

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

**PINKERTON ACADEMY
SUMMARY REPORT**

**Mary A. Anderson, Headmaster
Richard L. Sharp, Director of Special Education**

Chairpersons, Visiting Team:
Colleen Bovi and Edward Hendry
Education Consultants

Site Visit Conducted on March 26-27, 2013
Report Date: June 12, 2013
Revised June 28, 2013
Revised July 17, 2013

TABLE OF CONTENTS

- I. Team Members
- II. Introduction
- III. Purpose and Design of The Case Study Compliance Review Process
- IV. Status of Previous Program Approval Report and Corrective Actions
- V. March 26-27, 2013 Case Study Compliance Review Results
 - Local Education Agency (LEA) Survey
 - Parent Participation
 - Summary of Findings from the Three Focus Areas
 - New Special Education Programs Seeking Approval from the New Hampshire Department of Education (NHDOE)
 - Commendations
 - Issues of Significance
 - Findings of Noncompliance
 - Suggestions for Program Improvement
- VI. Building Level Summary Reports
 - Alternative Comprehensive Training Program (ACT)
 - Pinkerton Academy's Special Services for Educational Success (PASSES)
 - Resource Room Program

I. TEAM MEMBERS

Visiting Team Members:

NAME	PROFESSIONAL ROLE
Chairperson: Colleen Bovi	Education Consultant
Chairperson: Edward Hendry	Education Consultant
Helene Anzalone	Director of Pupil Services
Janice Arcara	Asst. Special Education Director
Val Aubry	Special Education Director
Diane Bessey	Executive Director/Program Director
Jane Bright	LD Specialist
Becky Cawley	Out of District Coordinator
Charles DiCecca	Special Education Director
Karen Langley	Director of Academics
Michael Maroni	Principal
Kevin Murphy	Director
Jeanne Saunders	Director of Special Education
Mary Steady	NHDOE
Vicki Therrien	Inclusion Facilitator
Santina Thibedeau	Administrator NHDOE
Catherine Zylinski	Director of Special Services

Building Level Team Members from Pinkerton Academy:

NAME	PROFESSIONAL ROLE
Kristen Abbot	English Teacher
Sandra Anderson	Case Coordinator
Candace Andrews	Classroom Teacher
Shannon Anthony	Speech/Language Pathologist
Heidi Baker	Classroom Teacher
Heather Barrieau	PASSES Counselor
Joseph Berchtold	General Education Teacher
Amy Bernard	Classroom Teacher
Kerry Boles	Case Coordinator/Resource Teacher
Carol Borghese	Reading Specialist/Teacher
Patrice Brown	Case Coordinator
Chef Cahill	Culinary Arts Teacher
Eric Carelli	Special Educator
Brent Clanin	Guidance Counselor
Andy Collins	Classroom Teacher
Mark Conley	ACT Program Coordinator/Case Coordinator
Janet Conrad	Case Coordinator
Linda Couture	Inclusion Facilitator

Building Level Team Members from Pinkerton Academy - continued:

NAME	PROFESSIONAL ROLE
Heather Cunningham	Classroom Teacher
Tina deMelo	Case Coordinator
Wendy Despres	Associate Dean of Students
Joe Dion	Classroom Teacher
Julie Donovan	Guidance Counselor
Mike Eno	CTE Teacher
Valerie Fenton	Guidance Counselor
Jane Fournier	Collaborative Teacher
Doug Gootee	Case Coordinator
Marissa Greco	Case Coordinator
Terry Hibbard	PASSES Program Coordinator/Special Ed.
Laura Johnston	ACT Classroom Teacher
Trisha Kaufmann	Program Coordinator
Kate Ledoux	PASSES School Counselor
Lynne Lonergan	Assistant Director of Special Education
Sarah Louie	Case Coordinator
Paula Marini	ACT Classroom Teacher
Lisa Minahan	Speech/Language Specialist
Meagan Moran	Case Coordinator
Ken Neu	ACT Work to Learn Coordinator
Cheryl Northrup	Case Coordinator
Corbett O'Connell	English Teacher
Jessica Peck	Case Coordinator
Suzanne Pedneault	Autism Specialist
Linda Pelkey	ACT Classroom Teacher
Linday Pettipas ACT	ACT Para-Educator
Ryan Piper	Case Coordinator/Resource Teacher
Linda Porter	Case Coordinator
Cheryl Rainforth	School Psychologist
Erin Reinhard	Counselor
Michele Rhoads	PASSES Math Teacher
Lucy Rhodes	Case Coordinator
Kelly Richardson	Case Coordinator
Becky Robinson	PASSES Case Coordinator
Elizabeth Rodrick	Associate Dean of Students
Amy St. Croix	Para-Educator
Sheila Schaefer	PASSES Case Coordinator
Rick Sharp	Director of Special Education
Narell Sheets	Para-Educator
Pat Sockey	English Teacher
Leslie Toomy	PASSES English Teacher
Suzanne Trice	Associate Dean/Freshman Academy
Tracy Untiet	Asst. CTE Director
Charlene Westervelt	Guidance Counselor
Sara White	PASSES Case Coordinator

II. INTRODUCTION

Pinkerton Academy is an accredited secondary school in Derry, New Hampshire. It is the largest independent academy in the United States, serving roughly 3,162 students for the communities of Derry, Hampstead, Auburn, and Chester. The Academy is a private, non-profit corporation, governed by a headmaster, who acts under the direction of a board of trustees. The primary source of funding for Pinkerton Academy is public tuition. Approximately 295 teachers and administrators, 100 support personnel and 52 educational aides support students in a wide range of programs and courses. Established in 1815, ten major building projects have marked major growth in their history.

The Vision Statement is as follows: Pinkerton Academy students will gain the critical knowledge, skills, and deeper understanding necessary to develop goals, become thinkers and communicators, and grow as responsible and productive citizens. While celebrating the strengths of our traditions, we encourage innovation in response to a changing world.

The Mission Statement reads as follows: As a unique, independent academy, Pinkerton Academy's mission is to ensure the growth of all students in a challenging, respectful, and collaborative environment. The Academy fosters a student-centered community with purposefully designed, interactive, and relevant learning opportunities.

SCHOOL DEMOGRAPHICS	2011-2012	2012-2013
Student Enrollment as of October 1	T= 3168 SPED=532	T=3162 SPED=514
Do you accept out-of-state students? If so, list number from each state in 12-13	Yes- None with special needs	
Number and Names of Sending New Hampshire LEAs (as of October 1, 2012)	6 LEAs- Derry 379, Hampstead 71, Chester 44, Auburn 17, Fremont 1, Candia 2	
# of Identified Students Suspended One or More Times	126	No data as of October 1
Average Length of Stay for Students	4 years	4 years
<u>STAFF DEMOGRAPHICS</u>		
Student/Teacher Ratio (as of October 1, 2012)	1:20	1:19
# of Certified Administrators	2	2
# of Certified Teachers	26	26
# of Teachers with Intern Licenses	0	4
# of Related Service Providers	12	13
# of Paraprofessionals	56.5	52
# of Professional Days Made Available to Staff	3-internal & Autism Pro web based PD	3-internal & Autism Pro web based PD

SPECIAL EDUCATION PROGRAM DATA		
<u>Primary Disability Types:</u>	2011-2012	2012-2013
Autism (Note: Many OHI students are ASD)	32	39
Deaf / Blindness	0	0
Deafness	0	0

Developmental Delay	N/A	N/A
Emotional Disturbance	90	74
Hearing Impairment	1	1
Intellectual Disability	12	13
Multiple Disabilities	6	8
Orthopedic Impairment	0	1
Other Health Impairment	99	109
Specific Learning Disabilities	234	239
Speech or Language Impairment	38	28
Traumatic Brain Injury	0	0
Visual Impairment	2	2

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 Pinkerton Academy on March 26-27, 2013 for the purpose of reviewing the present status of programs and services made available to children and youth with educational disabilities. Program Approval Visits are conducted using a Case Study Model that is a focused review. This focused review permits the NHDOE to leverage its impact for change and improvement within private special education schools statewide, by focusing the attention of all educators on the following three areas of critical importance in the provision of FAPE for students with disabilities.

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

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

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

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

The New Hampshire Department of Education provided a visiting team of professional educators to work collaboratively with staff in each of the schools in conducting the Case Study Compliance Review and the varied data collection activities. Throughout the entire review process, the visiting team worked in collaboration with the staff of Pinkerton Academy. 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 30, 2008 NHDOE Special Education Program Approval Report, the following patterns were identified as needing improvement:

Findings of Noncompliance	Status as of June 9, 2009	Status as of March 2, 2010	Status as of March 26-27, 2013
Ed 1109.01 Multiple Measures	Not Met	Met	Met
Ed 1109.01 Measurable Goals	Met	Met	Not Met
Ed 1109.03 Transition Planning	Met	Met	Met
Ed1125.04 45-Day Timeline	Met	Met	Met

V. MARCH 26-27, 2013 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. What follows is an overview of programs and services offered at Pinkerton Academy, a description of the selection process for the Case Study and details of work-study community participation.

Special Education Department

Pinkerton currently serves 514 students identified with educational disabilities, or 16.25% of the student population. The Special Education Department of Pinkerton Academy is comprised of 4 programs: the Resource Room Program serving approximately 423 identified students, Pinkerton

Academy's Special Services for Educational Success (PASSES) 9 – 12 serving 53 students, and the Alternative Comprehensive Training Program (ACT) serving 38 students.

The Department's mission is: Through communication, collaboration, and understanding, the staff of the Special Education Department will assist their students to realize their full potential in school and to the transition into life after high school. All members of the department respond in a professional way to diverse needs by remaining knowledgeable in their respective fields while planning and providing services through team effort with each other, students, parents, outside agencies and the entire Pinkerton Academy staff.

Special Education State Approved Department Programs

Resource Room Program: This program serves the majority of special education students at the Academy. It is designed to service students with mild to moderate educational disabilities. In the resource rooms, students and staff work collaboratively on homework, studying for tests, organization, etc. Students may also use the resource rooms to take tests or work on projects. The resource room provides daily contact between the student and their case coordinator. The time that the student spends in the resource room is not in place of time spent in a subject-matter classroom, but rather during non-classroom time and there is no credit attached to the program. There are 15 case coordinators and 6 program aides.

