

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

**NORTH COUNTRY LEARNING CENTER  
SUMMARY REPORT**

**Garry Sherry, Executive Director  
Anne Kebler, Director of Special Education**

Chairperson, Visiting Team:  
Colleen Bovi  
Education Consultant

Site Visit Conducted on March 6, 2013  
Report Date, May 22, 2013

## TABLE OF CONTENTS

- I. Team Members
- II. Introduction
- III. Purpose and Design of The Case Study Compliance Review Process
- IV. Status of Previous Program Approval Report and Corrective Actions
- V. March 6, 2013 Case Study Compliance Review Results
  - Local Education Agency (LEA) Survey
  - Parent Participation
  - Summary of Findings from the Three Focus Areas
  - New Special Education Programs Seeking Approval from the New Hampshire Department of Education (NHDOE)
  - Commendations
  - Issues of Significance
  - Findings of Noncompliance
  - Suggestions for Program Improvement
- VI. Building Level Summary Report

## **I. TEAM MEMBERS**

Visiting Team Members:

<b>NAME</b>	<b>PROFESSIONAL ROLE</b>
Chairperson: Colleen Bovi	Education Consultant
Richard Boardman	Director of Education
Shelly Fagen	Director of Special Education
Tracy Griffenhagen	Special Education Case Coordinator
McKenzie Harrington	NHDOE Education Consultant
John Soucy	Director of Operations

Building Level Team Members from the North Country Learning Center:

<b>NAME</b>	<b>PROFESSIONAL ROLE</b>
Anne Kebler	Director of Special Education
Sarah Parsons	Special Educator
Garry Sherry	Executive Director
Patsy Sherry	Owner
Robert Sisson	Behavior Specialist
Maureen Soraghan	Education Consultant

## II. INTRODUCTION

The North Country Learning Center (NCLC), located in North Conway, New Hampshire, is approved by the New Hampshire Department of Education and the Bureau of Special Education as a nonpublic, private special education day school. The program provides educational and rehabilitative services for children and young adults with Autism, Emotional Disturbance, Intellectual Disabilities, Multiple Disabilities, Other Health Impairment, Specific Learning Disabilities, Speech-Language Impairments, Traumatic Brain Injury and Visual Impairments. NCLC is year round and accepts male and female students ages 8-21 in grades 4-12. At the time of the Case Study visit there were 5 students enrolled from 4 New Hampshire School Administrative Units. The mission of North Country Learning Center is to change young lives and build futures by teaching functional skills that enable our students to face challenges, develop their academic and personal strengths, and lead productive and satisfying lives.

The NCLC provides evidence-based, cognitive behavioral strategies that emphasize instruction in functional skills including self-monitoring, self-regulation, social skills, conflict resolution, following instructions, and management skills for anger and anxiety. Positive Behavioral Support Plans are developed, data are collected and criteria for success are established. Because skills training needs to be generalized beyond the classroom, all aspects of NCLC programming, including transportation to, from school and in the community become learning experiences. Examples of some skill training opportunities in the community include dining out, grocery shopping, getting mail at the post office, banking, visiting the fitness center, hiking area trails, and biking.

The North Country Learning Center has begun a strategic planning process for the purpose of identifying long-term goals to assist the school in providing high quality, evidenced- based programming. Their vision is to have a collaborative relationship with the area school districts in an effort to return students to their local school and to provide expertise to the community in the transition of high school students with disabilities to post graduate opportunities.

<b>SCHOOL DEMOGRAPHICS</b>	<b>2011-2012</b>	<b>2012-2013</b>
<b>Student Enrollment as of October 1</b>	6	5
<b>Do you accept out-of-state students? If so, list number from each state in 12-13</b>	Yes	
<b>Number and Names of Sending New Hampshire LEAs (as of October 1, 2012)</b>	4 Sending LEAs SAU 1 – Meredith SAU 45 – Moultonborough SAU 13 – Tamworth, Madison SAU 9 - Conway	
<b># of Identified Students Suspended One or More Times</b>	0	0
<b>Average Length of Stay for Students</b>	3 years	3 years
<b><u>STAFF DEMOGRAPHICS</u></b>		
<b>Student/Teacher Ratio (as of October 1, 2012)</b>	6/1	5/1
<b># of Certified Administrators</b>	1	1
<b># of Certified Teachers</b>	1	1
<b># of Teachers with Intern Licenses</b>	0	0
<b># of Related Service Providers</b>	3 (Contracted)	3 (Contracted)
<b># of Paraprofessionals</b>	6	5

# of Professional Days Made Available to Staff	0	0
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<b>SPECIAL EDUCATION PROGRAM DATA</b>		
<b>Primary Disability Types:</b>	<b>2011-2012</b>	<b>2012-2013</b>
Autism	3	4
Deaf / Blindness		
Deafness		
Developmental Delay		
Emotional Disturbance	1	
Hearing Impairment		
Intellectual Disability		
Multiple Disabilities		
Orthopedic Impairment		
Other Health Impairment	2	1
Specific Learning Disabilities		
Speech or Language Impairment		
Traumatic Brain Injury		
Visual Impairment		

### **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 North Country Learning Center on March 6, 2013 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, the student was randomly selected by the NHDOE prior to the visit, and staff was asked to present this student's case study 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 the North Country Learning Center. Their professionalism, active involvement in the process and cooperation were greatly appreciated and well recognized.

