

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

**Second Start Alternative High School  
SUMMARY REPORT**

**James Snodgrass, Executive Director  
Ted Lambrukos, Special Education Administrator**

Chairperson, Visiting Team:  
Kathryn L. Skoglund,  
Education Consultant

Site Visit Conducted on December 14-15, 2011  
Report Date: FEBRUARY 13, 2012

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## **I. TEAM MEMBERS**

Visiting Team Members:

<b>NAME</b>	<b>PROFESSIONAL ROLE</b>
Chairperson: Kathryn L. Skoglund	Education Consultant
Marby Blanchard	Special Education Coordinator
Nancy Pierce	Special Education Director
Mark Tanner	Special Educator

Building Level Team Members from Second Start Alternative High School:

<b>NAME</b>	<b>PROFESSIONAL ROLE</b>
Ted Lambrukos	Director, Second Start Alternative High School
James Snodgrass	Executive Director
Kelly Raitt	Special Educator, English
Rick Mitchell	Special Educator, Science
Sara Gray	Special Educator
Debbie Brenner	Transitional Coordinator
Kim Haley	Counselor
Lindsay Tibbetts	Counselor
Rachel Wilson	Administrative Assistant

## II. INTRODUCTION

Second Start Alternative High School (AHS) is a private, non-profit alternative day school located in Concord, NH for up to 20 male and female students with educational disabilities and up to an additional 16 without. Second Start is currently approved by the NHDOE, Bureau of Special Education to provide special education to students with disabilities who have been identified as having one or more of the following disabilities: emotional disturbance, multiple disabilities, speech-language impairments, specific learning disability, and other health impairments. Second Start's small class sizes, low student/teacher ratio, and opportunities to participate in Transitional Employment and Training (TET) provide an alternative educational setting for students who have not previously succeeded in the traditional school setting. Second Start's Alternative High School program was established in 1979 and is based on the belief that a small, structured and individualized program option is helpful to some students as they work toward academic and personal goals.

Second Start Alternative High School exists to help previously unsuccessful students resume or complete their high school education. Using instruction, modeling, and a variety of experiential activities, the Second Start staff creates a positive environment where students become effective learners and productive citizens in their communities. Second Start currently provides credit opportunity in English, Math, Science, Social Studies and Physical Education. Second Start does not offer its own diploma, and states that students are eligible to earn credits from their respective sending high schools. The sending school district awards the diploma based on credits acquired at Second Start and approved by the sending school district. It is the goal of Second Start to have students in a full-day program; half of the day is spent at Second Start, the other half either in the home high school, or participating in the Transitional Employment and Training (TET). TET comprises individualized, community based training services for in school, at-risk adolescents ages 14 to 21. According to the Second Start website, TET is designed to evaluate and support the social and vocational skills of students with disabilities who are transitioning from a school environment to the world of work. The services provided through TET include employment training, placement in a work environment, ongoing support in the work setting, and weekly review in a classroom setting.

Second Start students struggle with learning issues and behaviors. After years of failure in their previous schools, these students tend to see teachers and authority figures as inherently adversarial and they bring this attitude with them to the alternative high school. The staff recognizes this and is committed to helping students create a new educational reality for themselves.

<b>SCHOOL DEMOGRAPHICS</b>	<b>2010-2011</b>	<b>2011-2012</b>
Student Enrollment <u>as of December 1</u>	28	As of 10/25/11 = <b>28</b>
Do you accept out-of-state students? If so, list number from each state in 11-12	<b>NA</b>	
Number and Names of Sending New Hampshire LEAs (as of October 1, 2011)	<b>4</b>	<b>3</b> Sherry Burbank-CHS Maureen Gross-MVHS Mary Dobson-Deerfield
# of Identified Students Suspended One or More Times	<b>9</b>	<b>5</b>
Average Length of Stay for Students	<b>6 weeks to 1 Year</b>	<b>6 weeks to 1 Year</b>
<b><u>STAFF DEMOGRAPHICS</u></b>		
Student/Teacher Ratio (as of October 1, 2011)	<b>5 to 1</b>	<b>5 to 1</b>
# of Certified Administrators	<b>1</b>	<b>2</b>

