

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

**REGIONAL SERVICES & EDUCATION CENTER, INC
THE RSEC ACADEMY**

SUMMARY REPORT

**Judy Koch, Executive Director, RSEC, Inc.
Janet Reed, Director, The RSEC Academy**

Chairperson, Visiting Team:
Kathryn L. Skoglund
Education Consultant

Site Visit Conducted on March 9, 10, 2015
Date of Report: May 12, 2015
Date of Revised Report: June 19, 2015

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I. TEAM MEMBERS

Visiting Team Members:

NAME	PROFESSIONAL ROLE
Chairperson: Kathryn Skoglund	Education Consultant
Kenneth Duesing	Assistant Director of Student Services
David Parker	Director
Paula Wensley	Director of Student Services
Helene Anzalone	Education Consultant, NHDOE
Mary Steady	Education Consultant, NHDOE

Building Level Team Members from The RSEC Academy:

NAME	PROFESSIONAL ROLE
Amanda Reed	Case Manager
Tracy Vest	Classroom Teacher
Darlene Ferroli	Speech/Language Pathologist
Andrea Pollock	Case Manager
Mary Ellen Bradley	Reading Teacher
Sara Piper	Classroom Teacher
Kara Swedlow	Classroom Teacher
Amy Clark Canty	Reading Center Teacher
Derrick Walcott	Math Tutor
Janet Reed	Director, RSEC Academy
Sara Lutat	Transition Specialist
Stan Shupe	Assistant Director

II. INTRODUCTION

The Regional Services and Educational Center (RSEC) Academy is located in Amherst, NH and is approved for 48 students (male and female) ages 9-21 in grades 5-12. The Academy is operated by Regional Services and Education Center (RSEC) which is comprised of seven member school districts (Amherst, Milford, Hollis, Brookline, Hollis-Brookline Cooperative, Mont Vernon, and Souhegan Cooperative) and governed by a Board of Directors including the Superintendents of the member SAUs. The RSEC Academy is approved to accept students identified with the following disabilities: Autism, Deafness, Emotional Disturbance, Hearing Impairment, Other Health Impairments, Specific Learning Disability, and Speech-Language Impairments. RSEC Academy operates a school year and a summer program. Students attending The Academy come from many NH districts in Central and Southern NH, including districts from as far away as Merrimack Valley, Exeter, and Keene. The RSEC Academy does accept students from out-of-state. Students placed at The RSEC Academy have full access to the general curriculum in small classes with a special focus on literacy.

Mission Statement: The Mission of The RSEC Academy is to help students become self-confident, independent, life-long learners and critical thinkers with the necessary skills to be caring, productive citizens of a global society.

Belief Statement:

The RSEC community maintains that education encompasses instruction, experience, and self-exploration as pathways to facilitate independent and successful learning. We believe that:

- Every student has the capacity to achieve given an environment with high expectations, a multi-modal approach and accommodates individual learning styles.
- Teachers need to be active learners, self-motivated, empathetic, flexible, knowledgeable, collaborative, creative, trustworthy, and humble.
- Building trusting relationships with all members of the community is essential to success.
- Experiential education begins in the classroom, is applied to the community, and allows for personal growth through reflections.

