

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

**SEACOAST LEARNING COLLABORATIVE
SUMMARY REPORT**

**Kathleen Harris, Co-Director
Patrice Chandler, Co-Director and Special Education Director**

Chairpersons, Visiting Team:
Jennifer Dolloff & Edward Hendry
Education Consultants

Site Visit Conducted on April 8 & 9, 2015
Date of Report: June 4, 2015
Date of Revised Report: June 19, 2015

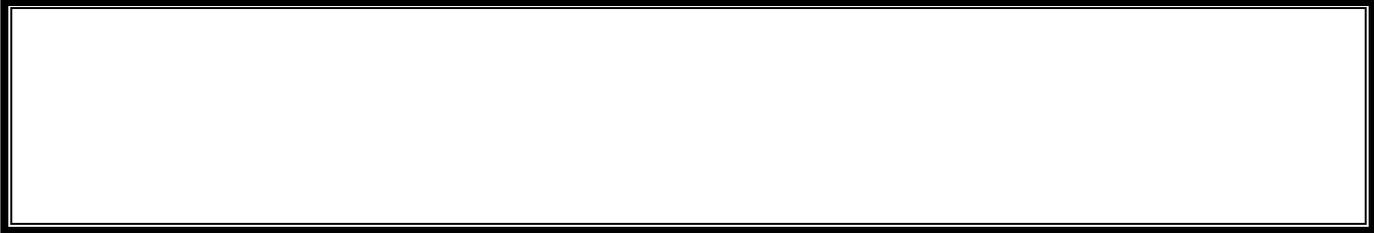


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I. TEAM MEMBERS

Visiting Team Members:

NAME	PROFESSIONAL ROLE
Chairperson: Jennifer Dolloff	Education Consultant
Chairperson: Edward Hendry	Education Consultant
Kimberly Craffey	Assistant Director of Special Education
Shelly Fagen	Director of Special Education
Catherine Zylinski	Director of Special Services
Bridget Brown	Education Consultant

Building Level Team Members from Seacoast Learning Collaborative:

NAME	PROFESSIONAL ROLE
Patrice Chandler	Co-Director/Special Education Admin
Kathy Harris	Co-Director
Michael Sinkewich	Teacher
John Les	Teacher
Debra Garman	Teacher
Sarah Brown	Teacher
Annett Levis	Teacher
Julia Kelly	Teacher
Jim Civiello	Counselor
Nichole Cretarola	Teacher
Jen Mavrogeorge	Counselor
Abby Toigo	Teacher
Katie Garret	OTR

II. INTRODUCTION

The Seacoast Learning Collaborative, located in Brentwood New Hampshire, is a nonprofit organization that is owned and managed by several member school districts. The collaborative provides a structured, therapeutically based education program to students who are experiencing behavioral, academic and social interaction difficulties in their current school placement. The collaborative is made up of four programs: The Seacoast Academy, High School Program (capacity 28 approved for Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairments and Specific Learning Disability), The Seacoast Academy, High School Summer Program (capacity 15 approved for Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairments and Specific Learning Disability), the Elementary School (capacity 8 approved for Autism, Emotional Disturbance, Other Health Impairments and Speech-Language Impairment), The Elementary School Summer Program (capacity 12 approved for Autism, Emotional Disturbance, Other Health Impairments and Speech-Language Impairment), the Middle School Program (capacity 14 approved for Autism, Emotional Disturbance, Other Health Impairments and Speech-Language Impairment), The Middle School Summer Program (capacity 12 approved for Autism, Emotional Disturbance, Other Health Impairments and Speech-Language Impairment), the Skills Program (capacity 12 approved for Autism, Intellectual Disability, Other Health Impairments and Traumatic Brain Injury), the Skills Summer Program (capacity 12 approved for Autism, Intellectual Disability, Other Health Impairments and Traumatic Brain Injury).

All students in the program are assigned a licensed mental health counselor who provides individual and group therapy in addition to family meetings on an as needed basis. The Seacoast Learning Collaborative provides both school year and summer programming.

