

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

**Easter Seals Schools:
Robert B. Jolicoeur, Manchester, NH
Lancaster School, Lancaster, NH
SUMMARY REPORT**

**John Tuttle, Director of Educational Services
Suzanne Antoniadis, Director of Special Education, Manchester
Gretchen Cook, Director of Special Education Services,
Lancaster**

Chairperson(s), Visiting Team:
Maryclare Heffernan
Kathryn L. Skoglund
Education Consultants

Site Visit Conducted on:
Lancaster School: January 31, 2013
Robert B. Jolicoeur School: February 5-7, 2013
Report Date: June 12, 2013

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I. TEAM MEMBERS

Visiting Team Members:

NAME

Chairpersons:

Maryclare Heffernan
Kathryn L. Skoglund

PROFESSIONAL ROLE

Education Consultant, SERESC
Education Consultant, SERESC

Manchester Team:

Sara Monte
Nancy Pierce
Janet Reed
Colleen Sliva
Deborah Krajcik

Special Education Coordinator
Principal
Director
Special Education Director
Education Consultant, NHDOE

Lancaster Team:

Karen Langley
Nancy Pierce
Santina Thibedeau

Director of Academics
Principal
Director of Special Education, NHDOE

Building Level Team Members:

NAME

Manchester Team:

Kim Capen
Allison Mitts
Meghan Cassidy
Kimberly Dreier
Dan Ferreira
Brienne Fredericks
Patricia Thibault
Ian McGarty
Kara Leitner
Jen LeClair
Suzanne Antoniadis
Sean Fisher
Vesta Stenta
Charla Davis
Margot Schrader
Pater Best
Garrett Poltack
Kim Eldridge
Danya Jackson
Vicky McGall
Laura Bertoncini
Jaime Paris
Anita Frocier
Gloria Lipnickas

PROFESSIONAL ROLE

Special Education Teacher
Clinician
Case Manager
Special Education Teacher
LEA/Bow School District
Board Certified Behavior Analyst (BCBA)
Occupational Therapist
Speech/Language Pathologist
Special Education Coordinator
Nurse
Director, (Special) Education Services
General Education Teacher
Special Educator
Clinician
Clinician/Case Manager
English/Language Arts Teacher
Humanities/Civics Teacher
Science Teacher
LEA
Clinician/Case Manager
Elementary/Special Education Teacher
Occupational Therapist
Certified Occupational Therapist Assistant
Behavior Specialist

Lancaster Team:

Gretchen Cook
Darlene Egan
Theresa Moll
Daphne Bernsten
Kara Tymon
Lora Charbonneau

Program Director
Special Education Teacher
Clinician
Special Education Teacher
Speech-Language Specialist
Associate Speech Language Pathologist
(ASLP)

II. INTRODUCTION

The Easter Seals **Lancaster School** is a private, non-public residential and day school located in the northern rural town of Lancaster, NH. The school provides educational services to boys ages 9 through 21 in grades five through twelve. Disability areas served include emotional disturbance, intellectual disability, other health impairment, autism, specific learning disability, speech-language impairments and multiple disabilities. The Lancaster School provides year-round educational services. The program operates during the typical school year and continues throughout the summer. The school is approved to provide special education services for up to twenty-one students. At the time of the visit, 14 students were enrolled in the school. The program accepts students from out-of-state as well New Hampshire. As of January 2013, there were 7 out of state students from Maine, Massachusetts and Vermont. The Lancaster School offers an alternative program designed to meet a wide range of intensive level services.

The Easter Seals **Robert B. Jolicoeur School** is comprised of two campuses, Mammoth Rd. and Zachary Rd, both of which are located in Manchester, NH. At each of the Manchester campuses, the Jolicoeur School serves student with educational disabilities. The Mammoth Rd campus meets the needs of students between the ages of 8 to 21. The Zachary Rd campus serves students ages 9-15. Mammoth Rd program serves grades 3-12, Zachary Rd program serves grades 5-12. The Jolicoeur School accepts students from New Hampshire as well as out of state (see below). Both campuses provide educational programming to students identified with autism, developmental delay, emotional disturbance, intellectual disabilities, multiple disabilities, other health impairments, specific learning disabilities, speech/language impairments, and traumatic brain injury. The school is committed to developing a learning environment that utilizes creative teaching strategies to engage students in the learning process and develop their skills, knowledge, and abilities. The program has a strong focus on preparing each child to be as successful and independent as possible in adulthood. Vocational and independent living skills are an important part of the curriculum. Social and behavioral skills are also a part of the learning on a daily basis. Recognizing that the Jolicoeur School is a restrictive level of educational placement, the staff works from the time the student is placed to develop their abilities and skills so that they can participate in a less restrictive environment.

The Easter Seals Schools' mission is to provide exceptional services to assure that all people with disabilities or special needs and their families have equal opportunities to love, learn, work, and play in their communities. This means providing educational, residential, medical, therapeutic, and behavioral services to their students, many of whom have multiple challenges.

