

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

LEARNING SKILLS ACADEMY

**Karen E. Staines, Executive Director
Lisa McManus, Education Director**

Chairperson, Visiting Team: Maryclare Heffernan, M.Ed.

Education Consultant

Site Visit Conducted on May 13 and 14, 2008
Report Date, June 30, 2008

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. May 14 & 15, 2008 Case Study Compliance Review Results
 - LEA Survey
 - Parent Participation
 - Summary of Findings from the Three Focus Areas
 - New Special Education Programs Seeking Approval from The NHDOE
 - Commendations
 - Issues of Significance
 - Citations of Noncompliance
 - Suggestions for Program Improvement
- VI. Building Level Summary Reports
 - Learning Skills Academy

I. TEAM MEMBERS

Visiting Team Members:

NAME	PROFESSIONAL ROLE
Chairperson: Maryclare Heffernan	Education Consultant
Marby Blanchard	Special Education Coordinator
Leander Corman	NHDOE, Consultant
Sarah Mahoney	Special Educator/Building Coordinator

Building Level Team Members:

NAME	PROFESSIONAL ROLE
Shannon Tosatti	Transition Coordinator
Karen Staines	Executive Director
Ari Nathans	Language Lab Director
Gioia Shultz	Speech and Language Pathologist
Mary Anne Young	Reading Specialist
Lisa McManus	Education Director

II. INTRODUCTION

Learning Skills Academy is a private day school located on the seacoast in Rye, New Hampshire. The school is presently approved to accept students identified with Learning Disabilities, Speech and Language Impairments, and Other Health Impairments, specifically attention deficit disorders. An emphasis of the program is in the area of language-based and nonverbal learning disabilities with specific supports provided for improving social skills through pragmatic language program and real life experiences. The school is currently approved for male and female students in grades 4 through 12, ages 8 to 21.

Student instruction and support is offered through a variety of instructional approaches including traditional classroom based instruction in small class size setting, individualized learning and behavioral supports, specialized reading instruction, programming in pragmatic language skills and experiential, real life and adventure based activities through the off campus Adventurelore component.

SCHOOL DEMOGRAPHICS	2006-07	2007-08
Student Enrollment <u>as of December 1</u>		20
Do you accept out-of-state students? If so, list number from each state in 07-08	Maine: 0 Massachusetts: 8	
Number and Names of Sending New Hampshire LEAs (as of October 1)	Manchester, Derry, Raymond, Salem, Timberlane (2 students), Merrimack, Dover, Hampton, and Barrington	
# of Identified Students Suspended One or More Times	0	0
Average Length of Stay for Students	3 yrs	3 yrs
<u>STAFF DEMOGRAPHICS</u>		
Student/Teacher Ratio (as of Oct. 1)	3:1	3:1
# of Certified Administrators	1	2
# of Certified Teachers	10	10
# of Teachers with Intern Licenses	1	1
# of Non-certified Teachers	0	0
# of Related Service Providers	4	3
# of Paraprofessionals	2	2
# of Professional Days Made Available to Staff	15	15

SPECIAL EDUCATION PROGRAM DATA		
<u>Primary Disability Types:</u>	2006-07	2007-08
Autism	0	0
Deaf / Blindness	0	0
Deafness	0	0
Emotional Disturbance	0	0
Hearing Impairment	0	0
Mental Retardation	0	0
Multiple Disabilities	0	0
Orthopedic Impairment	0	0
Other Health Impairment	1	2
Specific Learning Disabilities	10	12
Speech or Language Impairment	4	4

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 Learning Skills Academy on May 14 and 15, 2008 for the purpose of reviewing the present status of programs and services made available to children and youth with educational disabilities. As part of the NHDOE Special Education Program Approval Visit, 2 Case Study Compliance Reviews were conducted the Learning Skills Academy school.

