

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

Eckerd Youth Alternatives, Inc.

**Cascade Academy, Berlin NH
Diamond Pond Academy, Colebrook NH
Camp E-Toh-Anee, Stewartstown, NH**

SUMMARY REPORT

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**Chairpersons, Visiting Team:
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Education Consultants**

**Site Visit Conducted on April 28, 29, 30, 2009
Report Date, July 28, 2009
Revised Report Date August 19, 2009**

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I. TEAM MEMBERS

Visiting Team Members:

NAME	PROFESSIONAL ROLE
Chairpersons:	
Dr. Richard Ayers	Education Consultant
Jane Bergeron-Beaulieu	Education Consultant
Nancy Pierce	Principal
Gary Bisson	Principal
Cheri Sullivan	NHDOE Education Consultant
Nash Reddy	Assistant Principal

Building Level Team Members:

NAME	PROFESSIONAL ROLE
Rhett Darak	Education Administrator
Jaime Hutchinson	Teacher
Kristin Supa	Teacher
Heather Lafferty	Teacher
Lisa Lynch	Teacher
Jeff Frank	Behavior Specialist
Micheal McIvaine	Teacher
Nicholas Rudowski	Behavior Specialist
Tina Reisinger	Teacher
Karen Langley	Part Time Administrator
David Kenney	Behavior Specialist
Laura Easley	Teacher
Eric Tonkery	Teacher
Neil Tenanbaum	Teacher
James Cochran	Program Director
Clay Vetter	Behavior Specialist

II. INTRODUCTION

Eckerd Youth Alternatives Mission:

“To develop and share programs that promote the well-being of children and serve at-risk youth and their families”.

Eckerd Youth Alternatives (EYA) is a national private nonprofit organization that offers innovative alternatives that help challenged youth lead successful, productive lives. Since its founding in 1968, EYA has helped nearly 100, 000 youth nationwide keeping at risk kids out of trouble, and getting high risk kids back on track by creating therapeutic residential and day settings where kids can heal and learn. EYA is also known for supporting youth in their communities, as they transition to lesser restrictive environments so they stay headed in the right direction.

At the time of the April 2009 NHDOE special education visitation to New Hampshire, EYA programs, the following day and residential programs were being offered:

- **Camp E-Toh-Anee:** Grades 6-12: year round residential program for males only, located in Colebrook NH
- **Diamond Pond Academy:** Grades 6-12: school year only, day program for males and females, located in Colebrook NH
- **Cascade Academy:** Grades 5-12: school year only, day program for males and females, located in Berlin NH

The main goal of all of the EYA programs is to help students with behavioral and academic struggles so that they may return to their school district of origin, or in some cases move on to a technical school or another alternative school setting. The program of studies includes the courses offered by Eckerd Youth Alternatives, Inc. and highlights specific requirements that each student might require necessary for high school graduation. All of the NH programs serve both middle and high school students, and the low staff student ratio allows EYA to better meet the needs of individual students, both academically and behaviorally. Since its inception EYA has been know for its emphasis on outdoor therapeutic programming, and is at the heart of much of the work done with students. The approach taken at all three programs is to integrate classroom experiences and required curriculum into experiential education opportunities. The staff within the EYA programs are provided with extensive professional development and training in working with children and youth who have both academic and behavioral challenges. In addition to certified teachers, all programs are staffed with behavioral interventionists and all staff prides themselves on a non-punitive approach to discipline, emphasizing de-escalation and reflective listening. Over the past several years, the network of NH Eckerd programs has provided important guidance and services to not only the north country of New Hampshire, but also statewide.

SCHOOL PROFILE

SCHOOL DEMOGRAPHICS	2007-08	2008-09
Student Enrollment <u>as of December 1</u>		33
Do you accept out-of-state students? If so, list number from each state in 08-09	Yes, VT 2 students	
Number and Names of Sending New Hampshire LEAs (as of October 1)		
# of Identified Students Suspended One or More Times	0	0
Average Length of Stay for Students		13.3 months
<u>STAFF DEMOGRAPHICS</u>		
Student/Teacher Ratio (as of Oct. 1)		
# of Certified Administrators	1	1
# of Certified Teachers	1(ETA) 1(DPA)	3(ETA) 3(DPA) 2(CASCADE)
# of Teachers with Intern Licenses	2(ETA) 2(DPA) 5(CASCADE)	1(ETA) 1(CASCADE)

