

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

**BRENTWOOD SCHOOL  
SUMMARY REPORT**

**Dr. Antonio Paradis, Executive Director  
Jacqueline Williams, Director of Special Education**

Chairpersons, Visiting Team:  
Maryclare Heffernan and Kathryn Skoglund  
Education Consultants

Site Visit Conducted on December 11, 2008  
Report Date, April 6, 2009

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## I. TEAM MEMBERS

### Visiting Team Members:

#### NAME

#### PROFESSIONAL ROLE

##### **Chairpersons:**

Maryclare Heffernan  
Kathryn Skoglund

Education Consultant  
Education Consultant

##### **Team Members:**

Deborah Bemis  
Kevin Murphy

Special Education Director, SAU 63  
Executive Director, Strafford Learning Center

### Building Level Team Members:

#### NAME

#### PROFESSIONAL ROLE

Jacqueline Williams  
Jessica Taylor  
Jenny Lynn Roy  
Rebecca Dube  
Laura LeBoeuf  
Lindsey Graves

Principal  
Special Educator  
General Education Teacher  
Special Educator  
General Education Teacher  
IT Coordinator

## II. INTRODUCTION

The Brentwood School is a private school located in southern New Hampshire in the town of Merrimack. The school has provided educational services to students in grades 9 through 12 for the past 29 years. The day school, which is operated by the Southeastern Regional Education Service Center in Bedford, New Hampshire, is approved for a total of 54 male and female students identified with Emotional Disabilities, Other Health Impairments or Specific Learning Disabilities. The school offers a high school curriculum that is aligned with the NH Department of Education's curriculum standards and staffed with certified general and special educators. At the time of the 2008 Program Approval visit the school's enrollment was 32 students from 18 New Hampshire school districts.

The school's mission is to engage, support and inspire learning. Central to the mission is their stated dedication to the growth and development of the students as individuals and as members of a community of learners. They state the following in their application: "We strive to prepare each student for a productive future by providing a broad education commensurate with our students' abilities and aspirations and by fostering a sense of community built upon individual responsibility and accountability in which each member is valued and respected."

### SCHOOL PROFILE

| <b>SCHOOL DEMOGRAPHICS</b>   | <b>2007-08</b>            | <b>2008-09</b> |
|--|---------------------------|----------------|
| Student Enrollment <u>as of October 1<sup>st</sup></u>                                 | 38                        | 32             |
| Do you accept out-of-state students?<br>If so, list number from each state in 08-09    | Yes – 0 Students in 08-09 |                |
| Number and Names of Sending New Hampshire LEAs (as of October 1)<br>See Attached Lists | 18                        | 16             |
| # of Identified Students Suspended One or More Times                                   | 2                         | 4              |
| Average Length of Stay for Students  | 2.2 years                 | 2.8 years      |
| <b><u>STAFF DEMOGRAPHICS</u></b>   |                           |                |
| Student/Teacher Ratio (as of Oct. 1)   | 3.2/1                     | 2.7/1          |
| # of Certified Administrators  | 1                         | 1              |
| # of Certified Teachers  | 7                         | 7              |
| # of Teachers with Intern Licenses   | 2                         | 2              |
| # of Non-certified Teachers  | 0                         | 0              |
| # of Related Service Providers – Guidance Counselors                                   | 2                         | 2              |
| # of Paraprofessionals   | 0                         | 0              |
| # of Professional Days Made Available to Staff   | 7                         | 7              |

Please complete the table below, listing the number of students in each category.

| <b>SPECIAL EDUCATION PROGRAM DATA</b>   |                |                |
|---|----------------|----------------|
| <b><u>Primary Disability Types:</u></b> | <b>2007-08</b> | <b>2008-09</b> |
| Autism                                  | 0              | 0              |
| Deaf / Blindness                        | 0              | 0              |
| Deafness                                | 0              | 0              |
| Emotional Disturbance                   | 18             | 19             |
| Hearing Impairment                      | 0              | 0              |
| Mental Retardation                      | 0              | 0              |
| Multiple Disabilities                   | 0              | 0              |
| Orthopedic Impairment                   | 0              | 0              |
| Other Health Impairment                 | 9              | 8              |

|                                |     |     |
|--------------------------------|-----|-----|
| Specific Learning Disabilities | 9   | 3   |
| Speech or Language Impairment  | 1   | 0   |
| Traumatic Brain Injury         | 0   | 0   |
| Visual Impairment              | 0   | 0   |
| Developmental Delay ages 3-9   | n/a | n/a |