The New Hampshire Department of Education, Bureau of Special Education conducts program approval visits 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 school districts and 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, case studies were randomly selected by the NHDOE prior to the visit, and staff was asked to present these case studies 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 SPEDIS verification reports
- ♦ All data collected during the visit
- ♦ Any new 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 Learning Skills Academy. Their professionalism, active involvement in the process and cooperation were greatly appreciated and well recognized.

Evidence of the work conducted and results related to student outcomes were gathered throughout the process, guided by the materials and templates provided by the NHDOE, Bureau of Special Education. Examples of evidence included student individual education plans (IEPs), progress reports, samples of student work, grades, extracurricular involvement, permanent records, curriculum, etc. Input was gathered from key constituents, including interviews with professional staff, parents, administrators, and in some cases the students. Satisfaction surveys were sent to representatives of the sending school districts as well as parents. 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 May 14 and 15, 2008 NHDOE Special Education Program Approval Report, the following patterns were identified as needing improvement:

Citation	Status May 2, 2006	Status as of May 14-15, 2008
Ed 1102.53 Transition Services (CFR 300.29) Needs to document transition planning.	Met	Met
Ed 1133 – all sections pertaining to private schools policies and procedures	Met	Met
Ed 1133.05 (CFR 300.23) Qualified Personnel	Met	Met
Ed 1133.08(e) Staff job descriptions	Met	Met
Ed 1119.08 Diplomas	Met	Met
Ed 1109.05 Implementation of IEP	Met	Met
Ed 1102.03 Approved Program	Met	Met

V. May 13 and 14, 2008 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 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 Case Study Compliance visit to Learning Skills Academy included a review of 2 Case Study students who have been identified with Learning Disabilities, Other Health Impairment, as well as Speech and Language and Emotional Disability. Both students have been participants in the educational programming at the school for a year or more.

SUMMARY REPORT OF SENDING LEAs

Name of Private School: Learning Skills Academy		
Total number of surveys sent:13	Total # of completed surveys received:5	Percent of response:38%
Number of students placed by: LEA:15	Court:0	Parent:5

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.	5				
2. I am satisfied with the educational program at the above school.	5				
3. The school consistently follows special education rules and regulations.	4	1			
4. The school has an effective behavioral program (if applicable).	2	2			1
5. I am satisfied with the related services provided by the school.	4	1			
6. The school implements all parts of students' IEPs.	4	1			
7. I feel the school provides the necessary skills to allow the student to make progress on the IEP goals.	4				1
8. The school program measures academic growth.	3	1			1
9. The school program measures behavioral growth (if applicable).	2	1	1		1

10. The school completes a minimum of 3 comprehensive reports per year on each child with a disability enrolled.	3	1			1
11. Progress reports describe the child's progress toward meeting the IEP goals, include a record of attendance, and are written in terminology understandable to the parent.	4	1			
12. Progress reports are provided to the LEA and to the parent of the child.	5				
13. I am satisfied with the way the school communicates students' progress.	3	2			
14. The school communicates effectively with parents.	5				
15. The school communicates effectively with the LEA.	3	2			
16. The school involves parents in decision-making.	5				
17. The school actively plans for future transition to a less restrictive placement.		3			2
18. If the school finds it necessary to change or terminate placement, they notify the LEA by convening the IEP team to: review the concerns, review/revise the IEP, discuss the placement and determine if the facility can fully implement the IEP and provide FAPE.	1	2			2
19. The school team sets meeting times that are convenient for both parents and LEA.	4	1			
20. The school has met my expectations.	4	1			
21. I have a good relationship with the school.	4	1			
22. I would enroll other students at the school.	4	1			

Learning Skills Academy sent surveys to 15 LEA representatives and received 5 responses, or 38%. Of those responding the strongest satisfaction with Learning Skills Academy is seen in the area of the school team's positive expectations for students, and the educational program at the school. LEA representatives also indicated that the school communicates well with parents about student progress and that parents are involved in decision making about the students program. There was a slight indication that the Learning Skills staff should focus on student transition planning to a less restrictive setting. Only one LEA representative indicated that they disagree that the school measures behavioral growth. All other areas surveyed found responses indicating overall satisfaction with the services, procedures offered to students and in the progress the students make while attending the school program.

