

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

**SEACOAST LEARNING COLLABORATIVE
SUMMARY REPORT**

Seacoast Learning Collaborative

**Paul Campellia, Executive Director
Patrice Chandler, Program Director
Kathy Harris, Program Director**

Chairperson, Visiting Team: Jane Bergeron-Beaulieu, M.Ed
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Visit Conducted on November 9-10, 2005
Report Date, February 27, 2006

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I. TEAM MEMBERS

Visiting Team Members:

NAME	TITLE
Chairperson: Jane Bergeron-Beaulieu	Education Consultant
Amy Allen	Education Director
Lorin Caffelle	Assistant Director, Special Education
Clare Fedolfi	Special Educator
Paulette Hoeflich	Director, Student Services
Sara Monte	Special Education Academic Dean
Robert Mullen	Special Educator
Mary Ellen Pantazis	Education Coordinator
Jennifer Pomykato	Special Education Director
Amy Sarsfield	Special Education Coordinator
Juliann Woodbury	Speech Language Pathologist
Ken Phitzenmayer	Special Educator

Building Level Team Members:

NAME	TITLE
Kathy Harris	Program Director
John Les	Lead Teacher
Mike Sinkewich	Teacher
Ryan Long	Teacher Assistant
Paul Campellia	Executive Director
Karin Ford	Teacher
Heidi Leavitt	Counselor
Lori Gadbois	Counselor
Jenny Fallon	Teacher
Donna Bulka	Teacher
Carolyn MacPherson	
George Snow	
Jen Iacobucci	
Stephan Lewis	
Courtney Clairwood	
Richard Nicolazzo	
Lisa Matheson	
Karen Veches	
Annette Levis	
Joan Collins	
Denis Pelletier	
Donna Walsh	
Emily Tirone	
Melissa Gawrys	
Maureen Gingras	
Stephanie Philps	
Marney Kelley	
Deanna Milata	
Roxanne Jones	
Abby Field	
Dorleena Gowen	
Denise McCarthy	
Kelsea Perreault	
Starr Perry	
Katie Bernier	

II. INTRODUCTION

The Seacoast Learning Collaborative (SLC), located in Brentwood NH, is comprised of several different programs and they are listed as follows:

- Seacoast Academy (Grades 9-12)
- Elementary and Middle School PDD Program
- Elementary and Middle School EH Program
- Elementary and Middle School Autism Program

The Seacoast Learning Collaborative is an education consortium, owned and operated by several of the SAU's in the surrounding seacoast area. The executive director is responsible for the oversight and day-to-day operation of all of the SLC programs, with the assistance of the two program directors.

The mission statement for Seacoast Learning Collaborative is as follows:

"We at the Seacoast Learning Collaborative embrace the uniqueness of every child and family. We believe 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 every teachable moment, we present a perpetual learning environment for all students and staff."

The Seacoast Academy is a high school program that provides a highly structured, therapeutically based education program to students who are experiencing behavioral, academic and social interaction difficulties. It is the philosophy of the Seacoast Academy that students must develop acceptance and trust in an honest and open relationship. It is from this foundation that students can begin to address their emotional and academic needs. Staff student ratio is 3:1, and all staff members are committed to approaching each student with unconditional positive regard, fostering individual achievement and providing emotional/therapeutic support. The primary goal is to transition students back to their home school, with credits earned toward a regular high school diploma. As part of the curriculum, outdoor education is provided to the students, which allows opportunities to develop their own abilities, foster teamwork within a group, and expand physical skills while studying environmental issues.

The PDD Program is divided into four classrooms, serving both elementary and middle school students. The program is a highly structured full day program that offers a unique balance of the following components:

- Academic
- Therapeutic
- Sensory Integration
- Positive Behavioral Management Systems
- Pragmatic Language Skill Development
- Social Skills Curriculum

The programs primary objective is to develop a student's skills in the areas of communication, social interaction, daily living skills and academic performance. Each student's experience is individualized, based on his or her specific needs and goals. The classrooms use a multi-model approach of visual, verbal and kinesthetic supports.

The Elementary and Middle School EH Programs also provide a highly structured full school day for students in grades 1-8. The primary objective is to develop a student's skills in the areas of self-esteem, communication of feelings, self-regulation of emotions, peer relationships, behavioral stabilization and academic performance. Each student's experience is individualized, based on his or her specific needs and goals. Currently there are two elementary classrooms, one for students in grades 1-3, and another classroom for grades 4-6. The staff to student ratio is 1:2. At the middle school level, classrooms are divided into two groups with a maximum of seven students in each group. The staff student ratio is 1:3; and with this low student/staff ratio, each child can be provided with immediate attention and individualized instruction as needed.

The Autism Program serves grades 1-8 and uses a trans-disciplinary model when it comes to instruction for the students enrolled. The school day is broken down into 15-30 minute modules consisting of functional academic classes, group structured play, social skills and discrete trials. To supplement the curriculum, there are community-based activities such as swimming, grocery shopping and other social events. Program and behavioral data is graphed on a daily basis in order to monitor student progress. The discreet trial training method is used to introduce new skills.

Within all of the programs at SLC, related services are available and include speech and language, occupational therapy, counseling and behavioral psychology. In addition, the outdoor education program is a part of each program, and enhances the curriculum in many different ways.