SCHOOL DEMOGRAPHICS	2011-2012	2012-2013
Student Enrollment <u>as of October 1</u>	126	125
Do you accept out-of-state students? If so, list number from each state in 12-13	Yes Massachusetts – 49 New York – 1 Connecticut - 2 Maine – 4 Vermont - 4	

Number and Names of Sending New Hampshire LEAs (as of October 1, 2012)	SAU # 7 Columbia	
	SAU # 9 Conway	
	SAU # 10 Derry	
	SAU # 15 Hooksett	
	SAU # 18 Franklin	
	SAU # 23 N. Haverhill	
	SAU # 24 Henniker	
	SAU # 27 Litchfield	
	SAU # 29 Keene	
	SAU # 30 Laconia	
	SAU # 33 Raymond	
	SAU # 34 Hillsboro-Deering	
	SAU # 37 Manchester	
	SAU # 38 Monadnock	
	SAU # 42 Nashua	
	SAU # 46 Penacook	
	SAU # 44 Northwood	
	SAU # 47 Jaffrey Rindge	
	SAU # 49 Wolfeboro Falls	
	SAU # 53 Pembroke	
SAU #54 Rochester		
SAU # 56 Somersworth		
SAU # 57 Salem		
SAU #58 Groveton, N. Stratford		
SAU # 60 Charlestown		
SAU # 61 Farmington		
SAU # 67 Bow		
SAU #72 Alton		
SAU # 82 Chester		
# of Identified Students Suspended One or More Times	0	0
Average Length of Stay for Students	21 months	20 months
STAFF DEMOGRAPHICS		
Student/Teacher Ratio (as of October 1, 2012)	8:1	8:1
# of Certified Administrators	3	3
# of Certified Teachers	14	19
# of Teachers with Intern Licenses	1	3
# of Related Service Providers	8	11
# of Paraprofessionals	58	54
# of Professional Days Made Available to Staff	6	6

SPECIAL EDUCATION PROGRAM DATA		
Primary Disability Types:	2011-2012	2012-2013
Autism	16	21
Deaf / Blindness	NA	NA
Deafness	NA	NA

Developmental Delay, Robert B. Jolicoeur	0	0
Developmental Delay, Lancaster School	NA	NA
Emotional Disturbance	49	46
Hearing Impairment	NA	NA
Intellectual Disability	31	27
Multiple Disabilities	6	5
Orthopedic Impairment	NA	NA
Other Health Impairment	7	11
Specific Learning Disabilities	2	1
Speech or Language Impairment	11	10
Traumatic Brain Injury, Robert B. Jolicoeur	0	0
Traumatic Brain Injury, Lancaster School	NA	NA
Visual Impairment	NA	NA

	<u>YES</u>	<u>NO</u>
Is this school for profit or non-profit? If non-profit, please submit documentation of non-profit status.	NON	
Is this school open 180 days per year in accordance with Ed 401.03 (2005)? If not, please attach any waiver received from the Commissioner, NH Department of Education. Please submit a school calendar with your application.	X	
This program is registered with the Secretary of State's Office (SOS) to do business in New Hampshire. (http://www.sos.nh.gov/corporate/index.html) Please submit documentation indicating you are registered with the SOS.	X	
English will be the primary language used in this school, per RSA 189:19.	X	
The school will submit to the NH Department of Education, on or before October 15 th each year, the school's average daily membership in attendance, fall enrollment and teacher staff numbers, in accordance with RSA 189.28.	X	
The school will display a United States flag no less than 5 feet in length outdoors, as required in accordance with RSA 189:17.	X	
The school will require students to be immunized against diphtheria, mumps, pertussis, poliomyelitis, rubella, rubeola and tetanus prior to enrollment, and maintain the results in the students' records, per RSA 141-C:20a.	X	
Does the school have an Automated External Defibrillator (AED)? If so, is it registered as required by RSA 153-A:32.		X
		X

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 Easter Seals Schools (Lancaster: January 31, 2013; Manchester campuses February 5-7, 2013) 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, 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. No requests were made for program changes.

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 the Lancaster and Robert B. Jolicoeur Schools. 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 programs (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 July 8, 2010 (revised August 23, 2010) Lancaster School NHDOE Special Education Program Approval Report and the March 1, 2011 Robert B. Jolicoeur NHDOE Special Education Program Approval Report, the following patterns were identified as needing improvement:

Findings of Noncompliance		
Lancaster School	Status as of April 13, 2011	Status as of January 31, 2013
Ed 1109.01 IEPs Measurable goals	MET	MET
Ed 1109.01(a)(10) Statement of transition services	MET	MET
Ed1114.08-09/34CFR 300.530-300.536 Emergency Intervention Procedures	MET	MET
Ed 1114.08-09/34CFR 300.530-300.536 Emergency Intervention Procedures: Behavioral Interventions	MET	MET
Jolicoeur School	Status as of October 31, 2011	Status as of January 31, 2013
Ed 1114.05 Program Requirements; the LEA shall send an IEP that meets the requirements of Ed 1109.01: measurable goals	MET	MET
Ed 1113.08/34CFR 300.320/300.34: Access to the general curriculum/ middle and high school curriculum offerings	MET	MET
ED 1114.10 Standards for Approval of private providers: personnel certification	MET	MET
Ed 1114.10 Standards for Approval of Private schools: Behavioral policies	MET	MET
Ed 1103.01/34 CFR 300.321 Team Composition	MET	MET

V. LANCASTER SCHOOL (Jan 31, 2013) AND JOLICOEUR SCHOOL (Feb 5-7, 2013) 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 look deeply into the data that surrounds the three primary aspects of the Case Study Review. This process takes time, and the entire team working with the child being reviewed must be involved in collecting and analyzing the data, as well as presenting and summarizing the data with the visiting team. As such, NHDOE works with private schools to determine the number and type of case studies to be prepared and presented, and to ensure that building teams are not inundated with more data than can be fully analyzed, allowing them to reflect upon and generalize their newly found knowledge of their programs, practices, policies and procedures.