PARENT PARTICIPATION

One of the defining features of effective schools is strong parent/community relations and open communication. Having parents as an active stakeholder in the NHDOE Special Education Program Approval Process ensures broader perspectives are heard 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 the May 13 and 14, 2008 Case Study Compliance Review in Learning Skills Academy.

While only 6 out of 20, or 30% of the Learning Skills Academy parents returned the parent survey the responses indicated a satisfaction with the school program in general. Two areas that received a less than completely satisfactory response were that the child has opportunities to interact with non-disabled peers on a regular basis and the child is informed about and encouraged to participate in school activities outside of school. The private school does offer a range of extracurricular and social activities for students both during and after the school day but the distance some students travel can prohibit frequent access.

Parents indicated complete satisfaction in the students' access to the general curriculum particularly with the supports the students are receiving and the sense of safety and security they feel in the school. The school may want to consider other ways to gather satisfaction feedback from parents so that they are aware of any parent concerns as well as areas in which parents are pleased with the school's programs and supports.

SUMMARY OF PRIVATE SCHOOL PARENT SURVEY DATA

Private School: Learning Skills Academy		
Total number of surveys sent: 20	Total # of completed surveys received: 6	Percent of response: 30%

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.	5			
My child has opportunities to interact with non-disabled peers on a regular basis.	3	2		
I am adequately informed about my child's progress.	3			1
My child is informed about and encouraged to participate in school activities outside of the school day, and is offered necessary supports.	4	1		1
My child feels safe and secure in school and welcomed by staff and students.	5			
A variety of information (observations, test scores, school work, parent input) was used in developing my child's IEP.	4			1
I am satisfied with the progress my child is making toward his/her IEP goals.	4			1
FOR PARENTS OF HIGH SCHOOL STUDENTS:				
My child earns credits toward a regular high school diploma in all of his/her classes.				
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			2
All of the people who are important to my child's transition were part of the planning.	3			2
FOR PARENTS OF STUDENTS AGE 16 OR OLDER:				
I am satisfied with the written secondary transition plan that is in my child's IEP.				1
BEHAVIOR STRATEGIES AND DISCIPLINE:				
My child's classroom behaviors affect his/her ability to learn. <i>If yes, please answer the next two questions. If no, skip to OTHER.</i>	YES			NO
I have been involved in the development of behavior interventions, strategies and supports for my child.	1	1		3
I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs.	2			3
OTHER:				
I fully participate in special education decisions regarding my child.	5			
I have been provided with a copy of the procedural safeguards (parental rights) at least once a year.	5			

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

Access To The General Curriculum

Implementation of IEPs

Provision of Non-Academic Services

Full Access to the District's Curriculum

Equal Education Opportunity

The LSA programming is currently designed to offer individualized instructional supports to students with language based learning disabilities. The curriculum has been under development for revision and alignment to the NH State Curriculum Standards. Class sizes are small and LSA school staff members are well qualified to support each student in an individualized manner so that specific student needs are assessed and addressed through relevant instruction and progress is monitored. Student learning opportunities include traditional classroom instruction; a well designed Reading Lab, individual and group therapies and real life experiences via the *Adventurelore* program.

Student progress is closely monitored by curriculum based measures and standardized assessments. Parents and students are well informed of student growth and challenges. The school programs are designed to provide all of the LSA students with the appropriate access to the general curriculum.

While the LSA staff includes educators certified in two of the core content areas (English and science), as well as Elementary Education, Reading Specialist, Learning Disabilities, Art, and Administration, and they have contracted with certified consultants in Math, Social Studies and Library Media they did not show evidence of the all areas required by the NH Minimum Standards to meet elementary, middle and high school approval.