SCHOOL DEMOGRAPHICS	2013-2014	2014-2015
Total Student Enrollment <u>as of October 1</u>	34	35
Special Education Student Enrollment as of October 1	34	35
Do you accept out-of-state students? If so, list number from each state in 2014-15	Yes 2 (MA)	Yes 1 (MA)
Number and Names of Sending New Hampshire LEAs (as of October 1, 2014)	SAU 1 Contoocook Valley SAU 12 Londonderry SAU 16 Exeter SAU 19 New Boston SAU 19 New Boston SAU 25 Bedford SAU 26 Merrimack SAU 27 Litchfield SAU 28 Pelham SAU 95 Windham SAU 29 Keene SAU 37 Manchester SAU 41 Brookline SAU 42 Nashua SAU 46 Merrimack Valley SAU 53 Epsom SAU 54 Rochester SAU 55 Hampstead SAU 55 Timberlane Regional SAU 63 Wilton SAU 67 Bow SAU 81 Hudson SAU 89 Mason	SAU 1 Contoocook Valley SAU 12 Londonderry SAU 16 Exeter SAU 19 New Boston SAU 19 New Boston SAU 25 Bedford SAU 26 Merrimack SAU 27 Litchfield SAU 28 Pelham SAU 95 Windham SAU 29 Keene SAU 37 Manchester SAU 41 Brookline SAU 42 Nashua SAU 46 Merrimack Valley SAU 53 Epsom SAU 54 Rochester SAU 55 Hampstead SAU 55 Timberlane Regional SAU 63 Wilton SAU 67 Bow SAU 81 Hudson SAU 89 Mason
# of Identified Students Suspended One or More Times	2	1
Average Length of Stay for Students	180	180
STAFF DEMOGRAPHICS		
Student/Teacher Ratio (as of October 1, 2014)	3:1	3:1

# of Certified Administrators	1	1
# of Certified Teachers	11	12
# of Current Teachers with Certification through Alt 4	2	1
# of Related Service Providers	2	2
# of Paraprofessionals	0	0
# of Professional Days Made Available to Staff	10+	10+

SPECIAL EDUCATION PROGRAM DATA <i>(please put NA if not approved for the disability)</i>		
Primary Disability Types:	2013-2014	2014-2015
Autism	2	2
Deaf / Blindness	NA	NA
Deafness	1	0
Developmental Delay	NA	NA
Emotional Disturbance	10	5
Hearing Impairment	0	0
Intellectual Disability	NA	NA
Multiple Disabilities	NA	NA
Orthopedic Impairment	NA	NA
Other Health Impairment	10	11
Specific Learning Disabilities	11	11
Speech-Language Impairment	7	6
Traumatic Brain Injury	NA	NA
Visual Impairment	NA	NA

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

The New Hampshire Department of Education (NHDOE) conducted a Special Education Program Approval Visit to The RSEC Academy on MARCH 9, 10, 2015 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
- All data collected during the visit

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 RSEC 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 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 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 May 30, 2012 NHDOE Special Education Program Approval Report, the following patterns were identified as needing improvement:

Findings of Noncompliance	Status as of August 15, 2012	Status as of March 9&10, 2015
No findings of non-compliance during the 2012 special education approval visit	NA	NA

V. MARCH 9 &10, 2015 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.

Three students were selected for this case study, two males and one female, ages 20, 15 and 13, respectively. These students represent the districts of Goffstown, Wilton-Lyndeboro and Windham. One male student was identified with Specific Learning Disability, and one male student was identified with Speech Language Impairment. The female student is identified with Autism. The program focus for her has been on attendance, as school phobia has been a particular concern. Once at school, her services include counseling, speech/language therapy, team building activities, group challenges as well as small group instruction in literacy and math. The older male student’s focus has been on Transition to college. His program has incorporated instruction in Math, Literacy (reading and writing), Government, Economics, US History, speech/language services, Senior Seminar, Transition Class (“Steps to Self-Determination”), social pragmatics, and Senior Project. The final student is a sophomore, focusing on English, Foundations Math, Physical Science, Global Studies, and small group instruction in reading (fluency and comprehension). He also receives speech/language therapy and counseling.

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 RSEC Academy distributed the LEA Survey to the contact people in all LEAs that have students currently enrolled in the school. They received a **34%** response from the LEAs.

SUMMARY REPORT OF SENDING LEAs

Name of Private School: The RSEC Academy		
Total number of surveys sent: 29	Total # of completed surveys received: 10	Percent of response: 34%
Number of students placed by: LEA: 29	Court: 0	Parent: 0

INSTRUCTIONS: PLEASE TYPE TOTAL NUMBER OF RESPONSES IN EACH BOX.