Lancaster School:

As part of the Program Approval visit, building team members, parents, LEA representatives, school administrations and visiting team members participated in two student case study reviews. Both students participated as well. One student was in the fifth grade, age 10, the second student was 15 and in the ninth grade. The younger of the two boys resides at home; the elder is a residential student. The Lancaster School provides a strong behavioral support system for both of these young men and transition is a focus point for both as well, although transition for the older student is farther along. He is already attending a class at his “home” high school. Additionally, both young men require multiple supports within and from outside of the agency. The Lancaster School incorporates these services seamlessly into their program, providing a true “wrap around” system for these students.

Jolicoeur School:

At the Jolicoeur School, the visiting team conducted four case studies; two from the Mammoth Rd campus, two from the Zachary Rd campus. All four students from were male, one identified as Other Health Impaired, two with Emotional Disturbance, and the last student was identified with Other Health Impairment, Speech/Language Impairment, and Multiple Disabilities. All four attended their respective case studies as did their parents, LEA Reps and the school staff assigned to these students. The range of disabilities of these students enabled the visiting team to see first hand the work of the educational staff as well as the behavioral supports available to the students, the results of the day and residential staff coordination, and the work that has been done to allow the students to access the general curriculum.

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, Easter Seals Schools distributed the LEA Survey to the contact people in all LEAs that have students currently enrolled in the school. They received a 38% response from the LEAs.

SUMMARY REPORT OF SENDING LEAs

Name of Private School: Easter Seals Educational Programs		
Total number of surveys sent: 31	Total # of completed surveys received: 12	Percent of response: 38%
Number of students placed by: LEA: 46	Court: 25	Parent: 0

	4	3	2	1	No Answer
1. The private school has a curriculum fully aligned to NH Curriculum Frameworks/Common Core State Standards.	2	6	0	0	4
2. I am satisfied the student has made progress in the educational curriculum at the above school.	4	7	1	0	0
3. There is evidence of effective instruction aligned with fidelity to the curriculum.	5	5	0	0	2
4. The school consistently follows special education rules and regulations.	7	4	0	0	0
5. The school has developed and implemented effective policies and procedures for management of student behavior including the use of aversives.	8	4	0	0	0
6. The school has an effective behavioral management program.	7	4	1	0	0
7. I am satisfied with the special education, related and other supplementary aids and services provided by the school.	5	6	1	0	0
8. The school implements all parts of students' IEPs including accommodations and modifications in both instruction and assessment.	8	3	1	0	0
9. The school effectively uses data to measure academic growth and to inform instruction.	6	5	0	0	1
10. The school uses data to measure behavioral growth and to inform instruction.	6	5	1	0	0
11. A mid-year review and annual evaluation of the child's progress relative to the IEP are conducted.	6	5	1	0	0
12. The school has a comprehensive progress monitoring system that is communicated and provided to LEA and parents at least as often as the sending district (minimum 3 times per year).	7	5	0	0	0
13. The progress monitoring 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.	6	6	0	0	0
14. I am satisfied with the way the school communicates students' progress to the parents and the LEA.	6	4	2	0	0
15. The school actively plans for future transition to a less restrictive environment.	3	9	0	0	0
16. The school implements all aspects of the transition services needs for students turning 14 during the IEP service period and Transition Services as outlined in Indicator 13 (16 years).	2	7	0	0	3
17. 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.	4	3	1	0	4
18. The school team sets meeting times that are convenient for both parents and the LEA.	11	1	0	0	0
19. I would enroll other students at the school.	7	5	0	0	0

Analysis of Response by Private School (Insert additional page if needed):

Areas of Strength:

- School team sets meeting times that are convenient for both parents and the LEA
- School implements all parts of the students' IEP including accommodations and modifications
- School has developed effective policies and procedures for managing students' behavior.

Areas indicated for improvement:

- Schools communication of the students' progress to parent and LEA
- School uses measurable data to inform instruction.
- Mid-year review and annual evaluations of the child's progress.

Actions areas to be considered based on survey results:

- Communication of measurement of academic growth
- Communication of students' progress
- Completion of comprehensive reports.

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 school received a 17% response from parents surveyed.

Analysis of Parent Survey Responses by Private School:

Areas of relative strength:

Access to the General Curriculum

- Involving parents in the development of the IEP
- Working collaboratively with parents.
- Making progress to the students' IEP goals

Transitions

- Planning and support provided to student.

Behavioral Strategies

- The way the school supports the child's behavioral, social and developmental needs

Areas indicated for improvement:

Access to the General Curriculum

- Access to the general curriculum
- Clear evidence of the students' progress

Transitions

- Written secondary transition plan

Behavioral Strategies

- Satisfaction of support given to my child's behavioral, social and developmental needs

Actions areas to be considered based on survey results:

- Communication of supports given to the students
- Communication about transition planning process and documents

SUMMARY OF PARENT SURVEY DATA

Name of Private School: Easter Seals Educational Programs		
Total number of surveys sent: 124	Total # of completed surveys received: 21	Percent of response: 17%