The Seacoast Academy is a diploma granting school. Graduation policies are in place, were reviewed and meet compliance. These policies are shared with parents and LEAs. To qualify for a standard Seacoast Academy High School Diploma, students must successfully complete the required 21 units of credit study as outlined in the student handbook.

The Seacoast Learning Collaborative philosophy is listed below:

We at Seacoast Learning Collaborative embrace the uniqueness of every child and family. We believe that every child can be educated. We also believe that children need a safe, nurturing environment in order to develop, learn and achieve. Therefore, we are dedicated to providing a consistent, predictable environment, one that promotes individual achievement, both academically and emotionally. Always mindful of using the teachable moment, we present a perpetual learning environment to all students and staff.

SCHOOL DEMOGRAPHICS	2013-2014	2014-2015
Total Student Enrollment <u>as of October 1</u>	48	50
Special Education Student Enrollment as of October 1	48	50
Do you accept out-of-state students? If so, list number from each state in 2014-15	Yes, Maine – 2 students	

Number and Names of Sending New Hampshire LEAs (as of October 1, 2014)	SAU 5, SAU 11, SAU 14, SAU 17, SAU 21, SAU 28, SAU 31, SAU 33, SAU 37, SAU 44, SAU 50, SAU 51, SAU 52, SAU 54, SAU 83, SAU 56, SAU 57, SAU 64, SAU 55	
# of Identified Students Suspended One or More Times	4	1
Average Length of Stay for Students	1.5 – 2 years	1.5 – 2 years
STAFF DEMOGRAPHICS		
Student/Teacher Ratio (as of October 1, 2014)	2:1	2:1
# of Certified Administrators	1	1
# of Certified Teachers	9	10
# of Current Teachers with Certification through Alt 4	0	2
# of Related Service Providers	4	4
# of Paraprofessionals	13	13
# of Professional Days Made Available to Staff	5	5

SPECIAL EDUCATION PROGRAM DATA <i>(please put NA if not approved for the disability)</i>		
Primary Disability Types:	2013-2014	2014-2015
Autism	12	9
Deaf / Blindness	NA	NA
Deafness	NA	NA
Developmental Delay	0	0
Emotional Disturbance	18	12
Hearing Impairment	NA	NA
Intellectual Disability	3	3
Multiple Disabilities	NA	NA
Orthopedic Impairment	NA	NA
Other Health Impairment	8	11
Specific Learning Disabilities	0	0
Speech-Language Impairment	1	9
Traumatic Brain Injury	0	0
Visual Impairment	NA	NA

III. PURPOSE AND DESIGN OF THE CASE STUDY COMPLIANCE REVIEW PROCESS

The New Hampshire Department of Education (NHDOE) conducted a Special Education Program Approval Visit to Seacoast Learning Collaborative on April 8 & 9, 2015 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
- All data collected during the visit

The New Hampshire Department of Education provided a visiting team of professional educators to work collaboratively with staff in each of the schools in conducting the Case Study Compliance Review and the varied data collection activities. Throughout the entire review process, the visiting team worked in collaboration with the staff of Seacoast Learning Collaborative. Their professionalism, active involvement in the process and cooperation were greatly appreciated and well recognized.

Evidence of the work conducted and results related to student outcomes were gathered throughout the process, guided by the materials and templates provided by the NHDOE, Bureau of Special Education. Examples of evidence included student individual education programs (IEPs), progress reports, samples of student work, grades, extracurricular involvement, permanent records, curriculum, etc. Input was gathered from key constituents, including interviews with professional staff, parents, administrators, and in some cases the students. In addition, classroom observations were conducted for each of the case studies being reviewed. The collective data were summarized by the visiting and building level teams. The summaries, included in the following pages, outline identified areas of strength and areas needing improvement for each school reviewed.