Evidence of the work conducted and results related to student outcomes were gathered throughout the process, guided by the materials and templates provided by the NHDOE, Bureau of Special Education. Examples of evidence included student individual education programs (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 the student. In addition, observations were conducted for the case study being reviewed. The collective data were summarized by the visiting and building level teams. The summaries, included in the following pages, outline identified areas of strength and areas needing improvement for each school reviewed.

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

The March 6, 2013 Case Study Compliance Review was the first Case Study Visitation conducted by the NHDOE, Bureau of Special Education at the North Country Learning Center. The North Country Learning Center is a start up school and has only been in operation for two years. For this reason, during the March 6, 2013 visitation, there was no corrective action plan or previous findings of noncompliance to be reviewed. The initial approval issued by the Bureau of Special Education to the North Country Learning Center was on August 31, 2011.

#### **V. CURRENT VISIT, MARCH 6, 2013 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.

One student was randomly selected for the case study presented by the NCLC. The student is a 20-year-old male student with autism who has completed all requirements for a regular high school diploma. His current program is focused on improving his ability to self-regulate, solve problems and effectively communicate with peers and adults within the school setting and in his job placements as he

transitions into adult services. The student is engaged in community programming with a 1:1 paraprofessional and participates in a number of recreational activities such as skiing, hiking, working out at the gymnasium and participating in the Special Olympics.

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

While only four surveys were returned, the staff at the NCLC analyzed the results. They report that the strongest categories were those dealing with following special education rules and regulations; implementation of effective behavioral policies; satisfaction with special education services and implementation of IEPs; notification to LEA, convenience in scheduling and comfort with enrolling other students in the school. The weakest categories were in the areas of satisfaction with and communication of student progress as well as implementation of all aspects of transition services. The NCLC will continue to work closely with sending LEAs. The school currently sends monthly narrative reports with all IEP goals listed and measurements of progress.

### SUMMARY REPORT OF SENDING LEAs

Name of Private School: North Country Learning Center					
Total number of surveys sent: 6	Total # of completed surveys received: 4	Percent of response: 85%			
Number of students placed by LEA: 6	Court:	Parent:			
<b>SCALE 4 STRONGLY AGREE 3 AGREE 2 DISAGREE 1 STRONGLY DISAGREE</b>					
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>No Answer</b>
1. The private school has a curriculum fully aligned to NH Curriculum Frameworks/Common Core State Standards.		4			
2. I am satisfied the student has made progress in the educational curriculum at the above school.	1	3			
3. There is evidence of effective instruction aligned with fidelity to the curriculum.		4			
4. The school consistently follows special education rules and regulations.	2	2			
5. The school has developed and implemented effective policies and procedures for management of student behavior including the use of aversives.	2	2			
6. The school has an effective behavioral management program.	2	2			
7. I am satisfied with the special education, related and other supplementary aids and services provided by the school.	2	2			
8. The school implements all parts of students' IEPs including accommodations and modifications in both instruction and assessment.	2	2			
9. The school effectively uses data to measure academic growth and to inform instruction.	1	3			
10. The school uses data to measure behavioral growth and to inform instruction.	2	2			

11. A mid-year review and annual evaluation of the child's progress relative to the IEP are conducted.	2	2			
12. The school has a comprehensive progress monitoring system that is communicated and provided to LEA and parents at least as often as the sending district (minimum 3 times per year).	1	3			
13. The progress monitoring 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.	1	3			
14. I am satisfied with the way the school communicates students' progress to the parents and the LEA.	1	3			
15. The school actively plans for future transition to a less restrictive environment.	1	3			
16. The school implements all aspects of the transition services needs for students turning 14 during the IEP service period and Transition Services as outlined in Indicator 13 (16 years).	1	3			
17. 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	2			
18. The school team sets meeting times that are convenient for both parents and the LEA.	2	2			
19. I would enroll other students at the school.	2	2			

### **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 8 surveys were sent to parents and 5 were returned for a 60% response rate. The NCLC analyzed the results as follows: In the area of Access to the General Curriculum, the satisfaction with information about progress and the direct connection between needs and services were selected as areas of relative strength. Parent involvement in the IEP development and knowledge of whom to call were also rated highly. The weakness in this area was the opportunity for the NCLC student to interact with non-disabled peers on a regular basis. In the area of Transitions, strengths were identified with the appropriate individuals and agencies participating in the transition planning process. Two parents expressed partial satisfaction with the planning and support for transition. In the area of Behavior Strategies and Discipline, relative strengths were identified with parent participation in the development of behavior plans. One parent was partially satisfied. The strongest need for



improvement as indicated by the five responses was in engaging opportunities for students to interact with non-disabled peers.