ACCESS TO THE GENERAL CURRICULUM:	3	2	1	No Answer
1. I am satisfied that my child has access to the general education curriculum (Academic IEP goals and school curriculum aligned with Common Core State Standards /NH Curriculum Frameworks).	16	1	3	1
2. My child has opportunities to interact with non-disabled peers on a regular basis unless the IEP team has determined that the interaction is not appropriate/reasonable.	14	3	2	2
3. I am informed on a regular basis and with clear evidence of my child's progress in the general education curriculum.	13	3	3	2
4. I understand that a variety of information (observations, test scores, results of evaluations, school work samples, behavioral data, etc) was considered in developing my child's IEP for this placement.	16	5	0	0
5. I am satisfied that there is a direct connection between my child's needs and the components of his/her IEP and the supports and services ("reasonably calculated to provide educational benefit").	16	3	2	0
6. I am satisfied that the sending school district has fully considered the Least Restrictive Environment in recommending this placement for my child (to the maximum extent appropriate, my child is educated with non-disabled peers).	16	1	0	4
7. I know whom to contact if I have questions about my child's placement or progress in this program.	16	4	0	1
8. I am satisfied that the staff of this placement worked collaboratively with my school district in developing my child's current IEP.	17	2	1	1
9. I have been involved in the development of my child's IEP.	18	2	1	0
10. I am satisfied that my child is making progress toward his/her IEP goals.	17	2	1	1
FOR PARENTS OF HIGH SCHOOL STUDENTS ONLY:				
11. My child earns credits toward a regular high school diploma in all of his/her classes.	7	0	2	12
12. My student will graduate with a high school diploma	8	1	1	11
TRANSITION:				
13. I am satisfied with the planning and support provided for my child as he/she moves from grade to grade, school to school, public school to private school.	14	2	0	5
14. All of the people who are important to my child's transition were part of the planning (grade appropriate).	13	3	1	4
15. All of the people/agencies who are required to be part of transition planning for my child were part of the transition process.	12	4	0	5
16. FOR PARENTS OF STUDENTS AGE 16 OR OLDER ONLY: I am satisfied that my child's IEP meets all the requirements of Secondary Transition: measureable post-secondary goals, necessary supports and services, age-appropriate transition assessments, specific invitation to the Transition meeting, etc. (DOE Indicator #13)	7	5	1	8
17. I am satisfied that the post-secondary Transition Goals for my child are reviewed on a regular basis, have the necessary supports and services to be accomplished, are connected to annual IEP goals, and can lead my child to productive participation/activities post-graduation or post-21 years as appropriate.	8	4	1	8

BEHAVIOR STRATEGIES AND DISCIPLINE:				
18. 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
19. I have been involved in the development of behavior interventions, strategies and supports for my child.	16	3	1	1
20. I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs.	17	2	1	1
OTHER:				
21. I fully participate in special education decisions regarding my child.	16	2	1	2
22. I have been provided with a copy of the procedural safeguards (parental rights) at least once a year.	20	0	0	1

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

Access to the General Curriculum

Implementation of Individual Education Programs (IEPs)

Provision of Non-Academic Services

Full Access to the District's Curriculum

Equal Education Opportunity

The focus on access to the general curriculum is clear in classrooms at both of the Easter Seals schools. Since the last Program Approval visit the academic leadership of the school has been augmented by the addition of a Curriculum Director and a Literacy Coordinator. Those two individuals work closely with each other as well as with the instructional staff both in Manchester and in Lancaster in order to see that instructional materials are available, assessments are conducted and analyzed, and that modification and accommodations are in place as necessary. Another tool assisting with access is "Odysseyware", a newly acquired online e-learning program aligned with Common Core State Standards that assists in developing lesson plans, unit materials, and assessments that can be adapted to meet multiple student learning needs. The online program also offers individual student access to courses and credit recovery for students who may benefit from those features. Alignment of curriculum with the Common Core was also evident in settings where Odysseyware was not in operation. The improvement in instructional practices since the last Program Approval visit was evident; in the classes which we observed, instruction was relevant and of high quality. High standards and clear expectations have been set for all teachers. All required curricular areas for middle and high school students are available. In order to maintain the present level of instructional operations, it will be critical that time for planning and collaboration be provided for staff particularly in support of increased use of Odysseyware. Additionally, continuing to focus on formative and summative assessments and in-depth analysis of assessment data is also critical. Easter Seals is encouraged to continue to formalize the process of using consultants to support further alignment of instruction and (Common Core) curriculum.

Transition

Transition Planning

Process: Provision of Free Appropriate Public Education (FAPE)

Transition Services

The Easter Seals schools continue to focus appropriately on transitioning students into and out of the school programs in general with particular attention provided to the Transition services required by special education regulations. Transition Plans reviewed for those students 16 years or older are well-designed and supported by appropriate assessments and services. Students have frequent access to and engagement in the community with the necessary supports. Transition Plans are monitored and students are engaged in their own transition planning.

Behavior Strategies and Discipline

The social-emotional and behavioral aspects of the Easter Seals schools are significant. Many students are identified with social-emotional needs and/or have behavioral patterns that could be disruptive to their own learning or the learning of other students. However, the collaboration in support of behavior plans between the day and residential staff minimizes this possibility. Easter Seals reflects a therapeutic milieu without compromising the educational focus of the schools. Daily behavioral notes are taken and reviewed by all appropriate staff. School-wide data reflects reductions in inappropriate behaviors and more time on-task in academic pursuits.

The school hired a Board Certified Behavior Analyst (BCBA) this fall and under her guidance the review and formalization of a consistent behavior program is being successfully implemented. All staff are provided with regular and ongoing professional development in behavior management and work collaboratively to provide consistent behavior interventions and supports to all students.

