

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

**LAKEVIEW SCHOOL
SUMMARY REPORT**

**David Armstrong, Administrator
Catherine E. Bergeron, Director of Special Education**

Chairpersons, Visiting Team:
Robert Andrews, Ed.D
Maryclare Heffernan, M.Ed.
Education Consultants

Site Visit Conducted on March 3 and 4, 2010
Revised Report Date, June 8, 2010

TABLE OF CONTENTS

- I. Team Members
- II. Introduction
- III. Purpose and Design of The Case Study Compliance Review Process
- IV. Status of Previous Program Approval Report and Corrective Actions
- V. March 3 and 4, 2010 Case Study Compliance Review Results
 - Local Education Agency (LEA) Survey
 - Parent Participation
 - Summary of Findings from the Three Focus Areas
 - New Special Education Programs Seeking Approval from the New Hampshire Department of Education (NHDOE)
 - Commendations
 - Findings of Noncompliance
 - Suggestions for Program Improvement
- VI. Building Level Summary Reports
 - Lakeview School

I. TEAM MEMBERS

Visiting Team Members:

NAME	PROFESSIONAL ROLE
Chairperson:	
Robert E. Andrews, Ed. D	Education Consultant
Maryclare J. Heffernan, M.Ed.	Education Consultant
Michael Hatfield	Special Education Coordinator
Colleen Sliva	Special Education Director

Building Level Team Members from Lakeview School:

NAME	PROFESSIONAL ROLE
Catherine Bergeron	Director of Education
David Armstrong	Administrator
Albert Demarin	Special Education Teacher
Stephen Whitney	Special Education Teacher
Megan Nason	Special Education Teacher
Jamie Fox	Teacher Assistant
Luci Ruppel	Speech and Language Pathologist
Sean Coriaty	Senior Behavior Analyst
Donna Berube	Special Education Teacher
Robin Prew	Special Education Teacher
Patrick Hopkins	Special Education Teacher
Lisa Fendone	Special Education Teacher
Brad Marion	Special Education Teacher

II. INTRODUCTION

The Lakeview School located in Effingham, NH, is a for profit non-public special education approved school. The school is a year round program for male and female students. The school has two programs, the Lakeview Elementary School and the Lakeview High School. The Elementary School serves students in grades 1 through 8 and ages 6 through 14 with an approved capacity of 13 students. The Lakeview High School serves students in grades 9 through 12 and ages 15 through 21, with an approved capacity of 44 students. There are two Elementary School classrooms and seven High School classrooms.

Lakeview School, Elementary School is approved by the NHDOE to accept students indentified as autism, emotional handicapped, hearing impaired, mental retardation, multiple disabilities, other health impairments, orthopedic impairment, speech and language impairments, specific learning disabilities, traumatic brain injury, visual impairment and developmentally delayed. The high school program is approved by the NHDOE to accept students identified with autism, emotional disturbance, hearing impairment, mental retardation, multiple disabilities, other health impairments, orthopedic impairment, speech and language impairments, specific learning disability, traumatic brain injury, and visual impairment. At the time of the current New Hampshire Department of Education Program Approval visit on March 3 & 4, 2010, the Lakeview School student population included disability categories of multiple disabilities, autism, emotional disturbance, mental retardation, other health impairments and traumatic brain injury.

The Lakeview School students are provided with access to the community and non-disabled peers through a range of off campus experiences including Special Olympics, vocational and pre-vocational experiences, job site development, and therapeutic recreation.

Lakeview School has a total of 39 students currently enrolled. Four of the 39 students are New Hampshire residents while the remainder of the student population is placed from out of state, Massachusetts, Connecticut, Maine, Rhode Island, Maryland, New York, New Jersey, District of Columbia, Florida and Pennsylvania.

Beliefs and Mission

The Lakeview School community is committed to collaborative improvement initiatives to cultivate the growth of our school's programs. Lakeview strives and focuses on the effective utilization of research based and innovative interventions to support our students in their pursuits in achieving their personal best, foster great independence and in becoming life long learners.

