

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

**Enriched Learning Center
SUMMARY REPORT**

**James Cochran, Executive Director
Maureen Soraghan, Director of Special Education**

Chairperson, Visiting Team:
Jane Bergeron-Beaulieu
Education Consultant

Site Visit Conducted on April 27, 2011
Report Date, August 1, 2011

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I. TEAM MEMBERS

Visiting Team Members:

NAME	PROFESSIONAL ROLE
Chairperson: Jane Bergeron-Beaulieu	Education Consultant
Kyla Welch	Director of Student Services

Building Level Team Members from Enriched Learning Center:

NAME	PROFESSIONAL ROLE
Daron Laughland	Education Coordinator
Maureen Soraghan	Special Education Administrator
Dave Kenney	Special Educator
Eric Tonkery	Special Educator
Clayton Vetter	Behavior Specialist
Jim Cochran	Executive Director
Nick Rudowski	Special Educator
Georgia Caron	Special Education Director

II. INTRODUCTION

Enriched Learning Center (ELC), located in Berlin NH, is a for profit Special Education approved school that provides a comprehensive array of Special Education programming for adolescent boys and girls ages 9-21 that have been diagnosed with one or more of the following education disabilities: Autism, Emotional Disturbance, Multiple Disabilities, Other Health Impairments, Speech and Language Impairment, Specific Learning Disabilities. ELC is approved by the New Hampshire Department of Education, Bureau of Special Education for both school year and summer school programs with a maximum capacity of 22 students during the school year and 12 students during the summer school session. The guiding principles and beliefs of the school are focused upon: ensuring that the school promotes a sense of community, promoting individual student responsibility, emphasizing academic achievement, and facilitating family engagement in each child's education. Staff at ELC is trained in and offered a variety of evidence based strategies including but not limited to Therapeutic Crisis Intervention, Applied Behavioral Analysis, Cognitive Behavioral Therapy, Motivational Interviewing, and Choice Theory. The school uses a strong team approach where both students and parents are fully engaged in all aspects of programming. The school takes pride in the experiential learning opportunities that are integrated throughout the curriculum.

Enriched Learning Center has a strong collaborative partnership with the Berlin School District where there are many shared experiences. The district provides Enriched Learning Center with consultation in the required middle and high school content areas, a signed agreement to share the district curriculum, and professional development opportunities shared and offered by both the school district and ELC. There is a strong and genuine working relationship between the administration of both ELC and the Berlin school district. The sharing of expertise, resources and professional development are impressive and allow for many collaborative opportunities for both students and staff. At Enriched Learning Center, students are provided full access to the general education curriculum, opportunities are made available for learning opportunities at the Berlin High School and the Vocational Center, and Vocational Rehabilitation has an office located within the Enriched Learning Center and has proved to be a wonderful resource to the school.

The mission of Enriched Learning Center as quoted from their hand books is as follows:

“The mission of Enriched Learning Center is to foster social, emotional, and educational development in students by engaging each individual's strengths and interests in order to prepare students for transition back to school and community.”

SCHOOL PROFILE

SCHOOL DEMOGRAPHICS	2009-10	2010-11
Student Enrollment <u>as of December 1, 2010</u>	20	18
Do you accept out-of-state students? If so, list number from each state in 2010-11	Yes, currently no out of state students	
Number and Names of Sending New Hampshire LEAs (as of October 1, 2010)	Berlin SAU03, Conway SAU09, Northumberland SAU58, Gorham SAU20, White Mt. Regional SAU36	
# of Identified Students Suspended One or More Times	2	3
Average Length of Stay for Students	1 year	2 years

STAFF DEMOGRAPHICS		
Student/Teacher Ratio (as of October 1, 2010)	4:1	4:1
# of Certified Administrators	1	1
# of Certified Teachers	6	6
# of Teachers with Intern Licenses	1	1
# of Related Service Providers	1	2
# of Paraprofessionals	0	0
# of Professional Days Made Available to Staff	5-10	5-10