# of Certified Teachers	3	3
# of Teachers with Intern Licenses	0	0
# of Related Service Providers	0	0
# of Paraprofessionals	0	0
# of Professional Days Made Available to Staff	12.5	12.5
<b>SPECIAL EDUCATION PROGRAM DATA</b>		
<b>Primary Disability Types:</b>	<b>2010-2011</b>	<b>2011-2012</b>
Autism	0	0
Deaf / Blindness	0	0
Deafness	0	0
Developmental Delay	0	0
Emotional Disturbance	3	As of 10/25/11 = 4
Hearing Impairment	0	0
Intellectual Disability	0	0
Multiple Disabilities	4	As of 10/25/11 = 1
Orthopedic Impairment	0	0
Other Health Impairment	7	As of 10/25/11 = 4
Specific Learning Disabilities	10	As of 10/25/11 = 4
Speech or Language Impairment	1	0
Traumatic Brain Injury	0	0
Visual Impairment	0	0

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

The New Hampshire Department of Education (NHDOE) conducted a Special Education Program Approval Visit to Second Start Alternative High school on December 14<sup>th</sup> and 15<sup>th</sup>, 2011 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 (Note: not applicable at the time of this 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 Second Start Alternative High School. Their professionalism, active involvement in the process and cooperation were greatly appreciated and well recognized.

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

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

Based on review of the March 10-11, 2010, NHDOE Special Education Program Approval Report, the following patterns were identified as needing improvement:

<b>Findings of Noncompliance</b>	<b>Status as of June 17, 2011</b>	<b>Status as of December 14-15, 2011</b>
<b>ED 1109.01/34CFR 300.320 IEPs reviewed did not contain measurable goals</b>	MET	NOT MET
<b>ED 1102.01/34CFR 300.14 Lack of measurable post-secondary goals</b>	MET	MET
<b>ED 1102.01/34CFR 300.124 Transition Planning: documentation of student invitation</b>	MET	MET
<b>ED 1109.04/34CFR300.305(e)(2) Summary of Academic Achievement/Functional Performance</b>	MET	MET

<b>ED 1114.05(j) Certification of administrative and instructional</b>	MET	MET
<b>ED 1114.05(g)/34CFR 300.320 (a) Access to/making progress in the general curriculum</b>	MET	MET
<b>ED1114.06(f) Daily lesson plans</b>	MET	MET
<b>CFR300.350 Discipline: Behavior issues addressed thru Behav Mgmnt Plans</b>	MET	MET

## V. DECEMBER 14-15, 2011 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.

Two students were randomly selected for the Case Study Compliance Review from Second Start's population of 20 students. Both students are identified as Other Health Impaired and both are placed by the Concord School District. One student, a senior, has been at Second Start for three years, the other is a sophomore and a new placement this school year having experienced a tumultuous education history. Both students have settled into the Second Start program and are experiencing academic and behavioral success, earning credits toward graduation and working on career skills and interests. One is enrolled in the Transitional Employment and Training component at Second Start and the other at the Tech Center at Concord High School. In both cases, the sending school district and parents are closely involved in programming and monitoring progress along with the Second Start faculty and staff.

### 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, Second Start Alternative High School 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: <b>Second Start Alternative High School</b>		
Total number of surveys sent: <b>3</b>	Total # of completed surveys received: <b>3</b>	Percent of response <b>100%</b>
Number of students placed by: LEA: <b>14</b>	Court: <b>0</b>	Parent: <b>0</b>

