

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

**Regional Services and Education Center
FINAL SUMMARY REPORT**

**Judy Koch, Executive Director
Nancy Gagnon, Sunrise Children's Center Director
Jan Goolbis, The Summit School Director
Janet Reed, The RSEC Academy Director
Tom Jennings, Longview School Director**

**Chairperson, Visiting Team:
Kathryn L. Skoglund
Education Consultant**

**Site Visit Conducted on March 26 & 27, 2012
Report Date, May 30, 2012**

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I. TEAM MEMBERS

Visiting Team Members:

NAME	PROFESSIONAL ROLE
Chairperson: Kathryn L. Skoglund	
Charlene Bemis	Teacher - Special Education
Jane Bright	LD Specialist District-Wide
Cari Christian-Coates	Asst. Special Ed. Director
Barbara Cohen	Project Director Post Baccalaureate Teacher Certification Program
Sheila Demers	Preschool Coordinator
Kenneth Duesing	Asst. Director Of Student Services
Karen Gallagher	Director of Special Education
Laurie Grant	Preschool Program Director
Patricia Hicks	Co-Head of School / Speech Pathologist/Sped Coordinator
Lori LaBranche	Special Ed Coordinator
Kathleen McCarthy	Preschool Special Educator
Deb Snyder	Special Educator
Karen Staines	Executive Director
Anne Wilkinson	Sped Coordinator/Teacher
Colleen Bovi	Education Consultant SERESC

Building Level Team Members

Sunrise Children's Center

Nancy Gagnon	Program Director/Special Educator
Tricia Maillet	Classroom Teacher
Michelle Arbour	Speech Pathologist
Amy Rowe	LEA Rep

RSEC Academy

Diane Hunter	Case Manager/Literature
Laura Betts	Transition Coordinator/Computer Teacher
April Cruson	Speech Pathologist
Sara Piper	Physical Science Teacher
Jennifer Proctor	"Connections" Teacher
Jane Senk	Math Teacher
Sara Lutat	8 th Grade Teacher
Paul Curtis	Classroom Teacher
Dee Boyle	Instructional Associate
Michele Sheremeta	Reading Specialist
Lisa Werner	Occupational Therapist
Charlene Curtis	Counselor
Kaley Curtis	Facilitator of "Girls' Group
Janet Reed	Principal

Longview School

Jeff Hollar
Jeff Harstedt
James Thorpe
Brian Miskinis
Gretchen Woodman
Tom Jennings
Nickie Lora
Patty Schuster

Math Teacher
English Teacher
English Teacher
Tech Ed Teacher
Art Teacher
Principal
Counselor
Asst Principal

Summit School

Jan Goolbis
Matthew Garthwait
Julie Colby
Julie Brown
Loni Rowe
Denis Laliberte
Andy Hannah
Kerri Morrison

Director/Counselor
Counselor
Math/Computer Teacher
Social Studies/Science Teacher
English Teacher
Vocational Education Teacher
Asst Director/Counselor
Counseling Intern

II. INTRODUCTION

Regional Services and Education Center (RSEC) located in Amherst, NH, is a collaborative organization of three SAUs, 39, 40, and 41, comprised of seven member school districts: Amherst, Brookline, Hollis, Hollis-Brookline Cooperative, Milford, Mont Vernon, and Souhegan Cooperative. Currently the RSEC Board of Directors includes the superintendents from the three SAUs, four school boards members (on a rotating basis) and two community member (also rotating through the member districts.) As part of its organization, RSEC operates four schools with students attending from 38 different school districts: Longview School in Deerfield with 19 students (grades 9-12, ages 13-21), The RSEC Academy in Amherst with 41 middle and high school students (grades 5-12, ages 9-21), The Summit School also in Amherst with 18 students (grades 9-12, ages 13-21), and Sunrise Children's Center in Amherst with 7 students with educational disabilities (grades PS-K, ages 2-7).

In addition to operating the four schools, RSEC provides a number of services to the community. Child Check services are provided to some member districts screening 3 to 5 year-olds three to four times a year. Sunrise Early Intervention provides early supports and services to area families, birth to three. Evaluation services are available to member districts as well as a variety of trainings for parents and local educators.

RSEC's mission is to raise the capability of parents and schools to help all children and youth to be successful.