They are currently lacking consultants in the areas of Health, Physical Education, Guidance, Family and Consumer Science, Technology Education, music and Business. While all of the students may not be accessing all of the above classes each semester, the NH private schools are expected to either contract with certified consultants or show documentation of a process in place for contracting with certified educators in all areas and will need to do so for the areas of instruction noted.

Transition

Transition Planning

Process: Provision of FAPE

Transition Services

Student transitions are supported by the sending school districts, parents, the LSA staff as well as the LSA transition coordinator. The student learning experience at LSA is one of individually supported development of student independence. Student academic and social growth and success found in this smaller, supportive school setting is not unusual, the challenge provided to the LSA staff is in preparing students for the transition from LSA to the local school district or to a post-secondary school setting. The school staff presently works collaboratively with the student, parents, and community supports, as well as sending school districts. The school can continue to review the transition processes to ensure that all student supports are in place and that the transition planning includes all relevant transition supports.

Behavior Strategies and Discipline

There is a well established culture of positive behavior supports in the LSA that is consistently supported by all school staff. Students are provided with clear expectations for appropriate behavior and are further supported through the school's programs such as the Take Charge Program, the Pragmatics class and the Adventurelore program. In addition, LSA students are provided with access to counseling and specific individual counseling supports as necessary.

The LSA students, who may struggle with language based perceptions, and social challenges resulting from those disabilities, are provided with an effective Pragmatics class that engages them in social skills situations and supports them in learning how to respond appropriately from their newly learned social skills.

COMMENDATIONS

- 1.** There is a school-wide culture of collaboration and collective responsibility among all members of the LSA school community.
- 2.** The LSA staff and administrators are highly qualified, dedicated to the students and enthusiastic about their work with the LSA students.
- 3.** The LSA Board of Directors are supportive, forward looking and advocates in planning for the future of the school.
- 4.** LSA has a well designed and well integrated language Pragmatics program that has shown very positive results in increased student competence and confidence in social situations.

- 5.** The LSA Language Lab model is found to be a central component to supporting student language-based learning needs and improving reading results for students.
- 6.** The thematic approach to instructional design is appealing to the students and effective in creating interesting and relevant learning experiences for all students.
- 7.** The Adventurelore program provides ongoing real world skill development using the LSA Economy, their students benefit greatly from such embedded learning experiences.
- 8.** The LSA program has successfully increased the use of technology for student learning, including assistive technology.
- 9.** The LSA administration is commended for the creative use of their available resources to support teachers and students.
- 10.** The LSA building is student centered and welcoming to students, parents and visitors. The evidence of student academic and art work throughout the school building well represents the mission of the school.
- 11.** The pervasive culture and climate within LSA is presently one of commitment and common mission. The LSA members are supportive of each other, of the students, of the parents and of the community at large. LSA is commended for the culture of collective responsibility within the school.
- 12.** The newly redesigned LSA website is attractive, easy to navigate and a good source of information for students, staff and parents.
- 13.** The parents interviewed expressed a great sense of satisfaction with the LSA school program and with the progress their students have made while attending the school.

ISSUES OF SIGNIFICANCE

Issues of significance are defined as systemic deficiencies that impact the effective delivery of services to all students, including those with educational disabilities. Examples of such may include system wide issues related to curriculum, instruction and assessment. Other examples might be concerns related to inadequate facilities, ineffective communication systems within the educational community, leadership, shared mission, vision and goals, deficiencies in policies and procedures, staff recruitment and retention, professional development or other important factors related to the learning organization.

The LSA school has worked hard in recent years to develop a well designed private school program for students with educational disabilities that meets state and federal requirements. A challenge for LSA is to continue to evolve and meet the constantly changing federal and state requirements for meeting all procedural expectations. The school administration has demonstrated significant effort in the revision of the current curriculum so that it is better aligned to the NH Curriculum Standards as well as to the Grade Level Expectations and Grade Span Expectations. This work will need to continue to complete that curriculum alignment at this time.

In addition, while procedural aspects that were reviewed during the current visit were found to be in compliance there is a need for the school to put in place a method for accessing relevant information and providing staff with the professional development to maintain compliance with all aspects of state and federal requirements.