SCHOOL PROFILE

SCHOOL DEMOGRAPHICS	2008-09	2009-10
Student Enrollment <u>as of December 1</u>	36	37
Do you accept out-of-state students? If so, list number from each state in 09-10	Yes	

Number and Names of Sending New Hampshire LEAs (as of October 1, 2009)	2008-2009 and 2009-2010 1 Lisbon 1 Conway 2009-2010 1 Gilmanton Iron Works	
# of Identified Students Suspended One or More Times	0	0
Average Length of Stay for Students	9-24 months	9-24 months
STAFF DEMOGRAPHICS		
Student/Teacher Ratio (as of Oct. 1)	6:1	6:1
# of Certified Administrators	1	0
# of Certified Teachers	8	7
# of Teachers with Intern Licenses	2	2
# of Related Service Providers	7	7
# of Paraprofessionals	9	9
# of Professional Days Made Available to Staff	10	6+ (additional days at discretion of the Director)

Please complete the table below, listing the number of students in each category.

SPECIAL EDUCATION PROGRAM DATA		
PRIMARY DISABILITY TYPES:	2008-09	2009-10
Autism	12	11
Deaf / Blindness	0	0
Deafness	0	0
Emotional Disturbance	8	6
Hearing Impairment	0	0
Mental Retardation	4	5
Multiple Disabilities	11	12
Orthopedic Impairment	0	0
Other Health Impairment	0	2
Specific Learning Disabilities	0	0
Speech or Language Impairment	0	0
Traumatic Brain Injury	3	1
Visual Impairment	0	0
Developmental Delay ages 3-9	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 Lakeview School on March 3 and 4, 2010, for the purpose of reviewing the present status of programs and services made available to children and youth with educational disabilities. Program Approval Visits are conducted using a Case Study Model that is a focused review. This

focused review permits the NHDOE to leverage its impact for change and improvement within private Special Education schools statewide, by focusing the attention of all educators on the following three areas of critical importance in the provision of 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 Lakeview School. 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 was gathered throughout the process, guided by the materials and templates provided by the NHDOE, Bureau of Special Education. Examples of evidence included student individual education plans (IEPs), progress reports, samples of student work, grades, extracurricular involvement, permanent records, curriculum, etc. Input was gathered from key constituents, including interviews with professional staff, parents, 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 January 28, 2009, NHDOE Special Education Program Approval Report the following patterns were identified as needing improvement:

Findings of Noncompliance	Status as of July 1, 2009	Status as of March 3 & 4, 2010
Ed.#1114.05(g) Program Requirements	Met	Met
Ed # 1114.06 (b) Responsibilities of Private Providers of Special Education or Other Non-Lea programs in the implementation of IEPs	Met	Met

Ed# 1114.16(a) Physical Facilities	Met	Met
Ed# 1114.22 Protections Afforded to Children with Disabilities	Met	Met

V. MARCH 3 AND 4, 2010, CASE STUDY COMPLIANCE REVIEW RESULTS

Data collection is an important part of the NHDOE Special Education Case Study Compliance Review Process. In order to monitor whether or not Special Education programs are in compliance in the three focus areas, and determine any root causes of problems that may be identified through the case study process, it is essential that each case study team dig deeply into the data, and not just take a surface look. This process takes time, and the entire team working with the child being studied must be involved in collecting and analyzing the data, as well as presenting and summarizing the data with the visiting team. As such, the NHDOE works with educational communities (schools or private settings) to determine the number and type of case studies to be prepared and presented, to ensure that building teams are not inundated with much more data than they can possibly analyze, allowing them to reflect upon and generalize their newly found knowledge of their programs, practices, policies and procedures.

The NHDOE Special Education Case Study Compliance Review Process conducted three Case Studies randomly selected from the elementary and high school programs. The students selected represented one elementary student and two high school students with disabilities that included Autism, Mental Retardation and Other Health Impairments. The Case Studies provided the visiting team an opportunity to learn about Lakeview School's provision of access to the general curriculum, transition planning and school-wide behavior management model. The age range of Case Study students from elementary through high school further allowed the school staff to illustrate the range of academic, pre-vocational and vocational programming currently available, as well as the newly revised behavior management model that is implemented campus wide.

LEA SURVEYS

The LEA surveys indicate general satisfaction with the services provided. Areas of noted concern include an identified need to improve upon the related service delivery within the school setting, to improve upon communication between Lakeview School and sending districts and to improve upon scheduling of meetings. A relative strength appears to be in the area of the school's behavioral program.

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, Lakeview School distributed the LEA Survey to the contact people in all LEAs that have students currently enrolled in the school. They received a 24% **response** from the LEAs.