# of Non-certified Teachers	1(ETA) 1(DPA) 1(CASCADE)	1(ETA)
# of Related Service Providers	0	0
# of Paraprofessionals	1	1
# of Professional Days Made Available to Staff	10	10

SPECIAL EDUCATION PROGRAM DATA		
Primary Disability Types:	2007-08	2008-09
Autism		
Deaf / Blindness		
Deafness		
Emotional Disturbance	11	5
Hearing Impairment		
Mental Retardation		
Multiple Disabilities		
Orthopedic Impairment		
Other Health Impairment	12	3
Specific Learning Disabilities	5	3
Speech or Language Impairment	2	
Traumatic Brain Injury		
Visual Impairment		

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 Eckerd Youth Alternatives on April 28, 29, 30, 2009 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

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

Eckerd Youth Alternatives. 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 2004 NHDOE Special Education Program Approval Report, the following patterns were identified as needing improvement:

Citation	Status as of July 30, 2004	Status as of April 28-30, 2009
Ed 1119.01(a)(2) Required IEP Compliance-Goals not written in measurable terms.	Met	Not Met

V. APRIL 2009 NHDOE 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 Case Study Compliance review, the visiting team spent three days working with the EYA staff in the review and presentation of seven case studies from 7 different school districts. The case studies prepared by the EYA staff were randomly selected by the NHDOE and provided a sampling of middle and high school students, both day and residential; all of those selected were male students. At more that half of the case study presentations, the sending school districts were present and participated in the review of data and evidence gathered to demonstrate both compliance with state and federal special education rules and regulations, as well as demonstration of academic and behavioral growth over time.

SUMMARY REPORT OF SENDING LEAs

Name of Private School:					
Total number of surveys sent: 50, 5, 5	Total # of completed surveys received: 13, 3, 3	Percent of response: 26, 80, 60			
Number of students placed by: LEA: 8, 15	Court: 33	Parent:			
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.	9,3,2	4, 1			
2. I am satisfied with the educational program at the above school.	8,3,2	4,1		1	

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

Analysis of Responses:

ETA, DPA, CASCADE

Summary:

A total of 60 surveys were sent to NH LEAs who have students currently placed in one or more of the EYA programs. The breakdown of survey results are summarized as follows

Name of Facility	# of Survey Distributed	# Completed and Returned	% Rate
Camp E-Toh-Anee	50	13	26%
Diamond Pond Academy	5	3	80%
Cascade Academy	5	3	80%

Upon review of the survey results the data was favorable for a reliable analysis of collective views of the school districts that are responsible for the education of students with disabilities. Predominant in the survey was confirmation of the effectiveness of the services provided in the EYA programs, especially in the areas of positive expectations for students, behavioral interventions, progress reporting, and the overall willingness of EYA to work in partnership with LEAs, the court system, and families.

PARENT PARTICIPATION

One of the defining features of effective schools is strong parent/community relations and open communication. Having parents as active stakeholders in the NHDOE Special Education Program Approval Process ensures broader

perspectives and brings forth new ideas. In addition, including the parent perspective enhances and strengthens the teams' case study presentations, and makes for stronger school/parent relationships. As such, parent participation and input is a required part of the NHDOE Special Education Program Approval Process. In order to ensure parent participation and feedback, the NHDOE, Bureau of Special Education involves parents in a variety of aspects of the Special Education Program Approval Process. First, parents are encouraged to be active participants in the case study presentations; second, parents of the children presented in the case study process are formally interviewed; and third, the school is required to send all parents of students with disabilities a written survey with a request to respond. Below is a summary of the results of the parent survey, along with a summary of the comments/feedback provided to the visiting team during the April 2009 Case Study Compliance Review at Eckerd Youth Alternatives.

