

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

**LEARNING SKILLS ACADEMY  
SUMMARY REPORT**

**KAREN STAINES, Executive Director  
LISA MCMANUS, Director of Special Education**

Chairperson, Visiting Team:  
Colleen Bovi  
Education Consultant

Site Visit Conducted on MARCH 30-31, 2011  
Report Date May 4, 2011  
Revised Report Date May 16, 2011

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## **I. TEAM MEMBERS**

Visiting Team Members:

<b>NAME</b>	<b>PROFESSIONAL ROLE</b>
Chairperson: Colleen Bovi	Education Consultant
Judy Koch	Executive Director
Lorin Caffelle	Speech/Language Pathologist
Marby Blanchard	Special Education Coordinator

Building Level Team Members from Learning Skills Academy:

<b>NAME</b>	<b>PROFESSIONAL ROLE</b>
Karen Staines	Executive Director
Lisa McManus	Education Director
Ari Nathans	Language Lab Director
Gioia Schultz	Speech/Language Pathologist
Madelyn Parker	Language Arts Teacher
Nicole Page	English Teacher

## II. INTRODUCTION

Learning Skills Academy is a private, non-profit day school located in Rye, New Hampshire. The school is presently approved by the New Hampshire Department of Education to accept male and female students between the ages of 8 to 21 in grades 4 through 12 who have educational disabilities in the areas of Specific Learning Disabilities, Speech and Language Impairments and Other Health Impairments. The mission of Learning Skills Academy is to enrich the lives of students by igniting and nurturing individuals' academic, social, and emotional potentials in a dynamic community which honors divergent learning styles.

Student instruction is language-based and is offered in small class size settings. Differentiated instruction supports individual student learning needs across all subject areas. Individual work in phonology, math and speech are scheduled around student's core classes for students who need intensive instruction. Students may receive additional supports in the Language and Math Labs. There is a school-wide positive behavior support system designed to teach students to think before they act. Counseling is available through group community meetings for all students, as well as weekly appointments for students with more individual issues. Students participate in an adventure-based program designed to build self-esteem and social skills through challenging but attainable physical education activities.

<b>SCHOOL DEMOGRAPHICS</b>	<b>2009-10</b>	<b>2010-11</b>
Student Enrollment <u>as of December 1</u>	32	39
Do you accept out-of-state students? If so, list number from each state in 10-11	Yes: Maine 1, Mass. 24	
Number and Names of Sending New Hampshire LEAs (as of October 1, 2010)	Derry, 4; Raymond, 2; Amherst, 1; Fremont, 1; Sanborn, 1; Hudson, 1; Epping, 1; Auburn, 1; plus 2 privately enrolled	
# of Identified Students Suspended One or More Times	0	0
Average Length of Stay for Students	3-4yrs.+	3-4yrs.+
<b><u>STAFF DEMOGRAPHICS</u></b>		
Student/Teacher Ratio (as of October 1, 2010)	3.5:1	3.5:1
# of Certified Administrators	2	2
# of Certified Teachers	9	11
# of Teachers with Intern Licenses	0	0
# of Related Service Providers	5	6
# of Paraprofessionals	3	4
# of Professional Days Made Available to Staff	12	12

<b>SPECIAL EDUCATION PROGRAM DATA</b>		
<b>Primary Disability Types:</b>	<b>2009-2010</b>	<b>2010-2011</b>
Autism	0	0
Deaf / Blindness	0	0
Deafness	0	0
Developmental Delay	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	4	6
Specific Learning Disabilities	3	4
Speech or Language Impairment	4	4
Traumatic Brain Injury	0	0
Visual Impairment	0	0

### **III. PURPOSE AND DESIGN OF THE CASE STUDY COMPLIANCE REVIEW PROCESS**

The New Hampshire Department of Education (NHDOE) conducted a Special Education Program Approval Visit to Learning Skills Academy on March 30-31, 2011 for the purpose of reviewing the present status of programs and services made available to children and youth with educational disabilities. Program Approval Visits are conducted using a Case Study Model that is a focused review. This focused review permits the NHDOE to leverage its impact for change and improvement within private special education schools statewide, by focusing the attention of all educators on the following three areas of critical importance in the provision of FAPE for students with disabilities.

- Access to the General Curriculum
- Transition
- Behavior Strategies and Discipline

As part of this compliance review, students were randomly selected by the NHDOE prior to the visit, and staff was asked to present these students' case studies at the visit to determine compliance with state and federal special education rules and regulations.