SUMMARY REPORT OF SENDING LEAs

Name of Private School: Lakeview School		
Total number of surveys sent: 34	Total # of completed surveys received: 8	Percent of response: 24%
Number of students placed by: LEA: 5 of 8 (total 20 of 37)	Court: 3 of 8 (total of 17 of 37)	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.	2	6			
2. I am satisfied with the educational program at the above school.	2	6			
3. The school consistently follows special education rules and regulations.	3	5			
4. The school has an effective behavioral program (if applicable).	4	4			
5. I am satisfied with the related services provided by the school.	2	5	1		
6. The school implements all parts of students' IEPs.	2	6			
7. I feel the school provides the necessary skills to allow the student to make progress on the IEP goals.	3	5			
8. The school program measures academic growth.	2	6			
9. The school program measures behavioral growth (if applicable).	2	6			
10. The school completes a minimum of 3 comprehensive reports per year on each child with a disability enrolled.	2	4			2
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.	3	5			
12. Progress reports are provided to the LEA and to the parent of the child.	3	4			1
13. I am satisfied with the way the school communicates students' progress.	3	5			
14. The school communicates effectively with parents.	1	6			1
15. The school communicates effectively with the LEA.	1	6	1		
16. The school involves parents in decision-making.	1	6			1
17. The school actively plans for future transition to a less restrictive placement.	1	6			1
18. If the school finds it necessary to change or terminate placement, they notify the LEA by convening the IEP team to: review the concerns, review/revise the IEP, discuss the placement and determine if the facility can fully implement the IEP and provide FAPE.	2	5			1
19. The school team sets meeting times that are convenient for both parents and LEA.	3	5	1		
20. The school has met my expectations.	2	6			
21. I have a good relationship with the school.	2	6			
22. I would enroll other students at the school.	2	6			

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 Lakeview visiting team during this Case Study Compliance Review.

The Lakeview School sent 37 parent surveys and received 4 completed surveys back from parents. Of those responding, they are all completely satisfied with their students' Access to the General Curriculum, Transition Planning and Behavior Strategies and Discipline. Only one parent indicated partial satisfaction with the secondary Transition Planning that has taken place for their child.

The lack of parent responses indicates a need for greater engagement with parents, the majority of whom live out of state. While it is understood that a number of students have extenuating and complicated family circumstances, it is critical to connect and engage the family with the students' school progress and experiences.

The school administrators are in the process of establishing an online parent portal that will within the next few months provide parents with access to student class work, grades, pictures of daily and special events which may help parents who live out of state have more real time access to student school and life activities.

SUMMARY OF PARENT SURVEY DATA

Name of Private School: Lakeview School		
Total number of surveys sent: 37	Total # of completed surveys received: 3	Percent of response: 12%

SCALE 3 = COMPLETELY 2 = PARTIALLY 1 = NOT AT ALL

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

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

The overall improvement in the quality of educational services at Lakeview School throughout the past year has been significant. The school's administrators and staff have worked diligently to assess the status of the school's curriculum, instruction and assessment models, and to create and implement a plan for improvements in all areas. At the time of the NHDOE Program Approval visit it was evident that students were provided with access to the general curriculum and that instruction was aligned to the curriculum using differentiated instructional strategies to engage all learners. The school will continue to work to refine and expand the curriculum in place and to support the teachers and staff in development of expanded instructional and assessment skills. The school will also need to continue to identify methods to recruit and retain certified staff to ensure appropriate instruction is provided for all students.

Transition

Transition Planning

Process: Provision of Free Appropriate Public Education (FAPE)

Transition Services

While there have been improvements made to the Transition Planning that takes place for all Lakeview School students, there is a need to provide clearly measurable transition goals and related plans for students who are age 16 and older. The Transition Plans reviewed included most components necessary for Transition Planning they lacked measurable goals and a coordinated set of activities and services necessary to reach those goals.

The Lakeview School team agreed that there is a need to continue to develop Transition Planning so that it is seen as a critical guide for student transitions from grade to grade and school to school, as well as from high school to post secondary school or career planning. Student access to pre-vocational and

vocational opportunities within the school and in the community has increased in the past year and there are plans underway to establish a Transition Center that will provide further pre-vocational and vocational experiences.