**SCALE 4 STRONGLY AGREE 3 AGREE 2 DISAGREE 1 STRONGLY DISAGREE**

	4	3	2	1	No Answer
1. The private school team has positive expectations for students.	2	1	0	0	0
2. I am satisfied with the educational program at the above school.	2	1	0	0	0
3. The school consistently follows special education rules and regulations.	2	1	0	0	0
4. The school has an effective behavioral program (if applicable).	1	2	0	0	0
5. I am satisfied with the related services provided by the school.	2	1	0	0	0
6. The school implements all parts of students' IEPs.	2	1	0	0	0
7. I feel the school provides the necessary skills to allow the student to make progress on the IEP goals.	2	1	0	0	0
8. The school program measures academic growth.	2	1	0	0	0
9. The school program measures behavioral growth (if applicable).	2	1	0	0	0
10. The school completes a minimum of 3 comprehensive reports per year on each child with a disability enrolled.	3	0	0	0	0
11. Progress reports describe the child's progress toward meeting the IEP goals, include a record of attendance, and are written in terminology understandable to the parent.	1	1	1	0	0
12. Progress reports are provided to the LEA and to the parent of the child.	2	0	1	0	0
13. I am satisfied with the way the school communicates students' progress.	2	1	0	0	0
14. The school communicates effectively with parents.	2	1	0	0	0
15. The school communicates effectively with the LEA.	3	0	0	0	0
16. The school involves parents in decision-making.	2	1	0	0	0
17. The school actively plans for future transition to a less restrictive placement.	3	0	0	0	0
18. 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.	3	0	0	0	0
19. The school team sets meeting times that are convenient for both parents and LEA.	3	0	0	0	0
20. The school has met my expectations.	3	0	0	0	0
21. I have a good relationship with the school.	3	0	0	0	0
22. I would enroll other students at the school.	3	0	0	0	0

**Analysis of Responses by Private School (insert additional page if needed):**

Additional feedback shared – 1) Sending School and Second Start are actively working on areas 11 & 12 after processing the prior school year experience and together making a commitment to improve reporting in the NHSEIS system. 2) Sending School shared they have a good working relationship with Second Start and feels we have good open communication with students, parents and the school district to have student's safety and success a priority. 3) Sending School finds TET program useful and flexibility in providing for student needs.

**Strengths:** 1) Communication, 2) Positive Relationships, 3) Flexibility in Times for Meetings and teaching student's skills.

**Areas to Improve:** 1) Progress reports with IEP Goals, 2) Curriculum and Assessments of Student Progress

**Conclusion:** Second Start is a positive school that has positive relationships with all and continues to make gains each year with areas of weakness –such as curriculum and assessments.

### 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.

**Program Approval Analysis of Parent Survey Responses:**

The 80% response by parents of Second Start students reflects the high satisfaction of parents with the education, supports and services Second Start offers. Relatively speaking, the “weak” area according to parents was concerning students being informed about or encouraged to participate in school activities outside of the school day. Second Start staff will focus on this, but this is impacted by the fact that most Second Start students work outside of school hours of necessity.

### SUMMARY OF PARENT SURVEY DATA

Name of Private School: <b>Second Start Alternative High School</b>				
Total number of surveys sent: <b>15</b>	Total # of completed surveys received: <b>12</b>	Percent of response: <b>80%</b>		
<b>SCALE            3 = COMPLETELY            2 = PARTIALLY            1 = NOT AT ALL</b>				
<b>ACCESS TO THE GENERAL CURRICULUM:</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>No Answer</b>
I am satisfied with my child’s program and the supports that he/she receives.	<b>12</b>	<b>0</b>	<b>0</b>	<b>0</b>
My child has opportunities to interact with non-disabled peers on a regular basis.	<b>11</b>	<b>1</b>	<b>0</b>	<b>0</b>
I am adequately informed about my child’s progress.	<b>12</b>	<b>0</b>	<b>0</b>	<b>0</b>
My child is informed about and encouraged to participate in school activities outside of the school day, and is offered necessary supports.	<b>9</b>	<b>3</b>	<b>0</b>	<b>0</b>
My child feels safe and secure in school and welcomed by staff and students.	<b>12</b>	<b>0</b>	<b>0</b>	<b>0</b>
A variety of information (observations, test scores, school work, parent input) was used in developing my child’s IEP.	<b>12</b>	<b>0</b>	<b>0</b>	<b>0</b>
I am satisfied with the progress my child is making toward his/her IEP goals.	<b>12</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>FOR PARENTS OF HIGH SCHOOL STUDENTS ONLY:</b>				
My child earns credits toward a regular high school diploma in all of his/her classes.	<b>12</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>TRANSITION:</b>				
I am satisfied with the planning and support provided for the moves my child has made from grade to grade and school to school.	<b>11</b>	<b>1</b>	<b>0</b>	<b>0</b>
All of the people who are important to my child’s transition were part of the planning.	<b>12</b>	<b>0</b>	<b>0</b>	<b>0</b>