SUMMARY OF PARENT SURVEY DATA

Name of Private School: Eckerd Youth Alternatives, Inc.				
Total number of surveys sent:	Total # of completed surveys received:	Percent of response:		
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.	3, 1	1, 2, 1		
My child has opportunities to interact with non-disabled peers on a regular basis.	4, 1, 1	1	1	
I am adequately informed about my child's progress.	4, 2, 2			
My child is informed about and encouraged to participate in school activities outside of the school day, and is offered necessary supports.	4,	2, 1	1	
My child feels safe and secure in school and welcomed by staff and students.	3, 1, 1	1, 1	1	
A variety of information (observations, test scores, school work, parent input) was used in developing my child's IEP.	4, 2, 2			
I am satisfied with the progress my child is making toward his/her IEP goals.	4, 1	1, 2		
FOR PARENTS OF HIGH SCHOOL STUDENTS ONLY:				
My child earns credits toward a regular high school diploma in all of his/her classes.	2, 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.	4, 1, 1		1, 1	
All of the people who are important to my child's transition were part of the planning.	3, 1, 1	1, 1		
FOR PARENTS OF STUDENTS AGE 16 OR OLDER ONLY:				
I am satisfied with the written secondary transition plan that is in my child's IEP.	1	1		
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	
		3, 1, 2	1, 1	
	3	2	1	No Answer
I have been involved in the development of behavior interventions, strategies and supports for my child.	3, 1, 2			
I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs.	3, 1	1, 1		
OTHER:				
I fully participate in special education decisions regarding my child.	2, 2, 2			
I have been provided with a copy of the procedural safeguards (parental rights) at least once a year	4, 2, 2			

ETA-4 COMPLETED

DPA- 2 COMPLETED

CASCADE - 2 COMPLETED

The parent responses to the survey represent a marginal representation of parents of students enrolled at Eckerd with the return of a total of 8 surveys were returned from all three programs. The feedback from the parents who responded to the survey provided interesting insights to the inclusion of parents in the EYA programs. Parents indicated that EYA was particularly adept in providing positive behavioral interventions and in informing them of student progress at EYA. The parent responses further provided insight on the success of transition planning along with the support families are provided as students transfer to lesser restrictive environments. EYA may want to give attention to the low response rate of parent surveys and explore ways to gain ongoing feedback from parents and families, and utilize the data collected to strengthen programs and services.

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

Based on the case studies presented at the three Eckerd Youth Alternatives Programs, it was evident that instruction for students is highly individualized and that all students are afforded the opportunity to progress at their own rate of learning. The EYA staff and administration have created a number of intentional and effective means of placing students in charge of their own learning and to ensuring students are provided access to both required coursework and the requirements of sending school districts. The instructional staff clearly articulate course content at the middle and high school level through the established curriculum framework, although the framework is not yet formally connected to the state standards.

At the time of the 2009 NHDOE Case Study Compliance Review, EYA provided evidence of intended documentation of course offerings and curriculum to the state curriculum frameworks through a sample curriculum guide. While students enrolled within the EYA Programs do have very innovative learning opportunities, there was not sufficient evidence that all students enrolled have full access to NH minimum state curriculum standards for presentation of curricula. This is evident through the following:

- Insufficient evidence of a viable curriculum to guide instruction, assessment, development of IEPs and measuring student progress
- Lack of complete course of studies across all disciplines in all required disciplines
- Lack of full access to the general curriculum as outlined in the NH Minimum State Curriculum Standards
- Insufficient evidence of full component of certified teachers, administrators, and consultants in all required subject areas

Transition

Transition Planning

Process: Provision of FAPE

Transition Services

Transition planning as required by IDEA and state special education rules was not consistently evident in the IEPs presented by EYA staff. At the high school level, the IEPs presented did not have all of the required components. In the EYA programs, transition planning does occur and, in some cases was exemplary; however, planning was not always documented. Based on the case studies presented by EYA staff, it was evident that staff and administration recognize the importance of transition planning; however this was not clearly elaborated in the IEPs reviewed. Lacking was a comprehensive transition plan for several of the case studies presented. Transition planning is a critical area for students placed outside of their home school district, and in particular, those who have been court placed. IEPs presented to the visiting team lacked well documented collaboration between LEAs and outside agencies, as well as transition processes upon admission or discharge to the various schools at EYA. There is a demonstrated need to provide attention and resources to develop and implement consistent transition processes, procedures, and documentation.

