

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

**Coe-Brown Northwood Academy
SUMMARY REPORT**

**DAVID S. SMITH, Headmaster
MARY SUSAN SMITH, Director of Special Education**

Chairperson, Visiting Team:
Robert E. Andrews, Ed. D.
Education Consultant

Site Visit Conducted on March 23-24, 2010
Report Date, July 7, 2010

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I. TEAM MEMBERS

Visiting Team Members:

NAME	PROFESSIONAL ROLE
Chairperson:	
Robert E. Andrews, Ed. D.	Educational Consultant
Anne Wilkinson	Special Education Coordinator/Teacher
Vicki Therrien	Inclusion Facilitator
Kate Zacharius	Assistant Principal

Building Level Team Members from Coe-Brown Northwood Academy:

NAME	PROFESSIONAL ROLE
Student #1	Student
Mary Susan Smith	Director of Special Education
Timothy E. Cox	Special Education Teacher
Emily Compton	Health Teacher
Susan McLean	Math Teacher
Tara Tenasco	Guidance Counselor
Christian Gompert	English Teacher
Jean Cumings	Biology Teacher
Tim Tenasco	Civics Teacher
Student #2	Student
Anna Hazen	English Teacher
Anne Onion	Guidance Counselor
Carrie Kennedy	U.S. History Teacher
Brent Tkaczyk	Case Manager
Ken Haggett	Wood Working Teacher
Student #3	Student
Shawn White	Case Manager
Stephen Smith	Guidance Counselor
Jen Wheet	English Teacher
Dana Haley	Construction Teacher
Jeff McEachern	Vocational Preparation
Student #4	Student
Christen Gompert	English Teacher
Mark Stuthers	Science Teacher
Josh Hils	Physical Ed/Health Teacher
William Clark	Math Teacher

II. INTRODUCTION

Coe-Brown Northwood Academy (CBNA) is a private comprehensive secondary high school. It is designated as a “public academy”, one of only two in the state of New Hampshire. It operates under a Board of Trustees, and has contractual agreements with the towns of Northwood and Strafford, who do not operate their own public high schools. Other towns, including Barrington, Nottingham and Deerfield, send small numbers of tuition students to CBNA. CBNA is located at 907 First NH Turnpike in Northwood NH. The total enrollment at Coe-Brown is 704 of whom 89 (12.6 %) were identified with educational disabilities at the time of the visit on March 23-24, 2010. Services are provided through the Resource Room programs that serve students ages 14-21 in grades 9-12. The special education program staff includes a Director of Special Education/special education teacher, four full time certified special education teachers, thirteen certified paraeducators and one administrative assistant.

The mission statement for Coe-Brown Northwood Academy is as follows:

Coe-Brown Northwood Academy strives to produce graduates who are academically and socially prepared to be responsible, caring and contributing members of the global society. To achieve this mission, we seek to promote learning outcomes that meet high academic standards, place the needs of individual students first, maintain a small teacher to student ratio, and provide a strong foundation for post-secondary education and life management skills. We also strive to create an environment that fosters an appreciation of lifelong learning, critical thinking, personal responsibility and self respect. The Academy also strives to support the respect for peers, faculty, administration and environment through example, extracurricular involvement, community involvement and community service. It is the goal to continuously assess, improve and develop curriculum in response to the ever-changing world.

SCHOOL PROFILE

SCHOOL DEMOGRAPHICS	2008-09	2009-10
Student Enrollment <u>as of December 1</u>	95	83
Do you accept out-of-state students? If so, list number from each state in 09-10	No	
Number and Names of Sending New Hampshire LEAs (as of October 1, 2009)	SAU 74 Barrington / SAU 8 Concord / SAU 53 Pembroke SAU 19 Goffstown / SAU 30 Laconia / SAU 37 Manchester SAU 44 Northwood / SAU 54 Rochester	
# of Identified Students Suspended One or More Times	7	0
Average Length of Stay for Students	4 yrs.	4 yrs.
<u>STAFF DEMOGRAPHICS</u>		
Student/Teacher Ratio (as of Oct. 1)	1 to 23	1 to 20
# of Certified Administrators	1	1
# of Certified Teachers	4	4
# of Teachers with Intern Licenses	0	0
# of Related Service Providers	6	6
# of Paraprofessionals	13	13
# of Professional Days Made Available to Staff	8	8