FOR PARENTS OF STUDENTS AGE 16 OR OLDER ONLY: I am satisfied with the written secondary transition plan that is in my child's IEP.	10	1	0	1
<b>BEHAVIOR STRATEGIES AND DISCIPLINE:</b>				
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
I have been involved in the development of behavior interventions, strategies and supports for my child.	11	1	0	0
I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs.	12	0	0	0
<b>OTHER:</b>				
I fully participate in special education decisions regarding my child.	12	0	0	0
I have been provided with a copy of the procedural safeguards (parental rights) at least once a year	12	0	0	0

**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**

Comparison of observations and data from Second Start's last Program Approval visit (March 2010) and this current visit shows significant growth in the above areas. While in 2010 it was evident that IEPs were fully implemented and clearly supportive of the student's needs, the visit in 2011 shows those same IEPs supported by a clear, viable and articulated curriculum, appropriate and timely assessment, and instruction individualized for specific Second Start students. The newly developed curriculum for all required content areas was in evidence in instructional materials and daily lesson plans. Lesson plans are linked to curriculum and tie content to materials, instruction, and assessment. Data on student progress are gathered and reviewed by staff and used to inform continued instruction. Non-academic and other support services are clearly delivered in support of the academic work being done in the classrooms, specifically Transitional Employment Training (TET) and CHOICES. TET provides supports and services to students in vocational preparation while CHOICES engages students in a counseling model, which enhances social and emotional growth. All students enrolled at Second Start have access to the course content and the supports they require in order to receive a high school diploma (granted by the sending school district based on credits awarded by Second Start Alternative High School). Second Start Alternative High school has been informed of their obligation to begin the process of developing policies and procedures reacted to the issuing of high school credits and a diploma. This will enhance the educational offerings available to their students.

## **Transition**

### **Transition Planning**

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

### **Transition Services**

Transition Services and Planning continue to be a strong focus for Second Start; all students enrolled at Second Start Alternative High School are transitioning to or from their sending school, to work, to post-secondary education, or into other post-graduation endeavors. The IEPs of the students reviewed during the Case Studies and those IEPs reviewed during the Corrective Action year reveal much improved attention to the state and federal requirements for Transition Services and Transition Planning. These IEPs contained measurable post-secondary goals linked to appropriate annual goals, supporting services, appropriate transition assessments, courses of study, and evidence of involvement of outside agencies as appropriate. It is clear that student interests and realistic planning guide the focus SSAHS has on Transition supports.

### **Behavior Strategies and Discipline**

Because the Second Start student population is small and the student/teacher ratio is low, behavior management is well integrated into the daily classroom routine. There is a strong focus on positive behavioral supports and data; both are used to track student growth and academic progress and are regularly communicated with the sending district and the student. Physical restraints are not utilized in the Second Start program.

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

All materials and documents required for the NHDOE Program Approval process were submitted by Second Start Alternative High School in a timely manner. These documents included, but were not limited to, Board Policies, Audit Reports, licensing verification, Parent, Student, and Faculty Handbooks, Professional Development Master Plan, teacher certification confirmation, and insurance certificates. Review and verification of these documents found them to be in compliance with all applicable New Hampshire Rules for the Education of Children with Disabilities.

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 Second Start Alternative High School to be in compliance with all applicable New Hampshire Rules and the Education of Students with Disabilities and requirements for Non-Public Approval.

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

At the time of the December 14-15, 2011 visit to Second Start Alternative High School, the facility was not seeking approval for any new programs.

