

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

**BRYANT ACADEMY
Claremont NH**

SUMMARY REPORT

**Michael F. Bryant, Executive Director
Tracy Hanson, Director of Special Education/Teacher**

Jane Bergeron-Beaulieu, Chairperson Visiting Team

Site Visit Conducted on May 15, 2008
Report Date, August 1, 2008
Revised August 22, 2008

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I. TEAM MEMBERS

Visiting Team Members:

NAME	PROFESSIONAL ROLE
Chairperson: Jane Bergeron-Beaulieu	Education Consultant
Janet Reed	Program Director
Leander Corman	Education Consultant, NHDOE

Building Level Team Members:

NAME	PROFESSIONAL ROLE
Tracy Hanson	Teacher
Michael Bryant	Executive Director

II. INTRODUCTION

Bryant Academy, formerly the J.E.W.E.L. School, is a private special education day school located in Claremont NH. The school received its initial special education program approval (as J.E.W.E.L. School) effective January 20, 2004, and on February 11, 2008 was issued a full approval through June 30, 2008 from the NHDOE, Bureau of Special Education, for a name change to Bryant Academy. Bryant Academy is designed, and approved by the NHDOE Bureau of Special Education, to serve students in grades 5-8, ages 10-15, identified as learning disabled or other health impaired. At the time of the May 2008 NHDOE Case Study Compliance Review, Bryant Academy had six students enrolled; four privately placed and two students placed by an LEA.

Bryant Academy describes themselves as a school that exists to serve the unique academic, physical, social and emotional needs of students who are in a special and critical period of their lives as they change from childhood to adolescence. They further note that staff are committed to creating and maintaining an orderly, trusting and caring environment, where teaching and learning is exciting. The mission of the Bryant Academy is to provide every student a diverse, appropriate education in a reasonably safe, supportive environment that stimulates self discipline, motivation, and excellence in academics. In the application materials, Bryant Academy further reports that they team with parents and the community to assist students in developing skills to become independent/self sufficient adults who are able to engage in and contribute productively to the new global community they live in. The program is staffed by one certified special education teacher, who also holds certification as a principal, and the Executive Director, who currently holds certification as a guidance counselor.

The Bryant Academy is proud of their use of MetaMetrics, a company that researched and developed the Lexile Framework for Reading, the Quantile Framework for Mathematics and the Lexile Framework for Writing. At Bryant Academy Lexile is used to individualize reading as well as science and social studies materials. Instruction is individually designed and delivered through the use of technology; each student has their own work station and computer and is able to monitor their own learning progress. Additionally Bryant Academy supplements instruction with Laurel Springs Curriculum and the NH Curriculum Frameworks and Grade Level Expectations.

As part of the introduction to this report, it is significant to note that not all of the required NHDOE Special Education Program Approval Application Materials were submitted; therefore it is not possible to fully assess Bryant Academy's compliance with both state and federal special education rules and regulations. As with all private special education schools and LEAs, the NHDOE requires that all program approval application materials be submitted one month prior to the visit, which for Bryant Academy was April 15, 2008. However, Bryant Academy reported unforeseeable circumstances and was not able to meet this deadline, and the facility was granted an extension for submission of the materials to one day prior to the May 15, 2008 visit. Unfortunately, the completed application was not submitted in time and not available to the visiting team during the visit. On May 21, 2008 a partial application was submitted by Bryant Academy, but the required Self-Study was not included, nor was the required copy of the school Policies and Procedures. For this reason, the report that follows contains many citations that are due to lack of required documentation.

School Profile

School Demographics	2006-07	2007-08
Student Enrollment <u>as of December 1</u>	4	3
Do you accept out-of-state students? If so, list number from each state in 07-08	Yes, Currently 0	
Number and Names of Sending New Hampshire LEAs (as of October 1)	SAU 43 Sunapee, SAU 6 Claremont	
# of Identified Students Suspended One or More Times	0	0
Average Length of Stay for Students	18 months-3 yrs	18 months-3yrs
<u>STAFF DEMOGRAPHICS</u>		
Student/Teacher Ratio (as of Oct. 1)	4:1	3:1
# of Certified Administrators	1	1