THE RSEC ACADEMY

SCHOOL DEMOGRAPHICS	2010-2011	2011-2012
Student Enrollment <u>as of December 1</u>	43	41
Do you accept out-of-state students? If so, list number from each state in 11-12		
Number and Names of Sending New Hampshire LEAs (as of October 1, 2011)*	27	
# of Identified Students Suspended One or More Times	4	2
Average Length of Stay for Students	166 (Full yr)	87 (1 st semester)
STAFF DEMOGRAPHICS		
Student/Teacher Ratio (as of October 1, 2011)	4.2	4.1
# of Certified Administrators	2	2
# of Certified Teachers	10	11
# of Teachers with Intern Licenses	1	0
# of Related Service Providers	2	2
# of Paraprofessionals	1	1
# of Professional Days Made Available to Staff	10+	10+

*Auburn, Bedford, Bow, Conval, Derry, Goffstown, Hollis Brookline Coop, Hudson, Keene, Litchfield, Londonderry, Manchester, Mascenic, Mason, Merrimack, Merrimack Valley, Milford, Monadnock Regional, Nashua, New Boston, Pelham, Salem, Souhegan, Strafford, Timberlane Regional, Wilton/Lyndenborough, Windham

SPECIAL EDUCATION PROGRAM DATA		
Primary Disability Types:	2010-2011	2011-2012
Autism	3	3
Deaf / Blindness		
Deafness	1	1
Developmental Delay		
Emotional Disturbance	7	9
Hearing Impairment		
Intellectual Disability		
Multiple Disabilities		
Orthopedic Impairment		
Other Health Impairment	6	5
Specific Learning Disabilities	22	21
Speech or Language Impairment	4	2
Traumatic Brain Injury		
Visual Impairment		

THE SUMMIT SCHOOL

SCHOOL DEMOGRAPHICS	2010-2011	2011-2012
Student Enrollment <u>as of December 1</u>	23	18
Do you accept out-of-state students? If so, list number from each state in 11-12		
Number and Names of Sending New Hampshire LEAs (as of October 1, 2011)*	11	
# of Identified Students Suspended One or More Times	11	12
Average Length of Stay for Students	140 (full yr)	63 (1 st semester)
STAFF DEMOGRAPHICS		
Student/Teacher Ratio (as of October 1, 2011)	4.6	4
# of Certified Administrators	2	2
# of Certified Teachers	4	4
# of Teachers with Intern Licenses	2	2
# of Related Service Providers	0	0
# of Paraprofessionals	0	0
# of Professional Days Made Available to Staff	10+	10+

*Allenstown, Bedford, Con Val, Derry, Hollis Brookline Coop, Merrimack, Nashua, Pittsfield, Salem, Souhegan, Windham

SPECIAL EDUCATION PROGRAM DATA		
Primary Disability Types:	2010-2011	2011-2012
Autism		
Deaf / Blindness		
Deafness		

Developmental Delay		
Emotional Disturbance	14	11
Hearing Impairment		
Intellectual Disability		
Multiple Disabilities		
Orthopedic Impairment		
Other Health Impairment	4	3
Specific Learning Disabilities	5	4
Speech or Language Impairment		
Traumatic Brain Injury		
Visual Impairment		

LONGVIEW SCHOOL

SCHOOL DEMOGRAPHICS	2010-2011	2011-2012
Student Enrollment <u>as of December 1</u>	25	19
Do you accept out-of-state students? If so, list number from each state in 11-12		
Number and Names of Sending New Hampshire LEAs (as of October 1, 2011)*	14	
# of Identified Students Suspended One or More Times	11	5
Average Length of Stay for Students	105 (Full yr)	73 (1 st semester)
STAFF DEMOGRAPHICS		
Student/Teacher Ratio (as of October 1, 2011)	4.18	3.45
# of Certified Administrators	2	2
# of Certified Teachers	4	4
# of Teachers with Intern Licenses	2	2
# of Related Service Providers		
# of Paraprofessionals		
# of Professional Days Made Available to Staff	10+	10+

*Alton, Chester, Concord, Deerfield, Derry, Dover, Exeter Coop, Fremont, Merrimack, Pembroke, Pittsfield, Raymond, Salem, Timberlane

SPECIAL EDUCATION PROGRAM DATA		
Primary Disability Types:	2010-2011	2011-2012
Autism		
Deaf / Blindness		
Deafness		
Developmental Delay		
Emotional Disturbance	12	10
Hearing Impairment		
Intellectual Disability		
Multiple Disabilities		

Orthopedic Impairment		
Other Health Impairment	8	5
Specific Learning Disabilities	3	4
Speech or Language Impairment		
Traumatic Brain Injury		
Visual Impairment		