SPECIAL EDUCATION PROGRAM DATA		
Primary Disability Types:	2009-2010	2010-2011
Autism	2	2
Deaf / Blindness	0	0
Deafness	0	0
Developmental Delay	0	0
Emotional Disturbance	8	6
Hearing Impairment	0	0
Mental Retardation	0	0
Multiple Disabilities	1	1
Orthopedic Impairment	0	0
Other Health Impairment	6	6
Specific Learning Disabilities	3	3
Speech or Language Impairment	0	0
Traumatic Brain Injury	0	0
Visual Impairment	0	0

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 Enriched Learning Center on April 27, 2011 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

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 Enriched Learning Center. 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

The April 27, 2011 Case Study Compliance Review was the first Case Study Visitation conducted by the NHDOE, Bureau of Special Education at Enriched Learning Center. Enriched Learning Center is a start up school and has only been in operation for two years. For this reason, during the April 27, 2011 visitation, there was no corrective action plan or previous findings of noncompliance to be reviewed. The initial approval issued by the Bureau of Special Education to ELC was on August 27, 2009.

V. APRIL 27, 2011 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.

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, Enriched Learning Center distributed the LEA Survey to the contact people in all LEAs that have students currently enrolled in the school. They received an 85% response from the LEAs.

SUMMARY REPORT OF SENDING LEAs

Name of Private School: Enriched Learning Center		
Total number of surveys sent: 7	Total # of completed surveys received: 6	Percent of response: 85%
Number of students placed by: LEA:18	Court: 0	Parent: 0

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

22. I would enroll other students at the school.	6				
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Analysis of Responses by Private School, As Summarized by Enriched Learning Center:

The comments by LEAs were very positive including statements such as:

- “godsend for some students”
- “a good program-great staff”
- “staff is professional in all interactions with family and SAU staff”
- “I could not be more satisfied”

Most responses were strongly positive in the summary 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.

SUMMARY OF PARENT SURVEY DATA

Name of Private School: Enriched Learning Center				
Total number of surveys sent: 15	Total # of completed surveys received: 12	Percent of response: 80		
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.	11	1	0	0
My child has opportunities to interact with non-disabled peers on a regular basis.	8	4	0	0
I am adequately informed about my child’s progress.	10	2	0	0
My child is informed about and encouraged to participate in school activities outside of the school day, and is offered necessary supports.	9	2	1	0
My child feels safe and secure in school and welcomed by staff and students.	11	1	0	0
A variety of information (observations, test scores, school work, parent input) was used in developing my child’s IEP.	12	0	0	0
I am satisfied with the progress my child is making toward his/her IEP goals.	12			
FOR PARENTS OF HIGH SCHOOL STUDENTS ONLY:				
My child earns credits toward a regular high school diploma in all of his/her classes.	5	1	0	2
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	0	1	1
All of the people who are important to my child’s transition were part of the planning.	8	3	0	1

FOR PARENTS OF STUDENTS AGE 16 OR OLDER ONLY: I am satisfied with the written secondary transition plan that is in my child's IEP.	5	1	0	2
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 8		NO 4	
	3	2	1	No Answer
I have been involved in the development of behavior interventions, strategies and supports for my child.	8	0	0	0
I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs.	8	0	0	0
OTHER:				
I fully participate in special education decisions regarding my child.	11	0	0	1
I have been provided with a copy of the procedural safeguards (parental rights) at least once a year	11	0	0	1

Analysis of Parent Responses by Private School, as Summarized by ELC:

ELC received high scaled scores in each of the three target areas. Parents unanimously agreed that ELC students are making progress toward IEP goals and that a variety of information is used to develop IEPs. Overall satisfaction with transition planning was also noted. All of the parents who noted that behaviors affect their students' abilities to learn checked that they have been involved in the development of behavior interventions, strategies and supports and are satisfied with ELC behavioral supports.

Areas that may indicate need for improvement are: Opportunities to interact with non-disabled peers on a regular basis (25% response); having all of the people involved with a child's transition as part of the planning process. ELC does transition students back to public schools whenever possible. However, this occurs only when the student is ready, as determined by the IEP team. ELC will make every effort to schedule transition planning meetings at times convenient for all desired participants. ELC staff has great flexibility in scheduling meeting time and will meet in needed locations at needed times.