Alternative Comprehensive Training Program (ACT): This program is designed for mild to moderate developmentally disabled students and focuses on independent living skills and skills necessary for the student to be gainfully employed. Course selection for credit and/or skill units and diploma options are based on individual needs. Supervised work experience during the school day may be provided through the Exploration of Work Program. Related services support students based on their IEPs. Staffing consists of a program coordinator/inclusion facilitator, a Work to Learn coordinator, 3 case coordinators and 1 program aide.

Pinkerton Academy's Special Services for Educational Success (PASSES): The PASSES program meets the self-contained needs for emotionally disabled students and those students who are transitioning to campus. Additional support, for those students who start on campus and need additional services in their junior and senior years, is provided in a resource setting. PASSES offers 15 out of the 20 credits required for graduation in a specialized setting. There is 1 program coordinator, 6 case coordinators, 1 program aide, 1 counselor and 1 clinical social worker.

Pinkerton Academy's Building Bridges Extended School Year Program serves students with Autism, Intellectual Disabilities, Multiple Disabilities, Other Health Impairments, Specific Learning Disabilities and Speech-Language Impairments. The program goal is to maintain academic skills in the areas of reading, consumer skills, social skills and employment skills through thematic studies. Weekly themes are developed and existing Reading, Consumer Education Curriculum. Pre-WTL & WTL curricula are used. Students are given pre-testing to determine entrance levels and curriculum is individualized to meet needs. Post testing is conducted so current skill levels would be known for the start of school year and to evaluate extended school year goals. To promote appropriate social skills the staff implement a positive behavioral intervention system called PARRC (Productive, Appropriate, Respectful, Responsible & Celebrate Success).

Description of Selected Students

Students were randomly selected from each of the State approved programs and reflective of different disabilities, genders, and sending districts. Six students were selected from the Resource Room Program; one student from the Alternative Comprehensive Training Program (ACT); and one student from the Pinkerton Academy's Special Services for Educational Success Program (PASSES).

Details of Work Study and Community Service

Students in Pinkerton Academy's Work to Learn Program continue their long tradition of volunteerism to the business community. Since 1991, students have teamed with work buddies at local businesses to gain non-paid work experience with paid employees acting as mentors. Over 25 businesses are partners in the Work to Learn Program.

In addition, Pinkerton Academy offers other educational experiences to students outside the normal classroom experience either during the day, evening or summer programs. Students may earn credits by successfully completing the course of study in qualifying programs as long as the course has been pre-approved as an alternative credit option. Each course needs individual approval. Under normal circumstances, alternative credits are only authorized for elective courses.

Pinkerton Academy students, faculty members, and organizations contribute their time, talents and resources to many worthy causes and projects every year. Members of the Student Council have donated their time at the Pleasant Valley Nursing Home, collected money to donate to the Sunshine Soup Kitchen and helped set up a holiday dinner for homeless people in Manchester. Student Council members performed almost 500 hours of community service for 38 different organizations over the course of an entire year.

This year students from the ceramics class in Pinkerton's Fine Arts program designed and created over 80 ceramic bowls to help raise \$6000 to contribute to the Derry Community Caregivers soup and bread dinner fund raiser. Together they co-host a "photos with Santa Claus" event at the Derry Shaw's each year.

The Citizenship Committee continues to involve students in activities promoting character, respect and responsibility. On November 10, 2012 the Citizenship Committee hosted a Volunteer Fair where 15 local volunteer agencies were present in the Shepard Auditorium. Hundreds of students came through to meet presenters and learn more about volunteer opportunities. On May 23, 2012, 65 Pinkerton students participated in the 12th annual Youth Day of Giving back to the community. The volunteers spent the day painting, cleaning, raking and organizing at The Upper Room, Nutfield YMCA, Vintage Grace, Derry Meals on Wheels, Camp Carpenter and Community Caregivers. One Caregiver group worked on pampering seven senior women in a day of beauty. Several students participated in the Community Clean-up Day this spring. Skills USA, ROTC and the Outing Club combined efforts to clean local roads and dozens of bags of trash were filled and discarded.

The Academy's FCCLA chapter was involved in the following projects: donated and wrapped gifts for TIPS children at Christmas; sold cotton candy and sponsored a Spaghetti Supper earning over \$375 for Children's Miracle Network; made bookmarks to deliver to local elementary schools for Read Across America Day; created and delivered Valentine's Day cards to area nursing home residents; held a bake

sale to raise money for the Dana Farber Cancer Center; and helped with the annual Red Cross Blood Drive and College Fair.

The cadets of the school's AFJROTC conducted three NH Adopt-A-Highway roadside cleanups; helped with the Hampstead Junior Olympics; marched in the Chester and Derry Memorial Day and Holiday Parades and participated in the Hampstead Veterans and Memorial Day Observances; greeters at Pinkerton Tavern Veterans Day Dinners, provided Color Guards for numerous community activities in the sending towns as well as around NH; assisted non-profits with food collection for the needy and a toy drive; participated in The Red Cross Salute to Veterans Breakfast, the Derry Veterans Breakfast, Derry Senior Health Fair helpers; placing flags at veterans graves at Forest Hill Cemetery.

LEA SURVEYS

Private schools provide necessary options to New Hampshire students with educational disabilities. Effective partnerships with LEAs are an important part of establishing and implementing successful private special education programs that improve student outcomes. By surveying LEA perceptions of current program(s), private schools can self assess these relationships and determine if there are areas in need of improvement. To this end, Pinkerton Academy distributed the LEA Survey to the contact people in all LEAs that have students currently enrolled in the school. They received a **100% response** from the LEAs.

SUMMARY REPORT OF SENDING LEAs

Name of Private School: Pinkerton Academy					
Total number of surveys sent: 5		Total # of completed surveys received: 5		Percent of response: 100%	
Number of students placed by: LEA: 511			Court: 0		Parent: 0
SCALE 4 STRONGLY AGREE 3 AGREE 2 DISAGREE 1 STRONGLY DISAGREE					
	4	3	2	1	No Answer
1. The private school has a curriculum fully aligned to NH Curriculum Frameworks/Common Core State Standards.	4 80%		1 20%		
2. I am satisfied the student has made progress in the educational curriculum at the above school.	2 40%	2 40%	1 20%		
3. There is evidence of effective instruction aligned with fidelity to the curriculum.	3 60%	2 40%			
4. The school consistently follows special education rules and regulations.	3 60%	1 20%	1 20%		
5. The school has developed and implemented effective policies and procedures for management of student behavior including the use of aversives.	1 20%	2 40%	1 20%		1 20%
6. The school has an effective behavioral management program.		2 40%	1 20%		2 40%
7. I am satisfied with the special education, related and other supplementary aids and services provided by the school.	2 40%	2 40%	1 20%		
8. The school implements all parts of students' IEPs including accommodations and modifications in both instruction and assessment.	1 20%	3 60%	1 20%		
9. The school effectively uses data to measure academic growth and to inform instruction.	1 20%	2 40%	2 40%		

10. The school uses data to measure behavioral growth and to inform instruction.	1 20%	1 20%	2 40%		1 20%
11. A mid-year review and annual evaluation of the child's progress relative to the IEP are conducted.	1 20%	3 60%	1 20%		
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 20%	3 60%	1 20%		
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.	2 40%	3 60%			
14. I am satisfied with the way the school communicates students' progress to the parents and the LEA.	1 20%	2 40%	1 20%	1 20%	
15. The school actively plans for future transition to a less restrictive environment.	2 40%	2 40%	1 20%		
16. The school implements all aspects of the transition services needs for students turning 14 during the IEP service period and Transition Services as outlined in Indicator 13 (16 years).	4 80%	1 20%			
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 40%	3 60%			
18. The school team sets meeting times that are convenient for both parents and the LEA.	2 40%	3 60%			
19. I would enroll other students at the school.	3 60%	2 40%			

Analysis of Response written by Pinkerton Academy:

In general, the survey design is intended for smaller private programs and does not take into account on some questions that Pinkerton is a public academy which the sending LEA's contract to be their high school. Examples of questions that may be impacted by public academy status are questions #11, 14 and 15. We provide parents and districts progress reports on IEP goals quarterly around the same cycle as report cards, much like a district high school. Because of this I believe responses to questions 11& 14 were negatively impacted. Question 15 could be difficult for LEAs to answer given Pinkerton is the districts' least restrictive environment. In addition question number 1 may be biased as the core standards are still being phased into the curriculum and are not presently required.

The survey showed 78.9% of the responses were strongly agree or agree. 16.9% of the responses were disagree or strongly disagree. Based on the survey the 4 areas showing possible concern and should be further explored with the LEAs

#6 *The school has an effective behavioral management program*

#9 *The school uses data to measure academic growth and to inform instruction.*

It should be noted the school does use data such as school wide testing in areas of reading and math. This information is reviewed for instructional needs and supports such as our reading strand English classes. In addition as a school NECAP scores are reviewed as well for trends. Data on our freshmen academy classes has also been gathered and shows promising results Also we have had a school wide push for staff to use formative assessments and to differentiate instruction based on the results of the formative assessments.

#10 *The school uses data to measure behavioral growth and to inform instruction*

A significant amount of data has been collected on the students accessing the PASSES program and was shared with the districts. The purpose of the information was to look at how PASSES students were doing academically and behaviorally. Several recommendations came out of this and were implemented.