Other activities related to this NHDOE Case Study Compliance Visit included the review of:

- ♦ All application materials submitted
- ♦ Status of corrective actions since the last NHDOE Special Education Program Approval Visit
- ♦ Personnel credentials for special education staff (verified by NHDOE)
- ♦ Program descriptions and NHSEIS verification reports
- ♦ All data collected during the visit
- ♦ Any new or changed special education programs seeking approval from the NHDOE

The New Hampshire Department of Education provided a visiting team of professional educators to work collaboratively with staff in each of the schools in conducting the Case Study Compliance Review and the varied data collection activities. Throughout the entire review process, the visiting team worked in collaboration with the staff of 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. 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 JUNE 30, 2008, NHDOE Special Education Program Approval Report, the following patterns were identified as needing improvement:

<b>Findings of Noncompliance</b>	<b>Status as of 1-yr CA Follow Up Visit July 15, 2009</b>	<b>Status as of March 30-31, 2011</b>
Ed 1119.03 Full Access to the Curriculum	Met	Met
Ed 1119.08 Equal Educational Opportunity	Met	Not Met: The findings of non-compliance were corrected as of July 2009; however, LSA is currently lacking four required staff/consultants: Information and Communication Technology; Family and Consumer Science; Business; and World Languages.

#### **V. MARCH 30-31, 2011 CASE STUDY COMPLIANCE REVIEW RESULTS**

Data collection is an important part of the NHDOE Special Education Case Study Compliance Review Process. In order to monitor whether or not special education programs are in compliance in the three focus areas, and determine any root causes of problems that may be identified through the case study process, it is essential that each case study team look deeply into the data that surrounds the three primary aspects of the Case Study Review. This process takes time, and the entire team working with the child being reviewed must be involved in collecting and analyzing the data, as well as presenting and summarizing the data with the visiting team. As such, NHDOE works with private schools to determine the number and type of case studies to be prepared and presented, and to ensure that building teams are not inundated with more data than can be fully analyzed, allowing them to reflect

upon and generalize their newly found knowledge of their programs, practices, policies and procedures.

Two students were randomly selected for the Case Study Compliance Review presented by the Learning Skills Academy Learning during the March 2011 visit. The case studies included one male in 6<sup>th</sup> grade, age 12, identified with a Speech and Language Impairment and Specific Learning Disabilities, and an 11<sup>th</sup> grade male student, age 17, identified with a Speech and Language Impairment.

### 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, Learning Skills Academy distributed the LEA Survey to the contact people in all LEAs that have students currently enrolled in the school. They received a 63% response from the LEAs. The Learning Skills Academy's analysis of responses indicates an overall favorable view of the school. Areas identified for improvement involve communication and discussion for movement to less restrictive environments. Representatives from the LEAs of the students selected for the Case Study Compliance Reviews participated in the presentations.

### SUMMARY REPORT OF SENDING LEAs

Name of Private School: Learning Skills Academy		
Total number of surveys sent: 8	Total # of completed surveys received: 5	Percent of response: 63
Number of students placed by: LEA: 12	Court: 0	Parent: 2

**SCALE   4 STRONGLY AGREE   3 AGREE   2 DISAGREE   1 STRONGLY DISAGREE**

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>No Answer</b>
1. The private school team has positive expectations for students.	4	1			
2. I am satisfied with the educational program at the above school.	3	2			
3. The school consistently follows special education rules and regulations.	2	3			
4. The school has an effective behavioral program (if applicable).	1	1			
5. I am satisfied with the related services provided by the school.	2	3			
6. The school implements all parts of students' IEPs.	2	3			
7. I feel the school provides the necessary skills to allow the student to make progress on the IEP goals.	2	3			
8. The school program measures academic growth.	3	2			
9. The school program measures behavioral growth (if applicable).	3				
10. The school completes a minimum of 3 comprehensive reports per year on each child with a disability enrolled.	3	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	2			
12. Progress reports are provided to the LEA and to the parent of the child.	4	1			
13. I am satisfied with the way the school communicates students' progress.	2	3			
14. The school communicates effectively with parents.	2	3			

15. The school communicates effectively with the LEA.	2	3			
16. The school involves parents in decision-making.	2	3			
17. The school actively plans for future transition to a less restrictive placement.		3	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.					5
19. The school team sets meeting times that are convenient for both parents and LEA.	3	1	1		
20. The school has met my expectations.	3	1	1		
21. I have a good relationship with the school.	4	1			
22. I would enroll other students at the school.	4		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.