The NHDOE has recently approved a revision of the NH Rules for Students with Disabilities. The school administration is strongly encouraged to participate in information sessions and opportunities for increased understanding of the NH Rules as well as federal requirements for curriculum, instruction and assessment, as well as other mandated expectations and ensure that all staff are provided with the understanding as well.

CITATIONS OF NONCOMPLIANCE IDENTIFIED AS A RESULT OF THE MAY 13 & 14, 2008 CASE STUDY COMPLIANCE REVIEW

Citations 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. Citations 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 citations of non-compliance that are included in this section of the report will need to be addressed in a corrective action plan.**

As a result of the Case Study Compliance Review, the following citations of non-compliance were identified. Each citation 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.

This section will need to include those corrective actions listed as not resolved from the previous visit, as well as any citations noted in the three focus areas, issues of significance, building summaries, James O, Out of District, or general review of policy, procedures, personnel roster.

ED 1119.03, CFR 300.347 Full Access to the Curriculum - The LSA curriculum needs to be completed and aligned to the NH Curriculum Standards and GLEs and GSEs to ensure access to the general curriculum that is aligned to the NH Curriculum Standards and to the GLEs and GSEs for all content areas.

ED 1119.08, CFR 300.304 Equal Education Opportunity - There is a need to provide consultation to the certified staff in areas not covered by present staff certification. Those areas are: Health, Guidance, Business, Physical Education, Family and Consumer Science, Technology and music.

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. Suggestions for individual programs are included in the Building Level Case Study Data Summary Reports, pp. 12-18.** It should be noted that in the Building Level Data Summary Reports, any suggestion made by a visiting team member that is actually a citation of noncompliance, has an asterisk (*) before it, and it is also listed above with the citations of noncompliance.

1. Continue to develop and offer professional development to instructional staff in special education procedures and compliance expectations.
2. *Complete the curriculum revision so that it is aligned with the NH Curriculum Standards and the GLEs and GSEs. Specifically align the Adventurelore curriculum with the NH State Curriculum Frameworks, GLEs and GSEs. An effective start has been made to this process.
3. Consider additional ways to increase student engagement and ownership of future goal setting. For example, while many students already attend their IEP meetings LSA staff are encouraged to include all students in establishing their own learning goals and in attending at least part of their IEP meeting.
4. Continue to share information about LSA with the representatives from the sending school districts and others about school's offerings and student results.
5. Develop a mathematics lab similar in model to the Language lab that is now part of the LSA program.
6. Identify opportunities and venues so that the "story" of LSA can be shared with interested parties to expand the understanding of current program and supports available at LSA for students with language based learning disabilities.
7. Continue to explore ways to strengthen the current programming while considering future expansion of student populations.

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: Learning Skills Academy	SAU:	Date: May 14 and 15, 2008
Programs:	Number of Cases Reviewed: 2	
Recorder/Summarizer: Sarah Mahoney		

Name: Lisa McManus	<u>Building Level</u> or Visiting (circle one)
Name: Shannon Tosatti	<u>Building Level</u> or Visiting (circle one)
Name: Karen Staines	<u>Building Level</u> or Visiting (circle one)
Name: Sarah Mahoney	Building Level or <u>Visiting</u> (circle one)
Name: Gioia Shultz	<u>Building Level</u> or Visiting (circle one)
Name: Leander Corman	Building Level or <u>Visiting</u> (circle one)
Name: Marby Blanchard	Building Level or <u>Visiting</u> (circle one)
Name:	Building Level or Visiting (circle one)
Name:	Building Level or Visiting (circle one)
Name:	Building Level or Visiting (circle one)