## COMMENDATIONS

As a result of visitor input, visiting team observations, document review, and extended conversations with the Second Start faculty and staff, the following commendations are offered:

1. Good teaching is in evidence in each of the classrooms. A variety of instructional strategies and activities are utilized and instructional content is clearly linked to the New Hampshire Curriculum Frameworks. The education the Second Start students are receiving is purposeful.
2. Second Start teachers KNOW their students and maintain a warm relationship with them, but boundaries and teachers' roles are clear.
3. The Second Start Alternative High School philosophy is clear. The integrity of the school is maintained beginning with the Admissions Policy and extending into and through instruction and discipline.
4. The leadership of Second Start is enthusiastic and committed; Board members are knowledgeable and supportive.
5. Transition Planning and Services are authentic and supportive of students' goals and hard work.
6. The school-wide model and philosophy for behavior intervention is consistently implemented and makes a substantial contribution to reducing or eliminating student behaviors that might interfere with learning.
7. The faculty recognition of positive student behaviors is "public" in a way that encourages students to earn the recognition and maintain productive behaviors.

### NUMBER OF CASES REVIEWED DURING THE SECOND START ALTERNATIVE HIGH SCHOOL VISIT ON DECEMBER 14-15, 2011 NHDOE COMPLIANCE VISITATION

Preschool	0
Elementary School	0
Middle School	0
High School, Age below 16	0
High School, Age 16 or above	2
Number of Noncompliance for Indicator 13	0
Total Number of Case Studies Reviewed	2

**FINDINGS OF NONCOMPLIANCE IDENTIFIED AS A RESULT OF THE  
DECEMBER 14-15, 2011 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 1109.01/34CFR 300.320 Elements of an Individualized Education Plan**

**Responsible LEA Concord School District**

Neither of the two IEPs reviewed during the Case Studies contained annual measurable goals; each was missing baseline information.

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

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

**ED 1109.01/34CFR 300.320 Elements of an Individualized Education Plan**

Neither of the two IEPs reviewed during the Case Studies contained measurable goals; each was missing baseline data.

## **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. The receipt of a new placement at SSAHS should start a 30-day “trial” period at the end of which an IEP meeting should be called for the purpose of reviewing the IEP and revising as needed.
2. Second Start has experienced the reduction of staff as a result of budget reductions. It is suggested that Second Start administration contact local colleges and teacher training centers in order to solicit qualified students to volunteer at SSAHS under the supervision of SS teachers.
3. In order to sustain the growth that Second Start has demonstrated in curriculum development, instructional strategies, and assessment skills, it is suggested that these areas be addressed through on-going professional development activities annually and that the teacher supervision/evaluation process support that work.
4. Second Start will begin their work on high school competencies, credits, and a policy of issuing high school diplomas.

## 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: Second Start Alternative High School	Date: December 14,15, 2011	Number of Cases Reviewed: 2
Programs:	How many of the reviewed students are age 16+? 2	How many are noncompliant for Indicator 13? 0
Recorder/Summarizer: K. Skoglund		
Name: Kelly Raitt	<u>Building Level</u>	
Name: Rick Mitchell	<u>Building Level</u>	
Name: Sara Gray	<u>Building Level</u>	
Name: Jim Snodgrass	<u>Building Level</u>	
Name: Ted Lambrukos	<u>Building Level</u>	
Name: Debbie Brenner	<u>Building Level</u>	
Name: Kim Haley	<u>Building Level</u>	
Name: Lindsay Tibbetts	<u>Building Level</u>	
Name: Rachel Wilson	<u>Building Level</u>	
Name: Mark Tanner	<u>Visiting</u>	
Name: Marby Blanchard	<u>Visiting</u>	
Name: Nancy Pierce	<u>Visiting</u>	
Name: Kathy Skoglund	<u>Visiting</u>	