As outlined in the results below, there were a total of 14 surveys mailed to parents of students with disabilities, of which 10 were returned; this represents a 71% response rate. Upon review of the survey results, the administration reported that LSA's positive approach to education and behavior is appreciated by the families as noted by the responses about safety and security. Parents identified IEP development, progress, transition and behavior strategies as areas of strength and well supported by the school. Communication around decision-making was identified as very positive. Areas in need of improvement fall into the area of interaction with nondisabled peers and participation in afterschool activities. Based on this survey the administration would like to investigate afterschool programming. They currently provide afterschool programming one afternoon per week at no charge to the families. They host dances and dinners but distance and travel are factors. The administration would like to engage districts in support of longer day programming which would focus primarily on pragmatics. Cost and transportation are identified as hurdles for both families and the districts. Parents of the students selected in the Case Study Compliance Review participated in the presentation and interviews with the visiting team. Parents were pleased with the progress their children were making at the school and their participation in the special education process.

## SUMMARY OF PARENT SURVEY DATA

Name of Private School: Learning Skills Academy		
Total number of surveys sent: 14	Total # of completed surveys received: 10	Percent of response: 71

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

<b>ACCESS TO THE GENERAL CURRICULUM:</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>No Answer</b>
I am satisfied with my child's program and the supports that he/she receives.	9	1		
My child has opportunities to interact with non-disabled peers on a regular basis.	4	4	1	
I am adequately informed about my child's progress.	5	5		
My child is informed about and encouraged to participate in school activities outside of the school day, and is offered necessary supports.	5	2		3
My child feels safe and secure in school and welcomed by staff and students.	10			
A variety of information (observations, test scores, school work, parent input) was used in developing my child's IEP.	10			
I am satisfied with the progress my child is making toward his/her IEP goals.	8			2
<b>FOR PARENTS OF HIGH SCHOOL STUDENTS ONLY:</b>				
My child earns credits toward a regular high school diploma in all of his/her classes.	6			4
<b>TRANSITION:</b>				
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		3
All of the people who are important to my child's transition were part of the planning.	5			5
<b>FOR PARENTS OF STUDENTS AGE 16 OR OLDER ONLY:</b>				
I am satisfied with the written secondary transition plan that is in my child's IEP.	2			8
<b>BEHAVIOR STRATEGIES AND DISCIPLINE:</b>				
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>	<b>YES</b>		<b>NO</b>	
	<b>3</b>	<b>2</b>	<b>1</b>	<b>No Answer</b>
I have been involved in the development of behavior interventions, strategies and supports for my child.	4			
I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs.	3	1		
<b>OTHER:</b>				
I fully participate in special education decisions regarding my child.	10			
I have been provided with a copy of the procedural safeguards (parental rights) at least once a year	10			

## 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 Administration at LSA has developed and aligned the curriculum to the NH Curriculum Standards, GLEs and GSEs to ensure access to the general curriculum for all content areas. The curriculum is delivered through language-based instruction, differentiation and thematic planning. Students receive their instruction in traditional classroom environments with small class size and qualified staff. Individual and/or small group intensive instruction in reading, language arts and math are accomplished through the Language and Math Labs. The school incorporates research-based practices in their approach to literacy and numeracy. Student learning opportunities extend to related services and the *Adventurelore* Program. Student progress is monitored periodically using *AIMSweb* and school-wide writing samples. Data are collected weekly to assess reading fluency, comprehension, spelling and math and are reviewed at the bi-monthly team meetings. Parents and students are kept informed of their progress.

While the LSA staff includes educators certified in Special Education Administration, Elementary Education, General Special Education, Emotional Disabilities, Mental Retardation, Learning Disabilities, Reading Specialist, Art Education, Guidance Counselor, English, Science, General Science, Physical Science, Earth Science, Biology, and they have contracted with certified consultants in Physical Education, Health, Library Media Specialist, Math, Social Studies and Technology Education, 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 Information and Communication Technology, Family and Consumer Science, Business and World Languages. 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 Free Appropriate Public Education (FAPE)**