### 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 Brentwood School on December 11, 2008 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, case studies were randomly selected by the NHDOE prior to the visit, and staff was asked to present these 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 special education programs seeking approval from the NHDOE, if applicable

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 Brentwood 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 plans (IEPs), progress reports, samples of student work, grades, extracurricular involvement, permanent records, curriculum, etc. Input was gathered from key constituents, including interviews with professional staff, parents, administrators, and in some cases the students. In addition, classroom observations were conducted for each of the case studies being reviewed. The collective data were summarized by the visiting and building level teams. The summaries, included in the 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 February 17-18, 2004 NHDOE Special Education Program Approval Report, the following patterns were identified as needing improvement:

| Citation  | Status as of September 9, 2005 | Status as of December 11, 2008  |
|---|--------------------------------|---|
| <b>ED 1109.01 elements of an Individualized Education Program (IEP)</b><br>Citation: A lack of clearly written measurable annual goals in IEPs. | The goal was met               | At the current Program Approval visit in December 2008 one of the two IEPs reviewed did not have clearly measurable goals. The other IEP reviewed did contain measurable goals. |

## V. DECEMBER 11, 2008 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 dig deeply into the data, and not simply 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 type 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.

The Brentwood School conducted a Case Study review of two students, both of whom are identified with Emotional Disabilities. The female student is 17 years old and in the 11<sup>th</sup> grade, and the male student is also age 17 but in the 12<sup>th</sup> grade. While both students share the same disability identification they each presented with a unique education profile and experience prior to and while attending the Brentwood School. Each of the students participated in the Case Study planning and presentation and are to be commended for the confidence and competency they displayed.

### LEA SURVEYS

Of the 16 surveys sent by Brentwood School to the Local Education Agency (LEA) representatives 8, or 50%, of the surveys were completed and returned. The strong positive response from the LEAs indicates that the private school is meeting or surpassing the expectations of the sending school districts. All areas received either a strongly agree or agree response. There was no one who disagreed or strongly disagreed with any of the survey's statements.

All district representatives who returned completed surveys strongly agreed or agreed that the Brentwood School provides a comprehensive educational program for high school students requiring out of district placement. Notably, strong positive support is seen in the areas of: holding positive expectations for students, consistently following special education rules and regulations, communicating student progress, setting meeting times that are convenient to parents and LEA, good relationship with the sending district and whether or not they would enroll another student at the Brentwood School in the future, the LEAs were unanimous in strongly agreeing with the statements. Some of the statements added to the survey by the LEA representatives include:

“The Brentwood staff have been remarkable in handling and educating some of our most challenged youth.”

“Excellent program! Very skilled staff devoted to positive outcomes for very complex students. By far (Brentwood is) one of our best options for out-of-district placement”.

“The Brentwood School is an excellent resource for needed alternative school placements.”

### SUMMARY REPORT OF SENDING LEAs

|                                       |  |                         |
|---------------------------------------|--|-------------------------|
| Total number of surveys sent: 16      | Total # of completed surveys received: 8 | Percent of response:50% |
| Number of students placed by: LEA: 32 | Court: 0                                 | Parent: 0               |

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

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

**Analysis of Responses**

All district representatives who returned completed surveys strongly agreed or agreed that The Brentwood School provides a comprehensive educational program for high school students requiring out-of-district placement.

**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 team's 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 the December 11, 2008 Case Study Compliance Review at Brentwood School.

Of the 32 surveys the Brentwood School sent to the parents of their current students, a total of 20, or 62.5%, were returned. The parents' responses indicate clear satisfaction with the program and strong support from the parents. Parent

responses are clear in their satisfaction with the supports their students receive; the information on their students progress; the variety of information used to develop IEPs; the credits earned toward a high school diploma; parent participation in decision making regarding special education and the receipt of the Procedural Safeguards at least once a year.