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.**

**SUMMARY OF BUILDING LEVEL DATA**

<b>ACCESS TO THE GENERAL CURRICULUM STATEMENTS</b>					Filled in with the combined <u>number</u> of times a statement is marked on all Data Collection Forms for this school or building		
<u>Ed. 1109.01 Elements of an IEP</u> <u>CFR 300.320 Content of IEP</u> <u>Ed. 1109.05, Implementation of IEP</u> <u>20 U.S.C. 1414 (d)</u> <u>Ed. 1115.07, Ed 1119.01(f) Provision of Non-Academic Services/Settings</u> <u>CFR 300.320(a) CFR 300.34 Ed. 1113.08, Full Access to District's Curricula</u> <u>Ed. 1113.13, Diplomas</u> <u>Ed. 1107.04 (d) Qualified Examiner</u> <u>Ed. 1109.01 CFR 300.320 Program Requirements, Content of IEP</u> <u>Ed. 1119 Protections Afforded to Children with Disabilities</u> <u>CFR 300.320(a)(1)(i)</u> "... general curriculum (i.e. ,the same curriculum as for nondisabled children)" <u>CFR 300.320(a)(4)(iii)</u> "To be educated and participate with other children with disabilities and non disabled children"							
A1.) Team uses multiple measures to design, implement and monitor the student's program.					2		
A2.) All IEP goals are written in measurable terms.						2	
A3.) Student's IEP has at least one functional goal.					1		1
A4.) Student has made progress over the past three years in IEP goals. Goal 1					2		
A5.) Student has made progress over the past three years in IEP goals. Goal 2					2		
A6.) Student <u>has access to</u> the general curriculum (as outlined by the district, sending district or NH frameworks.)					2		
A7.) Student <u>participates in</u> the general curriculum <u>in a regular education setting with non-disabled peers</u> , as appropriate, with necessary supports.					2		
A8.) When <u>participating in a regular education setting with non-disabled peers</u> with necessary supports, student <u>has made progress in</u> the general curriculum.					2		
A9.) Student <u>participates</u> appropriately in state, district and school-wide assessments.					2		
A10.) Student <u>shows progress</u> in state, district and school-wide assessments.					2		
A11.) Student <u>has opportunities</u> to participate in general extracurricular and other non-academic activities with necessary supports.					2		
A12.) Student <u>does participate</u> in general extracurricular and other non-academic activities with necessary supports.					2		
A13.) Was the student's most recent individual evaluation (initial or reevaluation), including a written summary report and meeting, held within 45 days of parental permission to test? <b>If not, was it due to:</b> (check all that apply)					2		
a.) Extension in Place	b.) Lack of Qualified Personnel ___Psychologist ___Educator ___Related Services ___Other	c.) Evaluation Not Completed in Time	d.) Summary Report Not Written in Time	e.) Meeting Not Held in Time	f.) Other		
<b>For High School Students:</b>					<b>YES</b>	<b>NO</b>	
A14.) Student is earning credits toward a regular high school diploma.					2		
A15.) <i>IF YES:</i> within 4 years?					2		
A16.) Student will earn an IEP diploma or a certificate of competency.							
A17.) <i>IF YES:</i> within 4 years?							
A18.) Does this school have a clear policy for earning a high school diploma?							

Access Strengths	Access Suggestions for Improvement
<p>1. Good teaching is in evidence in all classrooms observed; variety of instructional strategies and activities</p> <p>2. Academic content closely correlated to NH Curriculum Frameworks/GLEs and GSEs and accommodated as needed for individual student needs.</p> <p>3. Education at SSAHS is purposeful and core curriculum is clear.</p>	<p>*1. Increase consistency of measurable goals, including establishment of baseline, target, and connection between Present Level of Performance and the goal.</p> <p>2. Mark a 30-day trial period for a newly received IEP. At the end of the 30 days convene an IEP team meeting to review/revise the IEP as necessary.</p>