# of Certified Teachers	1	1
# of Teachers with Intern Licenses	0	0
# of Non-certified Teachers	0	0
# of Related Service Providers	0	0
# of Paraprofessionals	1	1
# of Professional Days Made Available to Staff	Provided on an as needed basis	Provided on an as needed basis
Primary Disability Types:	2006-07	2007-08
Autism		
Deaf / Blindness		
Deafness		
Emotional Disturbance		
Hearing Impairment		
Mental Retardation		
Multiple Disabilities		
Orthopedic Impairment		
Other Health Impairment	4	2
Specific Learning Disabilities	0	1
Speech or Language Impairment		
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 Bryant Academy on May 15, 2008 for the purpose of reviewing the present status of programs and services made available to children and youth with educational disabilities.

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

As part of this compliance review, one case study was selected by the NHDOE prior to the visit, and the teacher was asked to present this case study to demonstrate compliance with state and federal special education rules and regulations.

Other typical activities related to the NHDOE Case Study Compliance Visit would have included the review of the following, however, as noted, not all materials were provided.

- ♦ All application materials submitted (full application was not 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

The New Hampshire Department of Education provided a visiting team of professional educators to work collaboratively with staff at Bryant Academy 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 Bryant Academy. Their cooperation was appreciated and recognized.

Evidence of the work conducted 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, the administrators, and in some cases the students. In addition, classroom observations were conducted for the case studies being reviewed. The collective data were summarized by the visiting and building level team. The summary, included in the following pages, outlines identified areas of strength and areas needing improvement, as well as citations of non-compliance for the Bryant Academy.

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

Based on review of the January 11, 2005 NHDOE Special Education Program Approval Report and the report from the 2006 follow up visit, the following patterns were identified as needing improvement:

Citation	Status as of April and August 2006 Follow Up Visits	Status As of May 2008
ED 1133.05 Content of IEP, Annual Measurable Goals	Met	Not met
ED 1133.04 Administration	Not Met	Not Met
ED 1133.17 Insurance Coverage	Met	Met

V. MAY 15, 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 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 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. As part of the NHDOE Program Approval Process, one case study was conducted.

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 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 Bryant Academy parent survey, along with a summary of the comments/feedback provided to the visiting team during the May 2008 Case Study Compliance Review at Bryant Academy.

Summary of Parent Survey Data

Name of Private School: Bryant Academy		
Total number of surveys sent: 5	Total # of completed surveys received: 5	Percent of response: 100%

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.	5			
My child has opportunities to interact with non-disabled peers on a regular basis.	5			
I am adequately informed about my child's progress.	4	1		
My child is informed about and encouraged to participate in school activities outside of the school day, and is offered necessary supports.	5			
My child feels safe and secure in school and welcomed by staff and students.	5			
A variety of information (observations, test scores, school work, parent input) was used in developing my child's IEP.	4			1
I am satisfied with the progress my child is making toward his/her IEP goals.	4			1
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.	1			4
All of the people who are important to my child's transition were part of the planning.				5
Behavior Strategies and Discipline:				
My child's classroom behaviors affect his/her ability to learn. <i>If the answer is yes, please answer the next two questions. If no, skip to OTHER.</i>	YES		NO	
	2		3	
	3	2	1	No Answer
I have been involved in the development of behavior interventions, strategies and supports for my child.	5			
I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs.	5			
Other:				
I fully participate in special education decisions regarding my child.	5			
I have been provided with a copy of the procedural safeguards (parental rights) at least once a year	4			1

Summary/Interpretation:

Bryant Academy distributed 5 surveys to the parents who have students enrolled in the program, and there was a 100% response rate. Upon review of parent comments, it is clear that parents are satisfied with the programming and services provided to their children. Specifically they report that students feel safe, secure and welcomed by staff. Parents further note that a variety of information is utilized in development of IEPs, that there is evidence of student progress, and that parents are involved in all aspects of their child's education. Based on the responses of the parent survey, no significant concerns were raised.

LEA SURVEY

As part of the Case Study Compliance Review, all private schools are required to survey their sending LEAs. Results of the Bryant survey are below.