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

Enriched Learning Center has systems in place to ensure that students are being provided full access to the general curriculum. Subject specific curriculum is well developed and aligned to the New Hampshire Grade Level/Span Expectations. Teachers are certified and there is a full array of certified consultants to support and provide professional development to the staff. During the April 2011 Case Study Compliance Review, the visiting team observed examples of individualized and differentiated instruction and the active engagement of students in their learning. At Enriched Learning Center, community experiences for students are supported and vocational education opportunities exist. There is a strong outdoor experiential component to the program and, when appropriate, students access coursework in their home school district. High school students are earning credit toward a regular high

school diploma; there is a strong partnership between Enriched Learning Center and the Berlin School district which enhances the learning opportunities for all the students enrolled.

Transition

Transition Planning

Process: Provision of Free Appropriate Public Education (FAPE)

Transition Services

Transition plans, as required by IDEA and state special education rules, were evident in the IEPs reviewed. At both the middle and high school levels, there was strong evidence of transition planning along with documentation of monitoring of such plans. At Enriched Learning Center, multiple measures are used to assess students' interest and aptitudes for the purpose of planning transition to a less restrictive environment, employment or higher education. ELC works closely with the sending LEAs and applicable agencies when planning for transitions. The local vocational rehabilitation counselor has an office located at Enriched Learning Center. There appears to be a wide range of supports and resources made available to students as they actively engage themselves in student centered planning. The supports that students receive at Enriched Learning Center in all aspects of transition planning were determined to meet compliance, and transition plans were well written.

Behavior Strategies and Discipline

Enriched Learning Center emphasizes a positive approach to handling challenging student behaviors. In visiting ELC, it was documented that the school uses a variety of behavioral systems and policy and procedures related to behavior management clearly speak to the positive interventions used. The school has well established protocols that are well documented and include varying degrees of interventions which are supervised and monitored daily. Behavior management at ELC is supported by daily recording and is reviewed and consistency used by all staff. The observations of the visiting team verified that the system currently in place is producing positive results for students and further noted that teaching and learning was not compromised by behavioral issues.

Special Education Policies

The special education policies and procedures for Enriched Learning Center have been reviewed and determined to meet compliance.

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

At the time of the April 27, 2011 NHDOE Case Study Compliance Review for Enriched Learning Center, there were no requests for new programs or changes to the existing approved Special education program.

COMMENDATIONS

The NHDOE's Special Education Case Study Compliance Review Process includes a two day visit by New Hampshire Certified educators who conduct a peer review of the school's curriculum, instruction and assessment models as well as program design, review of courses available, administrative structure and overall culture and climate. The following commendations are offered by the visiting team:

1. The staff and administration are commended for the ongoing program growth that has been brought forth during the first two years of the school's existence. Together staff and administration have demonstrated a vision and plan for the school that guides all of their decisions and long term planning.
2. The staff and administration are commended for their dedication to the students, for their commitment to provide full access to the general education curriculum and for the provision of a safe, positive learning environment for all students.
3. The staff is provided with effective and embedded professional development. The partnership with the Berlin School District is strong.
4. The facility is clean, well maintained and provides ample space for a variety of learning activities.
5. The community learning experiences and vocational opportunities for students are impressive.
6. The connection that the school has with the local school district and the community at large ensures that students have a variety of opportunities to interact with non-disabled peers.
7. The Executive Director is commended for his leadership, vision, positive working relationships with staff, students, families, LEAs and the community at large.
8. The staff is hard working, dedicated and has close relationships with students and their families.
9. The experiential learning and adventure based programming is a very successful component to ELC.
10. The community service learning projects such as: community gardening, "bikes not bombs" project, work at the hockey rink has effectively been connected, integrated and aligned to curriculum.
11. The outreach and consultation from ELC staff to the local schools continues to grow.
12. The partnership with Vocational Rehabilitation is strong and a strong resource to the students enrolled at ELC.