SCHOOL DEMOGRAPHICS	2003-04	2004-05	2005-06
Student Enrollment <u>as of December 1</u>	62	67	68
Do you accept out-of-state students? If so, list number from each state in 05-06	Yes		
# and Names of Sending New Hampshire LEAs (as of October 1)			
DOE Approved Rate	\$33,229	\$33,374	\$33,374
Actual Expenditure per Pupil (Budget Divided by # of Students as of Oct 1)		\$36,699	\$38,553
# Identified Students Suspended One or More Times	26	13	8
Average Length of Stay for Students	148 days	196 days	9.7 months
STAFF DEMOGRAPHICS			
Student/Teacher Ratio (as of Oct. 1)	1:2	1:2	1:2
# of Certified Administrators	0	0	0
# of Certified Teachers	15	14	16
# of Teachers with Intern Licenses	7	3	3
# of Non-certified Teachers	0	0	0
0	2	2	2
# of Paraprofessionals	11	12	15
# of Professional Days Made Available to Staff	8	8	8
SPECIAL EDUCATION PROGRAM DATA			
Primary Disability Types:			
Autism			
Deaf / Blindness	17	25	30
Deafness			
Emotional Disturbance	46	41	41
Hearing Impairment			
Mental Retardation			

Multiple Disabilities			
Orthopedic Impairment			
Other Health Impairment	4	11	11
Specific Learning Disabilities	2	3	7
Speech or Language Impairment	1	1	1
Traumatic Brain Injury			
Visual Impairment			
Developmental Delay ages 3-9			

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 November 9-10, 2005 for the purpose of reviewing the present status of programs and services made available to children and youth with educational disabilities. As part of the NHDOE Special Education Program Approval Visit, Case Study Compliance Reviews were conducted at all of the programs at the Seacoast Learning Collaborative, as outlined in the introduction.

The New Hampshire Department of Education, Bureau of Special Education conducts program approval visits using a Case Study Model that is a focused review. This focused review permits the NHDOE to leverage its impact for change and improvement within school districts and private special education schools statewide, by focusing the attention of all educators on the following three areas of critical importance in the provision of FAPE for students with disabilities.

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

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

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

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

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

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

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

Based on review of the October 2002 NHDOE Special Education Program Approval Report, the following citations of non-compliance were identified:

ED 1119.03 Full Access to the General Curriculum: Further evidence needs to be provided that students enrolled at SLC have equal educational opportunities as outlined in the NH Minimum Curriculum Standards.
Status: January 2005 Follow Up Corrective Action Visit: Not Met
Status: November 2005: Not Met

ED 1133.05 (A, B) Program Requirements: Revisions needed to be made to policy re: access to student records and admission and discharge criteria.
Status: January 2005 Follow Up Visit: Met

ED 1133.05 (I) Assessment: SLC needs to develop a consistent, formalized assessment system that is ongoing, related to the curriculum and utilized in reviewing student progress, curriculum and instruction.
Status: January 2005: Not met
Status: November 2005: Not Met

ED 1133.08 (a) Qualifications of Staff: All staff members need to be certified or enrolled in an approved NHDOE Alternative Certification Program.
Status: January 2005: Met

ED 1133.08 (a) Qualifications of Staff
 SLC administration needs to develop a contractual agreement and demonstrate evidence that certified consultants are providing technical assistance to staff.
Status: January 2005: Not Met
Status: November 2006: Not Met

ED 1133.11 Class Size /Age Range: SLC needs to restructure the elementary and middle school programs to ensure that class size and age range requirements are met. If not, Individual Program Approval (IPA) will need to be sought for students who exceed the age and grade level range.
Status: January 2005: Met

V. NOVEMBER 2005 CASE STUDY COMPLIANCE REVIEW RESULTS

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

PARENT PARTICIPATION

One of the defining features of effective schools is strong parent/community relations and open communication. Having parents as an active stakeholder in the NHDOE Special Education Program Approval Process ensures broader perspectives and brings forth new ideas. In addition, including the parent perspective enhances and strengthens the teams' case study presentations, and makes for stronger school/parent relationships. As such, parent participation and input is a required part of the NHDOE Special Education Program Approval Process. In order to ensure parent participation and feedback, the NHDOE, Bureau of Special Education involves parents in a variety of aspects of the Special Education Program Approval Process. First, parents are encouraged to be active participants in the case study presentations; second, parents of the children presented in the case study process are formally interviewed; and third, the SAU/school is required to send all parents of students with disabilities a written survey with a request to respond. Below is a summary of the results of the parent survey, along with a summary of the comments/feedback provided to the visiting team during the November 2005 Case Study Compliance Review at SLC.

In reviewing the results of the parent survey, the 34% return rate does not represent all parents; it does, however, provide a sampling of parent satisfaction. Overall, parents report that they are satisfied with most aspects of the programs and services made available to their children. However, in reviewing the summary results of the parent survey, it was clear that parents do not always feel that they are provided with information regarding how their child might be encouraged to participate in activities within the community or at the home school. When it comes to transitions for students, parents indicate that the SLC staff are actively involved in transitioning into the program, as well as when it comes time to leave the programs. Parents further note that they are fully involved in behavioral interventions, that communication between home and school are strong, and that their children are getting the support they need to begin to address any behavioral, social or other developmental needs.