The survey summary reveals that an area of focus would be to continue to encourage students to participate in extracurricular activities at their sending school districts to provide them with the opportunity to interact with non-disabled peers.

Comments from the parents include the following:

“The Brentwood School and its staff have been a major factor in the well being of my son these past three years.”

“All of the teachers that I have met at the Brentwood School are very professional and caring. They are very involved with the students’ well being.”

“The Brentwood School and Staff have done a wonderful job with my son. Thanks!”

### SUMMARY OF PARENT SURVEY DATA

|                                  |   |                            |
|----------------------------------|---|----------------------------|
| Total number of surveys sent: 32 | Total # of completed surveys received: 20 | Percent of response: 62.5% |
|----------------------------------|---|----------------------------|

| SCALE   | 3 = COMPLETELY | 2 = PARTIALLY | 1 = NOT AT ALL | No Answer        |
|---|----------------|---------------|----------------|------------------|
| <b>ACCESS TO THE GENERAL CURRICULUM:</b>  |                |               |                |                  |
| I am satisfied with my child’s program and the supports that he/she receives.   | 19             | 0             | 0              | 1                |
| My child has opportunities to interact with non-disabled peers on a regular basis.  | 14             | 5             | 0              | 1                |
| I am adequately informed about my child’s progress.   | 20             | 0             | 0              | 0                |
| My child is informed about and encouraged to participate in school activities outside of the school day, and is offered necessary supports.                 | 17             | 1             | 1              | 1                |
| My child feels safe and secure in school and welcomed by staff and students.  | 17             | 2             | 0              | 1                |
| A variety of information (observations, test scores, school work, parent input) was used in developing my child’s IEP.                                      | 20             | 0             | 0              | 0                |
| I am satisfied with the progress my child is making toward his/her IEP goals.   | 13             | 6             | 0              | 1                |
| <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.  | 20             | 0             | 0              | 0                |
| <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.                             | 16             | 3             | 0              | 1                |
| All of the people who are important to my child’s transition were part of the planning.   | 15             | 2             | 0              | 3                |
| <b>FOR PARENTS OF STUDENTS AGE 16 OR OLDER ONLY:</b>  |                |               |                |                  |
| I am satisfied with the written secondary transition plan that is in my child’s IEP.  | 16             | 2             | 0              | 2                |
| <b>BEHAVIOR STRATEGIES AND DISCIPLINE:</b>  |                |               |                |                  |
| My child’s classroom behaviors affect his/her ability to learn.<br><i>If the answer is yes, please answer the next two questions. If no, skip to OTHER.</i> | <b>YES</b>     |               | <b>NO</b>      |                  |
|   | <b>3</b>       | <b>2</b>      | <b>1</b>       | <b>No Answer</b> |
| I have been involved in the development of behavior interventions, strategies and supports for my child.  | 15             | 1             | 0              | 4                |
| I am satisfied with the way the school is supporting my child’s behavioral, social and developmental needs.   | 15             | 1             | 0              | 4                |
| <b>OTHER:</b>   |                |               |                |                  |
| I fully participate in special education decisions regarding my child.  | 18             | 2             | 0              | 0                |
| I have been provided with a copy of the procedural safeguards (parental rights) at least once a year  | 18             | 1             | 0              | 1                |



## 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**

The Brentwood School provides all of the students with full access to the general curriculum through a curriculum that is aligned with the NH Curriculum Standards and Grade Span Expectations. In addition, the Brentwood School is staffed with certified and qualified educators who represent content area specialists, special educators, guidance counselors and school administrators. The classrooms visited and students observed further demonstrated the clear emphasis on learning and the students' ability to become and remain engaged in the instruction offered to them. The Brentwood School clearly demonstrates that students who attend the school are provided with full and equal access to the general curriculum.

### Transition

#### **Transition Planning**

#### **Process: Provision of FAPE**

#### **Transition Services**

The Brentwood School has focused on supporting students as they prepare to transition out of the school and into either a different school or more likely, post high school education, work or military service. The transition services offered by the Brentwood School include a well designed Senior Seminar that addresses a range of transition issues, community service projects to provide students with a range of experiences in community based efforts, college tours and visits, Armed Services Vocational Aptitude Battery (ASVAB) and Scholastic Aptitude Testing (SAT) when relevant. The IEPs reviewed reflect transition planning that addresses all required areas. In addition, the students, parents interviewed expressed their satisfaction with the transition planning.