#### **Transition Services**

The staff at the LSA shares information regarding curriculum, instruction and methodology during bi-weekly staff meetings. Student response to instruction is monitored closely during these meetings and the staff has opportunities to collaborate on student specific needs. Each member of the faculty knows all the students so transition planning is easily accomplished from grade to grade and class to class. Secondary transition planning is a function of the student's IEP Team. The LSA staff works collaboratively with the student, parent, sending school district and any appropriate community supports to identify transition service needs and transition services. Students' interests, needs and plans are assessed through meetings, conferences with students and assessments, as appropriate. LSA tailors a set of transition-focused activities to match the needs of their high school students. The school offers

a School to Career class that meets twice per week. During this class students have access to various web-based programs/services such as, *Bridges and Choices* to assist with postsecondary planning. An SAT Prep Vocabulary class and a Portfolio Development class have also been designed to meet the needs of its students. Summer Programs held at the LSA offer community-based instruction, transition services and vocational exploration.

### **Behavior Strategies and Discipline**

LSA has designed and implemented a school-wide culture of positive behavior supports utilizing a variety of teaching tools and strategies. Parents and students receive a handbook each year that provides information on goals for student success at LSA. There are four non-negotiable rules that make up the Students' Code of Conduct: Do your work; Let others do their work; Follow directions; and Be respectful. The *Take Charge* Program is an integral part of the school and is an effective tool to teach students to monitor and manage their own behavior. The *Adventurelore* component is an important aspect of supporting and reinforcing positive student behaviors that are applied directly to the academic program and the students' daily lives. LSA students are provided with access to counseling and specific individual counseling supports as necessary. The pragmatics curriculum targets self-management, non-verbal language, conversation skills and higher order thinking skills for students who struggle with language based perceptions and social challenges.

### **Special Education Policies**

In addition to the above noted focus areas for the case study presentations, material submitted as part of the application for program approval included: updated Health and Fire Inspection forms; the Private School Self-Study; Special Education Policies and Procedures Manual; Administrative Policies and Procedures; Registration Documentation from the Secretary of State; Documentation of Non-Profit Status; Current Program Information; and Personnel and Consultant Rosters. Review and verification of these documents found the Learning Skills Academy to be in compliance with all the applicable New Hampshire Rules for the Education of Students with Disabilities with the exception of having certified staff/ consultants for Information and Communication Technology, Family and Consumer Science, Business and World Languages at the high school level.

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

Learning Skills Academy is seeking approval to establish a new program, Learning Strategies and Content (LSC), designed for a maximum capacity of 4 high school students who have mastered the basic skills of reading and written language. Learning Strategies and Content will utilize the LSA curriculum, which has been driven by the NH Frameworks, GLEs and GSEs. Language-based instruction will remain the primary teaching model. Students will continue to earn credits leading toward a high school diploma and the experienced and credentialed staff at LSA will be responsible for the provision of instruction within the program. With the addition of this program, the maximum program capacity will increase from 40 students to 44 students. The current staff of twenty-one teaching/related service staff will remain the same. As part of the March 2011 Case Study Compliance Review conducted at LSA, the application and supporting materials were reviewed for the Learning Strategies and Content Program, and it will be recommended that the NHDOE, Bureau of Special Education issue full approval.

## COMMENDATIONS

As a result of the Case Study Compliance Review conducted on March 30-31, 2011, the following commendations are noted based on classroom observations, parent and student interviews and input from the visiting team:

1. The LSA Board of Directors, Administration and Staff are commended for their commitment to the students and families they serve and the positive school culture that has been established and sustained.
2. The LSA Board of Directors, parents, students and community members are engaged in the strategic planning process.
3. The staff at LSA is highly qualified, talented, dedicated and enthusiastic about teaching and has created a positive, supportive learning environment.
4. Research based practice is evident in the Language and Math Labs and data are used to guide their instruction.
5. Curriculum is aligned and integrated in themes school-wide across all subject areas.
6. Students are engaged in their learning, are motivated to achieve, are actively involved in setting their goals and are developing self-advocacy skills.
7. The school-wide positive behavior support program teaches students how to be responsible and respectful.
8. The school is welcoming to students, parents and visitors. Student work is proudly and prominently displayed throughout the school.
9. The *Social Pragmatics* Curriculum and the *Adventurelore* Program support students' growth in developing appropriate social interaction and problem-solving skills.
10. Parents are actively engaged in their children's program at the LSA and have expressed their satisfaction with the progress their children have made in the school.