SPECIAL EDUCATION POLICIES/ NHDOE BUREAU OF SCHOOL APPROVAL NON-PUBLIC SCHOOL APPLICATION MATERIALS

In addition to the above noted focus areas for the case study presentations, material submitted as part of the application for program approval included: Health/Fire Facility Inspection Reports, the Private School Self Study, Special Education Policies and Procedures, Administrative Policy and Procedures, Current Program Information, and Personnel Roster and Consultant Roster Review and verification of these documents found the Easter Seals School to be in compliance with all applicable New Hampshire Rules and the Education of Students with Disabilities and requirements for Non-Public Approval.

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

At the time of the January 31 and February 5-7, 2013 visits to Easter Seals, the facilities were not seeking approval for any new programs.

COMMENDATIONS

The following commendations were based on the observations made by the members of the visiting teams during the January 31, 2013 and February 5-7, 2013 visits respectively.

1. Leadership: The Easter Seals administration, faculty, and staff demonstrate a commitment to high quality services to the Easter Seals students in all aspects of the students' life school, residential and community.
2. Staff Commitment: The Easter Seals faculty, staff, and administration demonstrate a culture of collective commitment, caring relationships, as well as high quality services, for all students.
3. Vision: The Easter Seals Leadership Team has worked effectively to reorganize the organizational structure and establish and support a vision of improved practices system-wide.
4. Staffing: The addition of new staff and consultants to extend supports to staff in literacy, curriculum, special education policies and procedures and behavior programming has been highly effective.
5. IEPs: The IEPs reviewed were well developed with effective use of student outcome data to establish present levels of performance and measurable goals.
6. Transition Planning: The IEPs reviewed included well-designed transition services, needs, plans and goals for students. Transition planning from school to school and grade to grade was found to be well-designed and supportive to students and families.
7. Use of Data: The use of data to inform instructional and behavioral decisions was evident throughout the system.
8. Access to the General Curriculum: The alignment of the curriculum to the Common Core State Standards (CCSS) and the high quality instruction offered was found to provide students with a wide variety of learning needs with access to the general curriculum. While in a substantially separate setting, the students are provided with relevant instruction. The use of "Odysseyware" is very effective in supporting the alignment of curriculum, instruction and assessment.
9. Students: The students reviewed through the Case Study process were all found to have demonstrated significant growth in academic, social, and behavioral areas. The Easter Seals programs are designed to meet individual student needs in all areas. It was clear that students were provided with the therapeutic, related and academic services and supports necessary to have access, participate and make progress in the general education curriculum.

**Number of Cases Reviewed During Easter Seals Lancaster, January 30 & 31 and Jolicouer Schools
February 5, 6 & 7, 2013NHDOE Compliance Visitation**

Preschool	0
Elementary School	2
Middle School	1
High School, Age Below 16	1
High School, Age 16 or Above	2
Number of Noncompliance for Indicator 13	0
Total Number of Case Studies Reviewed	6

**FINDINGS OF NONCOMPLIANCE IDENTIFIED AS A RESULT OF THE
JANUARY 31, 2013 and FEBRUARY 5-7, 2013 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 noncompliance 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 noncompliance 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 Child Specific and no Systemic Findings of Non-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. Strategic Planning: Consider a formal Strategic Planning process to formalize a vision and strategic plan for the next 3-5 years.
2. IEPs and Present Levels of Performance: Consider on-going professional learning opportunities for all staff in the design of IEPs, including establishing Present Levels of Performance that include meaningful data and measurable goals and objectives related to the Present Levels in order to maintain high quality IEPs. As appropriate, assure alignment of IEP goals with Common Core Standards.

3. Instructional Feedback: Consider establishing a more formalized system of instructional oversight and feedback using student and program outcome data in order to maintain effective instructional practices system-wide.
4. Assessments and Use of Data: Consider the student assessments currently used and their effectiveness and identify any other instruments that may offer relevant student outcome data. Additionally, consider establishing a system and school level data team structures.
5. Community Involvement/Extended Learning Opportunities (ELO's): Consider a process to formalize ELO's in support of students' access to and learning in the community.
6. Odysseyware: Consider a long-range plan to scale up the use of Odysseyware by all faculty to continue to ensure access to the general curriculum and alignment with Common Core State Standards.
7. Facilities: Consider a study of the current school facilities to determine if additional instructional or program space is needed to support the future school vision.

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: Easter Seals Schools	Date: 3/31/2013 (Lancaster), 2/5-7/2013 (Jolicoeur)	
Programs: Lancaster and Robert B. Jolicoeur Schools	Number of Cases Reviewed: 6	
Recorder/Summarizer: K.L. Skoglund M. Heffernan	Number of students reviewed age 16+: 2	Number of students age 16+ cited for Indicator 13: 0

CLEARLY PRINT NAMES OF ALL COLLABORATIVE TEAM MEMBERS Please see pages 3 and 4 of this report for all team members

Name:	Position:	Building Level or Visiting (circle one)
Name:	Position:	Building Level or Visiting (circle one)
Name:	Position:	Building Level or Visiting (circle one)
Name:	Position:	Building Level or Visiting (circle one)
Name:	Position:	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.**