#14 *I am satisfied with the way the school communicates students' progress to the parents and the LEAs*

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: Pinkerton Academy		
Total number of surveys sent: 537	Total # of completed surveys received: 107	Percent of response: 20%

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

ACCESS TO THE GENERAL CURRICULUM:	3	2	1	No Answer
1. I am satisfied that my child has access to the general education curriculum (Academic IEP goals and school curriculum aligned with Common Core State Standards /NH Curriculum Frameworks).	94 88%	9 8%	1 1%	3 3%
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.	101 94%	2 2%	0 0%	4 4%
3. I am informed on a regular basis and with clear evidence of my child's progress in the general education curriculum.	74 69%	21 20%	9 8%	3 3%
4. I understand that a variety of information (observations, test scores, results of evaluations, school work samples, behavioral data, etc) was considered in developing my child's IEP for this placement.	97 91%	7 6%	3 3%	0 0%
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").	78 73%	27 25%	1 1%	1 1%
6. I am satisfied that the sending school district has fully considered the Least Restrictive Environment in recommending this placement for my child (to the maximum extent appropriate, my child is educated with non-disabled peers).	97 91%	4 4%	0 0%	6 5%
7. I know whom to contact if I have questions about my child's placement or progress in this program.	90 84%	11 10%	6 6%	0 0%
8. I am satisfied that the staff of this placement worked collaboratively with my school district in developing my child's current IEP.	90 84%	17 16%	0 0%	0 0%
9. I have been involved in the development of my child's IEP.	99 93%	8 7%	0 0%	0 0%
10. I am satisfied that my child is making progress toward his/her IEP goals.	73 68%	26 24%	4 4%	4 4%

FOR PARENTS OF HIGH SCHOOL STUDENTS ONLY:				
11. My child earns credits toward a regular high school diploma in all of his/her classes.	88 82%	6 6%	6 6%	7 6%
12. My student will graduate with a high school diploma	88 82%	1 1%	6 6%	12 11%
TRANSITION:				
13. I am satisfied with the planning and support provided for my child as he/she moves from grade to grade, school to school, public school to private school.	68 63%	19 18%	4 4%	16 15%
14. All of the people who are important to my child's transition were part of the planning (grade appropriate).	84 79%	10 9%	0 0%	13 12%
15. All of the people/agencies who are required to be part of transition planning for my child were part of the transition process.	83 77%	6 6%	1 1%	17 16%
16. FOR PARENTS OF STUDENTS AGE 16 OR OLDER ONLY:				
I am satisfied that my child's IEP meets all the requirements of Secondary Transition: measureable post-secondary goals, necessary supports and services, age-appropriate transition assessments, specific invitation to the Transition meeting, etc. (DOE Indicator #13)	47 44%	13 12%	2 2%	45 42%
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.	14 13%	4 4%	0 0%	89 83%
BEHAVIOR STRATEGIES AND DISCIPLINE:				
18. My child's classroom behaviors affect his/her ability to learn. <i>If the answer is yes, please answer the next two questions. If no, skip to OTHER.</i>	YES		NO	
	3	2	1	No Answer
19. I have been involved in the development of behavior interventions, strategies and supports for my child.	30 65%	16 35%	0 0%	61*
20. I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs.	33 72%	13 28%	0 0%	61*
OTHER:				
21. I fully participate in special education decisions regarding my child.	37 80%	9 20%	0 0%	61*
22. I have been provided with a copy of the procedural safeguards (parental rights) at least once a year.	34 74%	12 26%	0 0%	61*

***24 surveys returned via e-mail were missing back page & 37 surveys returned parent did not fill out back page.**

After reviewing the results we found 75% agreed completely and 88% of the parents agreed completely or partially to the questions asked. Only 2% of the total response was "not at all".

It is hard to gauge the number of no responses to questions 16 & 17 related to transition. One could assume some of this was related to the requirement of the student being 16 or older, however almost twice the number did not respond to question 17. This may be due to a lack of understanding of the question. On a positive note those who did respond mostly responded favorably.

The other questions we may want to explore are #11 and #29

11. I am satisfied that my child is making progress toward his/her IEP goals.	73 68%	26 24%	4 4%	4 4%
29. 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.	68 63%	19 18%	4 4%	16 15%

The area of helping students make progress toward their goals is always something we can work towards. In regard to parent responses related to support from grade to grade, it is hard to glean what parents may be thinking of when they respond as students are in their home district schools before high school.

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

Pinkerton Academy's philosophy is for all students to have full access to the general education curriculum. Leveled courses are offered and courses are selected to provide challenge as well as to allow for success. Exploration courses have modifications built in and offer smaller class sizes. These classes are taught by general education teachers, supported by the special education staff and are open to all students. Courses in reading instruction are also provided for credit.

Students with mild to moderate educational disabilities spend time in the Resource Program during non-classroom periods. The case coordinators provide daily contact with the student and support them with their organizational skills, homework, studying for tests or for test accommodations. The PASSES Program is designed as a self-contained program to support students with emotional disabilities who benefit from smaller class size. Students participate in a variety of courses and extra-curricular activities and may receive 15 out of 20 credits required for graduation in the smaller setting. Content area teachers in the PASSES Program meet regularly with the various departments through their Professional Learning Communities. The ACT Program supports students with moderate disabilities and is designed to focus on independent living skills and skills necessary to become employed. Course selections for credit and/or skills are based on individual need and ability.

During the Case Study visit, visiting team members had the opportunity to observe students with disabilities in 20 general education classes and 4 special education classes. Differentiation of instruction, formative assessments, embedded accommodations, and use of technology were observed. Special Education staff is part of a Professional Learning Community that meets weekly with content area teachers with the focus on assessment of student learning. Career and Technical Education courses and vocational programming assist students with disabilities in developing the skills and knowledge necessary to achieve their postsecondary goals.

Pinkerton Academy supports the right of every student to access any offered class for credit as well as the opportunity to work towards a traditional or individualized diploma. The traditional diploma is a document verifying that a student has earned sufficient academic credits to meet the NH State Department of Education criteria and Pinkerton Academy requirements. In this track, I.E.P. modifications to meet learning modalities are closely adhered to while maintaining content standards. The individualized diploma (noted as certificate of completion of IEP) will be awarded to any student attending Pinkerton Academy who has successfully completed an individualized program not leading to a traditional diploma. Students have the opportunity to access classes on a modified content criteria for skill units or the student may have a blended program of credit courses and skill units. An individualized diploma does not meet the State of New Hampshire requirement for 20 credits in

specific areas as outlined in the State Minimum Standards; however, it does verify that the student has successfully met the educational requirements set forth in a plan developed by Pinkerton Academy.

Transition

Transition Planning

Process: Provision of Free Appropriate Public Education (FAPE)

Transition Services

The Pinkerton Academy administration and special education faculty have maintained open lines of communication with sending districts and have been responsive to their suggestions to meet the needs of incoming freshman, as evidenced by testimony gathered from interviews with LEA representatives. The Freshman Academy provides additional support for students' transition to Pinkerton by providing greater individual support for their adjustment to the campus.

For students with disabilities who will turn 14 during the IEP service period, there is evidence that teams identify transition service needs and, with the help of the Guidance Department, select courses of study for participation in academic and vocational education programs. For students who will turn 16, there is solid evidence of thoughtful, planned transitions and great collaboration with school districts. Teams need to focus on writing measurable postsecondary goals. There are many opportunities for community-based internships coordinated between the Work to Learn and the CTE Programs. Make Action Plans for the Future activity (MAPs) is utilized on an annual basis to determine postsecondary goals or goals that cover education, training, employment and/or independent living. Another transition option is Project RENEW, a structured school-to-career transition planning and individualized wraparound process for youth with emotional and behavioral challenges. Pinkerton Academy engages students, families and districts by hosting the Annual Transition Night where connections with agencies and vendors are made.

Behavior Strategies and Discipline

Interviews with the LEA representatives from the sending districts stated that the Pinkerton Academy administration and faculty are student-centered and work hard to keep students with behavior challenges in the school. There is evidence that fewer students with behavioral issues have been placed in more restrictive, out-of-district placements. Positive Behavioral Interventions and Support (PBIS) is established at the Freshman Academy using the Reach for Success model of Courtesy, Respect and Responsibility. The Resource Programs utilizes the Productive, Appropriate, Responsible, Respectful, Celebrate Success (PARRC) behavior strategy. The PASSES Program has an incentive system for positive behaviors. The visiting team suggested that the program create a structure for documenting behavioral interventions and strategies used. Individual behavior plans are developed as needed and are based on Functional Behavior Assessments. The school psychologist is available to assist in the development of plans. There is great support across the campus for struggling students and close communication with families is evident. Each student has an Academic Planner that explains expectations for student behavior on campus and provides the student and parent with the rules and regulations.

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

In addition to the above noted focus areas for the case study presentations, material submitted as part of the application for program approval included: Health/Fire Facility Inspection Reports, the Private School Self Study, Special Education Policies and Procedures, Administrative Policy and Procedures, Current Program Information, and Personnel Roster and Consultant Roster Review and verification of these documents found the Pinkerton Academy 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

At the time of the March 26-27, 2013 visit to Pinkerton Academy, the facility was not seeking approval for any new programs.

COMMENDATIONS

The NHDOE's Special Education Case Study Compliance Review Process included a two-day visit by a visiting team comprised of New Hampshire certified educators to conduct a review of access to the general curriculum, transition, and behavior strategies and discipline, as well as program design, service delivery and overall culture and climate. The visiting team, based on the presentations, interviews and observations, offers the following commendations:

1. Pinkerton Academy is commended for the excellent program of studies offered to all students.
2. The facilities and the grounds are well maintained and offer a variety of learning environments that are welcoming and respectful.
3. The administration and staff are committed and foster a positive school climate and culture that is student centered and inclusive.
4. The Freshman Academy supports the transition of students from a middle school environment to the high school community and incorporates the philosophy of personalized learning for the freshman class. Students are afforded many options in both the academic and career/technical programs.
5. The Center for Career and Technical Education (CTE) offers an impressive selection of career discovery courses and in-depth career focused programs and has expanded programs to include Animal Science Management and Cosmetology.
6. The special education department's leadership is commended for the continued research, strategic planning and refinement of programs and service delivery options for student with education disabilities.
7. Pinkerton Academy has seen a decrease in the number of students requiring more restrictive, out-of-district placements. This is in response to the strategic planning that occurs with sending districts to develop special education supports and services to meet a wide variety of disabilities.
8. The Work to Learn Program provides opportunities for students enrolled in the ACT Program to acquire knowledge and skills necessary to access the local labor market.