**Reviewed During the LEARNING SKILLS ACADEMY, MARCH 30-31, 2011**  
**NHDOE Compliance Visitation**

**Number of Cases**

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

**FINDINGS OF NONCOMPLIANCE IDENTIFIED AS A RESULT OF THE**  
**MARCH 30-31, 2011 CASE STUDY COMPLIANCE REVIEW**

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

**Child Specific Findings of Noncompliance to be Addressed by Both the LEA and Private School Setting:** *Please Note: The NH Department of Education, Bureau of Special Education requires that Child Specific Findings of Noncompliance be addressed and resolved within 45 days of notification.*

There were no Child Specific Findings of Noncompliance identified during the March 30-31, 2011 visit.

**Systemic Findings of Noncompliance to Be Addressed by the Private School Setting**

*Please Note: The NH Department of Education, Bureau of Special Education requires that Systemic Findings of Noncompliance be addressed in a corrective action plan and met within one year of the date of the report; a template and instructions for such planning will be provided.*

**ED 1114.05 (g) Program Requirements, Equal Educational Opportunities/Full Access to the General Curriculum; Ed 1114.05 (j) Program Requirements, CFR §300.320, Ed 306.15 Provision of Staff and Staff Qualifications**

Consultants must be available to the school if certified teachers in the required content areas are not on staff. Neither consultants nor certified teachers are available in Information and Communication Technology, Family and Consumer Science, Business or World Languages.

## **SUGGESTIONS FOR PROGRAM-WIDE IMPROVEMENT**

Suggestions for improvement, simply stated, are recommendations provided by the visiting team that are intended to strengthen and enhance programs, services, instruction and professional development, and the NHDOE strongly encourages that serious consideration be given to the suggestions. However, discretion may be used in this area; suggestions for improvement are not considered to be required corrective actions and you may determine which suggestions most warrant follow up and address those in your corrective action plan. **System wide suggestions for improvement are listed below.** It should be noted that, in the Building Level Data Summary Report on the following pages, any suggestion made by a visiting team member that is actually a finding of noncompliance, has an asterisk (\*) before it, and it is also listed above with the findings of noncompliance.

1. Based on the LEA Survey results, Learning Skills Academy is encouraged to engage the sending school districts in more frequent communications regarding student progress and transition to less restrictive settings.
2. While the Learning Skills Academy currently offers afterschool extra curricular activities one day per week, some parents indicated an interest in expanding after-school extra curricular activities for their children with non-disabled peers. Investigate options within the community and/or the sending district.
3. Explore options for expanding student access to digital technology.
4. Research the benefits of incorporating technology such as the SMART Boards to expand access to curriculum and methods to provide professional development of staff relative to the use of such technologies.
5. Consider sharing best practices, researched-based programs and lessons learned in areas of particular expertise (e.g., integrating thematic units throughout content areas, Math and Language Lab concerts) by presenting to external groups (e.g., state professional associations).

## 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	Date: March 30, 2011	Number of Cases Reviewed: 2
Programs:	How many of the reviewed students are age 16+? 1	How many are noncompliant for Indicator 13? 0
Recorder/Summarizer: Colleen Bovi		

Name: Karen Staines	<u>Building Level</u> or Visiting
Name: Lisa McManus	<u>Building Level</u> or Visiting
Name: Ari Nathans	<u>Building Level</u> or Visiting
Name: Gioia Schultz	<u>Building Level</u> or Visiting
Name: Nicole Page	<u>Building Level</u> or Visiting
Name: Madelyn Parker	<u>Building Level</u> or Visiting
Name: Marby Blanchard	Building Level or <u>Visiting</u>
Name: Lorin Caffelle	Building Level or <u>Visiting</u>
Name: Judy Koch	Building Level or <u>Visiting</u>
Name: Mary Lane	Building Level or <u>Visiting</u>
Name: Colleen Bovi	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**