SPECIAL EDUCATION PROGRAM DATA		
Primary Disability Types:	2008-09	2009-10
Autism	1	1
Deaf / Blindness	0	0
Deafness	2	2
Emotional Disturbance	2	2
Hearing Impairment	2	2
Mental Retardation	4	2
Multiple Disabilities	17	0
Orthopedic Impairment	0	0
Other Health Impairment	13	17
Specific Learning Disabilities	46	46
Speech or Language Impairment	7	11
Traumatic Brain Injury	1	0
Visual Impairment	0	0
Developmental Delay ages 3-9	Age group n/a	Age group n/a

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

The New Hampshire Department of Education (NHDOE) conducted a Special Education Program Approval Visit to Coe-Brown Northwood Academy March 23-24, 2010 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 Free Appropriate Public Education FAPE for students with disabilities:

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

As part of this compliance review, four students were randomly selected by the NHDOE prior to the visit, and staff was asked to present these students' case studies at the visit to determine compliance with state and federal special education rules and regulations.

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

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

- ♦ Any new or changed special education programs seeking approval from the NHDOE (not applicable at this time)

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 Coe-Brown Northwood Academy. 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 June 2, 2005, NHDOE Special Education Program Approval Report, there were no findings of non-compliance.

V. MARCH 23-24, 2010 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 (schools or private settings) to determine the number and type of case studies to be prepared and presented, to ensure that building teams are not inundated with much more data than they can possibly analyze, allowing them to reflect upon and generalize their newly found knowledge of their programs, practices, policies and procedures.

The NHDOE Special Education Case Study Compliance Review Process conducted four case studies randomly selected from the high school program. The students selected represented high school students with disabilities that included Specific Learning Disability, Speech-Language Impairments, and Hearing Impairments. The Case Studies provided the visiting team an opportunity to learn about CBNA's provision of access to the general curriculum, transition planning and school-wide behavior management model.

LEA SURVEYS

Private schools provide necessary options to New Hampshire students with educational disabilities. Effective partnerships with LEAs are an important part of establishing and implementing successful private special education programs that improve student outcomes. By surveying LEA perceptions of current program(s), private schools can self assess these relationships and determine if there are areas in need of improvement.

To this end, Coe-Brown Northwood Academy distributed the LEA Survey to the contact people in all LEAs that have students currently enrolled in the school. CBNA sent out 5 surveys to LEAs and received four in return for an **80% response** from the LEAs. CBNA calculated the survey results.

SUMMARY REPORT OF SENDING LEAs

Name of Private School: Coe-Brown Academy		
Total number of surveys sent: 5	Total # of completed surveys received: 4	Percent of response: 80
Number of students placed by: LEA: All	Court:	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.	2	2			
2. I am satisfied with the educational program at the above school.	2	2			
3. The school consistently follows special education rules and regulations.	1	2	1		
4. The school has an effective behavioral program (if applicable).	1		1		2
5. I am satisfied with the related services provided by the school.	2	2			
6. The school implements all parts of students' IEPs.	2	1	1		
7. I feel the school provides the necessary skills to allow the student to make progress on the IEP goals.	1	3			
8. The school program measures academic growth.		2	2		
9. The school program measures behavioral growth (if applicable).	1		1		2
10. The school completes a minimum of 3 comprehensive reports per year on each child with a disability enrolled.	2	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.	2	1			1
12. Progress reports are provided to the LEA and to the parent of the child.	2	1			1
13. I am satisfied with the way the school communicates students' progress.	1	1	2		
14. The school communicates effectively with parents.	1		1		2
15. The school communicates effectively with the LEA.	1	2			
16. The school involves parents in decision-making.	1	3			
17. The school actively plans for future transition to a less restrictive placement.	1	2			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.	1	1			2
19. The school team sets meeting times that are convenient for both parents and LEA.	2	2			
20. The school has met my expectations.	1	2	1		
21. I have a good relationship with the school.	2	2			
22. I would enroll other students at the school.	2	2			

With an 80% response, and with most answers in the Strongly Agree/Agree Visiting Team determined that the LEA survey results indicate general satisfaction with the services provide. However, most notable responses to the survey include:

- A need to improve upon the measurement of academic progress and behavioral growth
- Strengthen the reporting of student progress to LEAs
- A need to better communicate with parents
- A need to more closely follow special education rules and regulations
- Provide effective behavioral plans
- Improve the implementation of all parts of the IEP

PARENT PARTICIPATION

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

The Special Education Department at CBNA sent out 87 parent surveys and received 13 completed surveys back from parents (15% response rate). The analysis was completed by the Special Education Department at CBNA. Of those responding, all parents are completely or partially satisfied with their students’ Access to the General Curriculum, Transition Planning and Behavior Strategies and Discipline. Individual comments from parents state that they are satisfied with the program at CBNA, as well as the services and help. However, parents of one student indicate that they have not yet met with the school to discuss their daughter’s needs and goals.