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

Based on review of the April 9, 2012, NHDOE Special Education Program Approval Report, the following patterns were identified as needing improvement:

Findings of Noncompliance	Status as of April 2, 2013	Status as of April 8 & 9, 2015
Ed 1109.01 Elements of an IEP; CFR 300.320 Content of IEP SLC must ensure that all IEP goals are written in measurable terms in order	MET	Not Met

that all IEPs meet compliance.		
Ed 1114.05 (j) Program Requirements Seacoast Learning Collaborative must have a staff member duly certified in the area of Art, or have arranged for a consultant to the facility who maintains the appropriate license or certification.	MET	MET
RSA 200:11; Ed 306.07(a) - (b), Saf-C 6000 Ed 1114.16 (c) Physical Facilities Seacoast Learning Collaborative must submit as part of the Application for the NHDOE Program Approval, a Health Report and a Fire Inspection Report in order to demonstrate that the facility is in compliance with New Hampshire Health and Fire Regulations for Non-Public Schools as established by public health statute.	MET	Not Met

V. APRIL 8 & 9, 2015 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.

Eight students were selected for a case study compliance review ranging in age from 10 to 18, and attending the Collaborative in grade 3 through 12. Three students were identified with a primary or secondary disability of other Health Impairment, two with Emotional Disturbance, two with Intellectual Disabilities, two with Autism, and one student held a secondary identification of Multiple

Disabilities. The students selected were identified with one or more of the following disabilities: Other Health Impairment, Intellectual Disability, Emotional Disturbance and Autism. Two students were selected from each of the following programs: High School, Middle School, Elementary School, and the Skills Program.

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, Seacoast Learning Collaborative 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.

LEA SURVEY
New Hampshire Department of Education
Special Education Program Approval and Improvement Process

SUMMARY REPORT OF SENDING LEAs

Name of Private School: Seacoast Learning Collaborative		
Total number of surveys sent:15	Total # of completed surveys received: 15	Percent of response:100
Number of students placed by LEA: 15	Court: 0	Parent: 0

PLEASE RESPOND TO THE STATEMENTS BELOW USING THE FOLLOWING LIKERT SCALE:
4 STRONGLY AGREE 3 AGREE 2 DISAGREE 1 STRONGLY DISAGREE

	4	3	2	1
1. The private school has a curriculum fully aligned to NH Curriculum Frameworks/Common Core State Standards.	3	12		
2. I am satisfied the student has made progress in the educational curriculum at the above school.	8	7		
3. There is evidence of effective instruction aligned with fidelity to the curriculum.	5	10		
4. The school consistently follows special education rules and regulations.	12	3		
5. The school has developed and implemented effective policies and procedures for management of student behavior including the use of aversives.	13	2		
6. The school has an effective behavioral management program.	11	4		
7. I am satisfied with the special education, related and other supplementary aids and services provided by the school.	9	6		
8. The school implements all parts of students' IEPs including accommodations and modifications in both instruction and assessment.	9	6		
9. The school effectively uses data to measure academic growth and to inform instruction.	5	9	1	
10. The school uses data to measure behavioral growth and to inform instruction.	8	6	1	
11. A mid-year review and annual evaluation of the child's progress relative to the IEP are conducted.	6	8	1	
12. The school has a comprehensive progress monitoring system that is communicated and provided to LEA and parents at least as often as the sending district (minimum 3 times per year).	10	4	1	

13. The progress monitoring reports describe the child's progress toward meeting the IEP goals, include a record of attendance, and are written in terminology understandable to the parent.	10	4	1	
14. I am satisfied with the way the school communicates students' progress to the parents and the LEA. 12	12	3		
15. The school actively plans for future transition to a less restrictive environment.	9	5		1
16. The school implements all aspects of the transition services needs for students turning 14 during the IEP service period and Transition Services as outlined in Indicator 13 (16 years).	5	9	1	
17. If the school finds it necessary to change or terminate placement, they notify the LEA by convening the IEP team to: review the concerns, review/revise the IEP, discuss the placement and determine if the facility can fully implement the IEP and provide FAPE.	9	3	2	1
18. The school team sets meeting times that are convenient for both parents and the LEA.	13	2		
19. I would enroll other students at the school.	13	1		1