SCALE 4 STRONGLY AGREE 3 AGREE 2 DISAGREE 1 STRONGLY DISAGREE

	4	3	2	1	No Answer
1. The private school has a curriculum fully aligned to NH Curriculum Frameworks/Common Core State Standards.	6	4			
2. I am satisfied the student has made progress in the educational curriculum at the above school.	8	2			
3. There is evidence of effective instruction aligned with fidelity to the curriculum.	7	3			
4. The school consistently follows special education rules and regulations.	7	3			
5. The school has developed and implemented effective policies and procedures for management of student behavior including the use of aversives.	5	4			1

6. The school has an effective behavioral management program.	7	3			
7. I am satisfied with the special education, related and other supplementary aids and services provided by the school.	7	3			
8. The school implements all parts of students' IEPs including accommodations and modifications in both instruction and assessment.	8	2			
9. The school effectively uses data to measure academic growth and to inform instruction.	8	2			
10. The school uses data to measure behavioral growth and to inform instruction.	7	3			
11. A mid-year review and annual evaluation of the child's progress relative to the IEP are conducted.	7	3			
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).	8	2			
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.	8	2			
14. I am satisfied with the way the school communicates students' progress to the parents and the LEA.	8	2			
15. The school actively plans for future transition to a less restrictive environment.	7	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).	8	2			
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.	5	2	1		2
18. The school team sets meeting times that are convenient for both parents and the LEA.	9	1			
19. I would enroll other students at the school.	8	2			

Analysis of Response by The RSEC Academy:

In reviewing the results overall the LEA are aware of and agree that we have strong educational practices and adhere to the Special Education rules and practices. The one area needing review is the communication of our behavioral practices. Included in that review would be to reflect on the process for the 1 student we terminated on the last day of school.

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.

SUMMARY OF PARENT SURVEY DATA

Name of Private School: The RSEC Academy		
Total number of surveys sent: 29	Total # of completed surveys received: 10	Percent of response: 34

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

ACCESS TO THE GENERAL CURRICULUM:	3	2	1	No Answer
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).	7		1	2
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.	3	3		4
3. I am informed on a regular basis and with clear evidence of my child's progress in the general education curriculum.	6	3	1	
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.	9		1	
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").	8	1	1	
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).	10			
7. I know whom to contact if I have questions about my child's placement or progress in this program.	10			
8. I am satisfied that the staff of this placement worked collaboratively with my school district in developing my child's current IEP.	8	2		
9. I have been involved in the development of my child's IEP.	10			
10. I am satisfied that my child is making progress toward his/her IEP goals.	9		1	
FOR PARENTS OF HIGH SCHOOL STUDENTS ONLY:				
11. My child earns credits toward a regular high school diploma in all of his/her classes.	5			5
12. My student will graduate with a high school diploma	6			4
TRANSITION:				
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.	9	1		
14. All of the people who are important to my child's transition were part of the planning (grade appropriate).	9	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.	9			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	1	1	3

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		5
BEHAVIOR STRATEGIES AND DISCIPLINE:				
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>	YES		NO	
	3	2	1	No Answer
19. I have been involved in the development of behavior interventions, strategies and supports for my child.	2	1		7
20. I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs.	2	1		7
OTHER:				
21. I fully participate in special education decisions regarding my child.	8	1		1
22. I have been provided with a copy of the procedural safeguards (parental rights) at least once a year.	9			1
Analysis of Response by The RSEC Academy:				
<p>Parent surveys identified strengths in the areas of access to general curriculum and transition although access to non-disabled peers remains an ongoing challenge.</p> <p>The survey results indicate a need to review the manner in which we are communicating progress in the general curriculum. Current practice of progress reports, online grading system and IEP meetings does not seem to clarify progress in the general curriculum for parents.</p> <p>An area to investigate is our current communication practices about general curriculum. First step would be to send out a survey requesting feedback on the value of each of our current communication practices.</p> <p>*** We have scheduled a meeting to address the one parent survey that indicated an overall dissatisfaction and distrust of our program.</p>				

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

Access to the General Curriculum

Implementation of Individualized Education Programs (IEPs)