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

SUMMARIZE YOUR BUILDING LEVEL DATA

ACCESS TO THE GENERAL CURRICULUM STATEMENTS					Filled in with the combined number 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. 1119.03, Full Access to District's Curricula Ed. 1119.08, Diplomas Ed. 1107.04 (d) Qualified Examiner Ed. 1133.05 (c)(h)(k) CFR 300.320 Program Requirements, Content of IEP Ed. 1133.20 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"					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 has made progress over the past three years in IEP goals. Goal 1					2				
A4.) Student has made progress over the past three years in IEP goals. Goal 2									
A5.) Student <u>has access to</u> the general curriculum (as outlined by the district, sending district or NH frameworks.)					2				
A6.) 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		
A7.) When <u>participating in a regular education setting with non-disabled peers</u> with necessary supports, student <u>has made progress in</u> the general curriculum.							2		
A8.) Student <u>participates</u> appropriately in state, district and school-wide assessments.					1	1			
A9.) Student <u>shows progress</u> in state, district and school-wide assessments.					2				
A10.) Student <u>has opportunities</u> to participate in general extracurricular and other non-academic activities with necessary supports.					2				
A11.) Student <u>does participate</u> in general extracurricular and other non-academic activities with necessary supports.					2				
A12.) 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	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			
A13.) Student is earning credits toward a regular high school diploma.					1				
A14.) <i>IF YES:</i> within 4 years?					1				
A15.) Student will earn an IEP diploma or a certificate of competency.							1		
A16.) <i>IF YES:</i> within 4 years?									
A17.) Does this school or district have a clear policy for earning a high school diploma?					1				

Access Strengths	Access Suggestions for Improvement
<ol style="list-style-type: none"> 1. The use of a language based curriculum is effective. 2. The pragmatics class that is offered to students with language based disabilities has resulted in improved student engagement in social conversation and settings. 3. The LSA staff are qualified and highly skilled in the instruction of students with language based learning disabilities. 4. The use of data to measure student progress is consistent and effective. 5. The use of thematic units that are often inquiry based has been successful in increasing student engagement in their own learning. 6. The Adventurelore program offers students an alternative setting and hands on activities that provides a venue for students to practice emerging language skills, and to use social skills for decision making and group cooperation. 7. The LSA's Real Life Experiences and LSA Economy programs are described by students and parents as meaningful to the students. They represent the sense of innovation and creativity that LSA staff utilize to further engage students. 8. The collaboration that is being created between LSA and the local Community College is a way of expanding the student's educational range of experience and begin transition planning for post-high school life. 	<ol style="list-style-type: none"> 1. Continue to develop and offer professional development to instructional staff, particularly in the area of math instruction. 2. Review and align the Adventurelore curriculum with the NH State Curriculum Frameworks, GLEs and GSEs. 3. Continue to review and revise LSA Curriculum. An effective start has been made to this process.

SUMMARIZE YOUR BUILDING LEVEL DATA

TRANSITION 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
<p>Ed .1102.53 Transition Services CFR 300.43 Ed. 1107.02 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. 1109.03, IEP Team CFR 300.320(b) Ed. 1133.05</p> <p>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>			
If the student is under age 16, answer the following 3 statements only: (If the student is 16 or over, skip to question 4.)			
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		
If the student is age 16 or older during the course of the IEP answer all of the following statements (do not answer the 3 statements above):			
T4.) Transition planning is designed as a results oriented process that promotes movement from school to the student's desired post-school goals.			
T5.) IEP team includes parent as part of transition planning.			
T6.) IEP team and process includes student as part of transition planning.			
T7.) IEP includes current level of performance related to transition services.			
T8.) There is documentation that the student has been invited to attend IEP meetings.			
T9.) A statement of the transition service needs is included in the IEP.			
T10.) The statement of transition focuses on the student's course of study (e.g. vocational programming, advanced placement).			
T11.) 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.			
T12.) Statement of needed transition services is presented as a coordinated set of activities.			
T13.) The statement of transition focuses on the student's course of study (e.g. vocational programming, advanced placement).			
T14.) The IEP includes a statement of needed transition services and considers instruction.			
T15.) The IEP includes a statement of needed transition services and considers community experiences.			
T16.) The IEP includes a statement of needed transition services and considers development of employment skills.			
T17.) Student is informed prior to age 17 of his/her rights under IDEA.			
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.			
T19.) The IEP includes a statement of needed transition services and considers related services.			
T20.) The IEP includes a statement of needed transition services and considers development of daily living skills.			
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.			