Analysis of Response As Summarized by Seacoast Learning Collaborative:

- Very satisfied with quality of service, rate of communication, behavior intervention and instruction BUT OF MOST IMPORTANCE is rate of student progress
- We don't out place often but when we need to SLC is my first consideration
- I have been pleased with behavioral data provided.
- SLC is extremely cooperative with school districts and beyond with families they serve.
- I will continue to place students at SLC and recommend them to others looking.
- SLC has consistently met or exceeded my expectations with 4 challenging students placed there.
- Parents are very pleased
- SLC does the bare minimum to meet student's IEP's and services. I have had to push to continually receive services and programs. The school's professionals were not the leaders of the school. They were defensive of their minimal efforts and not open to expanding their approaches.
- I must commend staff working with Sanborn Students. Given the complexity of students attending, each requires different curricula. While addressing the big ideas of the Common Core, the teams agree to other mitigating factors force teams to identify priority areas of need. The teams agree IEP goals under transition and behavior are priorities while incorporating academics. Evidence of SLC staff success is a recent completer who transitioned from SLC to adult support services. The team was very helpful in identifying the supports necessary to meet the needs. Sanborn's other two students have behavior needs that can interfere with learning. Therapeutic supports have been necessary to help each student prepare for academic learning.
- The team meets monthly to review the student's academic, communication, fine motor, and social/behavioral progress. Of particular note is the ongoing assessment of what is working and what is not. The SLC staff then makes effective and appropriate adjustments accordingly. Reports from parents indicated that they are extremely pleased with the placement and they value their relationship with the SLC staff. The parents appreciate the consistent and frequent open communication with the SLC staff.
- We do not have a scheduled mid- year review but the SLC staff is always willing to meet.
- SLC does an excellent job individualizing for individual needs.

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: Seacoast Learning Collaborative		
Total number of surveys sent:50	Total # of completed surveys received:18	Percent of response:36%

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)	14	3	1	
2. My child has opportunities to interact with non-disabled peers on a regular basis unless the IEP team has determined that the interaction is not appropriate/reasonable.	14	3	1	
3. I am informed on a regular basis and with clear evidence of my child’s progress in the general education curriculum.	15	2		1
4. I understand that a variety of information (observations, test scores, results of evaluations, school work samples, behavioral data, etc) was considered in developing my child’s IEP for this placement.	18			
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”).	17			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).14	14	2	1	1
7. I know whom to contact if I have questions about my child’s placement or progress in this program.	17			1
8. I am satisfied that the staff of this placement worked collaboratively with my school district in developing my child’s current IEP.17	17	1		
9. I have been involved in the development of my child’s IEP.	17	1		
10. I am satisfied that my child is making progress toward his/her IEP goals	14	3		1
FOR PARENTS OF HIGH SCHOOL STUDENTS ONLY:	3			2
11. My child earns credits toward a regular high school diploma in all of his/her classes.				
12. My child will graduate with a high school diploma	2			2
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.	9	3	1	5
14. All of the people who are important to my child’s transition were part of the planning (grade appropriate).	11	3	1	3
15. All of the people/agencies who are required to be part of transition planning for my child were part of the transition process.	12	2		4

16. FOR PARENTS OF STUDENTS AGE 16 OR OLDER ONLY: I am satisfied that my child's IEP meets all the requirements of Secondary Transition: measureable post-secondary goals, necessary supports and services, age-appropriate transition assessments, specific invitation to the Transition meeting, etc. (DOE Indicator #13)	2	1	1	1
17. I am satisfied that the post-secondary Transition Goals for my child are reviewed on a regular basis, have the necessary supports and services to be accomplished, are connected to annual IEP goals, and can lead my child to productive participation/activities post-graduation or post-21 years as appropriate.	2	2	2	3
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 9		NO 1	
	3	2	1	No Answer
19. I have been involved in the development of behavior interventions, strategies and supports for my child.	13	3	1	1
20. I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs.	13	3	1	1
OTHER:				
21. I fully participate in special education decisions regarding my child.	15			3
22. I have been provided with a copy of the procedural safeguards (parental rights) at least once a year	13	1		4