### SUMMARY OF PARENT SURVEY DATA

Name of Private School: North Country Learning Center		
Total number of surveys sent: 8	Total # of completed surveys received: 5	Percent of response: 60%

**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>
1. I am satisfied that my child has access to the general education curriculum (Academic IEP goals and school curriculum aligned with Common Core State Standards /NH Curriculum Frameworks).	4			1
2. My child has opportunities to interact with non-disabled peers on a regular basis unless the IEP team has determined that the interaction is not appropriate/reasonable.	2	1	2	1
3. I am informed on a regular basis and with clear evidence of my child's progress in the general education curriculum.	5			
4. I understand that a variety of information (observations, test scores, results of evaluations, school work samples, behavioral data, etc) was considered in developing my child's IEP for this placement.	5			
5. I am satisfied that there is a direct connection between my child's needs and the components of his/her IEP and the supports and services ("reasonably calculated to provide educational benefit").	5			
6. I am satisfied that the sending school district has fully considered the Least Restrictive Environment in recommending this placement for my child (to the maximum extent appropriate, my child is educated with non-disabled peers).	4			1
7. I know whom to contact if I have questions about my child's placement or progress in this program.	5			
8. I am satisfied that the staff of this placement worked collaboratively with my school district in developing my child's current IEP.	5			
9. I have been involved in the development of my child's IEP.	5			
10. I am satisfied that my child is making progress toward his/her IEP goals.	4	1		
<b>FOR PARENTS OF HIGH SCHOOL STUDENTS ONLY:</b>				
11. My child earns credits toward a regular high school diploma in all of his/her classes.	4		1	
12. My student will graduate with a high school diploma	4		1	
<b>TRANSITION:</b>				
13. I am satisfied with the planning and support provided for my child as he/she moves from grade to grade, school-to-school, public school to private school.	4	1		
14. All of the people who are important to my child's transition were part of the planning (grade appropriate).	4	1		
15. All of the people/agencies who are required to be part of transition planning for my child were part of the transition process.	4	1		

16. FOR PARENTS OF STUDENTS AGE 16 OR OLDER ONLY: I am satisfied that my child's IEP meets all the requirements of Secondary Transition: measureable post-secondary goals, necessary supports and services, age-appropriate transition assessments, specific invitation to the Transition meeting, etc. (DOE Indicator #13)	5			
17. I am satisfied that the post-secondary Transition Goals for my child are reviewed on a regular basis, have the necessary supports and services to be accomplished, are connected to annual IEP goals, and can lead my child to productive participation/activities post-graduation or post-21 years as appropriate.	4	1		
<b>BEHAVIOR STRATEGIES AND DISCIPLINE:</b>				
18. 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> 4		<b>NO</b> 1	
	<b>3</b>	<b>2</b>	<b>1</b>	<b>No Answer</b>
19. I have been involved in the development of behavior interventions, strategies and supports for my child.	5			
20. I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs.	4	1		
<b>OTHER:</b>				
21. I fully participate in special education decisions regarding my child.	4	1		
22. I have been provided with a copy of the procedural safeguards (parental rights) at least once a year.	5			

## **SUMMARY FROM THE THREE FOCUS AREAS OF THE CASE STUDY COMPLIANCE REVIEW**

### **Access to the General Curriculum**

#### **Implementation of Individual Education Programs (IEPs)**

#### **Provision of Non-Academic Services**

#### **Full Access to the District's Curriculum**

#### **Equal Education Opportunity**

Students enrolled in the NCLC have full access to their school district's general education curriculum. Students may attend general education classes at their home school or access the curriculum at the NCLC site. The school has the certified staff or consultants for elementary, middle and high school course requirements established by Ed 306.15. The NCLC documents the purpose and frequency of the consultation and the evidence of impact upon the curriculum, instruction and assessment offered to the students in the core curriculum at the NCLC. Students enrolled at the NCLC have individual paraprofessional support supervised by the certified special education teacher and the Director of Special Education. Instruction is based on the principles of Universal Design for Learning (UDL). This approach allows students to acquire information through multiple means of representation and to demonstrate what they have learned in a variety of ways. The NCLC develops a program binder for each student enrolled in the program. This is a system to monitor and track progress on each goal and benchmark in the student's Individualized Education Program. Data are collected and analyzed on a biweekly basis among the special education teacher, the paraprofessional and the Director of Special Education. Monthly progress reports are written. While considerations are made at least annually to increase students' participation and progress in the least restrictive environment, there are limited opportunities at the school to be educated with students who do not have disabilities.