Total number of surveys sent: 2	Total # of completed surveys received: 1	Percent of response: 50%
Number of students placed by: LEA: 2	Court:	Parent: 4

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.		1			
2. I am satisfied with the educational program at the above school.		1			
3. The school consistently follows special education rules and regulations.		1			
4. The school has an effective behavioral program (if applicable).					
5. I am satisfied with the related services provided by the school.					
6. The school implements all parts of students' IEPs.		1			
7. I feel the school provides the necessary skills to allow the student to make progress on the IEP goals.		1			
8. The school program measures academic growth.		1			
9. The school program measures behavioral growth (if applicable).					
10. The school completes a minimum of 3 comprehensive reports per year on each child with a disability enrolled.					
11. Progress reports describe the child's progress toward meeting the IEP goals, include a record of attendance, and are written in terminology understandable to the parent.		1			
12. Progress reports are provided to the LEA and to the parent of the child.		1			
13. I am satisfied with the way the school communicates students' progress.		1			
14. The school communicates effectively with parents.					
15. The school communicates effectively with the LEA.		1			
16. The school involves parents in decision-making.		1			
17. The school actively plans for future transition to a less restrictive placement.					
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.					
19. The school team sets meeting times that are convenient for both parents and LEA.	1				
20. The school has met my expectations.		1			
21. I have a good relationship with the school.		1			
22. I would enroll other students at the school.			1		

Summary/Interpretation

Of the two surveys distributed to LEAs who placed students at Bryant Academy, one response was received. Based on this one survey submitted, the LEA indicates that the child has not yet been enrolled for a full school year; therefore it is difficult to provide accurate feedback. The LEA indicates general agreement that the IEP is being implemented, that Bryant Academy measures both academic and behavioral growth, that progress reports are provided and that the school has met reported expectations. It is important to note that the LEA further notes that, while the one student has a good rapport with staff, and parents are satisfied, the LEA expresses hesitation about placing other students in the program.

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

Bryant Academy utilizes a computer based, individualized approach to the delivery of instruction in the core academic areas of reading, writing and math. The core academic curriculum is based on the Laurel Springs model, supplemented by numerous computer software programs and websites. The teacher of the program utilizes technology as the mode for delivery of individualized instruction, implementing such programs as Edgate Total Reader, Gradations, Ace Reader, and Read Naturally. For writing instruction, My Writing Web is utilized and for mathematics Mathscore.com guides instruction along with AAA Math, Math 247 and Math Playground. Daily lesson plans reflect use of such programs, and there was evidence that students are actively participating in learning activities, and demonstrating progress through the monitoring of specific data associated with lexiles.

At the time of the May 2008 visit to Bryant Academy, one certified special education teacher was responsible for the delivery of instruction in all middle school content areas, grades 5-8. While the reading, writing and math instruction was clearly defined, there was no evidence available that the teacher is provided with any consultation or supervision from content certified educators, nor was there sufficient evidence that students enrolled have full access to the middle school curriculum as outlined in the NH Minimum State Standards. This includes, but is not limited to, science, social studies, physical education, consumer and family science, technology education, library media services, health, and the arts. The visiting team did agree that some of the content listed above was covered (e.g. science and social studies), however there was insufficient evidence that the curriculum and instruction was aligned to a curriculum and to grade level expectations as outlined by the New Hampshire Department of Education. Additionally, there appeared to be no differentiation in the instruction provided to students, related to the grade in which they were enrolled.

Closely related, the visiting team recognized that parents and community members do come in and volunteer to work with the students to cover some of the arts and physical education, however this does not comply with requirements in regard to qualified personnel and curriculum requirements.

Transition

Transition Planning

Process: Provision of FAPE

Transition Services

The case study presentation, coupled with parent, staff and student interviews, indicate that transitions for the students enrolled at Bryant Academy are a challenge. This includes, but is not limited to, transition into the program and planned transitions for leaving the program. Staff and administration firmly believe that the public school setting is not able to meet the needs of the students enrolled at Bryant Academy; and they report a lack of cooperation with LEAs, which makes it difficult for any kind of transition planning. In light of this belief, it was clear that transition planning for students to a lesser restrictive environment does not exist. Because Bryant Academy is a middle school, and written transition plans are not required as part of the IEP process, this is not considered a citation of non-compliance; however it is noteworthy, and certainly impacts all aspects of the programming provided to the students enrolled. While both the teacher and Executive Director are aware and knowledgeable of the importance of transitions and associated planning, conflicts between LEAs and the Bryant Academy have impeded any and all transitions efforts.