SUMMARY OF PRIVATE SCHOOL PARENT SURVEY DATA

SAU: Seacoast Learning Collaborative		
Total number of surveys sent: 75	Total # of completed surveys received: 26	Percent of response: 34%

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

ACCESS TO THE GENERAL CURRICULUM:	3	2	1	No Answer
I am satisfied with my child's program and the supports that he/she receives.	17	8	1	
My child has opportunities to interact with non-disabled peers on a regular basis.	6	9	7	
I am adequately informed about my child's progress.	19	7		
My child is informed about and encouraged to participate in school activities outside of the school day, and is offered necessary supports.	13	4	9	
My child feels safe and secure in school and welcomed by staff and students.	19	4		
A variety of information (observations, test scores, school work, parent input) was used in developing my child's IEP.	22	2		
I am satisfied with the progress my child is making toward his/her IEP goals.	14	8	1	
FOR PARENTS OF HIGH SCHOOL STUDENTS:	8	1	2	
My child earns credits toward a regular high school diploma in all of his/her classes.				
TRANSITION:				
I am satisfied with the planning and support provided for the moves my child has made from grade to grade and school to school.	18	3	2	
All of the people who are important to my child's transition were part of the planning.	20	1		
FOR PARENTS OF STUDENTS AGE 16 OR OLDER:	4			
I am satisfied with the written secondary transition plan that is in my child's IEP.				
BEHAVIOR STRATEGIES AND DISCIPLINE:				
My child's classroom behaviors affect his/her ability to learn. <i>If yes, please answer the next two questions. If no, skip to OTHER.</i>	YES 18			NO 2
I have been involved in the development of behavior interventions, strategies and supports for my child.	18	5	1	
I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs.	17	4	2	
OTHER:				
I fully participate in special education decisions regarding my child.	18	6		
I have been provided with a copy of the procedural safeguards (parental rights) at least once a year.	25			

In reviewing the results of the survey that was sent to the LEA's who have students placed at SLC, the results demonstrate positive satisfaction in a variety of areas. The 60% response rate of the survey is a strong indication that school districts work as a partner with SLC when it comes to ensuring that the individual needs of students are being met. The survey results further indicate that the LEA's are satisfied with the academic and behavioral progress made by students placed at SLC, and that there is strong communication between the LEA, Parent, SLC as well as other key individuals who may be on the child's IEP team. As such transitions are smooth and well planned, progress is reported to all in a timely manner, and efforts are put forth to try and return students to a less restrictive environment. In further reviewing the survey results, one question/concern is raised related to progress reporting. Survey results indicate that 5 LEA's noted that they do not receive a minimum of 3 comprehensive reports per year. While it could be that they receive more than 5, this is something that warrants further exploration on the part of Seacoast Learning Collaborative.

SUMMARY REPORT OF SENDING LEAs

Name of Private School: Seacoast Learning Collaborative		
Total number of surveys sent: 35	Total # of completed surveys received: 21	Percent of response: 60%
Number of students placed by: LEA: ALL	Court: 0	Parent: 0

SCALE 4 STRONGLY AGREE 3 AGREE 2 DISAGREE 1 STRONGLY DISAGREE

	4	3	2	1	No Answer
1. The private school team has positive expectations for students.	15	5			
2. I am satisfied with the educational program at the above school.	9	10			
3. The school consistently follows special education rules and regulations.	14	6			
4. The school has an effective behavioral program (if applicable).	13	6	1		
5. I am satisfied with the related services provided by the school.	11	9			
6. The school implements all parts of students' IEPs.	13	7			
7. I feel the school provides the necessary skills to allow the student to	11	8			

make progress on the IEP goals.					
8. The school program measures academic growth.	11	8	1		
9. The school program measures behavioral growth (if applicable).	15	5			
10. The school completes a minimum of 3 comprehensive reports per year on each child with a disability enrolled.	8	6	5		
11. The 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.	8	6	4	1	
12. Progress reports are provided to the LEA and to the parent of the child.	14	5	1		
13. I am satisfied with the way the school communicates students' progress.	10	7	1		
14. The school communicates effectively with parents.	16	6			
15. The school communicates effectively with the LEA.	13	4	2		
16. The school involves parents in decision-making.	15	5			
17. The school actively plans for future transition to a less restrictive placement.	10	7	3		
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.	13	7			
19. The school team sets meeting times that are convenient for both parents and the LEA.	17	2	1		
20. The school has met my expectations.	13	7			
21. I have a good relationship with the school.	15	5			
22. I would enroll other students at the school.	14	6			

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

Access To The General Curriculum

- Implementation of IEPs**
- Provision of Non-Academic Services**
- Full Access to the District's Curriculum**
- Equal Education Opportunity**

In the past three years, SLC has worked hard to review curriculum, and curriculum mapping has begun. One of the teachers at the high school level has been appointed to oversee curriculum development, and the selection of materials to align with curriculum. Since the last visit, curriculum opportunities have expanded in the areas of art, music and physical education, and the new outdoor education program certainly enhances all of the SLC programs at all levels. Also, noteworthy is the fact there are a full array of related service personnel and clinical staff who provide the many necessary support services as outlined in student IEP's.

While Seacoast Learning Collaborative continues to work on curriculum revision and development, this is a work in progress. In reviewing the programs, the curriculum and staffing patterns at SLC, it was clear to the visiting team that not all students have full access to the general curriculum as outlined in The NH Minimum State Curriculum Requirements for Elementary, Middle and High Schools. Examples of such include Family and Consumer Science, Information and Communication Technologies, Library Media Services, Health Education, Business Education (please refer to the NH Minimum State Standards for full listing). While some of these courses may be available to students, there is not always an instructor who is consulting with SLC staff when it comes to curriculum, instruction and assessment of students in these areas. In order for students at SLC to have full access to the general curriculum, it will be essential that they have the same opportunity to participate in coursework that would be available to them in their home school, and that there be certified teachers or consultants overseeing such course work.

Upon review of the IEP's at SLC, the visiting team determined that the staff works hard to ensure that parents, school districts and all related service personnel are a part of the IEP development. Progress is measured regularly, and if a student is not progressing as planned, the team convenes to determine what changes might need to be made. While the staff is working hard to ensure student success, it was also evident that SLC personnel would benefit from continued professional development when it comes to writing measurable annual goals in IEP's, as well as the many new requirements of IDEA 2004, as it relates to IEP components.