Professional development in the area of Transition Planning has been offered to staff and should continue to be provided for improved development of Transition Plans

Behavior Strategies and Discipline

There has been particular emphasis placed on an improved behavior management school-wide model at the Lakeview School during the past year. With the introduction of the newly developed and effective Classroom Behavior Management Plan, the number of student behavior incidents and restraint has dramatically decreased. The school's behavior management system is in compliance with Ed. 1113.04 and Ed. 1113.06. In addition, the adoption of well organized data sheets in place of unwieldy incident reports has resulted in more efficient data collection and reporting. The staff reports that the training they have had in the new behavior management system has provided them with appropriate knowledge and skills needed to respond effectively to student behaviors.

The visiting team was able to observe a marked change in school climate and increased student engagement in learning as a result of the work done to improve this critical area of behavior management.

Special Education Policies

The Lakeview School administrators have submitted and updated Policies and Procedures manual that complies with the NH State Rules for Students with Educational Disabilities. The visiting team found that policies and procedures are being implemented effectively.

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

No new programs were applied for at this time by Lakeview School.

The NHDOE's Program Approval process includes a two day on-site 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, resources available, administrative structure and overall culture and climate. The following commendations were made by the visiting team.

COMMENDATIONS

1. Lakeview School's administrators are commended for the significant improvements that have been put in place within the school in the past year. They have demonstrated a vision and plan that addresses improved curriculum, instruction and assessment practices and provides necessary resources to implement the improvement goals. The improvements were evident in part by the level of engagement observed by students in the classroom and the level of instruction offered by the teachers observed.

2. The current Lakeview School teachers and staff are commended for their dedication to their students, their commitment to providing access to the general curriculum and to providing a safe and secure learning environment for all students. The Lakeview teachers and staff have demonstrated a willingness to improve the effectiveness of the educational and behavioral programs and work together to implement new instructional strategies and behavioral models to support improved student outcomes.
3. The change in many of the Lakeview School systems has resulted in a significantly increased level of student engagement in the classroom and in unstructured settings. Visits to classrooms and observations of students on campus, revealed well designed classroom instruction that was able to meet a wide range of learning needs and support individualized academic progress for each student.
4. The school's goal of decreasing and eliminating physical restraints is commended. The newly revised behavior management program has been highly effective in making progress toward eliminating physical restraints and interventions. The results as reported through the behavior data that show that physical restraints are utilized only in situations of danger to self or intending to inflict harm to others.
5. The staff has been provided with effective and embedded training and professional development in the area of positive behavior supports and interventions throughout the year.
6. The improvement in the school's facilities was well designed and quickly implemented. The new classrooms provide appropriate learning spaces for all of the Lakeview students.
7. The addition of the *OnCourse* program brings a new data management system, as well as a soon to be established portal in which parents can access their students' grades and work samples.
8. The addition of the *Skills Streaming* curriculum has been helpful in supporting students in the area of social communication.
9. The development of a Lakeview School Advisory Committee that includes representatives from stakeholder groups to provide feedback to school changes and plans for future improvements is commended.
10. Lakeview School has vastly improved the increased access to the community by engaging students in relevant community based activities including social and pre-vocational experiences.
11. The Education Director is commended for her significant efforts to ensure that required improvements have been implemented and to identify additional improvements needed in the near future.

**FINDINGS OF NONCOMPLIANCE IDENTIFIED AS A RESULT OF THE
MARCH 3 & 4, 2010 CASE STUDY COMPLIANCE REVIEW**

The Lakeview School has made significant progress in meeting previously identified Findings of Noncompliance and areas in need of improvement. The work that remains is to review and evaluate the effectiveness of the improvements implemented this year and determine which efforts are having a positive impact on improved student achievement and behavior and then make adjustments to programming accordingly. The school is commended for their quick and consistent response to the identified needs for improvement, but will also need to continue to demonstrate sustainability in the areas of improvement.

Findings of Noncompliance are defined as deficiencies that have been identified through the Case Study Compliance Review Process, which are in violation of state and federal Special Education rules and regulations. Findings of Non-compliance may result from review of policies and procedures and related application materials, case study presentations, review of student records or any other program approval activity related to the visit. **It is important to note that all Findings of 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.**

Child Specific Findings of Noncompliance to Be Addressed by Both the LEA and Private School Setting: Responsible LEAs-North Conway School District, Lisbon School District

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)

Two IEPs for students age 16 or older lacked a Transition Plan that contained coordinated, measurable, annual IEP goals that included a statement of transition services that will reasonably enable the student to meet the post-secondary goals.