9. There is ongoing communication between Pinkerton Academy and the LEAs to share ideas, human resources and to plan collaboratively and strategically for students.
10. Students with disabilities are included in all aspects of the campus and are active in extra-curricular activities. The student lead *Just Like Us Club* continues to provide peer supports through inclusive co-curricular activities.
11. The Edline system connects teachers, students and parents 24 hours/7 days a week and provides support for assignments, progress notes, etc.
12. Special Education Teachers are included in Professional Learning Community teams with core teachers. This year's focus is on assessment and common core assessments. Next year's focus will be instruction.

**Number of Cases Reviewed During the Pinkerton Academy, March 26-27, 2013,
NHDOE Compliance Visitation**

Preschool	0
Elementary School	0
Middle School	0
High School, Age Below 16	2
High School, Age 16 or Above	6
Number of Noncompliance for Indicator 13	3
Total Number of Case Studies Reviewed	8

**FINDINGS OF NONCOMPLIANCE IDENTIFIED AS A RESULT OF THE
MARCH 26-27, 2013 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.*

**Ed 1109.01(a)(1) Elements of an Individualized Education Program; 34 CRF 300.320(a)(2)(i)
 Definition of individualized education program**

Responsible LEAs: Auburn (1), Derry (2) and Hampstead (1)

Four of the eight IEPs presented during this case study visit did not contain the required elements for measurable annual goals.

**Ed 1109.01 (a)(1) Elements of an Individualized Education Program; 34 CFR 300.320(a)(2)(i)
 Definition of individualized education program**

Responsible LEAs: Auburn (1), Derry (1)

Two of the six IEPs for students age 16 or older did not contain the required components for measurable postsecondary goals.

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 1109.04(a) Copies of the Individualized Education Program and Evidence of Implementation

Each teacher and service provider responsible for implementing the IEP receives an electronic copy rather than a written copy.

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 (*) after it, and it is also listed above with the findings of noncompliance.

It is suggested that the Pinkerton staff and administration:

1. Research resource room models that include opportunities for remediation in addition to support.
2. Review assistive technology that may support students with disabilities in the areas of reading and writing.
3. Research assessments that may be used to support students' transition planning, including more comprehensive vocational assessments.
4. Consider expanding PBIS school-wide that will provide a consistent behavioral intervention model.

VI. BUILDING LEVEL SUMMARY REPORTS

**USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT
 BUILDING LEVEL CASE STUDY DATA SUMMARY
 NEW HAMPSHIRE DEPARTMENT OF EDUCATION
 SPECIAL EDUCATION PROGRAM APPROVAL AND IMPROVEMENT PROCESS**

School: Pinkerton Academy	Date: March 26-27, 2013	
Programs: Alternative Comprehensive Training (ACT)	Number of Cases Reviewed: 1	
Recorder/Summarizer: Diane Bessy and Becky Cawley	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: Diane Bessey	Position: Executive Director	Building Level or <u>Visiting</u> (circle one)
Name: Becky Cawley	Position: Out-of-District Coordinator	Building Level or <u>Visiting</u> (circle one)
Name: Mark Conley	Position: Program Coordinator	<u>Building Level</u> or Visiting (circle one)
Name: Paula Marini	Position: Case Coordinator	<u>Building Level</u> or Visiting (circle one)
Name: Lisa Minahan	Position: Speech/Language Specialist	<u>Building Level</u> or Visiting (circle one)
Name: Ken Neu	Position: Work to Learn Coordinator	<u>Building Level</u> or Visiting (circle one)
Name: Linda Pelkey	Position: Case Coordinator	<u>Building Level</u> or Visiting (circle one)
Name: Cheryl Rainforth	Position: School Psychologist	<u>Building Level</u> or Visiting (circle one)
Name: Narell Sheets	Position: Para-Educator	<u>Building Level</u> or Visiting (circle one)

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

SUMMARIZE YOUR BUILDING LEVEL DATA

ACCESS TO THE GENERAL CURRICULUM STATEMENTS

Fill in the combined <u>number</u> of times a statement is marked on all Data Collection Forms for this school or building.			
	YES	NO	N/A
1. There is evidence that when developing the IEP the IEP Team considers: the strengths of the child; (ii) The concerns of the parents for enhancing the education of their child; (iii) The results of the initial or most recent evaluation of the child; and (iv) The academic, developmental, and functional needs of the child ¹ .	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 ² .	1		
3. There is evidence that the Team uses multiple measures to design, implement and monitor the student's program ^{3,4} .	1		
4. All IEP goals are written in measurable terms ⁵ .		1	
5. Student's IEP has at least one functional goal (as applicable) ⁶ .	1		
6. There is evidence that the student has made progress in IEP Goals over the past three years ^{7,8} . Student is in Work to Learn		1	
7. There is evidence that the special education, supplementary aids and/or related services described in the IEP have been delivered ⁹ .	1		
8. There is evidence that NH Minimum Standards for required subjects (credits) are met and provided to the student ¹⁰ .			1

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

² Ed 1114.05(h) Program Requirements

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

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

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

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

⁷ Ed 1109.01 Elements of an IEP

⁸ 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

⁹ Ed 1109.04 (b) Copies of the IEP and evidence of implementation

¹⁰ Ed 1114.05 (g) Program Requirements 34 CFR 300.320 Content of IEP

9. There is evidence the student <u>has access to, is participating and progressing in</u> the general education curriculum (aligned with NH Curriculum Frameworks/CCSS) ¹¹ .			1
10. There is evidence that the accommodations ¹² and/or modifications ¹³ , as described in the IEP allows the student to access, participate and show progress in the general curriculum ¹⁴ .	1		
11. There is evidence in the IEP of individual accommodations necessary to measure academic achievement or functional performance in state, school-wide or classroom assessments ^{15, 16} .	1		
12. There is evidence that supports and accommodations are provided to this student to allow participation in extracurricular and other non-academic activities ¹⁷ . Evident but not documented.		1	
13. There is evidence that the IEP team made the placement decision based on Free and Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE) ¹⁸ .	1		
14. There is evidence the student's IEP is reasonably calculated to result in educational benefit.	1		
For High School Students:			
Student is earning credits toward a regular high school diploma ¹⁹ .			1
IF YES: within 4 years?			X
Student will earn an IEP diploma or a certificate of completion <small>Error! Bookmark not defined.</small> . Student already has a certificate.			X
IF YES: within 4 years?			X
Does this school have a clear policy for earning a high school diploma ²⁰ ?	X		

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

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

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

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

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

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

¹⁷ Ed 1113.08 Curricula; Ed 1109.01 Elements of an IEP; 34 CFR 300.320 Content of IEP

¹⁸ Ed 1111.02 Placement Decisions; 34 CFR 300.116 Placements

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

²⁰ Ed 1114.05 Program Requirements (a)(b)

Access Strengths	Access Suggestions for Improvement
<ol style="list-style-type: none"> 1. Students in the ACT Program appear to be valued and included in all aspects of the school community. 2. The program is well staffed. 3. There is consistent programming due to strong team collaboration. 4. Students have access to technology in the classroom. 5. Students are enrolled in general education classrooms and attend with para-educator support. 	<ol style="list-style-type: none"> 1. Goals are not written in measurable terms. * 2. Not all services that are provided are documented, such as para-educator support for extra-curricular activities.

TRANSITION STATEMENTS²¹

²¹ 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.

Fill in the combined <u>number</u> of times a statement is marked on all Data Collection Forms for this school or building.		
	YES	NO
1. There is evidence that at the time of transition the evaluation summary and other related documents were received in a timely manner ²² . Historical records were not available.		
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 ²³ . Historical records were not available.		
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 ²⁴ . Historical records were not available.		
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 ²⁵ . Historical records were not available.		
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 ²⁶ .	1	
6. There is evidence of a collaboration process between general and special education staff in the development, review and revision of IEPs, including transition planning for this student ²⁷ .	1	
7. There is evidence that the student and parents have been involved in transition discussions and activities ²⁸ .	1	
8. If the student turned 14 during the IEP period (or younger if determined by the IEP team), there is evidence that the IEP includes a statement of transition service needs that focuses on the students courses of study ²⁹ .	1	
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 ³⁰ .	1	

²² 34 CFR 300.323(g) Transmittal of records

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

²⁴ Ed 1114.05 Program Requirements

²⁵ Ed 1111.02 Placement Decisions; 34 CFR 300.116 Placements

²⁶ 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

²⁷ Ed 1103.01 IEP Team; 34 CFR 300.321 IEP Team

²⁸ Ed 1103.01 IEP Team; 34 CFR 300.321 IEP Team

²⁹ Ed 1109.01 (10) Elements of the individualized education program

³⁰ 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)

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) ³¹ .	1	
TRANSITION STATEMENTS	YES	NO
(Transition questions must be answered Yes or No, not N/A)		
For a student who will turn age 14 during the IEP service period (or younger if determined appropriate by the IEP team): The IEP includes a statement of the transition service needs that focuses on the student's course of study, such as participation in advanced-placement courses or a vocational education program	1	
For students under age 16, answer only the first 4 statements above. Then skip to the next page. If the student is age 16 or older during the course of the IEP, answer all statements on this page. (required data for federal statistics purposes)	1	
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>		1
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>	1	
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>	1	
4. Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goal(s)?	1	
<i>Is a type of instruction, related service, community experience, or development of employment and other post-school adult living objectives, and if appropriate, acquisition of daily living skills, and provision of a functional vocational evaluation listed in association with meeting the post-secondary goal(s)? • If yes, then check Y OR if no, then check N.</i>		
5. Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goal(s)?	1	