Transition

- Transition Planning**
- Process: Provision of FAPE**
- Transition Services**

Staff at SLC work hard to ensure smooth transitions for students. Whether it is transitioning into the program, or preparing to transition back to a home school, there are many processes in place, and the staff works hard to document all transition efforts. Based on the November 2005 Case Study Compliance Review, it was clear to the visiting team that transition planning is intentional and occurs on a scheduled and regular basis between staff in all programs, as well as with any receiving school that a child may be transferring to. All staff members demonstrate an individualized and "wrap-around" philosophy with regard to implantation of transition planning. And, knowing that a significant number of the students at SLC will experience, and have experienced, many transitions, the staff is especially dedicated to devoting considerable time and effort to making these transitions smooth and student centered. Based on the case study presentations, there was sufficient evidence that transition planning occurs, and that parents, students and the LEA's are involved. While processes are currently in place, in reviewing transition plans in IEP's for students 16 and older, the visiting team noted that not all of the required components were evident in the IEP. Specifically, not all annual transition goals were measurable, and documentation of progress as it relates to the measurable transition goals was not always clear.

Behavior Strategies and Discipline

Positive behavioral interventions are the cornerstone of the programs at Seacoast Learning Collaborative. As a result of the November 2005 Case Study Compliance Review, it was clear to the visiting team that the staff and administration of the Seacoast Learning Collaborative have been provided with specialized training and intervention strategies to address students who exhibit significant behavioral and mental health issues. All members of the staff are well trained to deal with challenging student behaviors, and all of the necessary supports and professional development are provided. Behavior plans are comprehensive and behavioral data is collected and reviewed on an ongoing basis. Interventions used are positive and actively involve both the student and the family. In addition to the clearly outlined day-to-day behavioral expectations within each classroom, individual plans are developed for students as necessary. For those children in need of more specialized behavior programming, Applied Behavioral Analysis (ABA) is used. While much ongoing data is maintained on individual student behaviors, the team did note that the data collected is not always utilized to inform and improve the "programs" as it relates to curriculum, and instruction.

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

At the time of the November 2005 visit to the Seacoast Learning Collaborative, the facility was not seeking approval from the NHDOE for any new programs, changes to existing programs, or program expansion.

COMMENDATIONS

- Staff was well prepared for the Case Study Compliance Review, and the hospitality extended to the visiting team was well recognized and very much appreciated.
- Seacoast Learning Collaborative continues to demonstrate program growth, and expansion with an emphasis on improvement and student success.
- Staff was consistently described as skilled, caring and child centered.
- Within each program there is a sense of pride, teamwork, and spirit of enthusiasm.

- Parents report satisfaction and support for the programs, and are pleased with student progress.
- LEA's work as partners with SLC, and also report they are satisfied with the progress demonstrated by the students enrolled.
- The behavioral data collected over the past several years demonstrates a significant decrease in student restraints and suspension from school.
- Each program/classroom has well defined behavioral expectations and students can articulate these.
- There is strong collaboration between clinical staff, parents and teachers.
- Staff/Student ratio is very appropriate for working with students who demonstrate such significant emotional needs.
- Project Adventure, which includes Mountain Biking and the Ropes course has added a new dimension to the program.
- The communication between and among all the programs at SLC has greatly improved since the NHDOE visit in 2002.
- The addition of two program director positions has assisted in the oversight and supervision of staff.
- The initial stages of curriculum mapping are impressive.
- The adoption of Everyday Math has been a positive addition to the elementary curriculum.
- The outdoor playground and gross motor area for the young students is a wonderful addition to the program.
- The use of PLATO, (educational software) has opened up new and expanded curriculum opportunities for high school students.
- The respect and positive relationships between staff and students is very impressive.

ISSUES OF SIGNIFICANCE

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

While there were many praiseworthy things identified during the Case Study Compliance Review, the visiting team did note several issues of significance, some of which are newly identified, others are issues that were identified through the NHDOE Special Education Program Approval visit in 2002. It is important to note that these issues of significance are not the result of a lack of effort to address them; they are systemic issues that will take a significant amount of time and resources to fully resolve.

Specifically, the issues identified are listed below:

- **Full Access to the General Curriculum:** Students at the elementary, middle and high school level need to have access to the "required" coursework that is outlined in the NH Minimum State Standards.
- **The Use of Technology/Internet:** Classrooms should be fully equipped with working and up to date technology and teachers need to be trained to be integrating technology into curriculum and instruction.
- **Individual Education Plans:** Staff would benefit from professional development in the writing of IEP's to ensure that that all documents are in compliance with IDEA 2004. Some IEP's reviewed during the visit lacked annual goals that were measurable, transition plans that met requirements, and behavioral components.
- **Use of On-going Assessment Data:** Systems need to be developed so that each program is using consistent assessment information to inform curriculum, instruction, and writing of IEP's. In addition, there is no baseline testing provided to students upon arrival that would provide documentation of student progress.
- **Student Transcripts:** At the high school level, staff need to better document credits earned and a system to determine what credits are needed and how they will be reported back to the sending school district.
- **Qualifications of Staff:** Seacoast Learning Collaborative needs to have a certified administrator on staff responsible for the oversight, supervision and evaluation of all staff. In addition, SLC needs to have a full array of certified consultants to cover all the "required" content areas outlined in the NH Minimum Curriculum Requirements.
- **Policy and Procedures:** All of the SLC special education policies and procedures will need to be reviewed to ensure compliance with IDEA 2004.
- **Transition Planning:** At the high school level staff will need additional professional development as it relates to required components of transition planning and measuring progress on transition goals.
- **Physical Facilities:** Within the grounds of SLC, there is a body of water that has no fence around it. At the time of the visit, the team raised concern regarding the safety and well being of students, especially those who are cognitively impaired and impulsive.