While the school's current transition efforts are good there were suggestions from the visiting team to further expand the transition planning process to offer greater depth, as in the Futures Planning model.

### Behavior Strategies and Discipline

There is a clearly defined and well implemented behavior management model called the PRIDE Point System in place at the Brentwood School. The school's culture and environment reflects the students' respect for the staff, other students and the facility itself. The Behavior Program is based on a Point System that reflects each student's performance in school. The Point System generates behavior data that is used to show students and parents the progress each student is making.

The Brentwood School has in place not only the appropriate and effective behavior management program for students but also the necessary counselors, therapists and support staff to ensure the programs success. In addition, the professional development offered to all staff continues to support the knowledge the staff requires for the successful implementation of PRIDE Point system.

## COMMENDATIONS

1. The Brentwood School administration and staff are commended for their work to ensure that the Brentwood students are provided with access to the general education curriculum through providing a curriculum that is well designed, and effective, with instructional and behavioral strategies to support learning.
2. The culture and climate that is evident throughout the Brentwood School represents a safe, orderly and effective learning environment, where an expectation for collaboration and collegiality exists with the goal of improved student learning and outcomes.

3. The Brentwood school staff works hard to accommodate and support individual student learning styles and needs. The school offers learning experiences beyond traditional models that includes online learning and a work study program.
4. The visiting team found the school's positive behavior and intervention model to be effective in that the students are clear about the expectations for appropriate behavior, and the staff is able to remain consistent in responding to student behavior. The behavior model is seen as successfully supporting a positive behavior and intervention structure that students respond well to.
5. The schools counselors are commended for their consistent and effective guidance and supports offered to their students who bring a wide range of complex emotional and behavioral needs to school each day.
6. The use of data to measure student behavior is well designed and effective in tracking student progress. The staff and students are familiar with the data collection process and are able to effectively use the data to make informed decisions.
7. The students at the Brentwood School are engaged in learning and are respectful of other students, staff and the environment. All of the students with whom the visiting team spoke indicated that they felt successful at the school and had made progress. Students are able to articulate their own needs and access appropriate supports.
8. The Brentwood School is commended for the frequent and open approach to communication they have established with the sending school districts. Such regular communication was acknowledged as critical to the support of students placed in out-of-district settings and appreciated by the sending district representatives.
9. The Brentwood administration and staff are commended for their thorough and complete preparation for the NHDOE Case Study Process. The school involved all staff, relevant students, parents, Board members, and representatives from sending school districts. All representatives acknowledge the well designed behavior, learning and collaborative structures the school has designed to support student learning.

### 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.

There were no issues of significance noted at the time of the NHDOE Program Approval Visit to Brentwood School.

### CITATIONS OF NONCOMPLIANCE IDENTIFIED AS A RESULT OF THE DECEMBER 11, 2008 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 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 Citations to Be Addressed by Both the LEA and Private School Setting**

##### **ED# 1109.01 , Elements of an IEP CFR #300.320 Content of IEP**

##### **Responsible LEA (SAU 12) Londonderry**

Of the two IEPs reviewed one IEP did not include clearly measurable annual goals.

## 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 citation of noncompliance, has an asterisk (\*) before it, and it is also listed above with the citations of noncompliance.

1. Explore additional ways to expand the Brentwood School's use of Extended Learning Opportunities so that students are offered a range of community based learning experiences beyond the traditional school curriculum and school day.
2. Consider the addition of a Licensed Drug and Alcohol Counselor (LADAC) to support those individual students or groups of students who may require the specialized therapeutic support in this area.
3. Identify examples of transition planning models and strategies to bring out the "student voice" and provide the Brentwood students with greater participation in their own transition planning. Such models as Futures Planning can be reviewed as potentially helpful in this effort.
4. Consider additional methods of extending student academic opportunities through opportunities like the Virtual Learning Academy. This might provide students with access to courses not currently offered through the school's Plato online course option.
5. Consider the addition of a peer mediation model to address conflict resolution by utilizing students.
6. The Brentwood School presently offers very well designed academic and behavioral program but the school's leaders may want to consider exploring additional vocational programs that would extend the range of practical learning and experiences that the Brentwood students now have available to them. The NHDOE's High School Redesign initiative encourages schools to consider options for learning experiences including Extended Learning Opportunities and vocational experiences.
7. While the Brentwood School already offers in school extra curricular activities, such as the hockey club and game room, some of the parents indicated an interest in after-school extra curricular activities for their students.