Analysis of Response As Summarized by Seacoast Learning Collaborative:

Of 50 surveys sent, we had 18 returned (not all parents indicated what program they were from):

- Elementary: 2 responses
- Middle School: 7 responses
- High School : 1 response
- Skills: 5 responses
- 3 unknown

Middle school comments:

- Handwriting concerns; wondering if son needed additional OT
- Parent would like to see additional math retention help
 - SLC Response:
 - Handwriting concerns have been addressed through assistive technology and abilitations writing paper. Accommodations have been added to his IEP
 - The Math concern has been addressed through the use of a more hands on/use of manipulatives math program (Math Scapes). Student is doing very well in Math since moving to this program.
- Another parent felt that her child needed more course work; feeling like her daughter was not challenged enough. Parent felt that she doesn't have enough homework or reports. "Her 9 year old brother has more".
 - SLC Response
 - Workload for this young lady was increased through use of Odyssey Ware.

Elementary comments:

- Parent of a fifth grader believes that her son can handle harder work as long as his confidence level is there.
 - SLC Response:
 - Student is working with his school district to transition back to his public school. He has been doing work at his grade level.
- Parent of a fourth grader had the following comments:
 - Noted that "only on paper" is there a direct connection between her child's needs and the components of his IEP.
 - In regards to whom she is to contact for questions about placement/progress, her comment was "It ultimately works for now".
 - In regards to #8: I am satisfied that the staff of this placement worked collaboratively with my school district in developing the child's current IEP, her comment was, " They did what was required".
 - Suggestions she made:
 - identify non-verbal cues,
 - identify antecedents,
 - learn to connect with students/understand,
 - absolutely, positively no restraint,
 - if proper attention is paid, behaviors can be eliminated
 - Additional Comments:
 - "I don't feel restraint and hands on techniques should ever be used. Too many solutions to list in this miniscule box. My son's education has taken a back seat while "problem behaviors" are addressed. The Department of Education does not care about special needs. Either the child fits into a predetermined mold by educators or they don't get the education my tax dollars pay for. We need to find another way to teach children or various ways to educational approach in order to make these children with "special needs" successful. So many have ideas, but no one is listening. If people are listening, they do not hear what people are saying. I'm/we are a victim of circumstance. If I could, I would pay for my son to get the education he deserves. Our system is great for robots who are willing to be told there is only one way to do something and this is the way. It's great for children whose mind and thoughts are pliable like clay. Our system does no justice for those free thinkers, independent students who have another way to solve the exact same problem. I was clay. I was molded and taught "this is what you do". I wish I was as brave as these children to go against the grain and see a differently.
 - SLC Response: Meeting with parent and district was held to address parent's concerns, description of behavior interventions utilized was written and given to parent, parent workshops with TCI trainer have been offered to all parents/she has attended one of the three scheduled thus far.

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

Access to the General Curriculum

Implementation of Individualized Education Programs (IEPs)

Provision of Non-Academic Services

Full Access to the District's Curriculum

Equal Education Opportunity

Staff members at the Seacoast Learning Collaborative provide a comfortable learning environment for students enrolled. Teachers and support staff providing supports to students work collaboratively with each other, with parents and local LEAs to develop and monitor specialized educational programming. Individual assistance is provided to students in the classrooms and throughout the program. Academic expectations are clearly defined for each student and individual achievement is monitored on a consistent basis. The facility provides ample room for program activities and includes an onsite gymnasium.

It was noted during the NH DOE Case Study review that IEP goals are not consistently written in measurable terms. Staff members will benefit from additional guidance in writing goals that include a baseline measure and are specific, measurable and detail how progress will be measured, and the frequency with which it will be measured.