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

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

All administrative, instructional and related service staff shall hold appropriate certification for the position in which they function as required by the State of New Hampshire. The Lakeview School does not currently have all staff certified for the position in which they function, including the Special Education Administrator who is in the process of acquiring certification. The school also does not have contracts with appropriately certified educators to support teachers in those roles.

Ed. 1102. Transition Services Transition Planning is designated as a results oriented process and includes coordinated annual measurable goals and transition services that will reasonably enable the student to meet transition goals. The Lakeview School has included transition goals but lacks specific measurability and a clear description of services that will reasonably enable the student to meet transition goals.

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.

Lakeview School has been through a significant improvement phase that came largely as a result of a visit by the NH DOE Program Approval team during the fall of 2008. At that visit a number of Findings of Noncompliance as well as evidence of ineffective instructional and behavioral practice were identified. The Lakeview School administrators and staff responded quickly to those needs and began an intensive process of improvement.

While the central areas in need of improvement at that time have now been addressed in a satisfactory manner, the following suggestions for improvement will help support the school in further gains that will elevate the overall effectiveness of the school model to a higher level and result in increased student growth.

1. While the Lakeview Administrators have concentrated on making significant improvements to the Lakeview School in the past year there remains some work to be done in the overall inclusion of the Education department within the Lakeview System. For example, the organizational structure remains without Educational Administration representation at the leadership level as well as in monthly progress meetings with parents. Additionally, Case Management of students is not conducted by educators and as a result the communications regarding student progress is not carried by those educators closest to the student's learning. As the school program evolves there is a need to include representation of the Special Education Director in leadership planning and decision making, and include teachers in student progress meetings and parent communication.
2. The Lakeview Administrators should establish an internal method for monitoring the changes to determine effectiveness and assuring the sustainability of newly implemented academic and behavioral improvements throughout the school programs.
3. Transition Planning is an improved aspect of Lakeview School's programming, but there is a need for continued development of measurable goals and coordinated transition services so that students are fully prepared to transition to a less restrictive setting and/or post-secondary school, career and independent living settings.
4. Continue to work on the development of plans for the new Transition Center is encouraged so that students are able to have expanded experiences in pre-vocational and vocational activities.
5. While Lakeview School has a curriculum in place there is a need to review the curriculum to identify curriculum essentials and a curriculum map to be used as a guide for educators. Additionally, review of curriculum alignment to the GLEs and GSEs should continue to ensure

that all students are receiving instruction that is relevant to state curriculum standards and at their learning level.

6. Review the amount of time needed for speech/language therapy for the Lakeview students. For the complex language and communication needs of the student population the services of a full time speech/language pathologist is necessary.
7. There is a need to increase the teacher's access to and use of assistive technology to support student learning.
8. It is necessary for teachers and staff to have increased and easier access to their own student behavior data to better inform both instructional and behavioral practices in a timely manner.
9. Continue to seek opportunities for Lakeview students to interact with non-disabled peers in reverse mainstreaming and extra-curricular activities.
10. Consider creating a greater sense of community for all students, possibly through a mentoring model.

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: Lakeview School

Date: March 3 and 4, 2010

Programs: Elementary School and High School

Number of Cases Reviewed: 3
 How many of the reviewed students are age 16+?
 - 1

Recorder/Summarizer: Maryclare Heffernan

Name: Catherine Bergeron	<u>Building Level</u>	or	<u>Visiting</u>
Name: Stephen Whitney	<u>Building Level</u>	or	<u>Visiting</u>
Name: Albert DeMarin	<u>Building Level</u>	or	<u>Visiting</u>
Name: Colleen Sliva	Building Level	or	<u>Visiting</u>
Name: Mike Hatfield	Building Level	or	<u>Visiting</u>
Name: Robert Andrews	Building Level	or	<u>Visiting</u>
Name: Maryclare Heffernan	Building Level	or	<u>Visiting</u>
Name:	Building Level	or	<u>Visiting</u>