### **Transition**

#### **Transition Planning**

#### **Process: Provision of Free Appropriate Public Education (FAPE)**

#### **Transition Services**

The NCLC collaborates with sending schools or districts to ensure smooth transitions to their program, as evidenced by team meeting minutes and Written Prior Notices. Transition planning to return a student to a less restrictive environment also occurs and is carefully crafted to support the student's success. Transition services are identified and updated annually to support students' postsecondary goals related to training, education, employment and independent living skills. While the transition plan for the student involved in this case study addressed education, employment and independent living, the transition goals reviewed were not written in measurable terms. Vocational Rehabilitation and the area agency are also engaged in the collaborative planning process for students as evidence by a review of invitations to transition planning meetings and team meeting notes. Futures Planning activities are held and plans developed to support the student's needs. Results of the parent survey and the parent interview indicate that parents are satisfied with transition planning.

### **Behavior Strategies and Discipline**

The NCLC has a written behavior policy that serves as the foundation to address the behavioral needs of their students. Evidence-based cognitive behavioral strategies are utilized. This approach emphasizes instruction in the functional skills to replace unwanted behaviors. These functional skills include self-monitoring, self-regulation, social skills, conflict resolution, following instructions, and management skills for anger and anxiety. Positive Behavioral Support Plans are developed, data collection systems and criteria for success are established, and training is provided to everyone who interacts with the student. Professional and paraprofessional staff is trained in the Crisis Prevention Institute's method for managing disruptive behaviors. Additionally, a school-wide Positive Behavioral Intervention Support approach was implemented in January of 2013. Staff and students identified target goals in the area of social skills to improve the culture and community of the NCLC.

### **SPECIAL EDUCATION POLICIES/ NHDOE BUREAU OF SCHOOL APPROVAL NON-PUBLIC SCHOOL APPLICATION MATERIALS**

In addition to the above noted focus areas for the case study presentations, material submitted as part of the application for program approval included: Health/Fire Facility Inspection Reports, the Private School Self Study, Special Education Policies and Procedures, Administrative Policy and Procedures, Current Program Information, and Personnel Roster and Consultant Roster Review and verification of these documents found the North Country Learning Center to be in compliance with all applicable New Hampshire Rules and the Education of Students with Disabilities and requirements for Non-Public Approval.

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

At the time of the March 6, 2013 visit to the North Country Learning Center, the facility was not seeking approval for any new programs.

### **COMMENDATIONS**

The NHDOE's Special Education Case Study Compliance Review Process included a one-day visit by a visiting team comprised of New Hampshire certified educators to conduct a review of access to the general curriculum, transition, and behavior strategies and discipline, as well as program design, service delivery and overall culture and climate. The visiting team based on the presentations, interviews and observations offers the following commendations:

1. The owners and the Executive Director are commended for their leadership, vision, positive relationships with staff, students, families, and the greater community.
2. The owners, administration and staff are commended for developing a strategic plan to identify long-term goals that will assist the school in providing high quality, evidenced-based programming for students with disabilities.
3. The staff and administration are commended for their dedication to students and their families.
4. The partnerships the school has developed with the local school districts and the community at large creates opportunities for students to participate and interact with their non-disabled peers.
5. The facility is clean, well equipped and maintained, welcoming and provides individualized learning environments based on student need.
6. The staff is hard working, dedicated and demonstrates close collaboration.
7. The development of program binders ensures that data are consistently gathered, analyzed, and used to inform instruction.

8. The use of Universal Design of Learning supports individual student's learning needs.
9. Behavior management is fully integrated into the daily operations of the school. Social skills training is provided to students and all staff is fully trained and informed regarding techniques for positive behavioral supports and intervention.

**Number of Cases Reviewed During the North Country Learning Center, March 6, 2013, NHDOE Compliance Visitation**

Preschool	
Elementary School	
Middle School	
High School, Age Below 16	
High School, Age 16 or Above	1
Number of Noncompliance for Indicator 13	1
Total Number of Case Studies Reviewed	1

**FINDINGS OF NONCOMPLIANCE IDENTIFIED AS A RESULT OF THE MARCH 6, 2013 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.*

**Responsible LEA: SAU #13 Tamworth School District**

**Ed 1103.01 (a) IEP Team; 34 CFR 300.321(b)(1) IEP Team**

There was no written documentation that the student was invited to the IEP team meeting.

**Ed 1109.01 (a)(1) Elements of an Individualized Education Program; 34 CFR 300.320 (a)(2)(i) Definition of an individualized education program**

IEP lacked evidence of annual measurable goals.

**Ed 1109.01 (a)(1) Elements of an Individualized Education Program; 34 CFR 300.320 (b)(1) Definition of individualized education program**

The IEP lacked evidence of measurable postsecondary goal(s).

**Ed 1109.04 (c) Copies of the IEP and Evidence of Implementation**

The IEP lacked a summary of the student's academic achievement and functional performance which includes recommendations on how to assist the student in meeting the postsecondary goals.

## **Ed 1114.06(a) Responsibilities of Private Providers of Special Education or Other Non-LEA Programs in the Implementation of IEPs**

There was no evidence that there is collaboration between the private school and the LEA in the development, review and revision of the IEP

### **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.*

There were no systemic findings of noncompliance identified during the March 6, 2013 Case Study Visit.