³¹ Ed 1103.01 IEP Team; 34 CFR 300.321 IEP Team

Do the transition services include courses of study that align with the student's postsecondary goal(s)? • If yes, then check Y OR if no, then check N.	1		
6. Is (are) there annual IEP goal(s) related to the student's transition services needs?	1		
Is (are) an annual goal(s) included in the IEP that is/are related to the student's transition services needs? • If yes, then check Y OR if no, then check N.	1		
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? • If yes, then check Y OR if no, then check N.	1		
Only the following statement may be answered N/A if appropriate. All statements above must be answered Yes or No.	YES	NO	N/A
9. If appropriate, is there evidence that a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority?			1
10. For the current year, is there evidence in the IEP that representatives of any of the following agencies/services were invited to participate in the IEP development including but not limited to: postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living or community participation for this post-secondary goal? Was consent obtained from the parent (or student, for a student the age of majority)? • If yes to both, then check Y. • If no invitation is evident and a participating agency is likely to be responsible for providing or paying for transition services and there was consent to invite them to the IEP meeting, then check N. • If it is too early to determine if the student will need outside agency involvement, or no agency is likely to provide or pay for transition services, check NA. • If parent or individual student consent (when appropriate) was not provided, check NA.			1
11. Student is informed prior to age 17 of his/her rights under IDEA ³² . Earlier IEP not available to confirm.			
12. Does the IEP meet the requirements of Indicator 13? (Check one) Yes (all Ys or NAs for each item (1 – 10) on the Checklist or No (one or more Ns checked)		1	
13. There is evidence of the summary of the student's academic achievement and functional performance , which includes recommendations on how to assist the student in meeting his or her post-secondary goals ³³ .	1		

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

³³ Ed 1109.04 Copies of the IEP and Evidence of Implementation (c) 34 CFR 300.305 (e)(2)

Transition Strengths	Transition Suggestions for Improvement
<ol style="list-style-type: none"> 1. There is an obvious effort to comply with Indicator 13. 2. There is strong parent and student engagement in the transition planning process. 3. Supervised work experiences are provided during the day through the Work to Learn Program. 4. Students may earn credit for Daily Living Skills course, Pre-Work to Learn and Work to Learn activities. 5. Annual Transition Parent Information Night engages families in postsecondary planning. 6. Parents may access Specific Planning Encourages Creative Solutions (SPECS) classes as students begin the transition process. 	<ol style="list-style-type: none"> 1. Transition goals were not written in measurable terms. * 2. There is a need to document decision for a student who is not earning a high school diploma yet being discharged from special education prior to his 21st birthday.

BEHAVIOR STRATEGIES AND DISCIPLINE

Fill in the combined <u>number</u> of times a statement is marked on all Data Collection Forms for this school or building			
	YES	NO	N/A
1. There is evidence that, where it has been determined that a child's behavior impedes learning, the use of positive behavioral interventions and supports, and other strategies to address that behavior have been implemented ³⁴ .			1
2. There is evidence that data are used to determine impact of student behavior on his/her learning.			1
3. There is evidence that the IEP team conducted a functional behavior assessment of the student's behavior ³⁵ .			1
4. If appropriate, there is evidence that the IEP team developed a behavior intervention plan that described strategies and supports ³⁶ .			1
5. There is evidence that the interventions, strategies and supports have been developed to address the student's behavior ³⁷ .			1
6. There is evidence that positive interventions, strategies and supports been communicated to the student, parents and key school personnel ³⁸ .	1		
7. There is evidence that professional development, and specialized training has been provided to staff, parents, providers and others as appropriate to support the implementation of the behavior plan and strategies ³⁹ .	1		
8. If aversive behavioral interventions were used, there is evidence that they were authorized in writing by a physician, and the IEP team, and included in the student's IEP ^{40,41} .		1	
9. There is evidence that that the team uses data to demonstrate the results of the behavioral interventions, strategies and supports ⁴² .			1
10. A school-wide behavior intervention model exists.	1		

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

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

³⁶ Ed 1102.01 Definitions (n)

³⁷ Ed 1114.07 Behavioral Interventions

³⁸ Ed 1114.05 Program Requirements

³⁹ Ed 1114.10 Qualifications and Requirements for Instructional, Administrative, and Support Personnel

⁴⁰ 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.

⁴¹ Ed 1114.09 Use of Aversive Behavioral Interventions

⁴² Ed 1114.07 (a) Behavioral Interventions

Behavior Strategy Strengths	Behavior Strategy Suggestions for Improvement
<ol style="list-style-type: none"> 1. Positive behavioral supports are in place. 2. There are high expectations for students. 3. The addition of an autism specialist assists with planning and support when behavior interferes with the students' participation in learning. 4. Ongoing professional development is supported with the Autism Pro web-based training program. 	

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"> 1. There is a strong sense of positive culture and climate. 2. Students in the ACT Program are happy and engaged. 3. The ACT Program is now in the Low Building that provides greater opportunities to be with students without disabilities. 4. Staff is dedicated to their students. 5. Students are included in all aspects of the campus and are active in extra-curricular activities. 6. The Just Like Us Club continues to provide peer supports through inclusive co-curricular activities. 7. Case Coordination among professional and paraprofessional staff is strength. 	

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: Pinkerton Academy	Date: March 26-27, 2013	
Programs: Pinkerton Academy's Special Services for Educational Success (PASSES)	Number of Cases Reviewed: 1	
Recorder/Summarizer: Karen Langley	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: Heather Barrieau	Position: Adjustment Counselor	<u>Building Level</u> or Visiting (circle one)
Name: Eric Carelli	Position: Case Coordinator	<u>Building Level</u> or Visiting (circle one)
Name: Terry Hibbard	Position: Program Coordinator	<u>Building Level</u> or Visiting (circle one)
Name: Karen Langley	Position: Director of Academics	Building Level or <u>Visiting</u> (circle one)
Name: Kate Ledoux	Position: Counselor	<u>Building Level</u> or Visiting (circle one)
Name: Michael Maroni	Position: Principal	Building Level or <u>Visiting</u> (circle one)
Name: Michelle Rhoads	Position: Case Coordinator	<u>Building Level</u> or Visiting (circle one)
Name: Leslie Toomy	Position: Case Coordinator	<u>Building Level</u> or Visiting (circle one)

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

SUMMARIZE YOUR BUILDING LEVEL DATA

ACCESS TO THE GENERAL CURRICULUM STATEMENTS

Fill in the combined <u>number</u> of times a statement is marked on all Data Collection Forms for this school or building.			
	YES	NO	N/A
15. There is evidence that when developing the IEP the IEP Team considers: the strengths of the child; (ii) The concerns of the parents for enhancing the education of their child; (iii) The results of the initial or most recent evaluation of the child; and (iv) The academic, developmental, and functional needs of the child ⁴³ .	1		
16. There is evidence of a system among <i>all</i> staff members who provide direct services for the child, including instructional and residential, of their participation in the process of planning for that child and knowing the contents of the IEP and all other reports and evaluations, as appropriate to their roles and responsibilities ⁴⁴ .	1		
17. There is evidence that the Team uses multiple measures to design, implement and monitor the student's program ^{45,46} .	1		
18. All IEP goals are written in measurable terms ⁴⁷ .	1		
19. Student's IEP has at least one functional goal (as applicable) ⁴⁸ .	1		
20. There is evidence that the student has made progress in IEP Goals over the past three years ^{49, 50} .	1		
21. There is evidence that the special education, supplementary aids and/or related services described in the IEP have been delivered ⁵¹ .	1		
22. There is evidence that NH Minimum Standards for required subjects (credits) are met and provided to the student ⁵² .	1		

⁴³ 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

⁴⁴ Ed 1114.05(h) Program Requirements

⁴⁵ Ed 1109.01 (a)(1) Elements of an Individualized Program; 34 CFR 300.320 (a) Definition of IEP

⁴⁶ Ed. 1109.01 Elements of an Individualized Program; 34 CFR 300.320 (3)(i)(ii); Definition of IEP

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

⁴⁸ 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

⁴⁹ Ed 1109.01 Elements of an IEP

⁵⁰ 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

⁵¹ Ed 1109.04 (b) Copies of the IEP and evidence of implementation

⁵² Ed 1114.05 (g) Program Requirements 34 CFR 300.320 Content of IEP

23. There is evidence the student <u>has access to, is participating and progressing in</u> the general education curriculum (aligned with NH Curriculum Frameworks/CCSS) ⁵³ .	1		
24. There is evidence that the accommodations ⁵⁴ and/or modifications ⁵⁵ , as described in the IEP allows the student to access, participate and show progress in the general curriculum ⁵⁶ .	1		
25. There is evidence in the IEP of individual accommodations necessary to measure academic achievement or functional performance in state, school-wide or classroom assessments ^{57, 58} .	1		
26. There is evidence that supports and accommodations are provided to this student to allow participation in extracurricular and other non-academic activities ⁵⁹ .	1		
27. There is evidence that the IEP team made the placement decision based on Free and Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE) ⁶⁰ .	1		
28. There is evidence the student's IEP is reasonably calculated to result in educational benefit.	1		
For High School Students:			
Student is earning credits toward a regular high school diploma ⁶¹ .	1		
IF YES: within 4 years?	1		
Student will earn an IEP diploma or a certificate of completion ^{Error! Bookmark not defined.} .		1	
IF YES: within 4 years?		1	
Does this school have a clear policy for earning a high school diploma ⁶² ?	1		

⁵³ Ed 1113.08 Curricula; Ed. 1109.01 Elements of an IEP; 34 CFR 300.320 Content of IEP

⁵⁴ "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.

⁵⁵ "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.