SUNRISE CHILDREN'S CENTER

SCHOOL DEMOGRAPHICS	2010-2011	2011-2012
Student Enrollment as of December 1	10	7
Do you accept out-of-state students? If so, list number from each state in 11-12		
Number and Names of Sending New Hampshire LEAs (as of October 1, 2011)	2 Amherst, Mont Vernon	
# of Identified Students Suspended One or More Times		
Average Length of Stay for Students	142 (Full yr)	91 (1 st semester)
STAFF DEMOGRAPHICS		
Student/Teacher Ratio (as of October 1, 2011)	1.43	.875
# of Certified Administrators	1	1
# of Certified Teachers		1
# of Teachers with Intern Licenses		
# of Related Service Providers	3	3
# of Paraprofessionals		
# of Professional Days Made Available to Staff	1+	1+

SPECIAL EDUCATION PROGRAM DATA

Primary Disability Types:	2010-2011	2011-2012
Autism	3	
Deaf / Blindness		
Deafness		
Developmental Delay	4	
Emotional Disturbance		
Hearing Impairment		
Intellectual Disability		
Multiple Disabilities	2	3
Orthopedic Impairment		
Other Health Impairment		3
Specific Learning Disabilities		
Speech or Language Impairment	1	1
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 Regional Services and Education Center on March 26 and 27, 2012 for the purpose of reviewing the present status of programs and services made available to children and youth with educational disabilities. Program Approval Visits are conducted using a Case Study Model that is a focused review. This focused review permits the NHDOE to leverage its impact for change and improvement within private special education schools statewide, by focusing the attention of all educators on the following three areas of critical importance in the provision of FAPE for students with disabilities.

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

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

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

- All application materials submitted
- Status of corrective actions since the last NHDOE Special Education Program Approval Visit
- Personnel credentials for special education staff (verified by NHDOE)
- Program descriptions and NHSEIS verification reports
- All data collected during the visit
- Any new or changed special education programs seeking approval from the NHDOE (Not applicable)

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 schools. 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 June 29, 2007 (revised date), NHDOE Special Education Program Approval Report, the following patterns were identified as needing improvement:

Findings of Noncompliance	Status as of May 14, 2008 Corr. Action Plan	Status as of March 26, 27, 2012
ED 1109.01(a)/34CFR 300.320 Elements of an Individualized Education Plan: measurable annual goals	MET	NOT MET (Sunrise Children's Center and Summit School)
ED 1109.01(a)/34CFR 300.320(a)/ED 1414(1)(A)(i):Requirements for the content of IEPs relating to Transition services		
a)Measurable Post-Secondary Goals and	a) MET	NOT MET (Summit School)
b)Transition Services	b) MET	MET
ED 1113.02(b) Vocation assessments	MET	NOT MET (Summit School)
34CFR 300.320(c) Rights that transfer at the age of majority	MET	MET

V. MARCH 26, 27, 2012 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.

In preparation for the Case Study visit, the Technical Assistant for the NHDOE Program Approval Team worked closely with the administration and staff of each of the four schools under RSEC to randomly select seven students from preschool through grade 12 for the Case Study. Students selected represented a range of ages, grades, gender, and disabilities: Learning Disabilities, Speech/Language Disabilities, Other Health Impairment, Emotional Disturbance, and Developmental Delay. The in-depth look at these individual students provided a clear picture of the overall functioning of the four RSEC schools.

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, RSEC schools distributed the LEA Survey to the contact people in all LEAs that have students currently enrolled in the RSEC schools. The percent of returned responses is noted in each school summary.

The NHDOE Education Consultant reviewed the LEA Surveys returned to the respective RSEC schools and noted the following information:

RSEC Academy had a strong return on the surveys sent out; specific responses indicated general satisfaction with the program. Areas the RSEC Academy might want to address include communication regarding student progress and communication in general.

Summit School also had a strong return on LEA surveys with generally positive feedback. Based on this feedback, Summit School could review their processes for measuring academic growth of students and their progress toward IEP goals. The way they report this growth to LEAs is suggested as an area to strengthen.

Longview School had a sound response from LEAs with no real areas of concern. LEAs mentioned their appreciation of the Longview's efforts to hold students accountable for their work and behavior as well as for their communication with parents.

Sunrise Children's Center received one response out of one survey sent out. (Currently, SCC has only one sending school LEA (two school districts) as other RSEC-member districts have developed their own preschool programs.) On that one returned survey, several issues of concern were noted: measurement of educational progress, how or if the staff is measuring academic growth, and communication with parents. These are areas SCC might want to review internally as well as with their sending districts. Areas of strength appeared to be involving parents in decision-making and scheduling meetings at times convenient to parents and sending districts.

