacher retention has improved. We have had the same three teachers for the past two years. This is clearly a benefit to students.

Please describe how this innovative practice is evaluated.

This administrative structure is constantly in review as we develop and define responsibilities. Focus groups have been held with staff members to evaluate the process. The administrative team is considering the implementation of a staff member and student survey.