Provision of Non-Academic Services

Full Access to the District's Curriculum

Equal Education Opportunity

The RSEC Academy continues to demonstrate a clear focus on a rigorous curriculum, supported by skills teachers, current resources and materials. Frequent Formative Assessment that informs instruction and large and small group activities ground learning in long-term working memory. Small group or individualized instruction is available as needed for students who require stronger reading or

math skills. This small group instruction is closely aligned with classroom instruction and reflects constant communication between literacy/math “tutors” and classroom content area teachers. The RSEC Academy Curriculum documents reveal close alignment with College and Career Ready Standards (CCRS) and include for each content area scope and sequence, essential questions, resources and materials, and both local and state assessments. In addition to curriculum offerings, The RSEC Academy offers the Reading Center which focuses on developing literacy skills, a year-long experiential art project, advisory, community service, experiential learning which includes class trips, outdoor adventure activities, and “January Intensives” a week which occurs outside of the classroom, involves mixed grade levels and allows students to focus on an area of particular interest, eventually producing a written and oral presentation for their peers and teachers. The Academy also has a strong focus on community building and after- school activities, both athletic and social.

Transition

Transition Planning

Process: Provision of Free Appropriate Public Education (FAPE)

Transition Services

Transition planning is another strong area for The RSEC Academy. Transition and transition planning is incorporated in nearly every aspect of The Academy. Evidence of transition activities is gathered and documented on a daily basis. Students and faculty are trained to recognize and record this evidence and understand how it links to short and long-range elements of a student’s Transition Plan as outlined in IEP. All activities in Advisory are transition based; all activities at The Academy are relative and important to post-secondary transition. There is a constant practice of identifying new resources within the school districts and school communities for transition that enhances the network of services for students at The Academy. The RSEC Academy uses the PATH (“Pulling All Together to Help”) Team process. This process was designed by the RSEC staff and begins at the start of a student’s sophomore year. PATH provides an action-focused team that is student-led and designed to help the student achieve their post-secondary goals. The team is comprised of the student, parent, invited relatives, chosen members of the RSEC staff and a district representative. PATH provides a creative, problem solving team that is separate from the IEP team but serves to inform the IEP team as it develops Transition Plans. The RSEC Academy also offers several part-day transitional opportunities: vocational programs at area vocational schools (construction, diesel technology, precision machining, TV and video production, culinary) and public school classes in the student’s home district. The Academy also supports students who are placed in local technology programs at Alvirne, Milford, Manchester, Nashua North and South. Transition Plans for the students reviewed in the case study were properly aligned with the “NH Rules for the Education of Students with Disabilities” with a single exception of a student invitation to a Transition meeting.

Behavior Strategies and Discipline

Disruptive behaviors are rare at The RSEC Academy since behavior management is fully integrated into everyday life at The Academy. At the foundation of the behavior management is Positive Behavioral Intervention Strategies (PBIS). The goal of PBIS is to create a positive social culture which impacts the choices the students make. The underlying theme is teaching appropriate social and behavioral expectations in the same manner as the core curriculum. PBIS has evolved at RSEC to incorporate Student of the Quarter and Student of the Year, Honor Roll Lunch, Academy Awards and Citizenship Awards. Additionally, the existence of the Advisories complements the PBIS structure. Advisory classes have developed “The Academy Community Attributes” which outline the behavioral

expectations for Respect, Self, Excellence, and Community. These attributes are posted in every classroom and support the social processing that occurs everyday. Every student we spoke with could identify those attributes and explain why they were necessary. Finally, the structures of “The I LAUGH Framework (Michelle Garcia-Winner) and Life Space Crisis Intervention (LSCI) provide structures that assist the adults in working with the students to build trusting relationships and make better life choices. All staff received training on an ongoing basis in these interventions.

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 RSEC Academy School to be in compliance with all applicable New Hampshire Rules and the Education of Students with Disabilities and requirements for Non-Public Approval.

COMMENDATIONS

These commendations come about as a result of direct observation by the visiting team of class instruction, conversations with staff and students and review of curriculum and related documents.

