

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

**EASTER SEALS LANCASTER
SUMMARY REPORT**

**Noel Sullivan, Executive Director
Gretchen M. Cook, Director of Special Education**

**Chairperson, Visiting Team:
Jennifer Dolloff
Education Consultant**

**Site Visit Conducted on April 6 & 7, 2010
Report Date, July 8, 2010**

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I. TEAM MEMBERS

Visiting Team Members:

NAME	PROFESSIONAL ROLE
Chairperson: Jennifer Dolloff	Education Consultant
Virginia R. Aikens	English Teacher
Alexa Easley	Education Coordinator
Kelly Renaud	Special Education Teacher

Building Level Team Members from Easter Seals Lancaster:

NAME	PROFESSIONAL ROLE
Gretchen M. Cook	Coordinator of Education
Renee Corriveau-Daisey	Special Education Teacher
Mark Johnson	Vice President
Karen Kelly	Special Education Teacher
Margaret Martin	Case Manager
Douglas Richardson	Program Director

II. INTRODUCTION

Private school description: The Easter Seals Lancaster School is a private, non-public program located in Lancaster, NH. The school provides educational services to students aged 11 through 19, in grades 5 through 12. Disability areas served include emotional disturbance, mental retardation, other health impairment, specific learning disability, speech language impairment, autism, and multiple disabilities.

The Easter Seals Lancaster School provides year round educational services. The program operates during the typical school year and in addition continues throughout the summer. Summer services are provided with the same staffing and curriculum provisions. The Easter Seals Lancaster School is seeking approval to continue these services. The school is approved to provide services to special education for up to 21 students. At the time of the visit, 12 students were enrolled in the Lancaster School. The program accepts in-state and out-of-state students. As of April 7, 2010, 9 of the 12 students were from out-of-district school settings.

The Easter Seals mission is to provide exceptional services to ensure that all people with disabilities or special needs and their families have equal opportunities to live, learn, work, and play in their communities. At the Easter Seals Lancaster School, this means providing educational residential, medical, therapeutic and behavioral services to the most challenging of students.

SCHOOL DEMOGRAPHICS	2008-09	2009-10
Student Enrollment as of December 1	16	14
Do you accept out-of-state students? If so, list number from each state in 09-10	NY 4 MA 3 VT 2	
Number and Names of Sending New Hampshire LEAs (as of October 1, 2009)	One student from each of the following LEAs: SAU 34 – Hillsboro Deering SAU 36 – White Mountain SAU 84 – Littleton	
# of Identified Students Suspended One or More Times	0	0
Average Length of Stay for Students	24 months	24 months
STAFF DEMOGRAPHICS		
Student/Teacher Ratio (as of Oct. 1)	8:1	7:1
# of Certified Administrators	4	4
# of Certified Teachers	1	2
# of Teachers with Intern Licenses	1	0
# of Related Service Providers	2	2
# of Paraprofessionals	7	9
# of Professional Days Made Available to Staff	6	6

SPECIAL EDUCATION PROGRAM DATA		
Primary Disability Types:	2008-09	2009-10
Autism	4	5
Deaf / Blindness	1	0

Deafness	0	0
Emotional Disturbance	3	4
Hearing Impairment	0	0
Mental Retardation	4	2
Multiple Disabilities	1	1
Orthopedic Impairment	0	0
Other Health Impairment	3	0
Specific Learning Disabilities	0	0
Speech or Language Impairment	0	2
Traumatic Brain Injury	0	0
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 the Easter Seals Lancaster School 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 Easter Seals Lancaster Program is requesting approval to change the age ranges of the students enrolled provide programming to students age 9-21. As noted previously, the current program is approved for students age 11-19.

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 Easter Seals Lancaster 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 were gathered throughout the process, guided by the materials and templates provided by the NHDOE, Bureau of Special Education. Examples of evidence included student individual education plans (IEPs), progress reports, samples of student work, grades, extracurricular involvement, permanent records, curriculum, etc. Input was gathered from key constituents, including interviews with professional staff, parents, administrators, and in some cases the students. In addition, classroom observations were conducted for each of the case studies being reviewed. The collective data were summarized by the visiting and building level teams. The summaries, included in the following pages, outline identified areas of strength and areas needing improvement for each school reviewed.