## 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: Brentwood High School

Date: 12/11/08

Programs:

Number of Cases Reviewed: 2

Recorder/Summarizer: K. L. Skoglund

|                           |                                   |
|---------------------------|-----------------------------------|
| Name: Deborah Bemis       | Building Level or <u>Visiting</u> |
| Name: Jessica Taylor      | <u>Building Level</u> or Visiting |
| Name: Kevin Murphy        | Building Level or <u>Visiting</u> |
| Name: Jean Lynn Roy       | <u>Building Level</u> or Visiting |
| Name: Jacqueline Williams | <u>Building Level</u> or Visiting |
| Name: Rebecca Dube        | <u>Building Level</u> or Visiting |
| Name: Laura LeBoeuf       | <u>Building Level</u> or Visiting |
| Name: Lindsey Graves      | <u>Building Level</u> or 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 in the areas of: **Access to the General Curriculum, Transition and Behavior Strategies and Discipline.**

## SUMMARY OF BUILDING LEVEL DATA

| <u>ACCESS TO THE GENERAL CURRICULUM STATEMENTS</u>   |  |                                      |  |                              | 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><br><u>Ed. 1109.05, Implementation of IEP</u> <u>20 U.S.C. 1414 (d)</u><br><u>Ed. 1115.07, Ed 1119.01(f) Provision of Non-Academic Services/Settings</u><br><u>CFR 300.320(a) CFR 300.34 Ed. 1113.08, Full Access to District's Curricula</u><br><u>Ed. 1113.13, Diplomas</u><br><u>Ed. 1107.04 (d) Qualified Examiner</u><br><u>Ed. 1109.01 CFR 300.320 Program Requirements, Content of IEP</u><br><u>Ed. 1119 Protections Afforded to Children with Disabilities</u><br><u>CFR 300.320(a)(1)(i)</u> “. . . general curriculum (i.e. ,the same curriculum as for nondisabled children)”<br><u>CFR 300.320(a)(4)(iii)</u> “To be educated and participate with other children with disabilities and non disabled children” |  |                                      |  |                              | YES   | NO        | N/A |
| A1.) Team uses multiple measures to design, implement and monitor the student’s program.   |  |                                      |  |                              | 2   |           |     |
| A2.) All IEP goals are written in measurable terms.  |  |                                      |  |                              | 1   | 1         |     |
| A3.) Student has made progress over the past three years in IEP goals. Goal 1  |  |                                      |  |                              | 2   |           |     |
| A4.) Student has made progress over the past three years in IEP goals. Goal 2  |  |                                      |  |                              | 2   |           |     |
| A5.) Student <u>has access to</u> the general curriculum (as outlined by the district, sending district or NH frameworks.)   |  |                                      |  |                              | 2   |           |     |
| A6.) Student <u>participates in</u> the general curriculum <u>in a regular education setting with non-disabled peers</u> , as appropriate, with necessary supports.  |  |                                      |  |                              | 1   |           | 1   |
| A7.) 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   |
| A8.) Student <u>participates</u> appropriately in state, district and school-wide assessments.   |  |                                      |  |                              | 1   |           | 1   |
| A9.) Student <u>shows progress</u> in state, district and school-wide assessments.   |  |                                      |  |                              | 1   |           | 1   |
| A10.) Student <u>has opportunities</u> to participate in general extracurricular and other non-academic activities with necessary supports.  |  |                                      |  |                              | 2   |           |     |
| A11.) Student <u>does participate</u> in general extracurricular and other non-academic activities with necessary supports.  |  |                                      |  |                              | 2   |           |     |
| A12.) 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<br>___Psychologist ___Educator<br>___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> |     |
| A13.) Student is earning credits toward a regular high school diploma.   |  |                                      |  |                              | 2   |           |     |
| A14.) <i>IF YES:</i> within 4 years?   |  |                                      |  |                              | 2   |           |     |
| A15.) Student will earn an IEP diploma or a certificate of competency.   |  |                                      |  |                              | 1   | 1         |     |
| A16.) <i>IF YES:</i> within 4 years?   |  |                                      |  |                              | 1   |           |     |
| A17.) Does this school have a clear policy for earning a high school diploma?  |  |                                      |  |                              | 2   |           |     |