1. The visiting team was impressed by the number of students at The Academy who are actively engaged in their own educational planning and learning styles through participation in PATH, the Transition Class, the Executive Functioning Class and Academy Community Attributes. These practices put the responsibility for learning and planning on the students’ shoulders while providing the necessary supports.
2. The visiting team observed that The RSEC Academy staff is rigorously preparing their students for post-secondary life. The students’ participation in Senior Project, Junior Research Paper, Executive Functioning Class, and Transition Class requires a large amount of work and application of skills but with the necessary supports and resources to enhance student self-confidence.
3. Through the conversations of visiting team members with students and the observations of classes, it was apparent that the RSEC students hold positive and self-confident attitudes about learning. Students were able to articulate their learning styles and needs in a “normalized” learning environment. Since many of the students come to The Academy discouraged about their ability to learn, this is a significant step forward for them.
4. It was apparent to the visiting team that the RSEC administration is closely involved in the day-to-day operations of The Academy but maintains a clear perspective on the needs and directions of the school. They deliberately guide staff into effective practices that help to maintain the high standards of the school: Professional Learning Communities, Intensives, development of the Executive Functioning Class, and Advisory. There is a healthy atmosphere for learning from top to bottom in this school.
5. Observations by the visiting team revealed that the staff and students display an underlying respect for differences in each other. The school culture is positive and teachers have high

expectations for themselves and their students and help the students meet those expectations. The academic and behavioral bar is set high but is achievable. Successes are celebrated.

6. The many opportunities for experiential learning (Intensives, Executive Functioning class, “outdoor education” events, Senior Project) require students to experience learning outside of their comfort zones. Their success in these endeavors leads to further confidence as learners.

Number of Cases Reviewed During The RSEC Academy March 9 & 10, 2015 NHDOE Compliance Visitation

Preschool	0
Elementary School	0
Middle School	1
High School, Age Below 16	1
High School, Age 16 or Above	1
Number of Noncompliance for Indicator 13	1
Total Number of Case Studies Reviewed	3

FINDINGS OF NONCOMPLIANCE IDENTIFIED AS A RESULT OF THE MARCH 9&10, 2015 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.*

ED 1109.03 (Indicator 13)/CFR 300.320(b)

Responsible LEA: Wilton-Lyndeboro School District

The Transition Plan for one student did not have any evidence that the student had been invited to the IEP meeting where Transition was being discussed.

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

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. The RSEC Academy has been increasing its arts education opportunities over the last several months, inclusive now of a year-long arts project. The Academy is encouraged to continue in this direction including consideration of a Unified Arts program, inclusive of Intensives and other experiential learning activities.

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: The RSEC Academy	Date: March 9, 10, 2015	
Programs:	Number of Cases Reviewed: 3	
Recorder/Summarizer: K. Skoglund	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: Kathryn L. Skoglund	Position: Education Consultant, TA	Visiting
Name: Kenneth Duesing	Position: Asst Director of Student Srvcs	Visiting
Name: Paula Wensley	Position: Director of Student Services	Visiting
Name: David Parker	Position: Director	Visiting
Name: Andrea Pollock	Position: Case Manager	Building Level
Name: Mary Ellen Bradley	Position: Reading Teacher	Building Level
Name: Sara Piper	Position: Classroom Teacher	Building Level
Name: Darlene Ferroli	Position: Speech/language Pathologist	Building Level
Name: Sara Lutat	Position: Transition Coordinator	Building Level
Name: Kara Swedlow	Position: Classroom Teacher	Building Level
Name: Amy Clark Canty	Position: Reading/Writing Specialist	Building Level
Name: Derrick Walcot	Position: Math Tutor	Building Level
Name: Amanda Reed	Position: Case Manager	Building Level
Name: Tracy Vest	Position: Classroom teacher	Building Level