Based on the results of the survey, CBNA determined that the weakest area was Transition and has identified it as a target area for the 2009-10 and 2010-11 school year. There has been technical assistance provided to them from SAU #44 special education office and additional training and assistance is planned.

SUMMARY OF PARENT SURVEY DATA

Name of Private School: Coe Brown Academy				
Total number of surveys sent: 87	Total # of completed surveys received: 13	Percent of response: 15%		
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.	10	3	0	

My child has opportunities to interact with non-disabled peers on a regular basis.	11	1	0	1
I am adequately informed about my child's progress.	11	2	0	
My child is informed about and encouraged to participate in school activities outside of the school day, and is offered necessary supports.	10	1	0	2
My child feels safe and secure in school and welcomed by staff and students.	10	2	0	1
A variety of information (observations, test scores, school work, parent input) was used in developing my child's IEP.	12	0	0	1
I am satisfied with the progress my child is making toward his/her IEP goals.	10	2	0	1
FOR PARENTS OF HIGH SCHOOL STUDENTS ONLY:				
My child earns credits toward a regular high school diploma in all of his/her classes.	12	1	0	
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.	10	3	0	
All of the people who are important to my child's transition were part of the planning.	10	3	0	
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.	9	0	0	
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	2	1	No Answer
I have been involved in the development of behavior interventions, strategies and supports for my child.	8	1	0	
I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs.	7	1	0	
OTHER:				
I fully participate in special education decisions regarding my child.	11	1	0	
I have been provided with a copy of the procedural safeguards (parental rights) at least once a year	13	0	0	

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

Access To The General Curriculum
Implementation of Individual Education Plans (IEPs)
Provision of Non-Academic Services
Full Access to the District's Curriculum
Equal Education Opportunity

At the time of the NHDOE Program Approval visit it was evident that students were being provided with access to the general curriculum. The faculty at Coe-Brown Northwood Academy demonstrates a commitment to full inclusion, as evidenced by their willingness to provide access to the general curriculum for all students with disabilities within the context of a private comprehensive high school. A school-wide student/faculty ratio of 10:1 provides an opportunity for students to receive quality instruction that is aligned to the curriculum and enhanced by the use of differentiated instructional strategies to engage all learners. The philosophy of the CBNA Special Education Department emphasizes that all special education students should have the opportunity to learn in a positive structured environment. Students are provided with opportunities for additional assistance before school, as well as after school in a homework session and they are provided with daily assistance

through the Resource Room as stated in their IEPs. The IEPs reviewed were fully implemented and addressed the needs of individual students. Concerns for measureable goals and transition are addressed later in the report.

Transition

Transition Planning

Process: Provision of Free Appropriate Public Education (FAPE)

Transition Services

Transition planning is a collaborative process at CBNA, involving regular and special education teachers as well as the student and parent. Consideration of individual needs and interests are apparent in the IEP document. However, the documentation of that work needs to be more thorough and complete including measureable transition goals, and clearly defined transition services, coordinated sets of activities and community experiences. Transition services are delivered within the community, and so the participation of agencies and services should be sought at annual meetings as well as when IEPs are being drafted. Since transition services must begin no later than the first IEP for students aged 16 and earlier if determined appropriate by the IEP Team, the plans for those students moving beyond high school need to be more deliberate and this should be reflected in clearer documentation in the IEP. Transition planning, as required by state and federal regulations, needs to be formalized and clearly documented.

Behavior Strategies and Discipline

CBNA has strong school-wide behavior expectations for all students. Behavior and discipline are managed through the system that is in place for the general student body. Students are expected to follow the schools rules as outlined in the student handbook. One of the case study students had minor behavior issues and his difficulties were effectively managed through the existing school discipline system and included access to his guidance counselor and the Resource Room as necessary.