Behavior Strategies and Discipline

As a result of the case study presentation at Bryant Academy, as well as conducting of classroom observations, managing of student behaviors appeared to be approached utilizing positive interventions. During the visit, staff and administration encouraged students to be independent and respectful, and throughout the school there was a sense of community. Ongoing data is collected and maintained by both the students and the teacher regarding individual student behaviors, and

the data is reviewed regularly for the purpose of improving student achievement, self confidence and demonstration of age appropriate behaviors. While the team observed an educational program where disciplinary strategies were designed to meet individual student needs, little, if any attention has been given to written documentation of “policy and procedure” related to managing student behaviors. At the time of the May 2008 visit to Bryant Academy, the program had not submitted any written documentation regarding intervention strategies or documentation of information that is provided to LEAs and parents as related to behavioral expectations for students at Bryant Academy. Related to this, no documentation was provided regarding training and professional development that has been provided to the teacher of the program, nor was there any documentation provided regarding policy and procedure for suspension and expulsion.

COMMENDATIONS

1. The students at Bryant Academy report that they are respected by staff, and that they feel valued and safe, and they are learning.
2. Parental involvement at Bryant Academy is strong.
3. The facility is warm, welcoming and student centered.
4. The use of technology for provision of instruction is impressive.
5. Data is collected and reviewed regularly to measure student progress.
6. The special education teacher appears to have a depth of knowledge of each student and their learning styles.

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.

As the visiting team worked with Bryant Academy through the Case Study Review Process, several issues of significance surfaced. While there are many praiseworthy things happening at Bryant Academy, it soon became apparent that there are some problems with the overall operation of the school, including, but not limited to the following:

- Access to the General Curriculum/Provision of Equal Educational Opportunities
- Transition Planning/ Collaboration and Communication with LEAs
- Policy and Procedures
- Lack of Full Compliment of Certified Staff , including an Administrator to supervise the teacher and Required Consultants

What the team observed at Bryant Academy is a school that is experiencing significant organizational changes, as the program transitions from their identity as J.E.W.E.L. School to Bryant Academy. With this change has come a new teacher/director position and new methodologies for the delivery of curriculum, instruction and assessment, as well as changes in the behavior management system. In addition, due to the low student enrollments, the Executive Director reports uncertainty regarding the financial status of the program. These issues, coupled with all of the other requirements that go along with a special education program, have created many exceedingly demanding and complex issues for Bryant Academy to face.

**CITATIONS OF NONCOMPLIANCE IDENTIFIED AS A RESULT OF THE
MAY 15, 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 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 1133.05 Program Requirements, Content of IEP, Annual Measurable Goals

ED 1119.01 Individual Education Plans

All IEPs must meet compliance with state and federal rules and regulations.

The one IEP that was reviewed lacked evidence of measurable annual goals, and there was insufficient evidence that current level of performance was directly aligned to annual goals. In addition, the IEP presented as part of the case study was not reflective of the programming and services being provided. Based on the case study presentation, it was clear that the LEA and Bryant Academy had not worked collaboratively as a team to develop a document to reflect the current programming being provided to the student.

ED 1133.04 Administration

ED 1133.08 Qualifications and Requirements for Instructional, Administrative and Support Personnel

All staff providing services to students with disabilities at Bryant Academy must hold appropriate certification.

At the time of the May 2008 visit, the Executive Director was no longer seeking certification as a special education administrator, and, while the individual who holds the position of teacher/director is certified as a principal, there is no certified administrator to provide supervision to this individual. The teacher cannot serve the role as both the certified teacher and certified supervisor/administrator to herself. Bryant Academy must have a certified administrator to supervise and evaluate the one teacher currently employed. It should also be noted that the one special education teacher is responsible for delivery of instruction in all academic content areas, and has no direct supervision/consultation from educators who are certified in required middle school content as outlined in the NH Minimum State Curriculum Standards. In addition, no job descriptions were submitted, nor was there submission of policy outlining the procedures for evaluation and supervision of staff and administration.

ED 1133.09 Change in Placement or Termination of the Enrollment of a Child with a Disability

No policy or procedure was provided outlining compliance with ED 1133.09, demonstrating that Bryant Academy meets compliance.