Behavior Strategies and Discipline

As a result of the April 2009 visit to the EYA Programs, it was clear that staff and administration have been provided with specialized training on intervention strategies to address individual student needs in the area of behavior management and mental health interventions. Each of the programs exhibits well- defined behavioral supports and interventions, and makes certain that all of the necessary supports are in place to ensure full implementation of the behavior management model. Behavioral interventions utilized are positive and engage the student, and when possible the family. In addition to the clearly outlined day to day behavioral expectations within each program, individual plans are developed for students as necessary. For those students in need of more specialized behavioral programming, plans are written and included in IEPs, and progress is monitored regularly. Both program wide and individual student data is reviewed regularly through focused discussions to ascertain the impact that student behaviors have upon the culture of the programs, climate and student learning.

COMMENDATIONS

1. The staff and administration in all of the EYA Programs were consistently regarded as skilled, caring and dedicated to working with a very challenging student population.
2. Within each of the EYA Programs there is a sense of pride, teamwork and spirit of enthusiasm.
3. There is strong collaboration between clinical staff, residential staff, parents, and teachers.
4. The individualized instruction and outdoor based learning opportunities in the EYA programs are impressive.
5. Student/staff ratio is appropriate for working with students who demonstrate such significant emotional, behavioral and mental health issues.
6. Efforts to engage the students in the local communities are well recognized.
7. Eckerd Youth Alternatives continues to grow and evolve and suggestions for improvement provided by the NHOE are viewed as important in guiding future decision related to special education programming.
8. The respect and positive relationship between students, staff, administration and families is commendable.
9. LEAs with students enrolled at EYA programs indicate a positive regard for the caliber of the programs, expanse of services, quality of staff and positive student outcomes.
10. Professional development opportunities for educators within the EYA programs are ongoing and encouraged by the school's administration.
11. The EYA Programs are recognized for the hospitality extended to the visiting team during the April 2009 NHDOE Special Education Program Approval Visit.
12. All staff in the EYA Programs was well prepared for the NHDOE Case Study Compliance Review, and both general and special educators fully participated in the process.
13. The administration of EYA is commended for their vision, leadership, collaboration and ability to engage LEAs, parents, students and staff in all aspects of student life and programming.
14. In each of the EYA programs there is a sense of purpose and vision, and the adults working within the programs are lifelong learners and true role models for students.

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.

At the Eckerd Youth Alternatives there are many praiseworthy strategies, interventions and programming provided to all students. While noteworthy, there were several issues of significance that surfaced which warrant immediate attention. These include: the lack of structure and integration of curriculum, instruction and assessment; documentation of transition planning; full access to the general curriculum; demonstration that all staff and administration, and consultants hold required certification. While the visiting team recognized that EYA

programs are in process of piloting a new curriculum, all of the EYA programs need to demonstrate a viable curriculum that teachers use on a daily basis; one that is directly connected and aligned to a course of studies, as well as NH Grade Level and Grade Span expectations and the NH Curriculum Frameworks. Related to this is the need for a process that insures consistency in the application of the data from academic assessments to inform the application of the curriculum, instruction strategies and IEP development. This could include baseline assessment for all students and periodic assessment of student achievement for the purpose of determining academic growth. To fully realize this dimension of accountability, each program is encouraged expand their collaboration with LEAs who are placing students at EYA.

CITATIONS OF NONCOMPLIANCE IDENTIFIED AS A RESULT OF THE APRIL 2009 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 IEP

Six of the seven IEPs reviewed at EYA Programs lacked measurable annual goals.

Responsible LEAs: Berlin, Pembroke, Monadnock Regional, Colebrook, Gorham/Milan

ED 1102 Transition Services

CFR 300.43

ED 1109.01 Elements of a IEP (Transition Services)

Six of the seven IEPs reviewed lacked transition planning requirements as outlined in state and federal special education rules and regulations.

Responsible LEAs: Berlin, Pembroke, Monadnock Regional, Colebrook, Gorham/Milan

Systemic/Program Specific Citations to Be Addressed by the Private School Setting:

ED 1109.01 Elements of IEP

CFR 300.320 Content of IEP

ED 1114.05 9 (c) Program Requirements

Of the IEPs reviewed, six lacked evidence that Annual IEP goals were measurable. All of the IEPs developed for implementation at EYA programs must have evidence of measurable annual goals. Prior to the enrollment of a student, EYA must ensure that the IEP meets full compliance, including but not limited to, annual IEP goals that are measurable.