| Access Strengths   | Access Suggestions for Improvement  |
|--|---|
| <ol style="list-style-type: none"> <li>1. The school's curriculum is well developed and designed.</li> <li>2. There is a wide variety of courses available to the Brentwood students.</li> <li>3. The curriculum reaches expectations of providing students with Access to General Curriculum.</li> <li>4. The curriculum is clearly aligned with GSEs /Frameworks.</li> <li>5. Teachers extend their own learning to assist/support students.</li> <li>6. Advanced and online learning is available for students.</li> <li>7. There is a high quality general education teaching staff.</li> <li>8. Materials and resources available to students and staff are excellent.</li> <li>9. There is high quality Professional Development available to staff</li> </ol> | <ol style="list-style-type: none"> <li>1. Consider how to provide access to a Licensed Drug and Alcohol Counselor (LADAC) to work in small groups and with individual students who may benefit from such support.</li> <li>2. There is some parent interest in additional art classes and after school extracurricular activities.</li> <li>3. Increase extended learning opportunities; use community based examples.</li> </ol> |

## SUMMARY OF BUILDING LEVEL DATA

| <u>TRANSITION STATEMENTS</u>   | Filled in with the combined <u>number</u> of times a statement is marked on all Data Collection Forms for this school or building |           |            |
|--|---|-----------|------------|
|  | YES   | NO        |            |
| <p><u>Ed .1102 Transition Services CFR 300.43</u><br/> <u>Ed. 1106 Process; Provision of FAPE CFR 300.124 Part C Transition</u><br/> <u>Ed. 1109.01 Elements of an IEP (Transition Services)</u><br/> <u>CFR 300.320(a)(7)(b) 20 U.S.C. 1402 (34)</u><br/> <u>20 U.S.C. 1414 (d)(1)(A) and (d)(6)</u><br/> <u>Ed. 1103 IEP Team CFR 300.320(b)</u><br/>                     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> |   |           |            |
| 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>  | 2   |           |            |
| <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.</b>  |   |           |            |
| T5.) Transition planning is designed as a results oriented process that promotes movement from school to the student’s desired post-school goals.  | 2   |           |            |
| T6.) IEP team includes parent as part of transition planning.  | 2   |           |            |
| T7.) IEP team and process includes student as part of transition planning.   | 2   |           |            |
| T8.) IEP includes current level of performance related to transition services.   | 2   |           |            |
| T9.) There is documentation that the student has been invited to attend IEP meetings.  | 2   |           |            |
| T10.) A statement of the transition service needs is included in the IEP.  | 2   |           |            |
| T11.) The statement of transition service needs focuses on the student’s course of study (e.g. vocational programming, advanced placement).  | 2   |           |            |
| T12.) Transition plan includes coordinated, <u>measurable</u> , annual IEP goals and includes transition services that will reasonably enable the student to meet the post-secondary goals. <i>(required data for federal statistics purposes)</i>   | 2   |           |            |
| T13.) Statement of needed transition services is presented as a coordinated set of activities.   | 2   |           |            |
| T14.) The IEP includes a statement of needed transition services and considers instruction.  | 2   |           |            |
| T15.) The IEP includes a statement of needed transition services and considers community experiences.  | 2   |           |            |
| T16.) The IEP includes a statement of needed transition services and considers development of employment skills.   | 2   |           |            |
| T17.) Student is informed prior to age 17 of his/her rights under IDEA.  | 2   |           |            |
| <b>Only the following 4 statements may be answered N/A if appropriate. <u>All statements above must be answered Yes or No.</u></b>   | <b>YES</b>  | <b>NO</b> | <b>N/A</b> |
| T18.) There is documentation that representatives of other agencies have been invited to IEP meetings.   | 2   |           |            |
| T19.) The IEP includes a statement of needed transition services and considers related services.   | 2   |           |            |
| T20.) The IEP includes a statement of needed transition services and considers development of daily living skills.   | 2   |           |            |
| T21.) If the student is preparing to graduate this year, there is a summary of the student’s <b>academic achievement and functional performance</b> , which includes recommendations on how to assist the student in meeting his or her post-secondary goals.  | 2   |           |            |