**Number of Cases Reviewed During the Enriched Learning Center,
April 27, 2011, NHDOE Compliance Visitation**

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

**FINDINGS OF NONCOMPLIANCE IDENTIFIED AS A RESULT OF THE
APRIL 27, 2011 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.**

As a result of the April 27, 2011 Case Study Compliance Review conducted at The Enriched Learning Center, there were no Findings of Noncompliance identified.

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. Many exemplary practices were observed during the Case Study Compliance Review. ELC is encouraged to purposely disseminate these practices to some of the local LEAs and perhaps some of the other private special education schools in New Hampshire.
2. ELC is encouraged to use more formative assessments or curriculum based measures to track and report progress and inform decision making as it is related to writing IEPs and measuring student progress on an ongoing basis.
3. ELC may want to consider the development of individual student profiles that would follow students as they transition back to a lesser restrictive environment.
4. ELC would benefit from a guided strategic planning process that is goal oriented and performance based and that continues to open additional avenues for outreach and program development
5. ELC should consider having additional support in the area of information technology (IT) to assist with the development and maintenance of technology in the school and to support a long term strategic for utilization of technology at ELC.

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: Enriched Learning Center	Date: April 27, 2011	Number of Cases Reviewed: 2
Programs: Middle and High School Classrooms	How many of the reviewed students are age 16+? : 1 case reviewed	How many are noncompliant for Indicator 13? None
Recorder/Summarizer: Jane Bergeron-Beaulieu		

Name: Jane Bergeron-Beaulieu	Visiting
Name: Kyla Welch	Visiting
Name: Daron Laughland	Building Level
Name: Maureen Soraghan	Building Level
Name: Dave Kenney	Building Level
Name: Eric Tonkery	Building Level
Name: Clayton Vetter	Building Level
Name: Jim Cochran	Building Level
Name: Nick Rudowski	Building Level
Name: Georgia Caron	Building Level

Based on data collected from the Data Collection Forms, Interview Forms, Classroom Observations, etc. the following summary is intended to provide a “snapshot” of the quality of services and programs in the school in the areas of: **Access to the General Curriculum, Transition and Behavior Strategies and Discipline.**

SUMMARY OF BUILDING LEVEL DATA

ACCESS TO THE GENERAL CURRICULUM STATEMENTS					Filled in with the combined <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.					2		
A2.) All IEP goals are written in measurable terms.					2		
A3.) Student's IEP has at least one functional goal.							2
A4.) Student has made progress over the past three years in IEP goals. Goal 1							2
A5.) Student has made progress over the past three years in IEP goals. Goal 2							2
A6.) Student <u>has access to</u> the general curriculum (as outlined by the district, sending district or NH frameworks.)					2		
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.					2		
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.					2		
A9.) Student <u>participates</u> appropriately in state, district and school-wide assessments.					2		
A10.) Student <u>shows progress</u> in state, district and school-wide assessments.					2		
A11.) Student <u>has opportunities</u> to participate in general extracurricular and other non-academic activities with necessary supports.					2		
A12.) Student <u>does participate</u> in general extracurricular and other non-academic activities with necessary supports.					2		
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		
a.) Extension in Place	b.) Lack of Qualified Personnel ___Psychologist ___Educator ___Related Services ___Other	c.) Evaluation Not Completed in Time	d.) Summary Report Not Written in Time	e.) Meeting Not Held in Time	f.) Other		
For High School Students:					YES	NO	
A14.) Student is earning credits toward a regular high school diploma.					1		
A15.) <i>IF YES:</i> within 4 years?					1		
A16.) Student will earn an IEP diploma or a certificate of competency.							
A17.) <i>IF YES:</i> within 4 years?							
A18.) Does this school have a clear policy for earning a high school diploma?					yes		

Access Strengths	Access Suggestions for Improvement
<ol style="list-style-type: none"> 1. The instruction provided to students is experiential, differentiated, and individually designed to meet student learning needs. 2. The connection and partnership between Berlin School District and ELC offer many learning benefits for students enrolled. 3. Teachers are skilled and able to motivate a very challenging student population. 4. ELC supports and encourages professional development for all staff and administration. 5. The opportunities for experiential learning and community service projects are aligned and directly connected to the required curriculum. 	<ol style="list-style-type: none"> 1. Consideration needs to be given to an assessment model for ELC. It is suggested that more formative assessment measures be utilized for ongoing monitoring of student progress. 2. ELC may want to further explore research based interventions in the areas of literacy and math which are currently being utilized in the public school setting.