ED 1114.085 (g) Full Access to the District's Curriculum/Equal Educational Opportunities

CFR 300.320 (a)

Seven of the IEPs reviewed did not provide sufficient evidence that students enrolled in EYA programs have full access to the general curriculum. All students enrolled at EYA Programs must have full access to equal educational opportunities within their programs, and the ability to progress in the general curriculum as outlined in state and federal and special education rules and regulations.

ED 1102 Transition Services

ED 1109.01 Elements of a IEP (Transition Services)

Five of the seven IEPs reviewed lacked sufficient evidence of transition planning, including but not limited to: inclusion of parents in transition planning, documentation that students are invited to transition planning meetings, the fact that representatives from other agencies are included in planning process, and lack of documentation that transition plan goals are coordinated and measurable. All IEPs implemented within EYA programs must demonstrate full compliance with transition planning requirements.

ED 1114.10 Qualifications and Requirements for Instructional, Administrative, and Support Personnel

ED 1114.04 (j) Program Requirements

CFR 300.320

All of the staff and administration in all of the EYA programs must hold appropriate certification for the position in which they provide instruction or services. At the time of the April 2009 visitation to EYA, the personnel roster lacked a full complement of required consultants, and several of the individuals listed did not hold updated credentials. Additionally, at the time of the April 2009 visit to the EYA programs, the full time position of Education Director was occupied by an individual who worked with the programs on a part time basis, and therefore was not available on-site for direct supervision of staff on a daily basis. Instructional leadership from a certified administrator in all of the EYA programs warrants immediate attention.

ED 1114.21 Emergency Planning and Preparedness

Written processes for Diamond Pond Academy and Cascade Academy need to be developed for staff and students to follow in case of emergency. This includes emergency drills, and documentation that the drills are conducted as outlined in ED 1114.21

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. Eckerd Youth Services of NH will serve their student population well with the continued focus upon the curriculum, instruction and assessment strategies employed in all of their programs. Although it is recognized that curriculum development is in process to meet the academic and emotional needs of the unique student population, this does not preclude the necessity to provide a high standard of instruction and assessments in all required academic content areas.
2. Availability and provisions for summer programming at both of the day school programs needs to be considered.
3. All of the EYA programs need to solidify written curriculum/outcomes for vocational course offerings to include those related to off-site community experiences.
4. EYA may wish to consider the development of individual student profiles that would follow students as they transition to their next educational setting.
5. EYA will benefit from a guided strategic planning process that is goal oriented and performance based and that opens other avenues for outreach and program development for the student population they serve.

6. Each of the EYA programs would benefit from additional expertise in the area of reading instruction and provision of varied reading interventions for students enrolled.
7. Staff would benefit from professional development in the writing of transition plans to ensure that IEPs meet full compliance.
8. EYA needs to take a critical look at the teacher evaluation model, and ensure that staff is provided ongoing supervision, and that the model is directly aligned to curriculum, instruction methodologies and assessment strategies.
9. For the day programs, strong consideration should be given to making connections with local school districts for the purpose of sharing of resources including but not limited to, curriculum, professional development, and facilities, etc.
10. As the EYA curriculum becomes final, it is suggested that staff and administration align the curriculum with high school competencies.
11. The facilities at both Diamond Pond Academy and Cascade Academy do not allow for differentiated instruction and active hands on learning for students. EYA needs to give careful consideration to the provision of adequate space in order that the unique needs of the challenging student population can be met.

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: Eckerd Youth Alternatives, Inc.

Date: April 28-30, 2009

Programs:

Camp E-Toh-Anne, Diamond Pond Academy, Cascade Academy

Number of Cases Reviewed:

7

Recorder/Summarizer: Nancy Pierce

Name: Dr. Richard Ayers	Building Level or <u>Visiting</u> (circle one)
Name: Jane Bergeron-Beaulieu	Building Level or <u>Visiting</u> (circle one)
Name: Cheri Sullivan	Building Level or <u>Visiting</u> (circle one)
Name: Nash Reddy	Building Level or <u>Visiting</u> (circle one)
Name: Keith Philipson	<u>Building Level</u> or Visiting (circle one)
Name: Gary Bisson	Building Level or <u>Visiting</u> (circle one)
Name: Nancy Pierce	Building Level or <u>Visiting</u> (circle one)
Name: Rhett Darak	<u>Building Level</u> or Visiting (circle one)
Name:	Building Level or Visiting (circle one)