SUMMARIZE YOUR BUILDING LEVEL DATA

ACCESS TO THE GENERAL CURRICULUM STATEMENTS

Fill in the combined <u>number</u> of times a statement is marked on all Data Collection Forms for this school or building.			
	YES	NO	N/A
1. There is evidence that when developing the IEP the IEP Team considers: the strengths of the child; (ii) The concerns of the parents for enhancing the education of their child; (iii) The results of the initial or most recent evaluation of the child; and (iv) The academic, developmental, and functional needs of the child ¹ .	6		
2. There is evidence of a system among <i>all</i> staff members who provide direct services for the child, including instructional and residential, of their participation in the process of planning for that child and knowing the contents of the IEP and all other reports and evaluations, as appropriate to their roles and responsibilities ² .	6		
3. There is evidence that the Team uses multiple measures to design, implement and monitor the student's program ^{3,4} .	6		
4. All IEP goals are written in measurable terms ⁵ .	6		
5. Student's IEP has at least one functional goal (as applicable) ⁶ .	6		
6. There is evidence that the student has made progress in IEP Goals over the past three years ^{7,8} .	6		
7. There is evidence that the special education, supplementary aids and/or related services described in the IEP have been delivered ⁹ .	6		
8. There is evidence that NH Minimum Standards for required subjects (credits) are met and provided to the student ¹⁰ .	6		

¹ Ed 1109.03 When an IEP Is in Effect; IEP Meetings; Development, Review, and Revision of an IEP; Transition Services; 34 CFR 300.324 Development, review, and revision of IEP

² Ed 1114.05(h) Program Requirements

³ Ed 1109.01 (a)(1) Elements of an Individualized Program; 34 CFR 300.320 (a) Definition of IEP

⁴ Ed. 1109.01 Elements of an Individualized Program; 34 CFR 300.320 (3)(i)(ii); Definition of IEP

⁵ Ed. 1109.01 Elements of an IEP; 34 CFR 300.320 Content of IEP

⁶ Ed 1102.01(u) Definitions Functional Goal *Functional goal* means a measurable outcome that is developed by the IEP team to address a need detailed in the analysis of the student's functional performance

⁷ Ed 1109.01 Elements of an IEP

⁸ Ed 1109.03 When an IEP Is in Effect; IEP Meetings; Development, Review, and Revision of an IEP; Transition Services; 34 CFR 300.324 Development, review, and revision of IEP

⁹ Ed 1109.04 (b) Copies of the IEP and evidence of implementation

¹⁰ Ed 1114.05 (g) Program Requirements 34 CFR 300.320 Content of IEP

9. There is evidence the student <u>has access to, is participating and progressing in the general education curriculum (aligned with NH Curriculum Frameworks/CCSS)</u> ¹¹ .	6		
10. There is evidence that the accommodations ¹² and/or modifications ¹³ , as described in the IEP allows the student to access, participate and show progress in the general curriculum ¹⁴ .	6		
11. There is evidence in the IEP of individual accommodations necessary to measure academic achievement or functional performance in state, school-wide or classroom assessments ^{15, 16} .	6		
12. There is evidence that supports and accommodations are provided to this student to allow participation in extracurricular and other non-academic activities ¹⁷ .	6		
13. There is evidence that the IEP team made the placement decision based on Free and Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE) ¹⁸ .	6		
14. There is evidence the student's IEP is reasonably calculated to result in educational benefit.	6		
For High School Students:			
Student is earning credits toward a regular high school diploma ¹⁹ .	1		
IF YES: within 4 years?	N		
Student will earn an IEP diploma or a certificate of completion ¹⁹ .	2		
IF YES: within 4 years?	N		
Does this school have a clear policy for earning a high school diploma ²⁰ ?	6		

¹¹ Ed 1113.08 Curricula; Ed. 1109.01 Elements of an IEP; 34 CFR 300.320 Content of IEP

¹² "Accommodation" means any change in instruction or evaluation determined necessary by the IEP team that does not impact the rigor and/or validity of the subject matter being taught or assessed.

¹³ "Modification" means any change in instruction or evaluation determined necessary by the IEP team that impacts the rigor and validity or rigor or validity, of the subject matter being taught or assessed.

¹⁴ Ed 1113.08 Curricula; Ed. 1109.01 Elements of an IEP; 34 CFR 300.320 Content of IEP

¹⁵ Ed 1109.01 Elements of an IEP; 34 CFR 300.320 Content of IEP

¹⁶ Ed 1109.01 Elements of an IEP; 34 CFR 300.320 (6)(i) Definition of Individualized Education Program

¹⁷ Ed 1113.08 Curricula; Ed 1109.01 Elements of an IEP; 34 CFR 300.320 Content of IEP

¹⁸ Ed 1111.02 Placement Decisions; 34 CFR 300.116 Placements

¹⁹ Ed 1113.13 Diplomas (a)(b)(c); 34 CFR 300.102 Limitation-Exception to FAPE for certain ages

²⁰ Ed 1114.05 Program Requirements (a)(b)

Access Strengths	Access Suggestions for Improvement
<ol style="list-style-type: none"> 1. The adoption and use of Odysseyware e-learning online tool to support both individual student learning and general instruction is seen as very helpful. The alignment to the CCSS is timely and well designed to support student access to the general curriculum. 2. The school's philosophical shift from a focus on the residential aspect of the programming to an educational focus is seen as very beneficial. As a result the school has made significant improvements in programming and supports to all students and staff since the previous Program Approval visit. 3. Customizing individual student programs in and out of school. 4. Creative use of resources on the community. 5. The Easter Seals staff and administrators are found to be caring and dedicated to the students in their care. 6. Staffing levels are commensurate with needs of students. 7. The school has worked hard to develop a strong collaboration with sending districts. 8. Well-written IEPs: measurable goals and objective/benchmarks. 9. "Telepractice" of speech/language programs. 10. Good liaison with local agencies. 11. The practice of conducting "educational rounds" to systematically review each student's progress is commended. 	<ol style="list-style-type: none"> 1. Consider the greater use of student and program achievement data (formative and summative) to measure/monitor instructional gains and make instructional and program decisions. 2. Consider the additional use of assistive technology for students to have greater access to learning and the general curriculum (CCSS). 3. Consider training to continue alignment of the IEP goals to CCSS/curricular standards. 4. Consider how to formalize and extend the students' access to the general curriculum through formalizing Extended Learning Opportunities in community-based experiences. 5. Consider administering NWEA MAP testing mid-year or utilizing another Universal screening tool three times a year. 6. Consider the development of an Easter Seals data team to conduct regular analysis of student and program outcome data to inform student and program needs (e.g. professional development, staffing patterns, instructional materials etc.)