ED 1109.03 (a) Full Access to the General Curriculum

ED 1133.05 (h) Program Requirements

ED 1133.20 Protections afforded to children with Disabilities

All students enrolled at Bryant Academy must have full access to equal educational opportunities within their programs, and the ability to progress in the general curriculum as outlined under state and federal special education rules and regulations. All students placed by an LEA at Bryant Academy shall be afforded all the rights of a child with a disability who is served by a public agency as provided in 34 CFR 300.401. Currently students at Bryant Academy do not have full access to all of the middle school curriculum requirements as outlined in the NH Minimum State Standards.

ED 1133.03 (b) Governance

Bryant Academy must comply with all federal, state, and local laws concerning the education of children with disabilities and submit documentation demonstrating this.

ED 1133.04 Administration**ED 1133.05 Program Requirements**

Bryant Academy did not submit written policy and procedures related to provisions of IDEA and RSA 186-C. Bryant Academy must ensure that the school has written policy and procedures to comply with above noted rules and regulations.

ED 1133.07 Child Management Techniques

All policy and procedure related to management of student behaviors must be documented in writing and be available to both LEAs and parents. Such policy should include description of behavioral expectations, interventions and specialized training for staff (if necessary), as well as policy and procedure related to suspension and expulsion.

ED 1133.04 (a) Administration

Bryant Academy did not submit an annual external audit as part of the program approval application materials. As outlined in ED 1133.04, each private facility must demonstrate fiscal accountability through regular recording of its finances and an annual external audit. In addition, documentation of all other requirements of ED 1133.04 must be submitted (e.g. policy/procedure for protection of confidential information, admission policy and procedures, and approved written professional development plan.)

ED 1133.05 (a,b) Program Requirements:

Bryant Academy must have a written description of admission policy and procedures that are provided to all placing agencies and parents. Such policies were not provided as part of the May 2008 Case Study Compliance Review.

ED 1133.10 Parent Access to Education Records

Bryant Academy did not submit any policy or evidence to demonstrate compliance in this area.

ED 1133.12 Calendar Requirements

A written annual school calendar for Bryant Academy was not provided demonstrating instructional days per year and instructional hours per day.

ED 1133.14 Transportation

Bryant Academy provides transportation to various community events/activities, however no documentation was provided regarding insurance, vehicles used and that there is full compliance with ED 1133.14.

ED 1133.16 Health and Medical Care

Bryant Academy must demonstrate full compliance with ED 1133.16. This includes written policy and procedures regarding medical care of students in case of emergency, administration of medication, storage of prescription drugs, etc.

ED 1133.18 Photography and Audio or Audio Visual Recording

Bryant Academy must submit policy and procedure to comply with ED 1133.18.

ED 1133.19 Emergency Planning and Preparedness

Bryant Academy must submit policy and procedure for staff and students to follow in case of emergency.

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. Suggestions made by the visiting team are included in the Building Level Case Study Data Summary Reports on the following pages. 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. Staff and administration at the Bryant Academy need to give serious consideration to improved relationships with LEAs. At Bryant Academy there is a systemic breakdown of trust, respect and collaboration that is essential for programming between private schools and LEAs. This breakdown has negatively impacted the opportunity to open up any doors for sharing of resources, staff and professional development, as well as opportunities for students to participate in activities in their home school.
2. Ongoing curriculum review is strongly encouraged to ensure that the curriculum provided to students is aligned with the NH Grade Level Expectations, and NH Curriculum Framework
3. The staff and administration at Bryant Academy need to review current transition processes for students to ensure that there are consistent practices in place that ensure all aspects of transition supports for students and their families. This transition planning should begin upon entry to the program, with the ultimate goal of return to a lesser restrictive environment.