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.**

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		
<u>Ed. 1109.01 Elements of an IEP CFR 300.320 Content of IEP</u> <u>Ed. 1109.05, Implementation of IEP 20 U.S.C. 1414 (d)</u> <u>Ed. 1115.07, Ed 1119.01(f) Provision of Non-Academic Services/Settings</u> <u>CFR 300.320(a) CFR 300.34 Ed. 1113.08, Full Access to District's Curricula</u> <u>Ed. 1113.13, Diplomas</u> <u>Ed. 1107.04 (d) Qualified Examiner</u> <u>Ed. 1109.01 CFR 300.320 Program Requirements, Content of IEP</u> <u>Ed. 1119 Protections Afforded to Children with Disabilities</u> <u>CFR 300.320(a)(1)(i)</u> "... general curriculum (i.e. ,the same curriculum as for nondisabled children)" <u>CFR 300.320(a)(4)(iii)</u> "To be educated and participate with other children with disabilities and non disabled children"					YES	NO	N/A
A1.) Team uses multiple measures to design, implement and monitor the student's program.							
A2.) All IEP goals are written in measurable terms.					1	6	
A3.) Student has made progress over the past three years in IEP goals. Goal 1							
A4.) Student has made progress over the past three years in IEP goals. Goal 2							
A5.) Student <u>has access to</u> the general curriculum (as outlined by the district, sending district or NH frameworks.)							
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.						7	
A7.) When participating in a regular education setting with non-disabled peers with necessary supports, student <u>has made progress in</u> the general curriculum.							
A8.) Student <u>participates</u> appropriately in state, district and school-wide assessments.							
A9.) Student <u>shows progress</u> in state, district and school-wide assessments.							
A10.) Student <u>has opportunities</u> to participate in general extracurricular and other non-academic activities with necessary supports.							
A11.) Student <u>does participate</u> in general extracurricular and other non-academic activities with necessary supports.							
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)					7		
a.) Extension in Place	b.) Lack of Qualified Personnel ___Psychologist ___Educator ___Related Services ___Other	c.) Evaluation Not Completed in Time	d.) Summary Report Not Written in Time	e.) Meeting Not Held in Time	f.) Other		
For High School Students:					YES	NO	
A13.) Student is earning credits toward a regular high school diploma.					7		
A14.) <i>IF YES:</i> within 4 years?					7		
A15.) Student will earn an IEP diploma or a certificate of competency.						7	
A16.) <i>IF YES:</i> within 4 years?							
A17.) Does this school have a clear policy for earning a high school diploma?					n/a		

Access Strengths	Access Suggestions for Improvement
<ol style="list-style-type: none"> 1. The instruction provided to students in the EYA programs is based on hands-on learning opportunities. 2. There is great potential in the proposed curriculum that was shared with the visiting team. 3. The thematic approach to teaching seems to work well and is aligned to state curriculum requirements. 4. Teachers are skilled and able to motivate a very challenging student population by utilizing differentiated instruction. 5. The continuity and tenure of the staff assists in providing strong programming for students enrolled. 6. EYA supports and encourages ongoing professional development for staff. 	<ol style="list-style-type: none"> 1. Curriculum development needs to continue and the model needs to be expanded to include vocational education and the arts. 2. Consider working with a local school district in the development of high school competencies to align with the curriculum and current course offerings. 3. A more formal process needs to be established to document earning of high school credits, and that school districts agree on credit earning status upon admission to the program. 4. A strategic plan needs to be developed for the implementation of the new curriculum. This includes professional development to staff, notification to LEAs and parents and introduction to the students. 5. Consideration needs to be given to an assessment model for EYA programs. It is suggested that 3 forms of assessment be utilized to monitor student progress 6. EYA may want to consider development of a tool for reporting how Classworks is used, so that the assessment is intelligible to sending school districts.