IV. STATUS OF PREVIOUS NHDOE SPECIAL EDUCATION PROGRAM APPROVAL REPORT AND CORRECTIVE ACTIONS

Based on review of the March 19, 2007, NHDOE Special Education Program Approval Report, the following patterns were identified as needing improvement:

Findings of Noncompliance (These Findings were based on previous NH Rules effective July 1, 2002 and IDEA 2004. The numbers may be different than the current NH Administrative Rules of June 2008.)	Status as of 1-yr Corrective Action Follow Up review.	Status as of April 6 and 7, 2010
Ed 1109.03 Elements of an IEP Several IEPs reviewed included goals that were not measureable.	Met	Not Met
Ed 1119.08 Access to the General Education Curriculum In order to be in full compliance, all areas in the NH State Curriculum Standards must be covered by consultants. A complete list of appropriate consultants was not available	Met	Met
Ed 1107.03 Special Education Evaluations Not all files included evidence of student evaluations and adherence to required evaluation timelines.	Met	Not Met
Ed. 1102.53 Transition Planning Several transition plans reviewed did not include all required components.	Met	Not Met

V. APRIL 6 and 7, 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.

As part of the onsite visit, building team members, parents, district LEAs and visiting team members participated in two case study reviews. The first student participated in part of the review. He started at the Lancaster School as a day student, but was enrolled into the residential program shortly after arriving. This student participates in several volunteer activities in the Lancaster community.

The other case study review focused on an eighteen year old student in the 11th grade with multiple and significant disabilities. This student was transitioned into the Easter Seals Lancaster School after living for several years at Crotched Mountain Rehabilitation Center. His father attended the review and provided the visiting team with a great deal of information regarding his son. The student was not able to participate in the review. He was observed by several visiting team members during this visit.

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, the Easter Seals Lancaster School distributed the LEA Survey to the contact people in all LEAs that have students currently enrolled in the school. They received a 100 percent response from the LEAs.

A total of 3 surveys were mailed to sending Local Education Agencies (LEAs). As noted above, all 3 of the surveys were completed and returned by the LEAs. All survey responses fell within the *Agree to Strongly Agree* range.

Administrative staff at the Lancaster School provided the following analysis of the LEA survey results:

Areas of Relative Strength : overall satisfaction with the program, adherence to special education rules and regulations, IEP implementation, progress reporting, parent communication and Involvement in decision making, parent transition planning and convenience of meeting dates.

Areas Indicated for Improvement: measurement of academic growth and measurement of behavior.

Areas Requiring Additional Consideration: communication of measurement of academic ability and measurement of behavioral growth.

SUMMARY REPORT OF SENDING LEAs

Name of Private School: Easter Seals - Lancaster		
Total number of surveys sent: 3	Total # of completed surveys received: 3	Percent of response: 100%
Number of students placed by: LEAs: 3	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.	2	1			
2. I am satisfied with the educational program at the above school.	3				
3. The school consistently follows special education rules and regulations.	3				
4. The school has an effective behavioral program (if applicable).	2	1			
5. I am satisfied with the related services provided by the school.	2	1			
6. The school implements all parts of students' IEPs.	3				
7. I feel the school provides the necessary skills to allow the student to make progress on the IEP goals.	2	1			
8. The school program measures academic growth.	1	2			
9. The school program measures behavioral growth (if applicable).	1	2			
10. The school completes a minimum of 3 comprehensive reports per year on each child with a disability enrolled.	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.	2	1			
12. Progress reports are provided to the LEA and to the parent of the child.	2	1			
13. I am satisfied with the way the school communicates students' progress.	2	1			
14. The school communicates effectively with parents.	3				
15. The school communicates effectively with the LEA.	2	1			
16. The school involves parents in decision-making.	3				
17. The school actively plans for future transition to a less restrictive placement.	3				
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				1
19. The school team sets meeting times that are convenient for both parents and LEA.	3				
20. The school has met my expectations.	2	1			
21. I have a good relationship with the school.	2	1			
22. I would enroll other students at the school.	2				1

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.