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

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 ¹ .	3		
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 ² .	3		
3. There is evidence that the Team uses multiple measures to design, implement and monitor the student's program ^{3,4} .	3		
4. All IEP goals are written in measurable terms ⁵ .	3		
5. Student's IEP has at least one functional goal (as applicable) ⁶ .	3		
6. There is evidence that the student has made progress in IEP Goals over the past three years ^{7, 8} .	3		
7. There is evidence that the special education, supplementary aids and/or related services described in the IEP have been delivered ⁹ .	3		
8. There is evidence that NH Minimum Standards for required subjects (credits) are met and provided to the student ¹⁰ .	3		

¹ 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

² Ed 1114.05(h) Program Requirements

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

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

⁵ Ed. 1109.01 Elements of an IEP; 34 CFR 300.320 Content of IEP

⁶ 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

⁷ Ed 1109.01 Elements of an IEP

⁸ 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

⁹ Ed 1109.04 (b) Copies of the IEP and evidence of implementation

¹⁰ 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> ¹¹ .	3		
10. There is evidence that the accommodations ¹² and/or modifications ¹³ , as described in the IEP allows the student to access, participate and show progress in the general curriculum ¹⁴ .	3		
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 ^{15, 16} .	3		
12. There is evidence that supports and accommodations are provided to this student to allow participation in extracurricular and other non-academic activities ¹⁷ .	3		
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) ¹⁸ .	3		
14. There is evidence the student's IEP is reasonably calculated to result in educational benefit.	3		
For High School Students:			
Student is earning credits toward a regular high school diploma ¹⁹ .	2		
IF YES: within 4 years?	2		
Student will earn an IEP diploma or a certificate of completion ¹⁹ .			
IF YES: within 4 years?			
Does this school have a clear policy for earning a high school diploma ²⁰ ?			

¹¹ Ed 1113.08 Curricula; Ed. 1109.01 Elements of an IEP; 34 CFR 300.320 Content of IEP

¹² "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.

¹³ "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.

¹⁴ Ed 1113.08 Curricula; Ed. 1109.01 Elements of an IEP; 34 CFR 300.320 Content of IEP

¹⁵ Ed 1109.01 Elements of an IEP; 34 CFR 300.320 Content of IEP

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

¹⁷ Ed 1113.08 Curricula; Ed 1109.01 Elements of an IEP; 34 CFR 300.320 Content of IEP

¹⁸ Ed 1111.02 Placement Decisions; 34 CFR 300.116 Placements

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

²⁰ Ed 1114.05 Program Requirements (a)(b)

Access Strengths	Access Suggestions for Improvement
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1. Evidence of Universal Design for Learning (UDL) observed in classroom observations
2. Vast supply of reading instruction materials available for all learning styles and learning levels
3. Both reading and Math tutorials are available to keep students current in those content areas
4. RSEC Academy accommodates for multiple learning needs by offering access on many levels: during school day, after school, home based, on line, experiential learning
5. Integration of Voc Tech program learning with RSEC academic instruction
6. Evidence of rigorous academic standards in place in the Curriculum and in classroom instruction
7. Offering a class in Executive Functioning offers all students information about how they learn and supports self-advocacy

TRANSITION STATEMENTS²¹

²¹ 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.

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 ²² .	3	
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 ²³ .	3	
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 ²⁴ .	3	
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 ²⁵ .	3	
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 ²⁶ .	3	
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 ²⁷ .	3	
7. There is evidence that the student and parents have been involved in transition discussions and activities ²⁸ .	3	
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 students courses of study ²⁹ .	3	
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 ³⁰ .	1	

²² 34 CFR 300.323(g) Transmittal of records

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

²⁴ Ed 1114.05 Program Requirements

²⁵ Ed 1111.02 Placement Decisions; 34 CFR 300.116 Placements

²⁶ 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

²⁷ Ed 1103.01 IEP Team; 34 CFR 300.321 IEP Team

²⁸ Ed 1103.01 IEP Team; 34 CFR 300.321 IEP Team

²⁹ Ed 1109.01 (10) Elements of the individualized education program

³⁰ 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)