### **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. Continue to increase communication and involvement of the LEAs in developing students' IEPs, monitoring progress and writing transition plans.
2. Investigate opportunities for students to interact with non-disabled peers in academic settings on a regular basis.
3. Consider developing a calendar for transition services for students to enable more time for planning.
4. Continue to research best practices in behavioral analysis and intervention.

## 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: North Country Learning Center	Date: March 6, 2013	
Programs: Separate School	Number of Cases Reviewed: 1	
Recorder/Summarizer: Colleen Bovi	Number of students reviewed age 16+: 1	Number of students age 16+ cited for Indicator 13: 1

### CLEARLY PRINT NAMES OF ALL COLLABORATIVE TEAM MEMBERS

Name: Colleen Bovi	Position: Technical Assistant	Building Level or <u>Visiting</u> (circle one)
Name: Richard Boardman	Position: Director of Education	Building Level or <u>Visiting</u> (circle one)
Name: Shelly Fagen	Position: Director of Special Education	Building Level or <u>Visiting</u> (circle one)
Name: Tracy Griffenhagen	Position: Special Education Case Coor.	Building Level or <u>Visiting</u> (circle one)
Name: McKenzie Harrington	Position: Education Consultant	Building Level or <u>Visiting</u> (circle one)
Name: Anne Kebler	Position: Director of Special Education	<u>Building Level</u> or Visiting (circle one)
Name: Sarah Parsons	Position: Special Educator	<u>Building Level</u> or Visiting (circle one)
Name: Garry Sherry	Position: Executive Director	<u>Building Level</u> or Visiting (circle one)
Name: Patsy Sherry	Position: Owner	<u>Building Level</u> or Visiting (circle one)
Name: Maureen Soraghan	Position: Education Consultant	<u>Building Level</u> or Visiting (circle one)
Name: John Soucy	Position: Director of Operations	Building Level or <u>Visiting</u> (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

Fill in 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
1. There is evidence that when developing the IEP the IEP Team considers: the strengths of the child; (ii) The concerns of the parents for enhancing the education of their child; (iii) The results of the initial or most recent evaluation of the child; and (iv) The academic, developmental, and functional needs of the child <sup>1</sup> .	1		
2. There is evidence of a system among <i>all</i> staff members who provide direct services for the child, including instructional and residential, of their participation in the process of planning for that child and knowing the contents of the IEP and all other reports and evaluations, as appropriate to their roles and responsibilities <sup>2</sup> .	1		
3. There is evidence that the Team uses multiple measures to design, implement and monitor the student's program <sup>3,4</sup> .	1		
4. All IEP goals are written in measurable terms <sup>5</sup> .		1	
5. Student's IEP has at least one functional goal (as applicable) <sup>6</sup> .	1		
6. There is evidence that the student has made progress in IEP Goals over the past three years <sup>7,8</sup> .	1		
7. There is evidence that the special education, supplementary aids and/or related services described in the IEP have been delivered <sup>9</sup> .	1		
8. There is evidence that NH Minimum Standards for required subjects (credits) are met and provided to the student <sup>10</sup> .	1		

<sup>1</sup> Ed 1109.03 When an IEP Is in Effect; IEP Meetings; Development, Review, and Revision of an IEP; Transition Services; 34 CFR 300.324 Development, review, and revision of IEP

<sup>2</sup> Ed 1114.05(h) Program Requirements

<sup>3</sup> Ed 1109.01 (a)(1) Elements of an Individualized Program; 34 CFR 300.320 (a) Definition of IEP

<sup>4</sup> Ed. 1109.01 Elements of an Individualized Program; 34 CFR 300.320 (3)(i)(ii); Definition of IEP

<sup>5</sup> Ed. 1109.01 Elements of an IEP; 34 CFR 300.320 Content of IEP

<sup>6</sup> Ed 1102.01(u) Definitions Functional Goal *Functional goal* means a measurable outcome that is developed by the IEP team to address a need detailed in the analysis of the student's functional performance

<sup>7</sup> Ed 1109.01 Elements of an IEP

<sup>8</sup> Ed 1109.03 When an IEP Is in Effect; IEP Meetings; Development, Review, and Revision of an IEP; Transition Services; 34 CFR 300.324 Development, review, and revision of IEP

<sup>9</sup> Ed 1109.04 (b) Copies of the IEP and evidence of implementation

<sup>10</sup> Ed 1114.05 (g) Program Requirements 34 CFR 300.320 Content of IEP



9. There is evidence the student <u>has access to, is participating and progressing in the general education curriculum (aligned with NH Curriculum Frameworks/CCSS)</u> <sup>11</sup> .	1		
10. There is evidence that the accommodations <sup>12</sup> and/or modifications <sup>13</sup> , as described in the IEP allows the student to access, participate and show progress in the general curriculum <sup>14</sup> .	1		
11. There is evidence in the IEP of individual accommodations necessary to measure academic achievement or functional performance in state, school-wide or classroom assessments <sup>15, 16</sup> .	1		
12. There is evidence that supports and accommodations are provided to this student to allow participation in extracurricular and other non-academic activities <sup>17</sup> .	1		
13. There is evidence that the IEP team made the placement decision based on Free and Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE) <sup>18</sup> .	1		
14. There is evidence the student's IEP is reasonably calculated to result in educational benefit.	1		
<b>For High School Students:</b>			
Student is earning credits toward a regular high school diploma <sup>19</sup> .	1		
IF YES: within 4 years?	1		
Student will earn an IEP diploma or a certificate of completion <sup>19</sup> .			1
IF YES: within 4 years?			1
Does this school have a clear policy for earning a high school diploma <sup>20</sup> ?	1		