A total of 12 surveys were mailed to parents of students enrolled in the Lancaster School. Seven surveys were completed and returned, resulting in a 58 percent response rate. A majority of the responses indicate satisfaction with the programming provided at the Lancaster School. Areas that will require a closer analysis and further review include the following: student opportunities to interact with nondisabled peers, information regarding student progress, and parent involvement in the development of behavioral interventions, strategies and supports for children. While parent responses appear to be generally positive, staff and administrators in the Lancaster School should consider follow-up plans and ongoing survey practices to ensure growth in the areas surveyed.

Administrative staff members at the Lancaster School reported the following analysis of the Parent Survey results:

Areas of Relative Strength: satisfaction with program and supports, student involvement in activities outside of the school day, students feeling safe, secure and welcome, variety of information used for IEP development, student progress toward IEP goals, transition planning, behavioral, social and developmental supports.

Areas Indicated For Improvement: information about progress, opportunities for interactions with non-disabled peers, parent involvement in development of interventions and supports.

Areas Requiring Additional Consideration: communication about student progress, greater parent involvement in developing behavior interventions and supports.

SUMMARY OF PARENT SURVEY DATA

Name of Private School: Easter Seals - Lancaster		
Total number of surveys sent: 12	Total # of completed surveys received: 7	Percent of response: 58%

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.	7			
My child has opportunities to interact with non-disabled peers on a regular basis.	4	2		1
I am adequately informed about my child's progress.	3	2		2
My child is informed about and encouraged to participate in school activities outside of the school day, and is offered necessary supports.	6			1
My child feels safe and secure in school and welcomed by staff and students.	7			

A variety of information (observations, test scores, school work, parent input) was used in developing my child's IEP.	6	1		
I am satisfied with the progress my child is making toward his/her IEP goals.	6	1		
FOR PARENTS OF HIGH SCHOOL STUDENTS ONLY: My child earns credits toward a regular high school diploma in all of his/her classes.		1	1	5
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.	6	1		
All of the people who are important to my child's transition were part of the planning.	7			
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.	2			5
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.	5	2		
I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs.	7			
OTHER:				
I fully participate in special education decisions regarding my child.	6	1		
I have been provided with a copy of the procedural safeguards (parental rights) at least once a year	5	1	1	

**SUMMARY FROM THE THREE FOCUS AREAS OF THE
APRIL 6-7, 2010 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**

Curriculum materials were reviewed as part of the visit. The Lancaster School has comprehensive written curriculum for Reading, Language/Writing, Math, Pre-Vocational, Physical Education, Social Studies and Science. The curriculum organization is consistent with the New Hampshire K-12 GLE Frameworks. All staff members at the Lancaster School are appropriately certified and a full complement of consultants is provided to work with the teaching and support staff.

The staff at the Lancaster School has improved the level of student access and involvement in the community. Two students in the school are working in the community in paid jobs. The local fire department and the recycle station provide paid employment opportunities to students who have demonstrated success in nonpaid work experiences. Other students are volunteering in the soup kitchen and local fundraising drives. The Easter Seals Lancaster School has a written Pre-vocational Life Skills Curriculum that guides vocational instruction and activities. Certified staff and support staff provide oversight of the vocational experiences. This increased focus on community

involvement has improved the rate at which students are learning and working with nondisabled peers and other individuals.

Concerns regarding access to the general curriculum included the following: Both Individual Education Plans reviewed included goals that were not measureable. One of the student evaluations, including a written summary report and meeting, was not held within 45 days of permission to test.

Transition

Transition Planning

Process: Provision of Free Appropriate Public Education (FAPE)

Transition Services

Transition planning is a critical area for students placed in private special education facilities outside of their school district. This is particularly true for students who are court placed or students who will return or transition to settings far from the school. Overall, transition planning for students at Easter Seals Lancaster School appears to be well documented and interagency communications appear to be strong and consistent. However, a few key elements appear to be missing from transition plans, including the consistent use of measureable goals and activities focused on the students' course of study. As a result, the visiting team determined that written transition plans in student IEPs could be strengthened.