Transition Strengths	Transition Suggestions for Improvement
<ol style="list-style-type: none"> 1. The addition of a Transition Coordinator is commended and is helpful in planning for and supporting student transitions. 2. There is a culture of ongoing review of student progress via weekly meetings. Student gains and concerns are noted and addressed. 3. The stability in school staff has been beneficial to the growth of the LSA programming. 	<ol style="list-style-type: none"> 1. Continue to work on daily living skills and social skills so that students are prepared to succeed in as independent a manner as possible upon leaving LSA. 2. Consider additional ways to increase student engagement and ownership of future goal setting. For example, while many students already attend their IEP meetings LSA staff are encouraged to include all students in establishing their own learning goals and in attending at least part of their IEP meeting.

<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		
<u>Ed. 1109.02 Program</u> <u>CFR 300.324</u> <u>Ed. 1119.11 Disciplinary Procedures</u> <u>CFR 300.530-300.536</u> <u>Ed. 1133.07 (a) (b) (c) (d) (e)</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?		1	1	
B3.) If yes, for how many days?		1 day		
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. The Take Charge behavior program utilized within the LSA program is consistent and effective. 2. The students are provided with an opportunity to meet with the school counselor while processing the behavior of concern. There is a non-punitive and supportive culture that reinforces positive behaviors. 3. The climate within the school building is very positive and student centered. Students appear happy, cooperative and engaged in their learning. 4. The language Pragmatics classes are designed to provide students with language based disabilities specific, embedded opportunities to practice appropriate language skills resulting in improved behaviors and reduced frustrations. 5. The consistency among the staff members in responding positively and appropriately to student behaviors is commended. 6. Positive behavioral responses are clearly integrated into the academic settings. 7. The Alert program is seen as effective. 8. The Adventurelore program component is an important aspect of support for reinforcing positive student behaviors and both group and individual decision making. 		<ol style="list-style-type: none"> 1. Continue to review behavior outcomes and make adjustments to the behavior programs as necessary. 		

Summary of Building Level Strengths and Suggestions

Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> 1. There is a school-wide culture of collaboration and collective responsibility among all members of the school community at LSA. 2. The LSA staff and administrators are highly qualified, dedicated to the students and enthusiastic about their work with the LSA students. 3. The LSA Board of Directors is supportive of the school programs and are forward looking in planning for the future of the school. 4. LSA has a well designed and well integrated language pragmatics program that has shown results in increased student competence and confidence in social pragmatics. 5. The LSA Language Lab model is found to be a central component to supporting student language based learning needs. 6. The Adventurelore program provides ongoing real world skill development using the LSA economy, to students who benefit from such embedded learning experiences. 7. The LSA program has seen an increase in the use of technology for student learning, including assistive technology. 8. The LSA administration is commended for the creative use of available resources to support teachers and students. 9. The LSA building is welcoming to students, parents and visitors. The evidence of student academic and art work throughout the school building well represents the mission of the school. 10. The pervasive culture and climate within LSA is presently one of commitment and common mission. The LSA members are supportive of each other, of the students, the parents and of the community at large. LSA is commended for the culture of collective responsibility within the school. 	<ol style="list-style-type: none"> 1. Continue to share information about LSA with the representatives from the sending school districts and others about school's offerings and student results. 2. Continue to provide professional development for all staff members in the areas of curriculum, instruction and assessment practices, as well as other areas identified as areas of learning needs for staff. 3. Develop a mathematics lab similar in model to the language lab that is now part of the LSA program. 4. Identify opportunities and venues so that the "story" of LSA can be shared with interested parties to expand the understanding of current program and supports available at LSA for students with language based learning disabilities.