<sup>11</sup> Ed 1113.08 Curricula; Ed. 1109.01 Elements of an IEP; 34 CFR 300.320 Content of IEP

<sup>12</sup> "Accommodation" means any change in instruction or evaluation determined necessary by the IEP team that does not impact the rigor and/or validity of the subject matter being taught or assessed.

<sup>13</sup> "Modification" means any change in instruction or evaluation determined necessary by the IEP team that impacts the rigor and validity or rigor or validity, of the subject matter being taught or assessed.

<sup>14</sup> Ed 1113.08 Curricula; Ed. 1109.01 Elements of an IEP; 34 CFR 300.320 Content of IEP

<sup>15</sup> Ed 1109.01 Elements of an IEP; 34 CFR 300.320 Content of IEP

<sup>16</sup> Ed 1109.01 Elements of an IEP; 34 CFR 300.320 (6)(i) Definition of Individualized Education Program

<sup>17</sup> Ed 1113.08 Curricula; Ed 1109.01 Elements of an IEP; 34 CFR 300.320 Content of IEP

<sup>18</sup> Ed 1111.02 Placement Decisions; 34 CFR 300.116 Placements

<sup>19</sup> Ed 1113.13 Diplomas (a)(b)(c); 34 CFR 300.102 Limitation-Exception to FAPE for certain ages

<sup>20</sup> Ed 1114.05 Program Requirements (a)(b)

Access Strengths	Access Suggestions for Improvement
<ol style="list-style-type: none"> <li>1. The NCLC provides flexible scheduling so that students can take general education classes at their respective public schools, participate in extended learning opportunities and earn credits through the Virtual Learning Academy Consortium.</li> <li>2. The NCLC has developed a well-documented system of collaboration with consultants to ensure students' access to, and participation, in the general education curriculum across all content areas.</li> <li>3. Staff from the NCLC accompanies students to the public school setting and work collaboratively with general education teachers.</li> <li>4. Universal Design for Learning is utilized and each student has a program binder to plan lessons and access to general curriculum. Data are collected in every aspect of the program and used to report progress.</li> </ol>	<ol style="list-style-type: none"> <li>1. The NCLC is encouraged to develop a culture of school routines within the building to create a sense of "school" versus "program, such as morning announcements, newsletter, etc.</li> <li>2. * Provide professional development in writing measurable IEP goals.</li> </ol>

## TRANSITION STATEMENTS<sup>21</sup>

Fill in the combined <u>number</u> of times a statement is marked on all Data Collection Forms for this school or building.		
	YES	NO
1. There is evidence that at the time of transition the evaluation summary and other related documents were received in a timely manner <sup>22</sup> .	1	
2. There is evidence and documentation that special education, supplementary aids and/or related services described in the IEP were delivered at the time of transition <sup>23</sup> .	1	
3. There is evidence that the information on this student has been shared between each transition including school-to-school, grade-to-grade and teacher-to-teacher including academic and behavior <sup>24</sup> .	1	
4. There is evidence that the placement decision is made at least annually by the IEP team with consideration that the student is placed in the least restrictive environment <sup>25</sup> .	1	
5. There is evidence that there is collaboration between the LEA and the non-public school in the development, review and revision of the IEP <sup>26</sup> .		1
6. There is evidence of a collaboration process between general and special education staff in the development, review and revision of IEPs, including transition planning for this student <sup>27</sup> .		1
7. There is evidence that the student and parents have been involved in transition discussions and activities <sup>28</sup> .	1	
8. If the student turned 14 during the IEP period (or younger if determined by the IEP team), there is evidence that the IEP includes a statement of transition service needs that focuses on the student's courses of study <sup>29</sup> .	1	

<sup>21</sup> 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.

<sup>22</sup> 34 CFR 300.323(g) Transmittal of records

<sup>23</sup> Ed 1114.06 Responsibilities of Private Providers of Special Education or Other Non- LEA Programs in the Implementation of IEPs.