The Easter Seals Lancaster School works with the student's team members and family to design appropriate and meaningful transition plans. Planning takes place for students entering the program, exiting the programming, and from grade to grade and program to program within the school.

Behavior Strategies and Discipline

As a result of the NHDOE Case Study Compliance review process, several visitors noted the strong commitment and knowledge staff members have with regard to positive behavioral management and intervention strategies. The staff effectively track and monitor student behaviors in a consistent manner. Staff members in the residence also collect and track behavioral data. Staff members from the school and the residence work closely to implement and revise behavior plans. The Easter Seals Lancaster School has adopted the practices of Therapeutic Crisis Intervention (TCI). Staff members are trained annually in TCI strategies. The Easter Seals Lancaster School appears to be collecting and maintaining a comprehensive array of behavioral data.

While there were many praise worthy components identified in regard to behavior management during the two day visit, several concerns regarding the Lancaster School's written behavior and discipline policies arose during review of the Policies and Procedures Manual. These policies have not been updated to include all elements of Ed 1114.06 NH Rules of the Education of Children with Disabilities 2008. See the Program Specific Findings of Noncompliance portion of this report for a description of specific missing behavior and discipline policies.

Easter Seals Lancaster School Policies and Procedures

1. The Easter Seals Policies and Procedures Manual in its entirety must be updated and include and be consistent with the requirements of IDEA 2004 and NH Rules for the Education of Children with Disabilities of June 30, 2008. The current manual has not been updated.

2. Review and verification of documents provided relative to behavior and discipline indicate missing several elements of Ed 1114.06.
3. The Policies and Procedures Manual is identified as the Robert B. Jolicoeur School and Easter Seals Lancaster School manual. However, the majority of documents included in the manual only are identified as Robert B. Jolicoeur School policies. The revised manual must identify both schools on the cover and throughout the manual.

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

According the most recent approval letter issued by the NHDOE, Bureau of Special Education, Easter Seals Lancaster is approved for students ages 11-19. As part of the current NHDOE Case Study Compliance Review Process the Easter Seals Lancaster School submitted an application requesting the following changes: an increase in the acceptable age range of students permitted into the program and in increase in the overall number of students permitted into the program. Upon review of the application, and the NHDOE Case Study Compliance Review, it will be recommended that the program be approved for students ages 9-21, however, an increase in the overall capacity will not be supported at this time.

COMMENDATIONS

As a result of visitor input, LEA input, parent and family input, and staff participation, the following commendations are presented:

1. The staff and administration at the Easter Seals Lancaster School are commended for maintaining a comprehensive system of data collection.
2. Staff members at the school are also commended for their demonstrated commitment to all of the students in the school.
3. Focus on the whole child, providing dinners for families and supporting extended family members is positive.
4. Efforts to increase community involvement are impressive.
5. The Easter Seals Lancaster School Community is commended for providing visitors, LEAs and families, with a very welcoming and well coordinated two day visit.

**FINDINGS OF NONCOMPLIANCE IDENTIFIED AS A RESULT OF THE
CASE STUDY COMPLIANCE REVIEW**

Findings of noncompliance are defined as deficiencies that have been identified through the Case Study Compliance Review Process, which are in violation of state and federal special education rules and regulations. Findings of non-compliance may result from review of policies and procedures and related application materials, case study presentations, review of student records or any other program approval activity related to the visit. **It is important to note that all findings of non-compliance listed below must be addressed in a corrective action plan and resolved within one year of this report. A template and instructions for such planning will be provided.**

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

White Mountain Regional School District

ED 1119.01 Individual Education Plans

IEP Goals not measureable

ED 1109.01 Elements of IEP, CFR 300.30 (b) (1) (2), USC 1401 (34) Transition Services

One IEP did not include a statement of the transition service needs that focuses on the student's course of study. The plan did not include all necessary components of a transition plan.

ED 1133.05 (I) Assessment

Student's most recent evaluation, including a written summary report and meeting, was not held within 45 days of permission to test.