TRANSITION STATEMENTS²¹

Fill in the combined <u>number</u> of times a statement is marked on all Data Collection Forms for this school or building.		
	YES	NO
1. There is evidence that at the time of transition the evaluation summary and other related documents were received in a timely manner ²² .	6	
2. There is evidence and documentation that special education, supplementary aids and/or related services described in the IEP were delivered at the time of transition ²³ .	6	
3. There is evidence that the information on this student has been shared between each transition including school to school, grade to grade and teacher to teacher including academic and behavior ²⁴ .	6	
4. There is evidence that the placement decision is made at least annually by the IEP team with consideration that the student is placed in the least restrictive environment ²⁵ .	6	
5. There is evidence that there is collaboration between the LEA and the non-public school in the development, review and revision of the IEP ²⁶ .	6	
6. There is evidence of a collaboration process between general and special education staff in the development, review and revision of IEPs, including transition planning for this student ²⁷ .	6	
7. There is evidence that the student and parents have been involved in transition discussions and activities ²⁸ .	6	
8. If the student turned 14 during the IEP period (or younger if determined by the IEP team), there is evidence that the IEP includes a statement of transition service needs that focuses on the students courses of study ²⁹ .	1	

²¹ 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.

²² 34 CFR 300.323(g) Transmittal of records

²³ Ed 1114.06 Responsibilities of Private Providers of Special Education or Other Non- LEA Programs in the Implementation of IEPs.

²⁴ Ed 1114.05 Program Requirements

²⁵ Ed 1111.02 Placement Decisions; 34 CFR 300.116 Placements

²⁶ Ed 1109.05 IEPs for Children Placed in Private Providers of Special Education or other non-LEA Programs by Public Agencies; 34 CFR 300.325 Private school placements by public agencies

²⁷ Ed 1103.01 IEP Team; 34 CFR 300.321 IEP Team

²⁸ Ed 1103.01 IEP Team; 34 CFR 300.321 IEP Team

²⁹ Ed 1109.01 (10) Elements of the individualized education program

9. If the student turned 16 during the IEP period, there is evidence that the transition plan is designed within a results-oriented process focused on improving academic and functional improvement to facilitate his or her movement from school to post-school goals and activities ³⁰ .	2	
10. There is evidence that outside agencies who are involved with this student's transition have participated in transition planning (e.g. DCYF, DJJS, and Area Agency) ³¹ .		

TRANSITION STATEMENTS	YES	NO
(Transition questions must be answered Yes or No, not N/A)		
For a student who will turn age 14 during the IEP service period (or younger if determined appropriate by the IEP team): The IEP includes 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	1	
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. (required data for federal statistics purposes)		
1. Is there an appropriate measurable postsecondary goal or goals that covers education OR training AND employment, and, as needed, independent living?	2	
<i>Can the goal(s) be counted? Will the goal(s) occur after the student graduates from school? Based on the information available about this student, does (do) the postsecondary goal(s) seem appropriate for this student? • If yes to all three, then check Y OR if a postsecondary goal(s) is (are) not stated, check N.</i>		
2. Is (are) the postsecondary goal(s) updated annually?	2	
<i>Was (were) the postsecondary goal(s) addressed/ updated in conjunction with the development of the current IEP? • If yes, then check Y OR If the postsecondary goal(s) was (were) not updated with the current IEP, check N.</i>		
3. Is there evidence that the measurable postsecondary goal(s) were based on age appropriate transition assessment?	2	
<i>Is the use of transition assessment(s) for the postsecondary goal(s) mentioned in the IEP or evident in the student's file? • If yes, then check Y OR if no, then check N.</i>		
4. Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goal(s)?	2	

³⁰ Ed 1109.01 (a)(10) Elements of an IEP; 34 CFR 300.320 Definition of an IEP (b); 34 CFR 300.43 Transition Services (a)(1)