<b>ACCESS TO THE GENERAL CURRICULUM STATEMENTS</b>					Filled in with the combined <u>number</u> of times a statement is marked on all Data Collection Forms for this school or building		
<u>Ed. 1109.01 Elements of an IEP CFR 300.320 Content of IEP</u> <u>Ed. 1109.05, Implementation of IEP 20 U.S.C. 1414 (d)</u> <u>Ed. 1115.07, Ed 1119.01(f) Provision of Non-Academic Services/Settings</u> <u>CFR 300.320(a) CFR 300.34 Ed. 1113.08, Full Access to District's Curricula</u> <u>Ed. 1113.13, Diplomas</u> <u>Ed. 1107.04 (d) Qualified Examiner</u> <u>Ed. 1109.01 CFR 300.320 Program Requirements, Content of IEP</u> <u>Ed. 1119 Protections Afforded to Children with Disabilities</u> <u>CFR 300.320(a)(1)(i)</u> "... general curriculum (i.e. ,the same curriculum as for nondisabled children)" <u>CFR 300.320(a)(4)(iii)</u> "To be educated and participate with other children with disabilities and non disabled children"					YES	NO	N/A
A1.) Team uses multiple measures to design, implement and monitor the student's program.					2		
A2.) All IEP goals are written in measurable terms.					2		
A3.) Student's IEP has at least one functional goal.					2		
A4.) Student has made progress over the past three years in IEP goals. Goal 1					2		
A5.) Student has made progress over the past three years in IEP goals. Goal 2					2		
A6.) Student <u>has access to</u> the general curriculum (as outlined by the district, sending district or NH frameworks.)					2		
A7.) Student <u>participates in</u> the general curriculum <u>in a regular education setting with non-disabled peers</u> , as appropriate, with necessary supports.							2
A8.) When <u>participating in a regular education setting with non-disabled peers</u> with necessary supports, student <u>has made progress</u> in the general curriculum.							2
A9.) Student <u>participates</u> appropriately in state, district and school-wide assessments.					2		
A10.) Student <u>shows progress</u> in state, district and school-wide assessments.					2		
A11.) Student <u>has opportunities</u> to participate in general extracurricular and other non-academic activities with necessary supports.					2		
A12.) Student <u>does participate</u> in general extracurricular and other non-academic activities with necessary supports.					2		
A13.) Was the student's most recent individual evaluation (initial or reevaluation), including a written summary report and meeting, held within 45 days of parental permission to test? <b>If not, was it due to:</b> (check all that apply)					2		
a.) Extension in Place	b.) Lack of Qualified Personnel ___Psychologist ___Educator ___Related Services ___Other	c.) Evaluation Not Completed in Time	d.) Summary Report Not Written in Time	e.) Meeting Not Held in Time	f.) Other		
<b>For High School Students:</b>					<b>YES</b>	<b>NO</b>	
A14.) Student is earning credits toward a regular high school diploma.					1		
A15.) <i>IF YES:</i> within 4 years?					1		
A16.) Student will earn an IEP diploma or a certificate of competency.							1
A17.) <i>IF YES:</i> within 4 years?							
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"> <li>1. Language based instruction is effective and individualized to allow students to progress developmentally and at their own pace.</li> <li>2. There is strong collaboration among staff that allows for integration of related services within the classrooms. There is a weekly Curriculum, Assessment and Professional Development Team Meeting to review individual student programs.</li> <li>3. Data are collected, analyzed and charted to guide instruction.</li> <li>4. <i>AIMSweb</i> is utilized as a progress monitoring tool and staff are able to benchmark and document student progress.</li> <li>5. The Math Lab is based on the developmental nature of math and focuses on mastery through teaching the concepts, linguistics and procedures of math.</li> <li>6. The staff has participated in professional development in the area of math with Dr. Mahesh Sharma.</li> <li>7. Goal setting with students focuses on both academics and self-actualization.</li> <li>8. Research-based practices are utilized throughout the school.</li> <li>9. Approach to literacy is systematic, sequential and specific to the student's individual learning needs.</li> <li>10. Teachers differentiate instruction to address the varying needs of the students.</li> </ol>	<ol style="list-style-type: none"> <li>1. Refine how the annual measurable goals are written to include baseline information.</li> <li>2. Research digital technology to increase students' access to instructional materials, i.e., the National Center on Accessible Instructional Materials.</li> </ol>

<p style="text-align: center;"><b>TRANSITION STATEMENTS</b></p> <p><b>Ed .1102 Transition Services CFR 300.43</b>  <b>Ed. 1106 Process; Provision of FAPE CFR 300.124 Part C Transition</b>  <b>Ed. 1109.01 Elements of an IEP (Transition Services)</b>  <b>CFR 300.320(a)(7)(b) 20 U.S.C. 1402 (34)</b>  <b>20 U.S.C. 1414 (d)(1)(A) and (d)(6)</b>  <b>Ed. 1103 IEP Team CFR 300.320(b)</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 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		
<b>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)</b>	1		1
<b>For students under age 16, answer only the first 4 statements above. Then skip to the next page. If the student is age 16 or older during the course of the IEP, answer all statements on this page. (required data for federal statistics purposes)</b>			
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.	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		
<b>Only the following 4 statements may be answered N/A if appropriate. All statements above must be answered Yes or No.</b>	<b>YES</b>	<b>NO</b>	<b>N/A</b>
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
<b>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.</b>			1