TRANSITION STATEMENTS		Filled in with the combined number of times a statement is marked on all Data Collection Forms for this school or building	
Ed .1102 Transition Services CFR 300.43 Ed. 1106 Process; Provision of FAPE CFR 300.124 Part C Transition Ed. 1109.01 Elements of an IEP (Transition Services) CFR 300.320(a)(7)(b) 20 U.S.C. 1402 (34) 20 U.S.C. 1414 (d)(1)(A) and (d)(6) Ed. 1103 IEP Team CFR 300.320(b)		YES	NO
T1.) Transition planning from grade to grade takes place.		2	
T2.) Transition planning from school to school takes place.		2	
T3.) Collaboration has occurred between general and special education staff in IEP development and in transition planning.		2	
T4.) 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)		n/a	
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)			
T5.) Transition planning is designed as a results oriented process that promotes movement from school to the student's desired post-school goals.		1	
T6.) IEP team includes parent as part of transition planning.		1	
T7.) IEP team and process includes student as part of transition planning.		1	
T8.) IEP includes current level of performance related to transition services.		1	
T9.) There is documentation that the student has been invited to attend IEP meetings.		1	
T10.) A statement of the transition service needs is included in the IEP.		1	
T11.) The statement of transition service needs focuses on the student's course of study (e.g. vocational programming, advanced placement).		1	
T12.) Transition plan includes coordinated, <u>measurable</u> , annual IEP goals and includes transition services that will reasonably enable the student to meet the post-secondary goals.		1	
T13.) Statement of needed transition services is presented as a coordinated set of activities.		1	
T14.) The IEP includes a statement of needed transition services and considers instruction.		1	
T15.) The IEP includes a statement of needed transition services and considers community experiences.		1	
T16.) The IEP includes a statement of needed transition services and considers development of employment skills.		1	
T17.) Student is informed prior to age 17 of his/her rights under IDEA.		1	
Only the following 4 statements may be answered N/A if appropriate. All statements above must be answered Yes or No.		YES	NO
T18.) There is documentation that representatives of other agencies have been invited to IEP meetings.		1	
T19.) The IEP includes a statement of needed transition services and considers related services.		1	
T20.) The IEP includes a statement of needed transition services and considers development of daily living skills.		1	
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.			2

Transition Strengths	Transition Suggestions for Improvement
<ol style="list-style-type: none">1. ELC has strong transition planning processes in place.2. Having Vocational Rehabilitation located in the building has proved to be a strong resource to the school and the LEA.3. Transition to a lesser restrictive environment is a priority for all students and the conversations regarding transition planning begin upon admittance to the school.4. Staff and administration are intentional in transition planning and to providing supports to both the students and their family.	

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.		2		
B2.) Has this student ever been suspended from school?			2	
B3.) If yes, for how many days?				
B4.) If appropriate, a functional behavior assessment has been conducted.				2
B5.) IEP team has addressed behaviors that are impacting student learning.		2		
B6.) A behavior intervention plan has been written to address behaviors.		2		
B7.) All individuals working with the student have been involved in developing behavior intervention strategies.		2		
B8.) Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.		2		
B9.) Results of behavior intervention strategies are evaluated and monitored.		2		
B10.) A school-wide behavior intervention model exists.		2		
Behavior Strategy Strengths		Behavior Strategy Suggestions for Improvement		
<ol style="list-style-type: none"> 1. Behavioral interventions provided at ELC are successful and are the foundation of the program. 2. A significant amount of data is collected regarding student behavior; this information is reviewed regularly to measure the success rate of students and to plan appropriate programming. 3. The behavior management strategies used at ELC are strength based, guided by positive interventions. 4. All students are respected and treated with dignity regardless of the behavioral challenges that they might exhibit. 				