<sup>24</sup> Ed 1114.05 Program Requirements

<sup>25</sup> Ed 1111.02 Placement Decisions; 34 CFR 300.116 Placements

<sup>26</sup> Ed 1109.05 IEPs for Children Placed in Private Providers of Special Education or other non-LEA Programs by Public Agencies; 34 CFR 300.325 Private school placements by public agencies

<sup>27</sup> Ed 1103.01 IEP Team; 34 CFR 300.321 IEP Team

<sup>28</sup> Ed 1103.01 IEP Team; 34 CFR 300.321 IEP Team

<sup>29</sup> Ed 1109.01 (10) Elements of the individualized education program

9. If the student turned 16 during the IEP period, there is evidence that the transition plan is designed within a results-oriented process focused on improving academic and functional improvement to facilitate his or her movement from school to post-school goals and activities <sup>30</sup> .	1	
10. There is evidence that outside agencies who are involved with this student's transition have participated in transition planning (e.g. DCYF, DJJS, and Area Agency) <sup>31</sup> .	1	

<b>TRANSITION STATEMENTS</b>	<b>YES</b>	<b>NO</b>
<b>(Transition questions must be answered Yes or No, not N/A)</b>		
<b>For a student who will turn age 14</b> during the IEP service period (or younger if determined appropriate by the IEP team): The IEP includes a <b>statement of the transition service needs</b> that focuses on the student's course of study, such as participation in advanced-placement courses or a vocational education program N/A		
<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>		
1. Is there an appropriate measurable postsecondary goal or goals that covers education OR training AND employment, and, as needed, independent living?		1
<i>Can the goal(s) be counted? Will the goal(s) occur after the student graduates from school? Based on the information available about this student, does (do) the postsecondary goal(s) seem appropriate for this student? • If yes to all three, then check Y OR if a postsecondary goal(s) is (are) not stated, check N.</i>		1
2. Is (are) the postsecondary goal(s) updated annually?	1	
<i>Was (were) the postsecondary goal(s) addressed/ updated in conjunction with the development of the current IEP? • If yes, then check Y OR If the postsecondary goal(s) was (were) not updated with the current IEP, check N.</i>	1	
3. Is there evidence that the measurable postsecondary goal(s) were based on age appropriate transition assessment?	1	
<i>Is the use of transition assessment(s) for the postsecondary goal(s) mentioned in the IEP or evident in the student's file? • If yes, then check Y OR if no, then check N.</i>		1
4. Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goal(s)?	1	

<sup>30</sup> Ed 1109.01 (a)(10) Elements of an IEP; 34 CFR 300.320 Definition of an IEP (b); 34 CFR 300.43 Transition Services (a)(1)

<sup>31</sup> Ed 1103.01 IEP Team; 34 CFR 300.321 IEP Team

Is a type of instruction, related service, community experience, or development of employment and other post-school adult living objectives, and if appropriate, acquisition of daily living skills, and provision of a functional vocational evaluation listed in association with meeting the post-secondary goal(s)? • If yes, then check Y OR if no, then check N.	1		
5. Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goal(s)?	1		
Do the transition services include courses of study that align with the student's postsecondary goal(s)? • If yes, then check Y OR if no, then check N.	1		
6. Is (are) there annual IEP goal(s) related to the student's transition services needs?	1		
Is (are) an annual goal(s) included in the IEP that is/are related to the student's transition services needs? • If yes, then check Y OR if no, then check N.	1		
7. Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed?			1
8. For the current year, is there documented evidence in the IEP or cumulative folder that the student was invited to attend the IEP Team meeting? • If yes, then check Y OR if no, then check N.			1
<b>Only the following statement may be answered N/A if appropriate. <u>All statements above must be answered Yes or No.</u></b>	<b>YES</b>	<b>NO</b>	<b>N/A</b>
9. If appropriate, is there evidence that a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority?		1	
10. For the current year, is there evidence in the IEP that representatives of any of the following agencies/services were invited to participate in the IEP development including but not limited to: postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living or community participation for this post-secondary goal? Was consent obtained from the parent (or student, for a student the age of majority)? • If yes to both, then check Y. • If no invitation is evident and a participating agency is likely to be responsible for providing or paying for transition services and there was consent to invite them to the IEP meeting, then check N. • If it is too early to determine if the student will need outside agency involvement, or no agency is likely to provide or pay for transition services, check NA. • If parent or individual student consent (when appropriate) was not provided, check NA.	1		
11. Student is informed prior to age 17 of his/her rights under IDEA <sup>32</sup> . Mom obtained guardianship.		1	
12. <b>Does the IEP meet the requirements of Indicator 13?</b> (Check one) <b>Yes</b> (all Ys or NAs for each item (1 – 10) on the Checklist or <b>No</b> (one or more Ns checked)		1	

<sup>32</sup> Ed 1120.01 Applicability; Transfer of Rights 34 CFR 300.320 (c) Transfer of Rights at age of majority

13. There is evidence of the summary of the student's <b>academic achievement and functional performance</b> , which includes recommendations on how to assist the student in meeting his or her post-secondary goals <sup>33</sup> .		1	
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<sup>33</sup> Ed 1109.04 Copies of the IEP and Evidence of Implementation (c) 34 CFR 300.305 (e)(2)