Special Education Policies and Procedures and Supporting Materials

As part of the application materials, CBNA submitted to the Visiting Team, the CBNA Self Study Report for The New England Association of Schools and Colleges (June, 2006), The Coe-Brown Northwood Academy Policy Manual, the CBNA Student Handbook and the CBNA Special Education Policy and Procedures Manual. Additionally, current program information, a Staff Roster, the completed Self Study, and a student Handbook were provided. Review and verification of these documents revealed findings of non-compliance with “New Hampshire Rules for the Education of Children with Disabilities” in areas of: Administration, Program Requirements, Use of Restrictive Behavioral Interventions. CBNA is required to comply with all elements of the Standards for Approval of Private Providers of Special Education and Non-LEA Programs, to include ED 1114.04 (b),(c)(1) and (c)(2); Ed 1114.05 (a); Ed 1114.07 (b and c); and Ed 1114.09 (a)(1) and (a)(2).

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

There were no new requests made for programs seeking approval from the NHDOE, Bureau of Special Education.

COMMENDATIONS

Upon the conclusion of the Case Study at CBNA the visiting team members and CBNA staff combined their feedback and observations over the two days. Team members considered the case study presentations, IEPs, classroom observations, interviews of parents, administrators, and board members, students, and LEA representatives, as well as informal conversations with faculty, staff and students. What follows is a list of commendations, findings of non-compliance, and suggestions for improving program operations compiled by the visiting team.

1. There is an apparent school-wide climate at CBNA that is positive and supportive with clear expectations for all students.
2. Mutual respect between staff and students is evident.
3. Behavioral management is fully integrated into the daily operations of Coe-Brown Northwood Academy.
4. Students are strongly encouraged to participate in all aspects of the Coe-Brown Northwood Academy experience, including extra-curricular and after school academic support opportunities.
5. The student/staff ratio of 10:1 that CBNA has been able to maintain is conducive to student success.
6. The interview by the visiting team of the Head Master and the member of the Board of Directors reflected an administration and leadership that is involved and committed to the success of the school and programs they oversee.

**FINDINGS OF NONCOMPLIANCE IDENTIFIED AS A RESULT OF THE
MARCH 23-24, 2010 CASE STUDY COMPLIANCE REVIEW**

Findings of noncompliance are defined as deficiencies that have been identified through the Case Study Compliance Review Process, which are in violation of state and federal special education rules and regulations. Findings of 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 findings 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.**

There were no findings of non-compliance from the previous visit.

Child Specific Findings of Noncompliance to Be Addressed by Both the LEA and Private School Setting:

ED1109.01, CRF 300.320 Elements of an Individualized Education Program

Responsible LEA: Northwood School District

Three out of four IEPs reviewed by the visiting team did not contain measurable goals. All IEPs must be written in measureable terms.

ED 1107.01 CRF 300.301 Evaluation

Responsible LEA: Northwood School District

Two out of four of the case studies did not complete a three year evaluation in a timely fashion and did not convene an IEP Team to determine that an evaluation was not necessary or to extend the time

frame. Students' most recent evaluation, including a written summary report and meeting, will be held within 45 days of parental permission, with the possibility of a 15 day extension.

ED 1109.03/CFR 300.43 Transition Services

Responsible LEA: Northwood School District

Of the four IEP case studies:

Four IEPs did not contain measurable Transition goals.

In addition, several IEPs did not contain transition services including a coordinated set of activities, instruction and consideration of community services.

One IEP out of four did not include a statement of needed transition service needs as a coordinated set of activities.

One IEP out of four did not include a statement of needed transition services with consideration of instruction.

Two IEPs out of four did not include a statement of needed transition services and considers community experiences.

Transition plans will include coordinated, measureable, annual goals and will include transition services that will consider needed transition services as a set of coordinated activities and includes instruction and the development of employment objectives.

Program Specific Findings of Noncompliance to Be Addressed by the Private School Setting

Ed 1114.03 Governance (c) The governing body shall ensure that the program is in compliance with all federal, state, and local laws concerning the education of children with disabilities including the IDEA and RSA 186-C.

CBNA needs to bring its policies and procedures into compliance with the standards of the *New Hampshire Rules for the Education of Children with Disabilities* effective June 30, 2008.

Ed 1114.05 Program Requirements (c), "prior to enrollment, the sending LEA shall send a copy of the IEP that meets the requirements of Ed 1109 to each private provider of special education or other non-LEA program".

CBNA accepted IEP's that did not meet compliance.