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		
Ed. 1109.01 Elements of an IEP CFR 300.320 Content of IEP Ed. 1109.05, Implementation of IEP 20 U.S.C. 1414 (d) Ed. 1115.07, Ed 1119.01(f) Provision of Non-Academic Services/Settings CFR 300.320(a) CFR 300.34 Ed. 1113.08, Full Access to District's Curricula Ed. 1113.13, Diplomas Ed. 1107.04 (d) Qualified Examiner Ed. 1109.01 CFR 300.320 Program Requirements, Content of IEP Ed. 1119 Protections Afforded to Children with Disabilities CFR 300.320(a)(1)(i) "... general curriculum (i.e. ,the same curriculum as for nondisabled children)" CFR 300.320(a)(4)(iii) "To be educated and participate with other children with disabilities and non disabled children"							
A1.) Team uses multiple measures to design, implement and monitor the student's program.					3		
A2.) All IEP goals are written in measurable terms.					3		
A3.) Student's IEP has at least one functional goal.					3		
A4.) Student has made progress over the past three years in IEP goals. Goal 1					3		
A5.) Student has made progress over the past three years in IEP goals. Goal 2					3		
A6.) Student <u>has access to the general curriculum</u> (as outlined by the district, sending district or NH frameworks.)					3		
A7.) Student <u>participates in the general curriculum in a regular education setting with non-disabled peers</u> , as appropriate, with necessary supports.							3
A8.) When <u>participating in a regular education setting with non-disabled peers</u> with necessary supports, student <u>has made progress in the general curriculum</u> .							3
A9.) Student <u>participates</u> appropriately in state, district and school-wide assessments.					3		
A10.) Student <u>shows progress</u> in state, district and school-wide assessments.					3		
A11.) Student <u>has opportunities</u> to participate in general extracurricular and other non-academic activities with necessary supports.					3		
A12.) Student <u>does participate</u> in general extracurricular and other non-academic activities with necessary supports.					3		
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	1	
a.) Extension in Place 1	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.						2	
A15.) <i>IF YES:</i> within 4 years?					1		
A16.) Student will earn an IEP diploma or a certificate of competency.					2		
A17.) <i>IF YES:</i> within 4 years?						2	
A18.) Does this school have a clear policy for earning a high school diploma?							

Access Strengths	Access Suggestions for Improvement
<ol style="list-style-type: none"> 1. The overall improvements made to the curriculum, instruction and assessments utilized within Lakeview School in the past school year has been significant. The school leaders and staff are commended for their school-wide efforts to provide quality instruction to all of the students. 2. There has been an improvement in the culture and climate within the school program as a result of the extensive improvements that have been put into place in the past year. 3. The small class sizes at Lakeview School are beneficial to student learning. 4. There is a favorable staff: student ratio in each of the programs. 5. The new and renovated school and classroom facilities have provided the students with appropriate and effective learning environments. 6. The addition and use of the <i>Foundations</i> and <i>Edmark</i> reading programs has been helpful to support student learning, in addition to the <i>Distar</i> math program at the elementary level. 7. The teachers and staff have high expectations for student learning and are enthusiastic about their work. 8. The appropriate instructional materials are available for each class. 9. Teacher lesson plans are well developed. 10. The Education Director is commended for her significant efforts to ensure that required improvements have been implemented and to identify additional improvements needed in the near future. 	<ol style="list-style-type: none"> 1. While Lakeview School does have a curriculum in place, there is a need to review the curriculum to identify curriculum essentials and a curriculum map that can be used as a guide for educators. 2. There is a need to increase the teachers' access to and use of assistive technology to support student learning. 3. Continue development and alignment to the GLEs and GSEs to ensure that all students are receiving instruction that is relevant to state curriculum standards and at their learning level. 4. Continue to develop age appropriate materials for students. 5. Continue to provide research-based, high quality, embedded professional development to all staff. 6. Provide staff with professional development in the compilation of Alternate Assessment portfolios. 7. Continue to seek additional reading materials that are developmentally appropriate for high school students with significant reading delays. 8. Review the amount of time needed for speech/language therapy for the Lakeview students to determine if additional time is needed by the Speech Pathologist.