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

ED 1119.01 Individual Education Plans

At the Easter Seals Lancaster School, all IEPs must meet compliance with state and federal special education rules and regulations. This includes measurable annual goals, and transition plans that have all required components. Staff members need to ensure the transition plans in student IEPs meet all requirements.

ED 1133.05 (I) Assessment

The Easter Seals Lancaster School needs to develop a system of ongoing, consistent formalized assessment to measure student progress, writing of IEPs and assess the effectiveness of curriculum and instruction provided to students enrolled.

ED 1109.01 Elements of IEP, CFR 300.30 (b) (1) (2), USC 1401 (34) Transition Services

One IEP presented did not include a statement of the transition service needs that focuses on the student's course of study.

Ed 1114.08- 09, CFR 300.530- 300.536 Policies and Procedures

The Easter Seals Policies and Procedures Manual must be updated to include and be consistent with the requirements of IDEA 2004 and NH Rules for the Education of Children with Disabilities of June 30, 2008.

Behavioral Interventions

Consistent with requirements of IDEA 2004 and the NH Rules for the Education of Children with Disabilities of June 30, 2008, the Easter Seals Policies and Procedures Manual must be updated to include the following information regarding Behavioral Interventions:

All crisis or emergency intervention procedures that include restrictive behavioral interventions shall be included in the student's IEP.

Use of Restrictive Behavioral Interventions

The policy and procedures manual must include statements regarding Ed 1114.09. This includes the following statement: "If authorized in writing by a physician and an IEP team, the following interventions may be used:

1. Non-medical mechanical restraint
2. Physical restraint

The Easter Seals Policy and Procedures manual must also include Ed 1114.09 (b) items 1 through 9, relative to the use of restrictive behavioral interventions.

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.

The Easter Seals Lancaster Policies and procedures Manual must include a comprehensive compilation of documents that describe the schools policies for operation consistent with requirements of IDEA 2004 and NH Rules for the Education of Children with Disabilities of June 30, 2008. A review of the current manual raises concerns regarding current practice as it relates to existing rules. It is strongly suggested that the NH Easter Seals organization review current practices and policies as required by IDEA and the NH rules to ensure current and continued compliance.

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 Lancaster

Date: April 6 & 7, 2010

Programs: Private Special Education

Number of Cases Reviewed: 2

How many of the reviewed students are age 16+: 1

Recorder/Summarizer: Virginia R. Aikens

Name: Jennifer Dolloff	Visiting
Name: Virginia R. Aikens	Visiting
Name: Alexa Easley	Visiting
Name: Kelly Renaud	Visiting
Name: Gretchen M. Cook	Building Level
Name: Renee Corriveau-Daisey	Building Level
Name: Mark Johnson	Building Level
Name: Karen Kelly	Building Level
Name: Margaret Martin	Building Level
Name: Douglas Richardson	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	
		YES	NO
		N/A	N/A
Ed. 1109.01 Elements of an IEP CFR 300.320 Content of IEP		2	
Ed. 1109.05 Implementation of IEP 20 U.S.C. 1414 (d)		1	1
Ed. 1115.07 Ed 1119.01(f) Provision of Non-Academic Services/Settings		2	
CFR 300.320(a) CFR 300.34 Ed. 1113.08 Full Access to District's Curricula		2	
Ed. 1113.13 Diplomas		2	
Ed. 1107.04 (d) Qualified Examiner		2	
Ed. 1109.01 CFR 300.320 Program Requirements, Content of IEP		2	
Ed. 1119 Protections Afforded to Children with Disabilities		2	
CFR 300.320(a)(1)(i) "... general curriculum (i.e. the same curriculum as for nondisabled children)"		2	
CFR 300.320(a)(4)(iii) "To be educated and participate with other children with disabilities and non disabled children"		2	2
A1.) Team uses multiple measures to design, implement and monitor the student's program.			
A2.) All IEP goals are written in measurable terms.			
A3.) Student's IEP has at least one functional goal.			
A4.) Student has made progress over the past three years in IEP goals. Goal 1			
A5.) Student has made progress over the past three years in IEP goals. Goal 2			
A6.) Student has access to the general curriculum (as outlined by the district, sending district or NH frameworks.)			
A7.) Student participates in the general curriculum in a regular education setting with non-disabled peers, as appropriate, with necessary supports.			2
A8.) When participating in a regular education setting with non-disabled peers with necessary supports, student has made progress in the general curriculum.			2
A9.) Student participates appropriately in state, district and school-wide assessments.		2	
A10.) Student shows progress in state, district and school-wide assessments.		2	
A11.) Student has opportunities to participate in general extracurricular and other non-academic activities with necessary supports.		2	
A12.) Student does participate 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)		1	1
a.) Extension in Place	b.) Lack of Qualified Personnel ____ Psychologist ____ Educator ____ Related Services ____ Other	f.) Other	
c.) Evaluation Not Completed in Time		e.) Meeting Not Held in Time	
d.) Summary Report Not Written in Time			
For High School Students:		YES	NO
A14.) Student is earning credits toward a regular high school diploma.			1
A15.) IF YES: within 4 years?			
A16.) Student will earn an IEP diploma or a certificate of competency.		1	
A17.) IF YES: within 4 years?		1	
A18.) Does this school have a clear policy for earning a high school diploma?		1	