SUGGESTIONS FOR PROGRAM-WIDE IMPROVEMENT

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

1. *Training in writing measurable goals (academic, functional, and transition) should be provided for staff at CBNA. This will facilitate the process of receiving ED1109-compliant IEPs as well as writing appropriate goals.
2. During the visit, it was evident that there seemed to be some uncertainty around which students were eligible for participating in the New Hampshire Alternative Assessment. NHEAP-Alt is a portfolio-based assessment linked to the general curriculum and should be reserved for students with significant cognitive disabilities who are unable, even with the best instruction and with accommodations to show proficiency on grade level achievement standards. It is not intended for students who are identified with a specific learning disability
3. While most documentation is adequate throughout CBNA files, attention to more detailed and frequent documentation of decision making is necessary. It was difficult to find evidence of procedural decisions and student assessment and growth in the IEP reviews. Consistent documentation could assist in addressing that issue. Documentation of decisions must also be provided to parents, and should be included in the meeting minutes in the student's file.
4. Although CBNA teachers were able to explain their system of monitoring progress, they should be encouraged to develop clearer criteria for student assessment. Clearer monitoring of student growth would lead to the development of more measureable goals.
5. *The CBNA Special Education Policy and Procedure Manual must be revised and updated to comply with the "New Hampshire Rules for the Education of Children with Disabilities". Memo #33, "Private Providers Guidance Document for Policies and Procedures Manual (FY 10) should be referenced as part of this process.

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: Coe-Brown Northwood Academy

Date: March 23-24, 2010

Programs:

Number of Cases Reviewed: Four

How many of the reviewed students are age 16+? Two

Recorder/Summarizer: Robert E. Andrews, Ed.D.

Name: Robert E. Andrews, Ed. D.	Visiting Team Member
Name: Anne Wilkinson	Visiting Team Member
Name: Vicki Therrien	Visiting Team Member
Name: Kate Zacharius	Visiting Team Member
Name: Student #1	Building Level Team Member
Name: Mary Susan Smith	Building Level Team Member
Name: Timothy E. Cox	Building Level Team Member
Name: Emily Compton	Building Level Team Member
Name: Susan McLean	Building Level Team Member
Name: Tara Tenasco	Building Level Team Member
Name: Christian Gompert	Building Level Team Member
Name: Jean Cumings	Building Level Team Member
Name: Tim Tenasco	Building Level Team Member
Name: Student #2	Building Level Team Member
Name: Anna Hazen	Building Level Team Member
Name: Anne Onion	Building Level Team Member

Name: Carrie Kennedy	Building Level Team Member
Name: Brent Tkaczyk	Building Level Team Member
Name: Ken Haggett	Building Level Team Member
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Name: Student #4	Building Level Team Member
Name: Christen Gompert	Building Level Team Member
Name: Mark Stuthers	Building Level Team Member
Name: Josh Hils	Building Level Team Member
Name: William Clark	Building Level Team Member

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 <u>number</u> of times a statement is marked on all Data Collection Forms for this school or building				
<u>Ed. 1109.01 Elements of an IEP 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.						4				
A2.) All IEP goals are written in measurable terms.						1	3			
A3.) Student's IEP has at least one functional goal.						4				
A4.) Student has made progress over the past three years in IEP goals. Goal 1						4				
A5.) Student has made progress over the past three years in IEP goals. Goal 2						3	1			
A6.) Student <u>has access to</u> the general curriculum (as outlined by the district, sending district or NH frameworks.)						4				
A7.) Student <u>participates in</u> the general curriculum <u>in a regular education setting with non-disabled peers</u> , as appropriate, with necessary supports.						4				
A8.) When <u>participating in a regular education setting with non-disabled peers</u> with necessary supports, student <u>has made progress</u> in the general curriculum.						4				
A9.) Student <u>participates</u> appropriately in state, district and school-wide assessments.						4				
A10.) Student <u>shows progress</u> in state, district and school-wide assessments.						3	1			
A11.) Student <u>has opportunities</u> to participate in general extracurricular and other non-academic activities with necessary supports.						4				
A12.) Student <u>does participate</u> in general extracurricular and other non-academic activities with necessary supports.						4				
A13.) Was the student's most recent individual evaluation (initial or reevaluation), including a written summary report and meeting, held within 45 days of parental permission to test? If not, was it due to: (check all that apply)						2	2			
a.) Extension in Place	b.) Lack of Qualified Personnel ___Psychologist ___Educator ___Related Services ___Other	c.) Evaluation Not Completed in Time X Decision made to delay evaluation to provide recent evaluations for post-secondary institution.	d.) Summary Report Not Written in Time	e.) Meeting Not Held in Time	f.) Other					
For High School Students:						YES	NO			
A14.) Student is earning credits toward a regular high school diploma.						4				
A15.) <i>IF YES:</i> within 4 years?						4				
A16.) Student will earn an IEP diploma or a certificate of competency.								4		
A17.) <i>IF YES:</i> within 4 years?								4		
A18.) Does this school have a clear policy for earning a high school diploma?						4				