In order for students to have equal access to the general curriculum, the Seacoast Learning Collaborative must provide consultants in areas where certified staff are not available. This includes all of the requirements as listed in the "Minimum Standards for Public School Approval". At the time of the April 2015 Case Study visit, certified staff or consults were not available in the areas of business or world languages, and IEP goals were not all written in measurable terms. The Seacoast Collaborative has a comprehensive general education curriculum grade 1 through 12 that is aligned with the New Hampshire Curriculum Frameworks and Common Core State Standards. Evidence of implementation was noted during classroom observations and upon review of student work samples.

Transition

Transition Planning

Process: Provision of Free Appropriate Public Education (FAPE)

Transition Services

Staff members at the Seacoast Learning Collaborative work collaboratively with LEAs, area agencies, parents and students, to coordinate student transitions. Transition planning includes frequent teacher dialogue, parental and student involvement, and careful planning. Transition planning is tied to post-secondary goals and is student-specific.

Through the review of transition plans in IEPs, it was noted in one review that there was no evidence the student was informed prior to age 17 of his rights under IDEA, in another there was no evidence the student was invited to the IEP/ Transition Plan meeting, and in a third there was not a complete course of study included in the IEP.

Behavior Strategies and Discipline

A school-wide positive behavioral support system is well integrated in the Seacoast Learning Collaborative process. Discipline procedures are consistently implemented and clear to staff and students. Multiple spaces and activities are available for students who may need to “take space”. Staff members encourage students to reflect on their own “zone of regulation” and behavioral needs. IEP teams must consistently develop and implement; individual student behavioral plans. Behavior management policies and procedures were reviewed and determined to meet compliance.

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. Verification of these documents found the Seacoast Learning Collaborative to be in compliance with all applicable New Hampshire Rules and the Education of Students with Disabilities and requirements for Non-Public Approval. All of the Seacoast Learning Collaborative Policies and Procedures were reviewed and met compliance.

COMMENDATIONS

1. The Seacoast Learning Collaborative Administration and Staff are commended for their commitment to the students and families they serve and the positive school culture that has been established and sustained.
2. The staff at the Seacoast Learning Collaborative is enthusiastic about teaching and has created a positive, supportive learning environment.
3. The school is welcoming to students, parents and visitors.
4. Parents are actively engaged and have expressed satisfaction with the progress their children have made in the school.

Number of Cases Reviewed During the Seacoast Learning Collaborative, April 8-9, 2015, NHDOE Compliance Visitation

Preschool	0
Elementary School	2
Middle School	2
High School, Age Below 16	0
High School, Age 16 or Above	4
Number of Noncompliance for Indicator 13	3
Total Number of Case Studies Reviewed	8

**FINDINGS OF NONCOMPLIANCE IDENTIFIED AS A RESULT OF THE
APRIL 8-9, 2015 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 **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 CFR 300.320 (a)(2)(i) Definition of an Individualized Education Program

All IEP goals are not written in measureable terms

Responsible LEAs: Northwood, Newmarket (2), South Hampton, Raymond, Dover, Rochester

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

There is no evidence student was invited to the IEP/ Transition Plan meeting, and a complete course of study was not included in the IEP. As a result, the IEP did not meet the requirements of Indicator 13.

Responsible LEA: Northwood

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

There is no evidence the measurable post-secondary goal was based on age appropriate transition assessment.

Responsible LEA: Newmarket

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

There is no evidence the student was informed prior to age 17 of his rights under IDEA.

Responsible LEA: Rochester

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 1114.05 (j) Program Requirements

Required Certified Staff or Consultants

Seacoast Learning Collaborative does not have a staff members duly certified in the areas of Business (507.47) and World Languages (0606, 0623, 0626, 0608, 0609, 0613, 0618, 0619) as required by the New Hampshire Department of Education Minimum Standards.

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

34 CFR 300.320 (a)(2)(i) Definition of an Individualized Education Program

In 7 of the 8 IEPs reviewed, goals were not written in measurable terms.