Access Strengths	Access Suggestions for Improvement
<ol style="list-style-type: none"> 1. Increased Community involvement 2. Flexibility of Population 3. Up-to-date and State Aligned Curriculum 4. Common Professional Development Day 	<ol style="list-style-type: none"> 1. Update Technology Resources 2. Add Academic Space 3. Additional Support for New Teachers 4. Post Classroom Expectations in Classrooms

TRANSITION STATEMENTS

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.

	Filled in with the combined number 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.	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 be 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)		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.

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, measurable, annual IEP goals and includes transition services that will reasonably enable the student to meet the post-secondary goals. (required data for federal statistics purposes)		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.		1

Transition Strengths	Transition Suggestions for Improvement
<ol style="list-style-type: none"> 1. Communication with Families 2. Easter Seals involvement in the development of Individual Service Option Programs outside of the school (ISOs) 3. Work Program Opportunities <ul style="list-style-type: none"> ♦ Transfer Station ♦ Humane Society ♦ Fire Station 4. Inter-agency Communication 5. Supporting Transitions to Less Restrictive Environments (Local School) 6. Support of Local Families 7. Adapting Materials to Specific Student Needs (Sorting Table) 	<ol style="list-style-type: none"> 1. Continue to Look at Methods of Gathering Follow-up Data 2. Improved Documentation

SUMMARY OF BUILDING LEVEL DATA

<u>BEHAVIOR STRATEGIES AND DISCIPLINE</u>		Filled in with the combined number of times a statement is marked on all Data Collection Forms for this school or building	
		YES	NO
<p><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></p>			
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.	1	1
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	
<u>Behavior Strategy Strengths</u>		<u>Behavior Strategy Suggestions for Improvement</u>	
<p>1. The staff's commitment and knowledge about each child is a strength.</p> <p>2. The visiting team noted the number of staff with expertise in specialized areas. For example, many of the classroom assistants appeared proficient with strategies for students with neurodevelopmental disorders (Picture Exchange Communication Systems – PECS, Sensory Diet, etc.)</p> <p>3. Data Collection: For Behavior, Charting Behaviors is positive.</p> <p>4. Rewards are effective and provide an opportunity for learning & service. Students are provided with opportunities to clean, work out, etc.</p>		<p>1. Students in the Emotionally Handicapped program will benefit from postings of behavioral expectations.</p> <p>2. Staff should begin to think creatively about increasing space options for older students.</p> <p>3. Staff may want to consider decorating the group residence areas further, in order to provide a more relaxed environment.</p> <p>4. As the population shifts to a more developmentally disabled grouping, staff should consider visual & auditory improvements to the time-out room.</p>	

Summary of Building Level Strengths and Suggestions

Strengths	Suggestions for Improvement
<p>1. Looking at Whole Child</p> <ul style="list-style-type: none">• Providing Dinners for Family• Supporting the Whole Family	