CITATIONS OF NONCOMPLIANCE IDENTIFIED AS A RESULT OF THE NOVEMBER 2005 CASE STUDY COMPLIANCE REVIEW

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

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

ED 1109.03(A) Access to the General Curriculum

ED 1133.05 (H) Program Requirements

All of the students enrolled at Seacoast Learning Collaborative must have access to equal educational opportunities within their programs and the ability to progress in the general curriculum as required under 34 CFR 300.347.

ED 1133.05 (I) Assessment

Seacoast Learning Collaborative needs to develop a system of on going, consistent formalized assessments to measure student progress, writing of IEP's and assess the effectiveness of curriculum and instruction provided to students.

ED 1133.05 (K) Program Requirements

ED 1133.08 (A) Qualifications and Requirements for Instructional, Administrative and Support Personnel

All staff providing services to students with disabilities at Seacoast Learning Collaborative must hold appropriate credentials. This includes having a certified administrator, and a full array of consultants to cover all of the required content outlined in the NH Minimum State Curriculum Standards.

ED 1119.01 (a) Individual Education Plan

All students enrolled at Seacoast Learning Collaborative must have IEP's that include annual measurable goals.

ED 1102.53 Transition Services

ED 1109.01 (a) Elements of IEP, Transition Plan

All transition plans written for students, aged 16 and older must have all of the required components as outlined in IDEA 2004.

ED 1133.04 (b) Administration

All of the Seacoast Learning Collaborative Special Education Policies and Procedures need to be reviewed and revised accordingly to ensure compliance with IDEA 2004

ED 1133.13 (g) Physical Facilities

Seacoast Learning Collaborative must ensure that hazardous areas, such as open water, are fenced off or that there is some kind of barrier installed to protect the children enrolled.

ED 1133.13 (d) Physical Facilities

Seacoast Learning Collaborative must develop a written policy and procedure related to protection of students from hazardous materials such as electrical, plumbing, garbage disposal, storage of food and medicine, etc.

SUGGESTIONS FOR PROGRAM-WIDE IMPROVEMENT

Suggestions for improvement, simply stated, are recommendations provided by the visiting team that are intended to strengthen and enhance programs, services, instruction and professional development, and the NHDOE strongly encourages that serious consideration be given to the suggestions. However, discretion may be used in this area; suggestions for improvement are not considered to be required corrective actions and you may determine which suggestions most warrant follow up and address those in your corrective action plan. **System wide suggestions for improvement are listed below. Suggestions for individual programs are included in the Building Level Case Study Data Summary Reports, pages 14-27.** It should be noted that in the Building Level Data Summary Reports, any suggestion made by a visiting team member that is actually a citation of noncompliance, has an asterisk (*) before it, and it is also listed above with the citations of noncompliance.

1. Seacoast Learning Collaborative many want to give serious consideration to developing stronger connections with member school districts in regard to use of facilities, (gym, library, after school activities etc.), long-term strategic planning, availability of certified consultants, curriculum development, technology expertise and sharing of professional development offerings. It might be very appropriate, especially for younger students, to establish a connection with a local school to participate in special events such as assemblies, story hours, etc.
2. It is strongly suggested that Seacoast Learning Collaborative take a critical look at the consistency of reading instruction, and available curriculum at the elementary and middle school levels. There appears to be a very strong need for a formalized, consistent approach to literacy and reading instruction for all students at the elementary and middle school levels. SLC may also want to consider consultation from a reading specialist as they look at curriculum and instruction in the area of reading/literacy.
3. At the high school level, the staff and administration need to develop a consistent and formalized system for determining credit requirements for students, including formal agreements with sending LEA's, as to what credits will be accepted, what credits need to be earned, and a method for tracking and informing sending school districts on an on-going basis
4. All staff would benefit from professional development using technology as an instruction tool, fully integrated into the curriculum.
5. A technology plan needs to be developed for SLC to ensure that there is plan for the purchase of equipment, maintenance, up keep and replacement of all technology.
6. Staff and administration may want to consider expansion of the high school curriculum to include more vocational offerings, as well as a qualified individual responsible for oversight and program development.
7. When the staff takes students off campus for field trips or for physical education activities, it will be essential that there be a First Aid Kit available at all times.

VI. BUILDING LEVEL SUMMARY REPORTS

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

SAU:	School: Seacoast Learning Collaborative	Date: November 9, 2005
Programs: Elementary & Middle School Programs: EH, Autism & PDD		Number of Cases Reviewed: 5
Recorder/Summarizer: Jane Bergeron-Beaulieu		

Collaborative Team Members:

Name: Jane Bergeron-Beaulieu	Visiting
Name: Lori Gadbois	Building Level
Name: Karen Veches	Building Level
Name: Donna Bulka	Building Level
Name: Juliann Woodbury	Visiting
Name: Richard Nicolazzo	Building Level
Name: Lorin Caffelle	Visiting
Name: Clare Fedolfi	Visiting
Name: Patrice Chandler	Building Level
Name: Robert Mullen	Visiting
Name: Jennifer Pomykato	Visiting
Name: Jenny Fallon	Building Level
Name: Mary Ellen Pantazis	Visiting