Transition Strengths	Transition Suggestions for Improvement
<ol style="list-style-type: none"> <li>1. Transitions from schools to NCLC have been effective with the transfer of student records and meetings to develop written plans for the placement.</li> <li>2. Vocational Rehabilitation and the Northern Human Services Agency have collaborated closely with the NCLC in planning and decision-making for students.</li> <li>3. The team identifies and targets academic skills to support students in post-secondary goals.</li> <li>4. The NCLC utilizes a future's planning process with students.</li> </ol>	<ol style="list-style-type: none"> <li>*1. Provide professional development in writing measurable post-secondary goals.</li> <li>2. Investigate RENEW at the Institute on Disability to focus on supporting each youth to design and pursue a plan for the transition from school to adult life.</li> <li>3. Research options for student mentors from Granite State College or from area high schools to support students as they develop transition plans.</li> <li>4. Consider a transition calendar to ensure that planning begins early.</li> </ol>

## BEHAVIOR STRATEGIES AND DISCIPLINE

Fill in the combined <u>number</u> of times a statement is marked on all Data Collection Forms for this school or building		
	YES	NO
1. There is evidence that, where it has been determined that a child's behavior impedes learning, the use of positive behavioral interventions and supports, and other strategies to address that behavior have been implemented <sup>34</sup> .	1	
2. There is evidence that data are used to determine impact of student behavior on his/her learning.	1	
3. There is evidence that the IEP team conducted a functional behavior assessment of the student's behavior <sup>35</sup> .	1	
4. If appropriate, there is evidence that the IEP team developed a behavior intervention plan that described strategies and supports <sup>36</sup> .	1	
5. There is evidence that the interventions, strategies and supports have been developed to address the student's behavior <sup>37</sup> .	1	
6. There is evidence that positive interventions, strategies and supports been communicated to the student, parents and key school personnel <sup>38</sup> .	1	
7. There is evidence that professional development, and specialized training has been provided to staff, parents, providers and others as appropriate to support the implementation of the behavior plan and strategies <sup>39</sup> .	1	
8. If aversive behavioral interventions were used, there is evidence that they were authorized in writing by a physician, and the IEP team, and included in the student's IEP <sup>40,41</sup> .		1
9. There is evidence that that the team uses data to demonstrate the results of the behavioral interventions, strategies and supports <sup>42</sup> .	1	
10. A school-wide behavior intervention model exists.	1	

<sup>34</sup> Ed 1114.07 Behavioral Interventions; Ed 1109.01 Elements of an IEP; 34 CFR 300.320 Content of IEP

<sup>35</sup> Ed 1124.01 (f)(1)(I)(ii) Disciplinary Procedures; 34 CFR 300.530 Authority of school personnel

<sup>36</sup> Ed 1102.01 Definitions (n)

<sup>37</sup> Ed 1114.07 Behavioral Interventions

<sup>38</sup> Ed 1114.05 Program Requirements

<sup>39</sup> Ed 1114.10 Qualifications and Requirements for Instructional, Administrative, and Support Personnel

<sup>40</sup> Ed 1113.06 (a)(b) Use of Aversive Behavioral Interventions "Aversive Behavioral Interventions" mean (1) A non-medical mechanical restraint that physically restricts student's movement; and (2) physical restraint, not in response to a threat of imminent, serious, physical harm.

<sup>41</sup> Ed 1114.09 Use of Aversive Behavioral Interventions

<sup>42</sup> Ed 1114.07 (a) Behavioral Interventions



<b>Behavior Strategy Strengths</b>	<b>Behavior Strategy Suggestions for Improvement</b>
<ol style="list-style-type: none"> <li>1. Data are collected daily to identify, monitor and evaluate behavioral goals.</li> <li>2. The NCLC provide embedded, ongoing professional development through a train the trainer model.</li> <li>3. The NCLC has implemented a Positive Behavioral Intervention Support approach school-wide.</li> <li>4. The school has identified social skills as the area of focus for their school-wide intervention model.</li> </ol>	<ol style="list-style-type: none"> <li>1. The NCLC is encouraged to research the benefits/differences between Applied Behavior Analysis (ABA) versus cognitive behavioral therapy for the population of students enrolled at the school.</li> </ol>

Please use this page to summarize the building level strengths and suggestions. At the report-out, the visiting team members will be asked to provide a brief overview of the building they visited. This summary will be the basis for that overview.

<b>Building Level Strengths</b>	<b>Building Level Suggestions for Improvement</b>
<ol style="list-style-type: none"> <li>1. The NCLC has a positive school culture and climate.</li> <li>2. The classrooms are designed and tailored to meet the unique needs and learning styles of the students.</li> <li>3. Partnerships with the local school district and businesses are established.</li> <li>4. The staff is professional, collaborative, positive, supportive and dedicated and has created a strong sense of community.</li> </ol>	<ol style="list-style-type: none"> <li>1. The NCLC is encouraged to research and develop more onsite opportunities for participation of students with non-disabled peers in both academic and nonacademic activities.</li> </ol>