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: **Bryant Academy**

Date: May 15, 2008

Programs: Middle School

Number of Cases Reviewed: **1**

Recorder/Summarizer: Jane Bergeron-Beaulieu

Name: Leander Corman	Building Level or <u>Visiting</u>
Name: Janet Reed	Building Level or <u>Visiting</u>
Name: Michael Bryant	<u>Building Level</u> or Visiting
Name: Tracy Hanson	<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

ACCESS TO THE GENERAL CURRICULUM STATEMENTS					Filled in with the combined number of times a statement is marked on all Data Collection Forms for this school or building					
Ed. 1109.01 Elements of an IEP CFR 300.320 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 300.320(a) CFR 300.34 Ed. 1119.03, Full Access to District's Curricula Ed. 1119.08, Diplomas Ed. 1107.04 (d) Qualified Examiner Ed. 1133.05 (c)(h)(k) CFR 300.320 Program Requirements, Content of IEP Ed. 1133.20 Protections Afforded to Children with Disabilities CFR 300.320(a)(1)(i) "... general curriculum (i.e. ,the same curriculum as for nondisabled children)" CFR 300.320(a)(4)(iii) "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.					x					
A2.) All IEP goals are written in measurable terms.						x				
A3.) Student has made progress over the past three years in IEP goals. Goal 1						x				
A4.) Student has made progress over the past three years in IEP goals. Goal 2						x				
A5.) Student <u>has access to</u> the general curriculum (as outlined by the district, sending district or NH frameworks.)						x				
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.					x					
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.					x					
A8.) Student <u>participates</u> appropriately in state, district and school-wide assessments.					x					
A9.) Student <u>shows progress</u> in state, district and school-wide assessments.						x				
A10.) Student <u>has opportunities</u> to participate in general extracurricular and other non-academic activities with necessary supports.					x					
A11.) Student <u>does participate</u> in general extracurricular and other non-academic activities with necessary supports.					x					
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? If not, was it due to: (check all that apply)						x				
a.) Extension in Place	b.) Lack of Qualified Personnel ___Psychologist ___Educator ___Related Services ___Other	c.) Evaluation Not Completed in Time 1	d.) Summary Report Not Written in Time	e.) Meeting Not Held in Time	f.) Other					
For High School Students:					YES	NO				
A13.) Student is earning credits toward a regular high school diploma.										
A14.) <i>IF YES:</i> within 4 years?										
A15.) Student will earn an IEP diploma or a certificate of competency.										
A16.) <i>IF YES:</i> within 4 years?										
A17.) Does this school or district have a clear policy for earning a high school diploma?										

Access Strengths	Access Suggestions for Improvement
<ol style="list-style-type: none"> 1. The integration of the community into the curriculum and learning activities is impressive. 2. The school utilizes a holistic approach to instruction. 3. The continuity and flow of the thematic approach to instruction is evident. 4. The curriculum and instruction is not time bound, rather directed to individual student needs. 5. There is ongoing collection of formative assessment on individual students. 6. Students are engaged and happy. 7. The individual needs of students are being met. 8. The programming is self paced for each student. 9. The staff/student ratio is impressive. 10. Students enrolled are focused on their own progress and do not compare themselves to others enrolled in the program. 11. The facilitation of independent learning is supported by staff and administration. 	<ol style="list-style-type: none"> 1. *Daily schedule needs to reflect full access to all curriculum requirements. 2. *Students enrolled need to have full access to all required middle school content. 3. *Bryant Academy needs to ensure that there are certified consultants to work with the program in all of the required middle school content areas. 4. *IEPs need to reflect full access to the general curriculum. 5. *IEP goals need to be measurable and the IEP needs to reflect the programming that students are actually receiving. <p>* This is a citation</p>