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

SUMMARY OF BUILDING LEVEL DATA

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

ACCESS TO THE GENERAL CURRICULUM STATEMENTS							
Ed. 1109.01 Elements of an IEP CFR 300.347 Content of IEP Ed. 1109.05 Implementation of IEP 20 U.S.C. 1414 (d) Ed. 1115.07, Ed 1119.01(f) Provision of Non-Academic Services/Settings CFR 300.553 Ed. 1119.03, Full Access to District's Curricula CFR 300.24, CFR 300.347 Ed. 1119.08, Diplomas Ed. 1107.04 (d) Qualified Examiner Ed. 1133.05 (c)(h)(k) CFR 300.347 Program Requirements, Content of IEP Ed. 1133.20 Protections Afforded to Children with Disabilities CFR 300.347(a) (1) (i) "... general curriculum (i.e., the same curriculum as for nondisabled children)" CFR 300.347 (a) (3) (iii) "To be educated and participate with other children with disabilities and non disabled children"					YES	NO	N/A
Team uses multiple measures to design, implement and monitor the student's program.					5		
IEP goals are written in measurable terms.					3	2	
Student has made progress over the past three years in IEP goals. Goal 1					5		
Student has made progress over the past three years in IEP goals. Goal 2					5		
Student has access to the general curriculum (as outlined by the district, sending district or NH frameworks.)						5	
Student participates in the general curriculum in a regular education setting with non-disabled peers, as appropriate, with necessary supports.							5
When participating in a regular education setting with non-disabled peers with necessary supports, student has made progress in the general curriculum.							5
Student participates appropriately in state, district and school-wide assessments.					5		
Student shows progress in state, district and school-wide assessments.							5
Student has opportunities to participate in general extracurricular and other non-academic activities with necessary supports.					4	1	
Student does participate in general extracurricular and other non-academic activities with necessary supports.					4	1	
Was the student's most recent LEA evaluation, including a written summary report and meeting, held within 45 days of parental permission to test? If not, was it due to: (check all that apply)					5		
Extension in Place	Lack of Qualified Personnel Psychologist Educator —Related Services— Other	Evaluation Not Completed in Time	Summary Report Not Written in Time	Meeting Not Held in Time	Other		
For High School Students:					YES	NO	NA
Student is earning credits toward a regular high school diploma.							
IF YES: within 4 years?							
Student will earn an IEP diploma or a certificate of competency.							
IF YES: within 4 years?							
Does this school / district have a clear policy for earning a high school diploma?							

Access to the General Curriculum	
Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> 1. Staff members are working on curriculum mapping. 2. Since the last NHDOE program approval visit, there has been program/curriculum expansion in areas such as math, art, music and physical education. 3. Staff has sufficient supplies and materials to implement curriculum. 4. Staff is able to modify curriculum in order to implement IEP goals and meet individual learning needs of students. 	<ol style="list-style-type: none"> 1. *SLC needs to continue focus on ensuring that students have full access to the general curriculum, including all learning opportunities that would be made available to them in their home schools. 2. There needs to be more consistency and formalized instruction in the area of literacy/reading. 3. It is strongly suggested that IEPs be written to align with curriculum. 4. Curriculum, instruction, IEPs and assessments all need to be linked, and then connected to document student progress.

SUMMARY OF BUILDING LEVEL DATA

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

TRANSITION STATEMENTS			
Ed. 1102.53. Transition Services CFR 300.29 Ed. 1107.02 CFR 300.132 Part C Transition Ed. 1109.01. Elements of an IEP (Transition Services) CFR 300.347 (b) (1) (2) 20 U.S.C. 1401 (34) 20 U.S.C. 1414 (d)(1)(A)(i)(VIII)(aa)(bb)(cc) Ed. 1109.03. IEP Team CFR 300.344 (b) (1) Ed. 1133.05 CFR 300.347 (b)(1)(2) Program Requirements This includes movement from (a) Early Supports and Services (ESS) to preschool, b) preschool to elementary school, (c) age 14 or younger, or (d) age 16 or older, as well as from grade to grade and school to school.	YES	NO	
For all students, respond to the following 3 statements:			
Transition planning from grade to grade takes place.	5		
Transition planning from school to school takes place.	5		
Collaboration has occurred between general and special education staff in IEP development and in transition planning.	2		
For middle or high school students, also respond to the following 4 statements:			
Transition planning is designed as a results oriented process that promotes movement from school to the student's desired post-school goals.	1	1	
IEP team includes parent as part of transition planning.	2		
IEP team and process includes student as part of transition planning.	1	1	
IEP includes current level of performance related to transition services.	2		
If the student is age 14 or older during the course of the IEP, also respond to the following 3 statements:			
There is documentation that the student has been invited to attend IEP meetings.			
A statement of the transition service needs is included in the IEP.			
The statement of transition focuses on the student's course of study (e.g. vocational programming, advanced placement).			
If the student is age 16 or older during course of the IEP, also respond to the following 11 statements:			
Transition plan, including student's measurable post-high school goals, is in place.	YES	NO	N/A
There is documentation that representatives of other agencies have been invited to IEP meetings.			
Statement of needed transition services is presented as a coordinated set of activities.			
The statement of transition focuses on the student's course of study (e.g. vocational programming, advanced placement).			
The IEP includes a statement of needed transition services and considers instruction.			
The IEP includes a statement of needed transition services and considers related services.			
The IEP includes a statement of needed transition services and considers community experiences.			
The IEP includes a statement of needed transition services and considers development of employment skills.			
The IEP includes a statement of needed transition services and considers development of daily living skills.			
Student is informed prior to age 17 of his/her rights under IDEA.			
If the student is preparing to graduate this year, there is a summary of the student's academic achievement and functional performance , which includes recommendations on how to assist the student in meeting his or her post-secondary goals.			
Transition			
Strengths	Suggestions for Improvement		
<ol style="list-style-type: none"> Students/parents are actively involved with the LEA staff at Seacoast Learning Collaborative as transitions are planned and carried out. Parents/LEA's report satisfaction and success in the area of transition planning/implementation. The integration of counselors in the transition process has been highly successful. Staff works hard to create classroom environments that are academic oriented and similar to that of the public school setting. Staff members have a sincere commitment to transitioning students back to their home school. 	<ol style="list-style-type: none"> When students transition into their program at SLC, it would be beneficial for staff to get more than just "cumulative" special education records. Work samples and counseling with previous teachers would be helpful to the SLC staff. 		