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	
<u>Ed .1102 Transition Services CFR 300.43</u> <u>Ed. 1106 Process: Provision of FAPE CFR 300.124 Part C Transition</u> <u>Ed. 1109.01 Elements of an IEP (Transition Services)</u> <u>CFR 300.320(a)(7)(b) 20 U.S.C. 1402 (34)</u> <u>20 U.S.C. 1414 (d)(1)(A) and (d)(6)</u> <u>Ed. 1103 IEP Team CFR 300.320(b)</u> 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.				
T1.) Transition planning from grade to grade takes place.				
T2.) Transition planning from school to school takes place.				4
T3.) Collaboration has occurred between general and special education staff in IEP development and in transition planning.				3
T4.) For a student who will turn age 14 during the IEP service period (or younger if determined appropriate by the IEP team,) does the IEP include a statement of the transition service needs that focuses on the student's course of study, such as participation in advanced-placement courses or a vocational education program? Ed 1109.01 (10)				
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.				
T5.) Transition planning is designed as a results oriented process that promotes movement from school to the student's desired post-school goals.				1
T6.) IEP team includes parent as part of transition planning.				3
T7.) IEP team and process includes student as part of transition planning.				
T8.) IEP includes current level of performance related to transition services.				1
T9.) There is documentation that the student has been invited to attend IEP meetings.				4
T10.) A statement of the transition service needs is included in the IEP.				
T11.) The statement of transition service needs focuses on the student's course of study (e.g. vocational programming, advanced placement).				
T12.) Transition plan includes coordinated, measurable, annual IEP goals and includes transition services that will reasonably enable the student to meet the post-secondary goals. (required data for federal statistics purposes)				5
T13.) Statement of needed transition services is presented as a coordinated set of activities.				
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.			3	
T19.) The IEP includes a statement of needed transition services and considers related services.			1	
T20.) The IEP includes a statement of needed transition services and considers development of daily living skills.				7
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.				7

Transition Strengths	Transition Suggestions for Improvement
<ol style="list-style-type: none"> 1. EYA has many processes in place for transitioning students. 2. The master treatment plan provides a wealth of information related to transition planning. 3. At Camp, the transitional classroom is very effective and provides students with the opportunity to practice learning expectations that are required in more formal learning settings. 4. Transition to a lesser restrictive environment is based on competency and demonstration that skills have been achieved. 5. For students who have left the EYA programs, they have the opportunity for a return support in the form of what is called a “tune up”. 6. Staff and administration are intentional in transition planning and providing supports to both the family, and students. 	<ol style="list-style-type: none"> 1. *Transition summaries need to be included in IEPs and written to meet requirements of both state and federal special education rules and regulations. 2. At the point of transition for students leaving EYA Programs, there should be processes in places for personal contact with the sending school.

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 Program</u> <u>CFR 300.324</u> <u>Ed. 1124 Disciplinary Procedures</u> <u>CFR 300.530-300.536</u> <u>20 U.S.C. 1415 (K)</u> <u>Child Management – Private Schools</u> <u>RSA 169-C Child Protection Act</u>		YES	NO	N/A
B1.) Data are used to determine impact of student behavior on his/her learning.				
B2.) Has this student ever been suspended from school?		2	5	
B3.) If yes, for how many days?		3.5		
B4.) If appropriate, a functional behavior assessment has been conducted.				7
B5.) IEP team has addressed behaviors that are impacting student learning.				
B6.) A behavior intervention plan has been written to address behaviors.				
B7.) All individuals working with the student have been involved in developing behavior intervention strategies.				
B8.) Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.				
B9.) Results of behavior intervention strategies are evaluated and monitored.				
B10.) A school-wide behavior intervention model exists.			7	
Behavior Strategy Strengths		Behavior Strategy Suggestions for Improvement		
<ol style="list-style-type: none"> 1. Behavioral interventions provided to students at EYA are successful and are the foundation of the program. 2. A significant amount of data is collected re: student behavior and the data are reviewed regularly to plan appropriate programming for students, and to measure the success rate of students. 3. By using a strength based, non-punitive system, students can clearly articulate behavioral expectations, and report that the system has a positive impact upon them. 4. Students are respected and treated as individuals regardless of the kinds of challenges that may need to be addressed. 		<ol style="list-style-type: none"> 1. EYA might want to consider utilizing a self esteem inventory as part of the assessment system in measuring progress of students. 		