Ed 1114.16 (c) Physical Facilities

RSA 200:11; Ed 306.07(a) - (b) School Facilities

Seacoast Learning Collaborative must submit as part of the Application for the NHDOE Program Approval a Fire Inspection Report in order to demonstrate that the facility is in compliance with New Hampshire Fire Regulations for Non-Public Schools.

SUGGESTIONS FOR PROGRAM-WIDE IMPROVEMENT

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

1. Explore ways to incorporate additional current technology, both hardware and software, in all programs.

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: Seacoast Learning Collaborative	Date: April 8 and 9, 2015	
Programs: Elementary, Middle, High School, Skills	Number of Cases Reviewed:8	
Recorder/Summarizer: Shelly Fagan	Number of students reviewed age 16+: 4	Number of students age 16+ cited for Indicator 13: 3

Name: Chairperson: Jennifer Dolloff	Position: Education Consultant	Visiting
Name: Chairperson: Edward Hendry	Position: Education Consultant	Visiting
Name: Kimberly Craffey	Position: Asst Director of Special Education	Visiting
Name: Shelly Fagan	Position: Director of Special Education	Visiting
Name: Catherine Zylinski	Position: Director of Special Services	Visiting
Name: Bridget Brown	Position: Education Consultant	Visiting
Name: Patrice Chandler	Position: Co-Director/Sped Admin	Building Level
Name: Kathy Harris	Position: Co-Director	Building Level
Name: Michael Sinkewich	Position: Teacher	Building Level
Name: John Les	Position: Teacher	Building Level
Name: Debra Garman	Position: Teacher	Building Level
Name: Sarah Brown	Position: Teacher	Building Level
Name: Annett Levis	Position: Teacher	Building Level
Name: Julia Kelly	Position: Teacher	Building Level
Name: Jim Civiello	Position: Counselor	Building Level
Name: Nichole Cretarola	Position: Teacher	Building Level
Name: Jen Mavrogeorge	Position: Counselor	Building Level
Name: Abby Toigo	Position: Teacher	Building Level
Name: Katie Garret	Position: OTR	Building Level

Based on data collected from the Data Collection Forms, Interview Forms, Classroom Observations, etc. the following summary is intended to provide a “snapshot” of the quality of services and programs in the school 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 .	8		
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 .	8		
3. There is evidence that the Team uses multiple measures to design, implement and monitor the student's program ^{3,4} .	8		
4. All IEP goals are written in measurable terms ⁵ . (one IEP had all measureable goals, 7 did not)	1	7	
5. Student's IEP has at least one functional goal (as applicable) ⁶ .	8		
6. There is evidence that the student has made progress in IEP Goals over the past three years ^{7,8} .	8		
7. There is evidence that the special education, supplementary aids and/or related services described in the IEP have been delivered ⁹ .	8		
8. There is evidence that NH Minimum Standards for required subjects (credits) are met and provided to the student ¹⁰ .	8		

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 the general education curriculum (aligned with NH Curriculum Frameworks/CCSS)</u> ¹¹ .	8		
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 .	8		
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} .	7		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 .	8		
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 .	8		
14. There is evidence the student's IEP is reasonably calculated to result in educational benefit.	8		
For High School Students:			
Student is earning credits toward a regular high school diploma ¹⁹ .			
IF YES: within 4 years?	2		
Student will earn an IEP diploma or a certificate of completion ¹⁹ .	6		
IF YES: within 4 years?			6
Does this school have a clear policy for earning a high school diploma ²⁰ ?	8		

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
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- Transportation is managed within the Collaborative
- Project-based activities and use of grade appropriate materials and vocabulary
- Well developed curriculum aligned with standards
- Use of assessments that provide real time data, behavior data collection, and work completion data.
- School-wide Behavioral Supports
- Staff have strong relationships with students and a clear understanding of student needs.
- A strong administrative team, that is well connected to staff and students
- Students self monitor, through the use of a color coded sensory chart, and learn to become accountable for their learning and social interactions.
- The Able Program provides students with multiple physical 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 .	8	
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 .	8	
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 .	8	
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 .	7	1
5. There is evidence that there is collaboration between the LEA and the non-public school in the development, review and revision of the IEP ²⁶ .	8	
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 .	8	
7. There is evidence that the student and parents have been involved in transition discussions and activities ²⁸ .	8	
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 student's courses of study ²⁹ .	3	
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 .	4	