⁵⁶ Ed 1113.08 Curricula; Ed. 1109.01 Elements of an IEP; 34 CFR 300.320 Content of IEP

⁵⁷ Ed 1109.01 Elements of an IEP; 34 CFR 300.320 Content of IEP

⁵⁸ Ed 1109.01 Elements of an IEP; 34 CFR 300.320 (6)(i) Definition of Individualized Education Program

⁵⁹ Ed 1113.08 Curricula; Ed 1109.01 Elements of an IEP; 34 CFR 300.320 Content of IEP

⁶⁰ Ed 1111.02 Placement Decisions; 34 CFR 300.116 Placements

⁶¹ Ed 1113.13 Diplomas (a)(b)(c); 34 CFR 300.102 Limitation-Exception to FAPE for certain ages

⁶² Ed 1114.05 Program Requirements (a)(b)

Access Strengths	Access Suggestions for Improvement
<ol style="list-style-type: none"> 1. Content area teachers in the PASSES Program are connected with their departments' professional learning communities. 2. Students have access to a variety of courses and extra-curricular activities. 3. Students have access to a smaller, more structured learning environment. 4. The PASSES Program provides and supports the emotional needs of its students. 	<ol style="list-style-type: none"> 1. Create assessments that truly measure progress in the general curriculum. 2. Create reporting methods that match the assessments. 3. Work on measurable goals with specific probes or data being collected to report on progress. * 4. Review policies and procedures related to three-year re-evaluations. *

TRANSITION STATEMENTS⁶³

Fill in the combined <u>number</u> of times a statement is marked on all Data Collection Forms for this school or building.		
	YES	NO
11. There is evidence that at the time of transition the evaluation summary and other related documents were received in a timely manner ⁶⁴ .	1	
12. There is evidence and documentation that special education, supplementary aids and/or related services described in the IEP were delivered at the time of transition ⁶⁵ .	1	
13. There is evidence that the information on this student has been shared between each transition including school to school, grade to grade and teacher to teacher including academic and behavior ⁶⁶ .	1	
14. There is evidence that the placement decision is made at least annually by the IEP team with consideration that the student is placed in the least restrictive environment ⁶⁷ .	1	
15. There is evidence that there is collaboration between the LEA and the non-public school in the development, review and revision of the IEP ⁶⁸ .	1	
16. There is evidence of a collaboration process between general and special education staff in the development, review and revision of IEPs, including transition planning for this student ⁶⁹ .	1	
17. There is evidence that the student and parents have been involved in transition discussions and activities ⁷⁰ .	1	
18. If the student turned 14 during the IEP period (or younger if determined by the IEP team), there is evidence that the IEP includes a statement of transition service needs that focuses on the students courses of study ⁷¹ . Student turned 18.		1- N/A

⁶³ 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.

⁶⁴ 34 CFR 300.323(g) Transmittal of records

⁶⁵ Ed 1114.06 Responsibilities of Private Providers of Special Education or Other Non- LEA Programs in the Implementation of IEPs.

⁶⁶ Ed 1114.05 Program Requirements

⁶⁷ Ed 1111.02 Placement Decisions; 34 CFR 300.116 Placements

⁶⁸ 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

⁶⁹ Ed 1103.01 IEP Team; 34 CFR 300.321 IEP Team

⁷⁰ Ed 1103.01 IEP Team; 34 CFR 300.321 IEP Team

⁷¹ Ed 1109.01 (10) Elements of the individualized education program

19. If the student turned 16 during the IEP period, there is evidence that the transition plan is designed within a results-oriented process focused on improving academic and functional improvement to facilitate his or her movement from school to post-school goals and activities ⁷² . Student turned 18 during current IEP.		1- N/A
20. There is evidence that outside agencies who are involved with this student's transition have participated in transition planning (e.g. DCYF, DJJS, and Area Agency) ⁷³ .		1- N/A

TRANSITION STATEMENTS	YES	NO
(Transition questions must be answered Yes or No, not N/A)		
For a student who will turn age 14 during the IEP service period (or younger if determined appropriate by the IEP team): The IEP includes a statement of the transition service needs that focuses on the student's course of study, such as participation in advanced-placement courses or a vocational education program		1- N/A
For students under age 16, answer only the first 4 statements above. Then skip to the next page. If the student is age 16 or older during the course of the IEP, answer all statements on this page. (required data for federal statistics purposes)	1	
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>	1	
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>	1	
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>	1	
4. Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goal(s)?	1	

⁷² 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)

⁷³ 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> <ul style="list-style-type: none"> • If yes, then check Y OR if no, then check N. 	1		
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> <ul style="list-style-type: none"> • If yes, then check Y OR if no, then check N. 	1		
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> <ul style="list-style-type: none"> • If yes, then check Y OR if no, then check N. 	1		
7. Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed?	1		
<p><i>16. For the current year, is there documented evidence in the IEP or cumulative folder that the student was invited to attend the IEP Team meeting?</i></p> <ul style="list-style-type: none"> • If yes, then check Y OR if no, then check N. 	1		
Only the following statement may be answered N/A if appropriate. All statements above must be answered Yes or No.	YES	NO	N/A
18. If appropriate, is there evidence that a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority?	1		
<p><i>19. For the current year, is there evidence in the IEP that representatives of any of the following agencies/services were invited to participate in the IEP development including but not limited to: postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living or community participation for this post-secondary goal?</i></p> <p><i>Was consent obtained from the parent (or student, for a student the age of majority)?</i></p> <ul style="list-style-type: none"> • If yes to both, then check Y. • If no invitation is evident and a participating agency is likely to be responsible for providing or paying for transition services and there was consent to invite them to the IEP meeting, then check N. • If it is too early to determine if the student will need outside agency involvement, or no agency is likely to provide or pay for transition services, check NA. • If parent or individual student consent (when appropriate) was not provided, check NA. 			1
24. Student is informed prior to age 17 of his/her rights under IDEA ⁷⁴ .	1		
25. Does the IEP meet the requirements of Indicator 13? (Check one) Yes (all Ys or NAs for each item (1 – 10) on the Checklist or No (one or more Ns checked)	1		

⁷⁴ Ed 1120.01 Applicability; Transfer of Rights 34 CFR 300.320 (c) Transfer of Rights at age of majority

26. There is evidence of the summary of the student's academic achievement and functional performance , which includes recommendations on how to assist the student in meeting his or her post-secondary goals ⁷⁵ .	1		
---	---	--	--

Transition Strengths	Transition Suggestions for Improvement
<ol style="list-style-type: none"> 1. Transition from 8th grade includes a comprehensive checklist to ensure all documents are completed; counselor-to-counselor meetings are held to transfer information and files; a Freshman Field Day is held to connect students with the school; and a Freshman Orientation for students and parents is held. 2. Team knows their students well and assists on focusing on courses they are interested in and that are connected to their career path. 3. There is a dedicated School Counselor assigned to the PASSES Program. 4. Students complete MAPS for the Future activity form annually. 	<ol style="list-style-type: none"> 1. Consider developing back-up plans for students in the event their plan does not evolve (e.g., not getting into the Army). 2. Collect academic data to support the transition plan. 3. Work on creating measurable postsecondary goals. *

⁷⁵ Ed 1109.04 Copies of the IEP and Evidence of Implementation (c) 34 CFR 300.305 (e)(2)

BEHAVIOR STRATEGIES AND DISCIPLINE

Fill in the combined <u>number</u> of times a statement is marked on all Data Collection Forms for this school or building		
	YES	NO
11. There is evidence that, where it has been determined that a child's behavior impedes learning, the use of positive behavioral interventions and supports, and other strategies to address that behavior have been implemented ⁷⁶ .	1	
12. There is evidence that data are used to determine impact of student behavior on his/her learning.	1	
13. There is evidence that the IEP team conducted a functional behavior assessment of the student's behavior ⁷⁷ .	1	
14. If appropriate, there is evidence that the IEP team developed a behavior intervention plan that described strategies and supports ⁷⁸ .	1	
15. There is evidence that the interventions, strategies and supports have been developed to address the student's behavior ⁷⁹ .	1	
16. There is evidence that positive interventions, strategies and supports been communicated to the student, parents and key school personnel ⁸⁰ .	1	
17. There is evidence that professional development, and specialized training has been provided to staff, parents, providers and others as appropriate to support the implementation of the behavior plan and strategies ⁸¹ .	1	
18. If aversive behavioral interventions were used, there is evidence that they were authorized in writing by a physician, and the IEP team, and included in the student's IEP ^{82,83} .		1-N/A
19. There is evidence that that the team uses data to demonstrate the results of the behavioral interventions, strategies and supports ⁸⁴ .	1	
20. A school-wide behavior intervention model exists.	1	

⁷⁶ Ed 1114.07 Behavioral Interventions; Ed 1109.01 Elements of an IEP; 34 CFR 300.320 Content of IEP

⁷⁷ Ed 1124.01 (f)(1)(i)(ii) Disciplinary Procedures; 34 CFR 300.530 Authority of school personnel

⁷⁸ Ed 1102.01 Definitions (n)

⁷⁹ Ed 1114.07 Behavioral Interventions

⁸⁰ Ed 1114.05 Program Requirements

⁸¹ Ed 1114.10 Qualifications and Requirements for Instructional, Administrative, and Support Personnel

⁸² 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.

⁸³ Ed 1114.09 Use of Aversive Behavioral Interventions

⁸⁴ Ed 1114.07 (a) Behavioral Interventions

Behavior Strategy Strengths	Behavior Strategy Suggestions for Improvement
<ol style="list-style-type: none"> 1. There is a strong processing component of the program that allows for student growth. 2. The addition of a school counselor and an intern greatly supports the program. 3. The space works well for the student population. 4. Group and individual counseling are provided on-site. 5. There is flexibility to work with the teachers and administrators to intervene if a student is struggling. 6. The team works closely with the department heads to be proactive in working with students who are struggling. 	<ol style="list-style-type: none"> 1. Create more structured documentation of behavioral interventions and strategies used.

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">2. The campus is calm with smooth transitions between classes.3. There is a very strong, positive culture.4. The buildings and grounds are beautiful.	<ol style="list-style-type: none">1. It is suggested that a review of the communication system between the two PASSES buildings be conducted.2. The PASSES Program does not have adequate technology.

**USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT
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: Pinkerton Academy	Date: March 26-27, 2013	
Programs: Resource Programs	Number of Cases Reviewed: 6	
Recorder/Summarizer: Colleen Bovi and Ed Hendry	Number of students reviewed age 16+: 4	Number of students age 16+ cited for Indicator 13: 1

CLEARLY PRINT NAMES OF ALL COLLABORATIVE TEAM MEMBERS

Name: Sandra Anderson	Position: Case Coordinator	<u>Building Level</u> or Visiting (circle one)
Name: Shannon Anthony	Position: Speech/Language Pathologist	<u>Building Level</u> or Visiting (circle one)
Name: Helene Anzalone	Position: Director of Pupil Services	Building Level or <u>Visiting</u> (circle one)
Name: Janice Arcara	Position: Asst. Director of Spec. Ed.	Building Level or <u>Visiting</u> (circle one)
Name: Val Aubry	Position: Special Education Director	Building Level or <u>Visiting</u> (circle one)
Name: Kerry Boles	Position: Case Coordinator	<u>Building Level</u> or Visiting (circle one)
Name: Carol Borghese	Position: Reading Specialist/Teacher	<u>Building Level</u> or Visiting (circle one)
Name: Colleen Bovi	Position: Education Consultant	Building Level or <u>Visiting</u> (circle one)
Name: Jane Bright	Position: LD Specialist	Building Level or <u>Visiting</u> (circle one)
Name: Patrice Brown	Position: Case Coordinator	<u>Building Level</u> or Visiting (circle one)

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

CLEARLY PRINT NAMES OF ALL COLLABORATIVE TEAM MEMBERS (continued)

Name: Brent Clanin	Position: Guidance Counselor	<u>Building Level</u> or Visiting (circle one)
Name: Andy Collins	Position: Math Teacher	<u>Building Level</u> or Visiting (circle one)
Name: Janet Conrad	Position: Case Coordinator	<u>Building Level</u> or Visiting (circle one)
Name: Linda Couture	Position: Inclusion Facilitator	<u>Building Level</u> or Visiting (circle one)
Name: Tina deMelo	Position: Case Coordinator	<u>Building Level</u> or Visiting (circle one)
Name: Wendy Despres	Position: Associate Dean of Students	<u>Building Level</u> or Visiting (circle one)
Name: Chuck DiCecca	Position: Special Education Director	Building Level or <u>Visiting</u> (circle one)
Name: Julie Donovan	Position: Guidance Counselor	<u>Building Level</u> or Visiting (circle one)
Name: Mike Eno	Position: CTE Teacher	<u>Building Level</u> or Visiting (circle one)
Name: Doug Gootee	Position: Case Coordinator	<u>Building Level</u> or Visiting (circle one)

Name: Marissa Greco	Position: Case Coordinator	<u>Building Level</u> or Visiting (circle one)
Name: Ed Hendry	Position: Education Consultant	Building Level or <u>Visiting</u> (circle one)
Name: Trisha Kaufmann	Position: Program Coordinator	<u>Building Level</u> or Visiting (circle one)
Name: Lynne Lonergan	Position: Asst. Director of Spec. Ed.	<u>Building Level</u> or Visiting (circle one)
Name: Sarah Louie	Position: Case Coordinator	<u>Building Level</u> or Visiting (circle one)
Name: Kevin Murphy	Position: Executive Director	Building Level or <u>Visiting</u> (circle one)
Name: Corbett O'Connell	Position: English Teacher	<u>Building Level</u> or Visiting (circle one)
Name: Jessica Peck	Position: Special Education Teacher	<u>Building Level</u> or Visiting (circle one)
Name: Suzanne Pedneault	Position: ASD Specialist	<u>Building Level</u> or Visiting (circle one)
Name: Ryan Piper	Position: Case Coordinator	<u>Building Level</u> or Visiting (circle one)

CLEARLY PRINT NAMES OF ALL COLLABORATIVE TEAM MEMBERS (continued)

Name: Cheryl Rainforth	Position: School Psychologist	<u>Building Level</u> or Visiting (circle one)
Name: Erin Reinhard	Position: Counselor	<u>Building Level</u> or Visiting (circle one)
Name: Lucy Rhodes	Position: Case Coordinator	<u>Building Level</u> or Visiting (circle one)
Name: Jeanne Saunders	Position: Director of Special Education	Building Level or <u>Visiting</u> (circle one)
Name: Rick Sharp	Position: Director of Special Education	<u>Building Level</u> or Visiting (circle one)
Name: Mary Steady	Position: NHDOE Consultant	Building Level or <u>Visiting</u> (circle one)
Name: Vicki Therrien	Position: Inclusion Facilitator	Building Level or <u>Visiting</u> (circle one)
Name: Santina Thibedeau	Position: NHDOE Administrator	Building Level or <u>Visiting</u> (circle one)
Name: Tracy Unitiet	Position: Asst. CTE Director	Building Level or Visiting (circle one)
Name: Catherine Zylinski	Position: Director of Special Services	Building Level or <u>Visiting</u> (circle one)

SUMMARIZE YOUR BUILDING LEVEL DATA

ACCESS TO THE GENERAL CURRICULUM STATEMENTS

Fill in the combined <u>number</u> of times a statement is marked on all Data Collection Forms for this school or building.			
	YES	NO	N/A
29. There is evidence that when developing the IEP the IEP Team considers: the strengths of the child; (ii) The concerns of the parents for enhancing the education of their child; (iii) The results of the initial or most recent evaluation of the child; and (iv) The academic, developmental, and functional needs of the child ⁸⁵ .	6		
30. There is evidence of a system among <i>all</i> staff members who provide direct services for the child, including instructional and residential, of their participation in the process of planning for that child and knowing the contents of the IEP and all other reports and evaluations, as appropriate to their roles and responsibilities ⁸⁶ .	6		
31. There is evidence that the Team uses multiple measures to design, implement and monitor the student's program ^{87,88} .	6		
32. All IEP goals are written in measurable terms ⁸⁹ .	3	3	
33. Student's IEP has at least one functional goal (as applicable) ⁹⁰ .	3		3
34. There is evidence that the student has made progress in IEP Goals over the past three years ^{91, 92} .	6		
35. There is evidence that the special education, supplementary aids and/or related services described in the IEP have been delivered ⁹³ .	6		
36. There is evidence that NH Minimum Standards for required subjects (credits) are met and provided to the student ⁹⁴ .	6		

⁸⁵ 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

⁸⁶ Ed 1114.05(h) Program Requirements

⁸⁷ Ed 1109.01 (a)(1) Elements of an Individualized Program; 34 CFR 300.320 (a) Definition of IEP

⁸⁸ Ed. 1109.01 Elements of an Individualized Program; 34 CFR 300.320 (3)(i)(ii); Definition of IEP

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

⁹⁰ 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

⁹¹ Ed 1109.01 Elements of an IEP

⁹² 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

⁹³ Ed 1109.04 (b) Copies of the IEP and evidence of implementation

⁹⁴ Ed 1114.05 (g) Program Requirements 34 CFR 300.320 Content of IEP

37. There is evidence the student <u>has access to, is participating and progressing in</u> the general education curriculum (aligned with NH Curriculum Frameworks/CCSS) ⁹⁵ .	6		
38. There is evidence that the accommodations ⁹⁶ and/or modifications ⁹⁷ , as described in the IEP allows the student to access, participate and show progress in the general curriculum ⁹⁸ .	6		
39. There is evidence in the IEP of individual accommodations necessary to measure academic achievement or functional performance in state, school-wide or classroom assessments ^{99, 100} .	6		
40. There is evidence that supports and accommodations are provided to this student to allow participation in extracurricular and other non-academic activities ¹⁰¹ .	1		5
41. There is evidence that the IEP team made the placement decision based on Free and Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE) ¹⁰² .	6		
42. There is evidence the student's IEP is reasonably calculated to result in educational benefit.	6		
For High School Students:			
Student is earning credits toward a regular high school diploma ¹⁰³ .	6		
IF YES: within 4 years?	6		
Student will earn an IEP diploma or a certificate of completion ^{Error! Bookmark not defined.} .			6
IF YES: within 4 years?			6
Does this school have a clear policy for earning a high school diploma ¹⁰⁴ ?	6		

⁹⁵ Ed 1113.08 Curricula; Ed. 1109.01 Elements of an IEP; 34 CFR 300.320 Content of IEP

⁹⁶ "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.

⁹⁷ "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.

⁹⁸ Ed 1113.08 Curricula; Ed. 1109.01 Elements of an IEP; 34 CFR 300.320 Content of IEP

⁹⁹ Ed 1109.01 Elements of an IEP; 34 CFR 300.320 Content of IEP

¹⁰⁰ Ed 1109.01 Elements of an IEP; 34 CFR 300.320 (6)(i) Definition of Individualized Education Program

¹⁰¹ Ed 1113.08 Curricula; Ed 1109.01 Elements of an IEP; 34 CFR 300.320 Content of IEP

¹⁰² Ed 1111.02 Placement Decisions; 34 CFR 300.116 Placements

¹⁰³ Ed 1113.13 Diplomas (a)(b)(c); 34 CFR 300.102 Limitation-Exception to FAPE for certain ages

¹⁰⁴ Ed 1114.05 Program Requirements (a)(b)

Access Strengths	Access Suggestions for Improvement
<ol style="list-style-type: none"> 1. The school philosophy supports full access to the curriculum. 2. The majority of students who access the resource room program are fully integrated in regular education classes. 3. Courses are appropriate to the skills and interests of the students. 4. Students with disabilities have full access to the Career Technical Education Program. 5. Case coordinators have strong and positive relationships with teachers, parents and students. 6. Science classes combine levels for more heterogeneous grouping. 7. Many classroom observations revealed differentiation of instruction for all students, the use of formative assessments and embedded accommodations for all students. 8. The case coordinators are part of a weekly Professional Learning Community. 9. The establishment of the Edline system connects teachers, students and parents 24 hours/7 days a week. 10. The addition of an autism specialist has supported students on the Autism Spectrum to access general education classes. 11. Personal Communication Enrichment offers interpersonal communication skills training. 12. Special and general education teachers are available to provide support after school each day. 13. The Edline Program enables students and parents to access assignments, progress notes, and videos, all to support access. 14. Pinkerton Academy offers a variety of diploma options. 	<ol style="list-style-type: none"> 1. Research models for the resource program, such as pairing special educators with content teachers in Learning Centers and increasing remedial support. 2. Review students' access to assistive technology that may ease reading and writing demands of the curriculum. 3. Consider professional development around differentiated instruction and in the use of accommodations and modifications. This may allow students with disabilities to be able to access higher-level courses. 4. Review the benefits of assigning case coordinators to departments rather than having them be responsible for all content across all grade levels. 5. Review the assignment of para-educators in small classes.