Transition Strengths	Transition Suggestions for Improvement
<ol style="list-style-type: none"> <li>1. The admissions process allows for smooth transitions to the program through interviews, conferences and school visits.</li> <li>2. Transitions are individualized and students are actively involved in their future planning.</li> <li>3. An information session regarding transition was provided to parents to assist with understanding the state and federal requirements.</li> <li>4. The School to Career Class provides students with web-based services to learn and plan for their future.</li> <li>5. A Portfolio Class for art students was developed to assist students with the college admissions process.</li> <li>6. An SAT Prep Vocabulary course is offered.</li> <li>7. The LSA Summer Program provides access to careers and specialized courses.</li> </ol>	<ol style="list-style-type: none"> <li>1. Continue to offer community-based summer programs that offer career exploration and investigate ways to increase partnerships within the community.</li> <li>2. Initiate conversations with LEAs relative to transition needs of students and explore the possibility of adding 5<sup>th</sup> year dedicated to transition services.</li> </ol>

## SUMMARY OF BUILDING LEVEL DATA

<b>BEHAVIOR STRATEGIES AND DISCIPLINE</b>		<b>Filled in with the combined number of times a statement is marked on all Data Collection Forms for this school or building</b>		
<u>Ed. 1109 Program</u> <u>CFR 300.324</u> <u>Ed. 1124 Disciplinary Procedures</u> <u>CFR 300.530-300.536</u> <u>20 U.S.C. 1415 (K)</u> <u>Child Management – Private Schools</u> <u>RSA 169-C Child Protection Act</u>		YES	NO	N/A
B1.) Data are used to determine impact of student behavior on his/her learning.				2
B2.) Has this student ever been suspended from school?			2	
B3.) If yes, for how many days?				
B4.) If appropriate, a functional behavior assessment has been conducted.				2
B5.) IEP team has addressed behaviors that are impacting student learning.				2
B6.) A behavior intervention plan has been written to address behaviors.				2
B7.) All individuals working with the student have been involved in developing behavior intervention strategies.				2
B8.) Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.				2
B9.) Results of behavior intervention strategies are evaluated and monitored.				2
B10.) A school-wide behavior intervention model exists.		2		
<b>Behavior Strategy Strengths</b>		<b>Behavior Strategy Suggestions for Improvement</b>		
<ol style="list-style-type: none"> <li>1. Learning Skills Academy has a respectful and positive school culture and climate with relatively few behavioral issues.</li> <li>2. There is a substantial commitment to meeting the social/emotional needs of all students.</li> <li>3. There are 4 Rules that are non-negotiable.</li> <li>4. The Take Charge Program is an effective, school-wide positive behavioral system designed to support students in monitoring and regulating their behaviors.</li> <li>5. School counseling is available to address the emotional concerns that impact students' education.</li> <li>6. The <i>Adventurelore</i> Program is an integral part of the school and is designed to build self-esteem and social skills.</li> <li>7. Peer Mediation is available.</li> <li>8. The social pragmatics curriculum supports students in appropriate skills and is integrated throughout the school.</li> </ol>				

## Summary of Building Level Strengths and Suggestions

Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> <li>1. The LSA administration and staff are commended for their commitment to the students and families they serve and the positive school culture that has been established and sustained.</li> <li>2. The Board of Directors is supportive of the school, staff and students.</li> <li>3. The Board, parents, students and community members are engaged in the strategic planning process.</li> <li>4. The staff at LSA is highly qualified, talented, dedicated and enthusiastic about teaching.</li> <li>5. Research based practice is evident in the Language and Math Labs.</li> <li>6. Students are engaged, motivated and actively involved in setting their goals.</li> <li>7. Student work is proudly and prominently displayed throughout the school.</li> <li>8. Parents are actively engaged in their children’s program at the LSA.</li> <li>9. The LSA Economy System enables students to develop functional skills for real life experiences.</li> </ol>	<ol style="list-style-type: none"> <li>1. Research the expansion of core facilities.</li> <li>2. Explore technologies for greater student access and teacher support for using technology (distance learning opportunities).</li> </ol>