<p style="text-align: center;">TRANSITION STATEMENTS</p> <p>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) 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.</p>	Filled in with the combined <u>number</u> of times a statement is marked on all Data Collection Forms for this school or building		
	YES	NO	
T1.) Transition planning from grade to grade takes place.	3		
T2.) Transition planning from school to school takes place.	3		
T3.) Collaboration has occurred between general and Special Education staff in IEP development and in transition planning.	3		
T4.) For a student who will turn age 14 during the IEP service period (or younger if determined appropriate by the IEP team,) does the IEP include a statement of the transition service needs that focuses on the student's course of study, such as participation in advanced-placement courses or a vocational education program? Ed 1109.01 (10)	2		
For students under age 16, answer only the first 4 statements above. Then skip to the next page. If the student is age 16 or older during the course of the IEP, answer all statements on this page.			
T5.) Transition planning is designed as a results oriented process that promotes movement from school to the student's desired post-school goals.	1		1
T6.) IEP team includes parent as part of transition planning.	2		
T7.) IEP team and process includes student as part of transition planning.	2		
T8.) IEP includes current level of performance related to transition services.	2		
T9.) There is documentation that the student has been invited to attend IEP meetings.	2		
T10.) A statement of the transition service needs is included in the IEP.	2		
T11.) The statement of transition service needs focuses on the student's course of study (e.g. vocational programming, advanced placement).	2		
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. (required data for federal statistics purposes)			2
T13.) Statement of needed transition services is presented as a coordinated set of activities.	1		1
T14.) The IEP includes a statement of needed transition services and considers instruction.	2		
T15.) The IEP includes a statement of needed transition services and considers community experiences.	1		1
T16.) The IEP includes a statement of needed transition services and considers development of employment skills.	2		
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	N/A
T18.) There is documentation that representatives of other agencies have been invited to IEP meetings.	1	1	
T19.) The IEP includes a statement of needed transition services and considers related services.	2		
T20.) The IEP includes a statement of needed transition services and considers development of daily living skills.	2		
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. The newly implemented <i>Token Economy</i> system is a positive and relevant activity for students. 2. Lakeview School has vastly improved the increased access to the community by engaging students in relevant community based activities including social and pre-vocational experiences. 	<ol style="list-style-type: none"> 1. *Continue to develop coordinated transition services so that students are fully prepared to transition to a less restrictive setting and/or post-secondary work and independent living. 2. Provide vocational assessments for all high school aged students.

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		1
B2.) Has this student ever been suspended from school?			2	1
B3.) If yes, for how many days?				
B4.) If appropriate, a functional behavior assessment has been conducted.		3		
B5.) IEP team has addressed behaviors that are impacting student learning.		2		1
B6.) A behavior intervention plan has been written to address behaviors.		1		2
B7.) All individuals working with the student have been involved in developing behavior intervention strategies.		1		2
B8.) Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.		3		
B9.) Results of behavior intervention strategies are evaluated and monitored.		3		
B10.) A school-wide behavior intervention model exists.		3		
Behavior Strategy Strengths		Behavior Strategy Suggestions for Improvement		
<ol style="list-style-type: none"> 1. The staff has been provided with effective and embedded training and professional development in the area of positive behavior supports and interventions throughout the year. 2. The implementation of a school-wide behavior plan has been well received and has met with success, as evidenced by the decrease in student incident reports. 3. The school’s new approach to collection and use of outcome data to inform decisions provides staff and administration with information regarding the effectiveness of the behavior management program in an organized and useful manner. 4. The school’s goal of decreasing and eliminating physical restraints is commended. The results as reported through the behavior data show that most of the physical restraints have been eliminated. 5. There has been a very positive student response to the new behavior management system. Students now understand what is expected behavior. 		<ol style="list-style-type: none"> 1. There is a need for teachers and staff to have easy access to student behavior data to better inform both instructional and behavioral practices. 		

Summary of Building Level Strengths and Suggestions

Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> 1. The Administration is commended for their commitment to improve all aspects of the Lakeview School programming and to recognize the purpose and importance of education for all Lakeview students. The improvement efforts include: improved school facility, addition of two classrooms in a new modular building, increased professional development for all staff, purchase of instructional and assessment materials and tools, and great inclusion of the education department in decision making. 2. The addition of the <i>OnCourse</i> program brings a new data management system, as well as a portal for parents to access their students' grades and work samples. 3. The addition of the <i>Skills Streaming</i> curriculum has been helpful in supporting students in the area of social communication. 	<ol style="list-style-type: none"> 1. Continue to seek opportunities for Lakeview students to interact with non-disabled peers in reverse mainstreaming and extra-curricular activities. 2. Consider how to create a greater sense of community for all students, possibly through a mentoring model. 3. Continue to evaluate the effectiveness of the new initiatives and make informed improvements based on student outcome data. 4. Continue to work on the plans for the Transition Center so that students are able to have expanded experiences in pre-vocational and vocational activities. 5. There is a need to further include the educators in the monthly staffing meetings with parents, so that school progress is regularly reported by the individuals closest to the source of instruction.