SUMMARY OF BUILDING LEVEL DATA

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

BEHAVIOR STRATEGIES AND DISCIPLINE			
Ed. 1109.02 Program	CFR 300.346		
Ed. 1119.11 Disciplinary Procedures	CFR 300.519-300.529		
Ed. 1133.07 (a) (b) (c) (d) (e)	CFR 300.510-300.529		
20 U.S.C. 1415 (K)			
Child Management – Private Schools	RSA 169-C Child Protection Act	YES	NO
			N/A
Data are used to determine impact of student behavior on his/her learning.		5	
Has this student ever been suspended from school?		1	4
If yes, for how many days?		1	
If appropriate, a functional behavior assessment has been conducted.			5
IEP team has addressed behaviors that are impacting student learning.		5	
A behavior intervention plan has been written to address behaviors.		3	2
All individuals working with the student have been involved in developing behavior intervention strategies.		5	
Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.		5	
Results of behavior intervention strategies are evaluated and monitored.		5	
A school-wide behavior intervention model exists.		5	
Strengths	Suggestions for Improvement		
1. Staff are all highly trained in managing very challenging student behaviors. 2. Staff collects and uses behavioral data to measure progress and design programs. 3. Staff utilizes a positive approach to dealing with behavior management. 4. There is much evidence of student progress as it relates to behavioral and emotional issues.	1. It is strongly suggested that the staff/administration develop a plan for providing professional development training to the many bus drivers/monitors that interact with students each day. 2. While the staff works hard to develop specialized behavior plans for students, they are not necessarily related to IEP goals. Staff needs to work on linking the two documents.		

SUMMARY OF BUILDING LEVEL STRENGTHS AND SUGGESTIONS FOR IMPROVEMENT

Strengths	Suggestions for Improvement
<p>Autism Program:</p> <ol style="list-style-type: none"> 1. Para professionals and teachers work as a team. 2. The learning environment and space available for instruction is developmentally appropriate. 3. The visual schedules used for students have been quite successful. 4. Each students' program is highly individualized. <p>PDD Program:</p> <ol style="list-style-type: none"> 1. Communication with parents and family is strong. 2. Staff and student ratio is appropriate. 3. Integration of counselors into classroom instruction is highly successful. 4. The staff is creative and will problem solve even the most challenging problems they encounter. 5. Students are aware of their daily goals. 6. Staff is open and willing to participate in professional development opportunities to strengthen their skills. <p>EH Program:</p> <ol style="list-style-type: none"> 1. Staff/student ratio is appropriate. 2. Communication between the home and school is strong. 3. The level system used as part of classroom management is effective and meaningful to students. 4. Classroom environments were cheerful. There were displays of student work which appear to motivate to learning. 	<p>Autism, PDD and EH Programs</p> <ol style="list-style-type: none"> 1. Administration and staff need to consider some kind of "baseline" assessment tools to measure student success as it relates to academic performance. 2. Staff needs additional "consultation" from certified teachers in various curriculum areas. Teachers should not be expected to provide instruction in "all" academic content areas without some curriculum expertise made available. 3. When taking students on field trips (e.g. hockey) always make certain that there is a first aid kit available for use with minor injuries.

VI. BUILDING LEVEL SUMMARY REPORTS

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

SAU: _____	School: Seacoast Learning Collaborative	Date: 11/10/05
Programs: Seacoast Academy Grades 9-12		Number of Cases Reviewed: 2
Recorder/Summarizer: Sara Monte		

Collaborative Team Members:

Name: Sara Monte	Visiting
Name: Amy Allen	Visiting
Name: Lorin Caffelle	Visiting
Name: Amy Sarsfield	Visiting
Name: Ken Phitzenmayer	Visiting
Name: Kathy Harris	Building Level
Name: John Les	Building Level
Name: Mike Sinkewich	Building Level
Name: Ryan Long	Building Level
Name: Paul Campelia	Building Level
Name: Karin Ford	Building Level
Name: Heidi Leavitt	Building Level

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

SUMMARY OF BUILDING LEVEL DATA

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

ACCESS TO THE GENERAL CURRICULUM STATEMENTS

Ed. 1109.01 Elements of an IEP CFR 300.347 Content of IEP
 Ed. 1109.05 Implementation of IEP 20 U.S.C. 1414 (d)
 Ed. 1115.07, Ed 1119.01(f) Provision of Non-Academic Services/Settings CFR 300.553 Ed. 1119.03, Full Access to District's Curricula

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

1. Students feel safe at
2. Students now have: health, social skills, and
3. Students are interested in
4. Parents report satisfied staff.
5. PLATO (software) is
6. Staff/student ratio is
7. Textbooks utilized at school.
8. Books on tape are available
9. SLC recently was approved for diploma.
10. SAT preparation is
11. Staff uses a variety of students.