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 .	8	
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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 was there an earlier reference that this was a finding	3	
For students under age 16, answer only the first 4 statements above. Then skip to the next page. If the student is age 16 or older during the course of the IEP, answer all statements on this page. (required data for federal statistics purposes)		
1. Is there an appropriate measurable postsecondary goal or goals that covers education OR training AND employment, and, as needed, independent living? <i>Can the goal(s) be counted? Will the goal(s) occur after the student graduates from school? Based on the information available about this student, does (do) the postsecondary goal(s) seem appropriate for this student? • If yes to all three, then check Y OR if a postsecondary goal(s) is (are) not stated, check N.</i>	3	1
2. Is (are) the postsecondary goal(s) updated annually? <i>Was (were) the postsecondary goal(s) addressed/ updated in conjunction with the development of the current IEP? • If yes, then check Y OR If the postsecondary goal(s) was (were) not updated with the current IEP, check N.</i>	4	
3. Is there evidence that the measurable postsecondary goal(s) were based on age appropriate transition assessment? <i>Is the use of transition assessment(s) for the postsecondary goal(s) mentioned in the IEP or evident in the student's file? • If yes, then check Y OR if no, then check N.</i>	4	
4. Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goal(s)? <i>Is a type of instruction, related service, community experience, or development of employment and other post-school adult living objectives, and if appropriate, acquisition of daily living skills, and provision of a functional vocational evaluation listed in association with meeting the post-secondary goal(s)? • If yes, then check Y OR if no, then check N.</i>	4	
5. Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goal(s)? <i>Do the transition services include courses of study that align with the student's postsecondary goal(s)? • If yes, then check Y OR if no, then check N.</i>	3	1
	3	1

³¹ Ed 1103.01 IEP Team; 34 CFR 300.321 IEP Team

6. Is (are) there annual IEP goal(s) related to the student's transition services needs?	4		
<i>Is (are) an annual goal(s) included in the IEP that is/are related to the student's transition services needs? • If yes, then check Y OR if no, then check N.</i>	4		
7. Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed?	3		1
8. <i>For the current year, is there documented evidence in the IEP or cumulative folder that the student was invited to attend the IEP Team meeting? • If yes, then check Y OR if no, then check N.</i>	3		1
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
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? Is this a finding? No it wasn't appropriate	2		2
10. <i>For the current year, is there evidence in the IEP that representatives of any of the following agencies/services were invited to participate in the IEP development including but not limited to: postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living or community participation for this post-secondary goal? Was consent obtained from the parent (or student, for a student the age of majority)? • If yes to both, then check Y. • If no invitation is evident and a participating agency is likely to be responsible for providing or paying for transition services and there was consent to invite them to the IEP meeting, then check N. • If it is too early to determine if the student will need outside agency involvement, or no agency is likely to provide or pay for transition services, check NA. • If parent or individual student consent (when appropriate) was not provided, check NA.</i>	2	1	1
11. Student is informed prior to age 17 of his/her rights under IDEA ³² .	3	1	
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	3	
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 .	4		

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
<ul style="list-style-type: none">• Access to the community and the High School Vocational School, the Exeter CTE Program.• Collaboration between and among the Seacoast Collaborative Programs, during transitions	

BEHAVIOR STRATEGIES AND DISCIPLINE

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

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
<ul style="list-style-type: none"> • The Seacoast Learning Collaborative employs a school wide positive support system that is well known by students and consistently utilized by consistently by staff • Availability of sensory materials to promote sensory regulation • The Use of the Zones of Regulation Program, a sensory program that requires students to describe how they are feeling; angry, sad, normal, happy. 	