<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		
<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.		YES	NO	
T1.) Transition planning from grade to grade takes place.		4		
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.		4		
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)		4		
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.		4		
T6.) IEP team includes parent as part of transition planning.		4		
T7.) IEP team and process includes student as part of transition planning.		4		
T8.) IEP includes current level of performance related to transition services.		4		
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.		4		
T11.) The statement of transition service needs focuses on the student's course of study (e.g. vocational programming, advanced placement).		4		
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)		0	4	
T13.) Statement of needed transition services is presented as a coordinated set of activities.		3	1	
T14.) The IEP includes a statement of needed transition services and considers instruction.		3	1	
T15.) The IEP includes a statement of needed transition services and considers community experiences.		2	2	
T16.) The IEP includes a statement of needed transition services and considers development of employment skills.		4		
T17.) Student is informed prior to age 17 of his/her rights under IDEA. (*two students were aged 15)		1	3*	
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.				4
T19.) The IEP includes a statement of needed transition services and considers related services.		1		3
T20.) The IEP includes a statement of needed transition services and considers development of daily living skills.		1		3
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.		1		3

Transition Strengths	Transition Suggestions for Improvement
<ol style="list-style-type: none"> 1. Collaboration with regular education teachers and with parents is common practice as IEPs and transition plans are developed. 2. College Fair Night is held at Coe-Brown Academy and post-secondary institutions with disability support programs are encouraged to participate. 3. Students are encouraged to take responsibility for future planning and post secondary decisions. 4. There is evidence of student and parent participation in meetings and program planning. 5. Post-secondary planning begins in grade 9. 6. There is evidence of community-based instruction with vocational programs and coordination with local businesses and trades-people. 7. Efforts have been made to increase the communication and collaboration with sending elementary/middle schools. 	<ol style="list-style-type: none"> 1. Transition programs and services for special education students at CBNA should be more fully documented in IEP or related documents. 2. There is a need to explain student rights and documenting this prior to age 18. 3. Provide professional development for CBNA staff in writing measureable goals and developing effective transitional plans and programs. Although the IEP Team determined that no additional services were necessary for the students with hearing impairments, there are services and consultants available to schools from the NHDOE, which can be accessed in order to better serve students with a hearing impairment. This may be a valuable resource in the future.

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.		1		3
B2.) Has this student ever been suspended from school?			4	
B3.) If yes, for how many days?				
B4.) If appropriate, a functional behavior assessment has been conducted.				4
4B454.) IEP team has addressed behaviors that are impacting student learning.				4
B6.) A behavior intervention plan has been written to address behaviors.				4
B7.) All individuals working with the student have been involved in developing behavior intervention strategies.				4
B8.) Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.				4
B9.) Results of behavior intervention strategies are evaluated and monitored.				4
B10.) A school-wide behavior intervention model exists.			4	
Behavior Strategy Strengths		Behavior Strategy Suggestions for Improvement		
<ol style="list-style-type: none"> 1. Personal connections are built between staff and students. 2. There is a school-wide discipline system with behavior expectations for all students that are clearly stated in the student handbook. 3. Guidance counselors are familiar with students and participate in IEP teams and transition planning. 		<ol style="list-style-type: none"> 1. The existing behavior system should be continued as an integrated and school-wide system of behavior management. 		

Summary of Building Level Strengths and Suggestions

Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> 1. A student/faculty ratio of 10:1 provides an opportunity for students to receive quality instruction that is aligned to the curriculum. 2. The Vocational class offerings are dynamic and up-to-date programs in newly renovated facilities. 	<ol style="list-style-type: none"> 2. Coe-Brown should continue efforts to build a stronger connection and collaboration with sending school districts and SAU Office. 3. *Provide professional development to special education staff in areas of writing measureable IEP goals and the development of appropriate transition plans. 4. In order to promote a more complete atmosphere of inclusion, consider integrating the classes held in Soper Hall into other buildings so that Soper Hall is not perceived as a special education building. 5. Continue to encourage reluctant and disengaged parents to participate in the CBNA special education program. 6. Utilize the Alternative Assessment only with students with significant cognitive disabilities. Work with the Northwood School District to provide meaningful extra-curricular activities for high school-aged students who are placed out-of-district. <p>*This is regarded as a finding of noncompliance</p>