| Transition Strengths   | Transition Suggestions for Improvement   |
|--|--|
| <ol style="list-style-type: none"> <li>1. Community Service projects are offered to the Brentwood students.</li> <li>2. The school offers transition supports to students such as college tours/visits, participation in ASVAB, ensuring that representation from Vocational Rehabilitation is available, etc.</li> <li>3. The Senior Seminar is designed to support individual transition plan goals and objectives.</li> </ol> | <p>Consider extending transition support by adding new models/strategies to bring out “student voice” in Transition Planning, such as those found in Futures Planning.</p> |



## SUMMARY OF BUILDING LEVEL DATA

| <b><u>BEHAVIOR STRATEGIES AND DISCIPLINE</u></b>   |  | <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> |    |     |
|--|--|--|----|-----|
| <u>Ed. 1109 Program</u> <u>CFR 300.324</u><br><u>Ed. 1124 Disciplinary Procedures</u> <u>CFR 300.530-300.536</u><br><u>20 U.S.C. 1415 (K)</u><br><u>Child Management – Private Schools</u> <u>RSA 169-C Child Protection Act</u>   |  | YES  | NO | N/A |
| 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?  |  | 13   |    |     |
| 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.   |  |  | 1  | 1   |
| 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>   |  |    |     |
| <ol style="list-style-type: none"> <li>1. The school’s positive behavior and intervention model is effective. Students are clear about the expectations for appropriate behavior, and the staff is able to remain consistent in responding to student behavior. Students tend to conduct themselves very appropriately during the school day.</li> <li>2. The school counselors are commended for the consistent and effective guidance and supports offered to their students who bring a wide range of complex emotional and behavioral needs to school each day.</li> <li>3. General education teachers are available and willing to address social/emotional issues with students.</li> <li>4. The use of data to measure student behavior is well designed and effective in tracking student progress. The staff and students are familiar with the data collection process and are able to effectively use the data to make informed decisions.</li> </ol> | <ol style="list-style-type: none"> <li>1. Consider the addition of a Licensed Drug and Alcohol Counselor (LADAC) to support those individual students or groups of students who may require the specialized therapeutic support in this area.</li> <li>2. Consider the addition of a peer mediation model to address conflict resolution by utilizing students.</li> </ol> |  |    |     |

## Summary of Building Level Strengths and Suggestions

| Strengths   | Suggestions for Improvement  |
|---|--|
| <ol style="list-style-type: none"> <li>1. The Brentwood School administration and staff have created a welcoming and supportive school environment that encourages learning and is respectful to students, parents and visitors.</li> <li>2. The school staff hold high expectations for student learning and behavior and support all of the students in achieving their goals.</li> <li>3. Parents indicate a satisfaction with the school and with their students' academic and social/emotional success.</li> <li>4. Students are able to articulate their own needs and request supports which indicate positive intervention and learning.</li> <li>5. The sending school district representatives are satisfied with the learning environment and academic standards offered to Brentwood students.</li> <li>6. The school facility is clean, organized, attractive and well maintained. School staff and students have access to learning and social resources.</li> <li>7. The school's use of technology to support student learning is well designed and available to staff and students.</li> </ol> | <ol style="list-style-type: none"> <li>1. Consider additional methods of supporting Extended Learning Opportunities so that students can experience a wide range of real world learning that reaches beyond the school building.</li> <li>2. Identify additional ways to engage students in their own learning and goal setting. Students may benefit from greater involvement in transition planning and progress monitoring.</li> <li>3. Explore Vocational Programming options to determine if vocational subject areas could be designed and offered by the Brentwood School.</li> <li>4. Continue to provide ongoing professional development to the Brentwood staff in areas of gathering and using student outcome data to determine if students are learning at the rate expected and to identify additional interventions that may be needed to increase student progress.</li> </ol> |