--	--

TRANSITION STATEMENTS¹⁰⁵

Fill in the combined <u>number</u> of times a statement is marked on all Data Collection Forms for this school or building.		
	YES	NO
21. There is evidence that at the time of transition the evaluation summary and other related documents were received in a timely manner ¹⁰⁶ .	6	
22. There is evidence and documentation that special education, supplementary aids and/or related services described in the IEP were delivered at the time of transition ¹⁰⁷ .	6	
23. There is evidence that the information on this student has been shared between each transition including school to school, grade to grade and teacher to teacher including academic and behavior ¹⁰⁸ .	6	
24. There is evidence that the placement decision is made at least annually by the IEP team with consideration that the student is placed in the least restrictive environment ¹⁰⁹ .	6	
25. There is evidence that there is collaboration between the LEA and the non-public school in the development, review and revision of the IEP ¹¹⁰ .	6	
26. There is evidence of a collaboration process between general and special education staff in the development, review and revision of IEPs, including transition planning for this student ¹¹¹ .	6	
27. There is evidence that the student and parents have been involved in transition discussions and activities ¹¹² .	6	

¹⁰⁵ 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.

¹⁰⁶ 34 CFR 300.323(g) Transmittal of records

¹⁰⁷ Ed 1114.06 Responsibilities of Private Providers of Special Education or Other Non- LEA Programs in the Implementation of IEPs.

¹⁰⁸ Ed 1114.05 Program Requirements

¹⁰⁹ Ed 1111.02 Placement Decisions; 34 CFR 300.116 Placements

¹¹⁰ 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

¹¹¹ Ed 1103.01 IEP Team; 34 CFR 300.321 IEP Team

¹¹² Ed 1103.01 IEP Team; 34 CFR 300.321 IEP Team

28. If the student turned 14 during the IEP period (or younger if determined by the IEP team), there is evidence that the IEP includes a statement of transition service needs that focuses on the students courses of study ¹¹³ .	3	3-N/A
29. If the student turned 16 during the IEP period, there is evidence that the transition plan is designed within a results-oriented process focused on improving academic and functional improvement to facilitate his or her movement from school to post-school goals and activities ¹¹⁴ .	4	2-N/A
30. There is evidence that outside agencies who are involved with this student's transition have participated in transition planning (e.g. DCYF, DJJS, and Area Agency) ¹¹⁵ .	3	3-N/A
TRANSITION STATEMENTS	YES	NO
(Transition questions must be answered Yes or No, not N/A)		
For a student who will turn age 14 during the IEP service period (or younger if determined appropriate by the IEP team): The IEP includes a statement of the transition service needs that focuses on the student's course of study, such as participation in advanced-placement courses or a vocational education program	2	4-N/A
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)	4	1
1. Is there an appropriate measurable postsecondary goal or goals that covers education OR training AND employment, and, as needed, independent living?	4	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>	5	
2. Is (are) the postsecondary goal(s) updated annually?	5	
<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>	5	
3. Is there evidence that the measurable postsecondary goal(s) were based on age appropriate transition assessment?	5	
<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>	5	

¹¹³ Ed 1109.01 (10) Elements of the individualized education program

¹¹⁴ 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)

¹¹⁵ Ed 1103.01 IEP Team; 34 CFR 300.321 IEP Team

4. Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goal(s)?	5		
<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> • If yes, then check Y OR if no, then check N.	5		
5. Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goal(s)?	5		
<i>Do the transition services include courses of study that align with the student's postsecondary goal(s)?</i> • If yes, then check Y OR if no, then check N.	5		
6. Is (are) there annual IEP goal(s) related to the student's transition services needs?	4		1
<i>Is (are) an annual goal(s) included in the IEP that is/are related to the student's transition services needs?</i> • If yes, then check Y OR if no, then check N.	4		1
7. Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed?	5		
24. <i>For the current year, is there documented evidence in the IEP or cumulative folder that the student was invited to attend the IEP Team meeting?</i> • If yes, then check Y OR if no, then check N.	5		
Only the following statement may be answered N/A if appropriate. <u>All statements above must be answered Yes or No.</u>	YES	NO	N/A
27. If appropriate, is there evidence that a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority?	2		3
28. <i>For the current year, is there evidence in the IEP that representatives of any of the following agencies/services were invited to participate in the IEP development including but not limited to: postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living or community participation for this post-secondary goal?</i> <i>Was consent obtained from the parent (or student, for a student the age of majority)?</i> • If yes to both, then check Y. • If no invitation is evident and a participating agency is likely to be responsible for providing or paying for transition services and there was consent to invite them to the IEP meeting, then check N. • If it is too early to determine if the student will need outside agency involvement, or no agency is likely to provide or pay for transition services, check NA. • If parent or individual student consent (when appropriate) was not provided, check NA.	1		4
37. Student is informed prior to age 17 of his/her rights under IDEA ¹¹⁶ .	5		

¹¹⁶ Ed 1120.01 Applicability; Transfer of Rights 34 CFR 300.320 (c) Transfer of Rights at age of majority

38. Does the IEP meet the requirements of Indicator 13? (Check one) Yes (all Ys or NAs for each item (1 – 10) on the Checklist or No (one or more Ns checked)	4	1	
39. There is evidence of the summary of the student's academic achievement and functional performance , which includes recommendations on how to assist the student in meeting his or her post-secondary goals ¹¹⁷ .	4		

Transition Strengths	Transition Suggestions for Improvement
<ol style="list-style-type: none"> 1. There is solid evidence of thoughtful, planned transitions. 2. There are a variety of strong vocational courses offered to students. 3. Community-based internships are a strength. 4. Making Action Plans (MAPS) guides and supports all students and families as students begin the transition planning process. 5. There is access to the UNH Institute on Disabilities Project RENEW (Rehabilitation for Empowerment, Natural Supports, Education and Work) to support students and their families with transition planning. 6. The Freshman Academy is supporting students as they transition to high school. 7. Pinkerton Academy annually hosts a Transition Night for the surrounding towns where parents, students and districts may connect with outside agencies and vendors. 8. Special Education Case Coordinators work closely with the Guidance Department supporting students with course selection and schedules. 9. There is strong collaboration between the Work to Learn Program and the Career and Technical Education Program. 	<ol style="list-style-type: none"> 1. Transition goals need to be written in measurable terms. * 2. Tie transition assessments more closely to the IEP. 3. Consider ways to increase communication among the vocational assessors, staff and students. 4. Vision specialists should be engaged in the transition planning of students with visual impairments. 5. Research assessments that may be used to support students' transition planning, including more comprehensive vocational assessments. 6. Increase CTE staff participation/representation at IEP Meetings.

¹¹⁷ Ed 1109.04 Copies of the IEP and Evidence of Implementation (c) 34 CFR 300.305 (e)(2)

BEHAVIOR STRATEGIES AND DISCIPLINE

Fill in the combined <u>number</u> of times a statement is marked on all Data Collection Forms for this school or building			
	YES	NO	N/A
21. 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 ¹¹⁸ .	1		5
22. There is evidence that data are used to determine impact of student behavior on his/her learning.	1		5
23. There is evidence that the IEP team conducted a functional behavior assessment of the student's behavior ¹¹⁹ .		1	5
24. If appropriate, there is evidence that the IEP team developed a behavior intervention plan that described strategies and supports ¹²⁰ .			5
25. There is evidence that the interventions, strategies and supports have been developed to address the student's behavior ¹²¹ .	1		5
26. There is evidence that positive interventions, strategies and supports been communicated to the student, parents and key school personnel ¹²² .	1		5
27. 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 ¹²³ .	1		5
28. 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 ^{124,125} .			5
29. There is evidence that that the team uses data to demonstrate the results of the behavioral interventions, strategies and supports ¹²⁶ .	1		5
30. A school-wide behavior intervention model exists.	5	1	

¹¹⁸ Ed 1114.07 Behavioral Interventions; Ed 1109.01 Elements of an IEP; 34 CFR 300.320 Content of IEP

¹¹⁹ Ed 1124.01 (f)(1)(i)(ii) Disciplinary Procedures; 34 CFR 300.530 Authority of school personnel

¹²⁰ Ed 1102.01 Definitions (n)

¹²¹ Ed 1114.07 Behavioral Interventions

¹²² Ed 1114.05 Program Requirements

¹²³ Ed 1114.10 Qualifications and Requirements for Instructional, Administrative, and Support Personnel

¹²⁴ 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.

¹²⁵ Ed 1114.09 Use of Aversive Behavioral Interventions

¹²⁶ Ed 1114.07 (a) Behavioral Interventions

Behavior Strategy Strengths	Behavior Strategy Suggestions for Improvement
<ol style="list-style-type: none"> 1. There is across the board support for struggling students. 2. The Freshman Academy has a building wide Positive Behavioral Interventions and Support system in place. 3. The Productive, Appropriate, Responsible Respectful Celebrate Success (PARRC) is an effective behavior strategy utilized in the resource programs. 4. There is close communication with families. 	<ol style="list-style-type: none"> 1. Provide in-service on administration and use of Functional Behavioral Assessments. 2. A review of the school attendance policy may support students' motivation. 3. Consider expanding the PBIS model for grades 10-12. 4. Investigate adding a behavior specialist and increasing data collection and analysis for difficult behaviors.

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"> 1. The philosophy of the school supports full inclusion. 2. The Freshman Academy has been a wonderful addition to support students as they begin their high school career. Attendance and grades are up and discipline referrals are down. 3. There is an impressive Course of Studies available to all students. 4. A well-designed Case Coordinators' Special Education Manual is provided to all special educators. 5. Pinkerton Academy has increased its use of data to inform instruction. 6. The faculty is enthusiastic, collaborative and committed to the students. 7. The administration is supportive and communicative with staff, students and parents. 8. The Just Like Us Club, established by students, reflects the strong commitment to include students with disabilities in all school activities. 9. Great use of interactive white boards in the classrooms. 10. Textbooks are new, appropriate and up-to-date. 11. The number of out-of-district placements has dropped significantly. 12. Reading interventions are provided to all students. 	<ol style="list-style-type: none"> 1. A more comprehensive data management system is suggested. 2. Research how assistive technology may be a supplementary aid and/or service for students to benefit access. 3. Consider ways to increase parent involvement at the school. 4. Post learning goals in classrooms. 5. Increase documentation of Least Restrictive Environment discussions and placement decisions.