<p align="center"><b><u>TRANSITION STATEMENTS</u></b></p> <p><b>Ed .1102 Transition Services CFR 300.43</b>  <b>Ed. 1106 Process: Provision of FAPE CFR 300.124 Part C Transition</b>  <b>Ed. 1109.01 Elements of an IEP (Transition Services)</b>  <b>CFR 300.320(a)(7)(b) 20 U.S.C. 1402 (34)</b>  <b>20 U.S.C. 1414 (d)(1)(A) and (d)(6)</b>  <b>Ed. 1103 IEP Team CFR 300.320(b)</b>            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.</p>	<p align="center"><b>Filled in with the combined <u>number</u> of times a statement is marked on all Data Collection Forms for this school or building</b></p>	
	<p align="center"><b>YES</b></p>	<p align="center"><b>NO</b></p>
T1.) Transition planning from grade to grade takes place.	2	
T2.) Transition planning from school to school takes place.	2	
T3.) Collaboration has occurred between general and special education staff in IEP development and in transition planning.	2	
T4.) <b>For a student who will turn age 14 during the IEP service period</b> (or younger if determined appropriate by the IEP team,) does the IEP include <b>a statement of the transition service needs</b> that focuses on the student's course of study, such as participation in advanced-placement courses or a vocational education program? <b>Ed 1109.01 (10)</b>		
<p><b>For students under age 16, answer only the first 4 statements above. Then skip to the next page. If the student is age 16 or older during the course of the IEP, answer all statements on this page. (required data for federal statistics purposes)</b></p>		
T5.) Is there an appropriate measurable postsecondary goal or goals that covers education OR training AND employment, and, as needed, independent living?	2	
<p><i>Can the goal(s) be counted?</i>  <i>Will the goal(s) occur after the student graduates from school?</i>  <i>Based on the information available about this student, does (do) the postsecondary goal(s) seem appropriate for this student?</i>            • If yes to all three, then check Y OR if a postsecondary goal(s) is (are) not stated, check N.</p>		
T6.) Is (are) the postsecondary goal(s) updated annually?	2	
<p><i>Was (were) the postsecondary goal(s) addressed/ updated in conjunction with the development of the current IEP?</i>            • If yes, then check Y OR If the postsecondary goal(s) was (were) not updated with the current IEP, check N</p>		
T7.) Is there evidence that the measurable postsecondary goal(s) were based on age appropriate transition assessment?	2	
<p><i>Is the use of transition assessment(s) for the postsecondary goal(s) mentioned in the IEP or evident in the student's file?</i>            • If yes, then check Y OR if no, then check N</p>		
T8.) Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goal(s)?	2	
<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>            • If yes, then check Y OR if no, then check N</p>		

T9.) Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goal(s)?	2		
<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			
T10.) Is (are) there annual IEP goal(s) related to the student's transition services needs?	2		
<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			
T11.) Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed?	2		
<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			
<b>Only the following statement may be answered N/A if appropriate. All statements above must be answered Yes or No.</b>	<b>YES</b>	<b>NO</b>	<b>N/A</b>
T12.) 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
<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			
<b>T13.) Does the IEP meet the requirements of Indicator 13? (Check one)</b> <b>Yes</b> (all Ys or NAs for each item (1 – 8) on the Checklist or <b>No</b> (one or more Ns checked)	2		
T14.) Student is informed prior to age 17 of his/her rights under IDEA	2		

<b>Transition Strengths</b>	<b>Transition Suggestions for Improvement</b>
<p>1. Second Start is in full compliance with state and federal regulations with regard to Transition Services and Transition Planning. In addition, the transition planning done by SSAHS is authentic and meaningful for its students.</p>	

## SUMMARY OF BUILDING LEVEL DATA

<b>BEHAVIOR STRATEGIES AND DISCIPLINE</b>		<b>Filled in with the combined number of times a statement is marked on all Data Collection Forms for this school or building</b>		
<u>Ed. 1109 Program</u> <u>CFR 300.324</u> <u>Ed. 1124 Disciplinary Procedures</u> <u>CFR 300.530-300.536</u> <u>20 U.S.C. 1415 (K)</u> <u>Child Management – Private Schools</u> <u>RSA 169-C Child Protection Act</u>		<b>YES</b>	<b>NO</b>	<b>N/A</b>
B1.) Data are used to determine impact of student behavior on his/her learning.		2		
B2.) Has this student ever been suspended from school?		2		
B3.) If yes, for how many days?		1,1		
B4.) If appropriate, a functional behavior assessment has been conducted.				2
B5.) IEP team has addressed behaviors that are impacting student learning.		2		
B6.) A behavior intervention plan has been written to address behaviors.				2
B7.) All individuals working with the student have been involved in developing behavior intervention strategies.		2		
B8.) Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.				2
B9.) Results of behavior intervention strategies are evaluated and monitored.				2
B10.) A school-wide behavior intervention model exists.		2		
<b>Behavior Strategy Strengths</b>		<b>Behavior Strategy Suggestions for Improvement</b>		
<p>1. The school-wide model for behavioral intervention is clear and consistently implemented by the staff.</p> <p>2. Staff regularly and publically recognizes positive student behaviors in a way that encourages all students to behave accordingly.</p>				