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	
Ed .1102.53 Transition Services CFR 300.43 Ed. 1107.02 Process; Provision of FAPE CFR 300.124 Part C Transition Ed. 1109.01, Elements of an IEP (Transition Services) CFR 300.320(a)(7)(b) 20 U.S.C. 1402 (34) 20 U.S.C. 1414 (d)(1)(A) and (d)(6) Ed. 1109.03, IEP Team CFR 300.320(b) Ed. 1133.05 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.			
If the student is under age 16, answer the following 3 statements only: (If the student is 16 or over, skip to question 4.)			
T1.) Transition planning from grade to grade takes place.	X		
T2.) Transition planning from school to school takes place.	X		
T3.) Collaboration has occurred between general and special education staff in IEP development and in transition planning.	X		
If the student is age 16 or older during the course of the IEP answer all of the following statements (do not answer the 3 statements above):			
T4.) Transition planning is designed as a results oriented process that promotes movement from school to the student's desired post-school goals.			
T5.) IEP team includes parent as part of transition planning.			
T6.) IEP team and process includes student as part of transition planning.			
T7.) IEP includes current level of performance related to transition services.			
T8.) There is documentation that the student has been invited to attend IEP meetings.			
T9.) A statement of the transition service needs is included in the IEP.			
T10.) The statement of transition focuses on the student's course of study (e.g. vocational programming, advanced placement).			
T11.) 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.			
T12.) Statement of needed transition services is presented as a coordinated set of activities.			
T13.) The statement of transition focuses on the student's course of study (e.g. vocational programming, advanced placement).			
T14.) The IEP includes a statement of needed transition services and considers instruction.			
T15.) The IEP includes a statement of needed transition services and considers community experiences.			
T16.) The IEP includes a statement of needed transition services and considers development of employment skills.			
T17.) Student is informed prior to age 17 of his/her rights under IDEA.			
Only the following 4 statements may be answered N/A if appropriate. All statements above must be answered Yes or No.	YES	NO	N/A
T18.) There is documentation that representatives of other agencies have been invited to IEP meetings.			
T19.) The IEP includes a statement of needed transition services and considers related services.			
T20.) The IEP includes a statement of needed transition services and considers development of daily living skills.			
T21.) 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	Transition Suggestions for Improvement
<ol style="list-style-type: none"> 1. Independent learning is integral to the programming at Bryant Academy. 2. Informal career counseling happens at Bryant Academy. 3. Staff work hard to address the emotional aspects of transitioning to a new school environment. 4. Staff and administration have a sensitivity to transition needs for middle school students. 	<ol style="list-style-type: none"> 1. Consider adding more small group instruction to the school day to assist students in transitioning to a more traditional setting. 2. For students who are age 14, consideration should be given to transition planning in the IEP. (As of July 1, 2008, this will be required, not an option.) 3. Staff and administration may want to consider having a homework component to the program to assist students in preparing for a more traditional school setting.

SUMMARY OF BUILDING LEVEL DATA

BEHAVIOR STRATEGIES AND DISCIPLINE		Filled in with the combined number of times a statement is marked on all Data Collection Forms for this school or building		
<u>Ed. 1109.02 Program</u> <u>CFR 300.324</u> <u>Ed. 1119.11 Disciplinary Procedures</u> <u>CFR 300.530-300.536</u> <u>Ed. 1133.07 (a) (b) (c) (d) (e)</u> <u>CFR 300.530-300.536</u> <u>20 U.S.C. 1415 (K)</u> <u>Child Management – Private Schools</u> <u>RSA 169-C Child Protection Act</u>		YES	NO	N/A
B1.) Data are used to determine impact of student behavior on his/her learning.			X	
B2.) Has this student ever been suspended from school?			X	
B3.) If yes, for how many days?				
B4.) If appropriate, a functional behavior assessment has been conducted.				X
B5.) IEP team has addressed behaviors that are impacting student learning.				X
B6.) A behavior intervention plan has been written to address behaviors.				X
B7.) All individuals working with the student have been involved in developing behavior intervention strategies.				X
B8.) Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.				X
B9.) Results of behavior intervention strategies are evaluated and monitored.				X
B10.) A school-wide behavior intervention model exists.			X	
Behavior Strategy Strengths	Behavior Strategy Suggestions for Improvement			
<ol style="list-style-type: none"> 1. The culture and climate at Bryant Academy is positive and welcoming. 2. The use of a modified version of responsive classroom works well. 3. The behavioral expectations for students are clear and consistent. 4. The adults model expected behaviors. 5. All behavioral interventions are positive. 6. Parents know behavioral expectations and demonstrate they are a part of the child's team. 7. Staff are consistent in expectations, and students feel comfortable discussing behavioral issues with staff. 	<p>There is a need to document social and behavioral data being collected, and this information should be incorporated into the IEP.</p>			

Summary of Building Level Strengths and Suggestions

Strengths	Suggestions for Improvement
<ol style="list-style-type: none">1. Staff and administration are child centered.2. Staff and administration have strong working relationships with both students and parents.3. Students at Bryant Academy are actively involved in monitoring their own progress.4. Instruction is individualized for every child.	<p>See previous sections of report for suggestions</p>