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) ³¹ .	1	
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TRANSITION STATEMENTS	YES	NO
(Transition questions must be answered Yes or No, not N/A)		
For a student who will turn age 14 during the IEP service period (or younger if determined appropriate by the IEP team): The IEP includes 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	1	
For students under age 16, answer only the first 4 statements above. Then skip to the next page. If the student is age 16 or older during the course of the IEP, answer all statements on this page. (required data for federal statistics purposes)		
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>		
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>		
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>		
4. Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goal(s)?	1	
<i>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.</i>		
5. Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goal(s)?	1	

³¹ Ed 1103.01 IEP Team; 34 CFR 300.321 IEP Team

<i>Do the transition services include courses of study that align with the student's postsecondary goal(s)?</i> • If yes, then check Y OR if no, then check N.			
6. Is (are) there annual IEP goal(s) related to the student's transition services needs?	1		
<i>Is (are) an annual goal(s) included in the IEP that is/are related to the student's transition services needs?</i> • If yes, then check Y OR if no, then check N.			
7. Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed?			1
8. <i>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?</i> • If yes, then check Y OR if no, then check N.			
Only the following statement may be answered N/A if appropriate. All statements above must be answered Yes or No.	YES	NO	N/A
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. <i>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?</i> <i>Was consent obtained from the parent (or student, for a student the age of majority)?</i> • 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.			
11. Student is informed prior to age 17 of his/her rights under IDEA ³² .	1		
12. Does the IEP meet the requirements of Indicator 13? (Check one) Yes (all Ys or NAs for each item (1 – 10) on the Checklist or No (one or more Ns checked)		1	
13. There is evidence of the 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 ³³ .	1		

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

³³ 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"> 1. Transition Class is offered to all students at RSEC Academy 2. PATH (Pulling All Together to Help) class is offered to all students to help them focus on preparation for post-secondary plans 3. Many student requirements at RSEC help students prepare for post-secondary education: Junior Research Paper, Senior Project, Intensives 	<ol style="list-style-type: none"> 1. Continue to develop more formal Extended Learning Opportunities (ELO's) for Academy students 2. Consider moving to a standards-based report card to further align with curriculum standards

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 ³⁴ .	3	
2. There is evidence that data are used to determine impact of student behavior on his/her learning.	3	
3. There is evidence that the IEP team conducted a functional behavior assessment of the student's behavior ³⁵ .	3	
4. If appropriate, there is evidence that the IEP team developed a behavior intervention plan that described strategies and supports ³⁶ .	3	
5. There is evidence that the interventions, strategies and supports have been developed to address the student's behavior ³⁷ .	3	
6. There is evidence that positive interventions, strategies and supports been communicated to the student, parents and key school personnel ³⁸ .	3	
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 ³⁹ .	3	
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 ^{40,41} .	3	
9. There is evidence that that the team uses data to demonstrate the results of the behavioral interventions, strategies and supports ⁴² .	3	
10. A school-wide behavior intervention model exists.	YES	

³⁴ Ed 1114.07 Behavioral Interventions; Ed 1109.01 Elements of an IEP; 34 CFR 300.320 Content of IEP

³⁵ Ed 1124.01 (f)(1)(i)(ii) Disciplinary Procedures; 34 CFR 300.530 Authority of school personnel

³⁶ Ed 1102.01 Definitions (n)

³⁷ Ed 1114.07 Behavioral Interventions

³⁸ Ed 1114.05 Program Requirements

³⁹ Ed 1114.10 Qualifications and Requirements for Instructional, Administrative, and Support Personnel

⁴⁰ 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.

⁴¹ Ed 1114.09 Use of Aversive Behavioral Interventions

⁴² Ed 1114.07 (a) Behavioral Interventions

Behavior Strategy Strengths	Behavior Strategy Suggestions for Improvement
<ol style="list-style-type: none"> 1. Behavior management integrated into every-day life at The Academy; part of the culture. Reduces the distraction of behaviors in the classroom and the necessity for teachers to stop teaching to address behaviors 2. Academic Community Attributes help students focus on learning and appropriate conduct. 	