³¹ Ed 1103.01 IEP Team; 34 CFR 300.321 IEP Team

<i>Is a type of instruction, related service, community experience, or development of employment and other post-school adult living objectives, and if appropriate, acquisition of daily living skills, and provision of a functional vocational evaluation listed in association with meeting the post-secondary goal(s)?</i> • If yes, then check Y OR if no, then check N.			
5. Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goal(s)? <i>Do the transition services include courses of study that align with the student's postsecondary goal(s)?</i> • If yes, then check Y OR if no, then check N.	2		
6. Is (are) there annual IEP goal(s) related to the student's transition services needs? <i>Is (are) an annual goal(s) included in the IEP that is/are related to the student's transition services needs?</i> • If yes, then check Y OR if no, then check N.	2		
7. Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed?	2		
8. <i>For the current year, is there documented evidence in the IEP or cumulative folder that the student was invited to attend the IEP Team meeting?</i> • If yes, then check Y OR if no, then check N.			
Only the following statement may be answered N/A if appropriate. All statements above must be answered Yes or No.	YES	NO	N/A
9. If appropriate, is there evidence that a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority?	2		
10. <i>For the current year, is there evidence in the IEP that representatives of any of the following agencies/services were invited to participate in the IEP development including but not limited to: postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living or community participation for this post-secondary goal?</i> <i>Was consent obtained from the parent (or student, for a student the age of majority)?</i> • If yes to both, then check Y. • If no invitation is evident and a participating agency is likely to be responsible for providing or paying for transition services and there was consent to invite them to the IEP meeting, then check N. • If it is too early to determine if the student will need outside agency involvement, or no agency is likely to provide or pay for transition services, check NA. • If parent or individual student consent (when appropriate) was not provided, check NA.			
11. Student is informed prior to age 17 of his/her rights under IDEA ³² .	1		
12. Does the IEP meet the requirements of Indicator 13? (Check one) Yes (all Ys or NAs for each item (1 – 10) on the Checklist or No (one or more Ns checked)	2		
13. There is evidence of the 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 ³³ .	2		

³² Ed 1120.01 Applicability; Transfer of Rights 34 CFR 300.320 (c) Transfer of Rights at age of majority

³³ Ed 1109.04 Copies of the IEP and Evidence of Implementation (c) 34 CFR 300.305 (e)(2)

Transition Strengths	Transition Suggestions for Improvement
<ol style="list-style-type: none"> 1. Transition Plan completed prior to age expectation (age 14 rather than 16) to anticipate and meet specific student transition needs. 2. Access to and engagement in the local community for prevocational and vocational opportunities as well as general community experiences are provided frequently to all students in all settings. 3. Flexibility of programming to meet student needs 4. Collaboration among all parties in the transition planning process 5. Community involvement: The schools work hard to provide typical experiences in local sports or activities (e.g. Chess Club, wrestling, sports, etc.). Students have joined local school sports teams and the school provided transportation to and from the after school events. 6. The transition plans reviewed reflected well developed and meaningful transition plans. 	<ol style="list-style-type: none"> 1. Consider increasing student ownership for learning and transition planning by understanding the school expectations for grades and credits earned, as well as individual goal setting and progress monitoring of plans.

BEHAVIOR STRATEGIES AND DISCIPLINE

Fill in the combined <u>number</u> of times a statement is marked on all Data Collection Forms for this school or building		
	YES	NO
1. There is evidence that, where it has been determined that a child's behavior impedes learning, the use of positive behavioral interventions and supports, and other strategies to address that behavior have been implemented ³⁴ .	6	
2. There is evidence that data are used to determine impact of student behavior on his/her learning.	6	
3. There is evidence that the IEP team conducted a functional behavior assessment of the student's behavior ³⁵ .	6	
4. If appropriate, there is evidence that the IEP team developed a behavior intervention plan that described strategies and supports ³⁶ .	6	
5. There is evidence that the interventions, strategies and supports have been developed to address the student's behavior ³⁷ .	6	
6. There is evidence that positive interventions, strategies and supports been communicated to the student, parents and key school personnel ³⁸ .	6	
7. There is evidence that professional development, and specialized training has been provided to staff, parents, providers and others as appropriate to support the implementation of the behavior plan and strategies ³⁹ .	6	
8. If aversive behavioral interventions were used, there is evidence that they were authorized in writing by a physician, and the IEP team, and included in the student's IEP ^{40,41} .	NA	
9. There is evidence that that the team uses data to demonstrate the results of the behavioral interventions, strategies and supports ⁴² .	6	
10. A school-wide behavior intervention model exists.	6	

³⁴ Ed 1114.07 Behavioral Interventions; Ed 1109.01 Elements of an IEP; 34 CFR 300.320 Content of IEP

³⁵ Ed 1124.01 (f)(1)(i)(ii) Disciplinary Procedures; 34 CFR 300.530 Authority of school personnel

³⁶ Ed 1102.01 Definitions (n)

³⁷ Ed 1114.07 Behavioral Interventions

³⁸ Ed 1114.05 Program Requirements

³⁹ Ed 1114.10 Qualifications and Requirements for Instructional, Administrative, and Support Personnel

⁴⁰ Ed 1113.06 (a)(b) Use of Aversive Behavioral Interventions "Aversive Behavioral Interventions" mean (1) A non-medical mechanical restraint that physically restricts student's movement; and (2) physical restraint, not in response to a threat of imminent, serious, physical harm.

⁴¹ Ed 1114.09 Use of Aversive Behavioral Interventions

⁴² Ed 1114.07 (a) Behavioral Interventions

Behavior Strategy Strengths	Behavior Strategy Suggestions for Improvement
<ol style="list-style-type: none"> 1. The “Superflex” Program for students with Aspergers and others who benefit from support in “social thinking” in the Lancaster School Program is effective. 2. Universal behavior system: Tier I is designed to meet student behavior needs through the PBIS model. 3. The addition of the BCBA position is seen as a very helpful to staff and students in the implementation of consistent behavior plans, interventions and practices. 4. The wrap around supports from outside agencies and other relevant team members that the school programs facilitate are seen as highly effective in addressing a wide range of student needs. 	<ol style="list-style-type: none"> 1. Continue refining system wide behavioral system to reflect student needs as planned. 2. Continue the use of student outcome data to chart behavior progress and needs and make program decisions.