SUMMARY OF BUILDING LEVEL DATA

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

TRANSITION STATEMENTS			
Ed. 1102.53. Transition Services CFR 300.29 Ed. 1107.02 CFR 300.132 Part C Transition Ed. 1109.01. Elements of an IEP (Transition Services) CFR 300.347 (b) (1) (2) 20 U.S.C. 1401 (34) 20 U.S.C. 1414 (d)(1)(A)(i)(VIII)(aa)(bb)(cc) Ed. 1109.03. IEP Team CFR 300.344 (b) (1) Ed. 1133.05 CFR 300.347 (b)(1)(2) Program Requirements This includes movement from (a) Early Supports and Services (ESS) to preschool, b) preschool to elementary school, (c) age 14 or younger, or (d) age 16 or older, as well as from grade to grade and school to school.	YES	NO	
For all students, respond to the following 3 statements:			
Transition planning from grade to grade takes place.	2		
Transition planning from school to school takes place.	2		
Collaboration has occurred between general and special education staff in IEP development and in transition planning.	2		
For middle or high school students, also respond to the following 4 statements:			
Transition planning is designed as a results oriented process that promotes movement from school to the student's desired post-school goals.	2		
IEP team includes parent as part of transition planning.	2		
IEP team and process includes student as part of transition planning.	2		
IEP includes current level of performance related to transition services.	2		
If the student is age 14 or older during the course of the IEP, also respond to the following 3 statements:			
There is documentation that the student has been invited to attend IEP meetings.	2		
A statement of the transition service needs is included in the IEP.	2		
The statement of transition focuses on the student's course of study (e.g. vocational programming, advanced placement).			
If the student is age 16 or older during course of the IEP, also respond to the following 11 statements: (1 EH student only)			
Transition plan, including student's measurable post-high school goals, is in place.		1	
There is documentation that representatives of other agencies have been invited to IEP meetings.	1		
Statement of needed transition services is presented as a coordinated set of activities.		1	
The statement of transition focuses on the student's course of study (e.g. vocational programming, advanced placement).		1	
The IEP includes a statement of needed transition services and considers instruction.	1		
The IEP includes a statement of needed transition services and considers related services.	1		
The IEP includes a statement of needed transition services and considers community experiences.	1		
The IEP includes a statement of needed transition services and considers development of employment skills.	1		
The IEP includes a statement of needed transition services and considers development of daily living skills.	1		
Student is informed prior to age 17 of his/her rights under IDEA.			1
If the student is preparing to graduate this year, there is a summary of the student's academic achievement and functional performance , which includes recommendations on how to assist the student in meeting his or her post-secondary goals.			1
Transition			
Strengths	Suggestions for Improvement		
12. Students are aware of transitional goals and parents are aware of these goals. 3. Collaboration is evident between the sending district, SLC, and the IEP process. 4. Local speakers, college fairs and outside connections are utilized. 5. School-to-work opportunities are available. 6. Students have access to SAT and PSATs. 7. Students goals are well considered in transitional planning.	1. *Measurable transition goals and objectives in the IEP are needed. 2. Utilize future planning meetings as part of transitional planning. 3. Earlier vocational assessments for students are suggested. 4. Work with LEA's to ensure that a summary of progress (exit summary) are written for students. 5. Life and community skills should be built into the curriculum to assist students in planning for transitions after high school. 6. Professional development for staff development is recommended regarding writing/developing transition plans. 7. There needs to be a stronger more deliberate connection between SLC's 8 th and 9 th grade transition.		

SUMMARY OF BUILDING LEVEL DATA

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

BEHAVIOR STRATEGIES AND DISCIPLINE			
Ed. 1109.02 Program	CFR 300.346		
Ed. 1119.11 Disciplinary Procedures	CFR 300.519-300.529		
Ed. 1133.07 (a) (b) (c) (d) (e)	CFR 300.510-300.529		
20 U.S.C. 1415 (K)			
Child Management – Private Schools	RSA 169-C Child Protection Act	YES	NO
			N/A
Data are used to determine impact of student behavior on his/her learning.		2	
Has this student ever been suspended from school? In school suspension		1	1
If yes, for how many days?		1	
If appropriate, a functional behavior assessment has been conducted.			2
IEP team has addressed behaviors that are impacting student learning.		2	
A behavior intervention plan has been written to address behaviors.		2	
All individuals working with the student have been involved in developing behavior intervention strategies.		2	
Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.		1	1
Results of behavior intervention strategies are evaluated and monitored.		2	
A school-wide behavior intervention model exists.		2	
Strengths	Suggestions for Improvement		
1. Data collection, as it relates to student behaviors is a strength for the program. 2. Staff uses multiple ways to demonstrate growth as it relates to improved student behavior. 3. Most students have individualized behavior plans with student input. 4. There is a school wide behavior system with incentives for students. 5. Staff, students and parents have a shared understanding of behavioral expectations. 6. Staff is open to professional development opportunities to strengthen their skills and knowledge. 7. Student behavior plans are regularly updated. 8. Individual knowledge of each child assists with positive behavior management.			

SUMMARY OF BUILDING LEVEL STRENGTHS AND SUGGESTIONS FOR IMPROVEMENT

Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> 1. Staff are highly skilled, dedicated and enjoy working with the students. 2. There is a sense of team-work between the staff and administration. 3. Students have positive relationships and respect for staff. 4. The outdoor education program is a motivation for students. 5. Staff has positive working relationships with LEA's and families. 6. Therapeutic model is integrated into the academic program. 7. Collaboration and caring is evident in all classrooms. 	<ol style="list-style-type: none"> 1. Staff/administration may want to explore ways in which there could be stronger connections with one of the sending high schools. This might allow for more interaction of SLC student's with typical peers.

VI. ADDENDUM: OUT OF DISTRICT AND JAMES O SUMMARIES

ADDENDUM

JAMES O. MONITORING PROGRAM

SEACOAST LEARNING COLLABORATIVE

Student File Review

Case Study Document

Reimbursement Claim Form

Case Study Addendum Form

Date: November 2005

Reviewer: Jane Bergeron-Beaulieu

ADDENDUM JAMES O. MONITORING PROGRAM

Seacoast Learning Collaborative

Number of files reviewed: 0 Files Reviewed

At the time of the visit to Seacoast Learning Collaborative there were no students who fall under the James O Compliance Review.

COMMENDATIONS:

N/A

CITATIONS OF NONCOMPLIANCE:

N/A