Full results from the surveys follow:

SUMMARY REPORT OF SENDING LEAs

Name of Private School: THE RSEC ACADEMY		
Total number of surveys sent:27	Total # of completed surveys received:21	Percent of response:78%
Number of students placed by: LEA: 41	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 team has positive expectations for students.	16	5			

2. I am satisfied with the educational program at the above school.	14	5	1	1	
3. The school consistently follows special education rules and regulations.	12	7	1		
4. The school has an effective behavioral program (if applicable).	5	8	1		7
5. I am satisfied with the related services provided by the school.	6	12	2	1	
6. The school implements all parts of students' IEPs.	10	10	1		
7. I feel the school provides the necessary skills to allow the student to make progress on the IEP goals.	13	6	2		
8. The school program measures academic growth.	12	7	2		
9. The school program measures behavioral growth (if applicable).	10	3	1		7
10. The school completes a minimum of 3 comprehensive reports per year on each child with a disability enrolled.	11	8	1		1
11. Progress reports describe the child's progress toward meeting the IEP goals, include a record of attendance, and are written in terminology understandable to the parent.	12	7	2		
12. Progress reports are provided to the LEA and to the parent of the child.	12	8	1		
13. I am satisfied with the way the school communicates students' progress.	11	8	2		
14. The school communicates effectively with parents.	14	5			2
15. The school communicates effectively with the LEA.	12	8	1		
16. The school involves parents in decision-making.	12	9			
17. The school actively plans for future transition to a less restrictive placement.	7	12		1	1
18. If the school finds it necessary to change or terminate placement, they notify the LEA by convening the IEP team to: review the concerns, review/revise the IEP, discuss the placement and determine if the facility can fully implement the IEP and provide FAPE.	7	6			8
19. The school team sets meeting times that are convenient for both parents and LEA.	13	7			1
20. The school has met my expectations.	13	6	1	1	
21. I have a good relationship with the school.	15	6			
22. I would enroll other students at the school.	13	6		1	1

Comments from sending school districts:

1. RSEC is one of the top private schools that I work with.
2. The Bow school district is very pleased with The RSEC Academy and would not hesitate to recommend or send other students to RSEC
3. The RSEC Academy provides outstanding special education services.
4. I have been dissatisfied with academic growth and documentation of or lack of growth. The school works with students that public schools can serve. Expectations of students are not high nor are competitive to their neighboring schools.
5. I have a very high regard for the RSEC Academy. In general I feel well informed re: the status of my students. However it might make sense if staff de-emphasize the narrative reports and put more attention into reporting on IEP goals and bench marks. Related services are an "add on" and are fee for service. This arrangement often leads to extra administration costs which are not recoverable in catastrophic aid, regretfully.
6. As the representative of the Nashua School District, I have found the RSEC staff, led by Janet Reed, to be very professional, with a broad knowledge of curriculum and special education regulations. They also provide a variety of transition services.

Analysis of Responses by Private School:

- 53% of the responses district strongly agreed
- 36% of the responses district agreed
- 4% of the responses disagreed
- 1% of the responses strongly disagreed
- 6% of the responses were no answer

The two areas that seemed to stand out were satisfaction with related services and transition to a less restrictive environment.

I feel that we will need further clarification but recognize that our related services have undergone personnel changes. Also, we contracted with an outside agency for Speech/Language last year. This caused some challenges and ultimately we chose to hire our own therapist this year.

Historically, we transition an average of 4 students out of our program each year. This is always a difficult decision and parents can be very resistant to change.

SUMMARY REPORT OF SENDING LEAs

Name of Private School: SUMMIT SCHOOL		
Total number of surveys sent:11	Total # of completed surveys received:8	Percent of response:73%
Number of students placed by: LEA:18	Court:	Parent:

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 team has positive expectations for students.	7	1			
2. I am satisfied with the educational program at the above school.	7	1			
3. The school consistently follows special education rules and regulations.	5	3			
4. The school has an effective behavioral program (if applicable).	6	2			
5. I am satisfied with the related services provided by the school.	4	4			
6. The school implements all parts of students' IEPs.	6	2			
7. I feel the school provides the necessary skills to allow the student to make progress on the IEP goals.	6	1			1
8. The school program measures academic growth.	4	2	2		
9. The school program measures behavioral growth (if applicable).	5	2	1		
10. The school completes a minimum of 3 comprehensive reports per year on each child with a disability enrolled.	5		3		
11. Progress reports describe the child's progress toward meeting the IEP goals, include a record of attendance, and are written in terminology understandable to the parent.	5	1	2		
12. Progress reports are provided to the LEA and to the parent of the child.	5	1	2		
13. I am satisfied with the way the school communicates students' progress.	5	2	1		
14. The school communicates effectively with parents.	6	2			
15. The school communicates effectively with the LEA.	6	2			
16. The school involves parents in decision-making.	6	2			
17. The school actively plans for future transition to a less restrictive placement.	4	4			
18. If the school finds it necessary to change or terminate placement, they notify the LEA by convening the IEP team to: review the concerns, review/revise the IEP, discuss the placement and determine if the facility can fully implement the IEP and provide FAPE.	6	2			
19. The school team sets meeting times that are convenient for both parents and LEA.	6	2			
20. The school has met my expectations.	6	2			
21. I have a good relationship with the school.	7	1			

22. I would enroll other students at the school.	7	1			
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Comments from sending school districts (insert additional page if needed):

1. I have great respect for the mission and staff of the Summit School. However, I do think progress reporting needs to be revamped in order to focus on progress toward IEP goals and benchmarks.
2. Jan and her staff have worked diligently to help 2 students with significant issues find a level of success. They have extended numerous alternative learning options to the students.
3. – Unfamiliar with measures you use to assess progress – Unfamiliar with assessment three times a year. – Very satisfied with the program overall.
4. I feel that the Summit staff are willing to do what it takes for the students in their program. The progress written reports are a weakness. I am pleased with the placement.

Analysis of Responses by Private School:

- 70% of the responses district strongly agreed
- 23% of the responses district agreed
- 6% of the responses disagreed
- 0% of the responses strongly disagreed
- 1% of the responses were no answer

Eleven surveys were sent and eight were returned. Included is the break-down of responses on the following page. Districts agree or strongly agree with the educational program and also feel we have good relationships with them. Additionally they feel they would enroll other students here.

A couple areas of concern were measuring behavioral and academic growth as well as completing comprehensive progress reports that describe the student's IEP goal progress. Based on this the Summit School will begin to report quarterly progress specific to the IEP goals. This will allow staff and students an opportunity to monitor this area more often.

Name of Private School: LONGVIEW SCHOOL		
Total number of surveys sent: 14	Total # of completed surveys received: 11	Percent of response: 79%
Number of students placed by: LEA: 19	Court:	Parent:

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 team has positive expectations for students.	10	1			
2. I am satisfied with the educational program at the above school.	10	1			
3. The school consistently follows special education rules and regulations.	7	4			
4. The school has an effective behavioral program (if applicable).	8	3			
5. I am satisfied with the related services provided by the school.	6	4			1
6. The school implements all parts of students' IEPs.	8	3			
7. I feel the school provides the necessary skills to allow the student to make progress on the IEP goals.	8	3			
8. The school program measures academic growth.	7	4			
9. The school program measures behavioral growth (if applicable).	8	3			
10. The school completes a minimum of 3 comprehensive reports per year on each child	7	4			

with a disability enrolled.					
11. Progress reports describe the child's progress toward meeting the IEP goals, include a record of attendance, and are written in terminology understandable to the parent.	6	5			
12. Progress reports are provided to the LEA and to the parent of the child.	8	3			
13. I am satisfied with the way the school communicates students' progress.	8	3			
14. The school communicates effectively with parents.	11				
15. The school communicates effectively with the LEA.	9	2			
16. The school involves parents in decision-making.	10				1
17. The school actively plans for future transition to a less restrictive placement.	8	3			
18. If the school finds it necessary to change or terminate placement, they notify the LEA by convening the IEP team to: review the concerns, review/revise the IEP, discuss the placement and determine if the facility can fully implement the IEP and provide FAPE.	9		1		1
19. The school team sets meeting times that are convenient for both parents and LEA.	10				1
20. The school has met my expectations.	9	2			
21. I have a good relationship with the school.	9	2			
22. I would enroll other students at the school.	9	1			1

Comments from sending school districts: (insert additional page if needed):					
1. Extremely helpful even with student who has been in and out of YDC.					
2. IEP dates need to be more closely monitored.					
3. Working very well for student enrolled there.					

Analysis of Responses by Private School:

Relative Strengths:

- Private school team has positive expectations for students
- LEA's are satisfied with the educational program
- School communicates effectively with parents
- Meeting times are convenient for parents and LEA
- LEA's have a good relationship with the school and have met expectations

Need for Improvement:

- 9 of the 11 LEA's responding strongly agreed if the school finds a change of placement or termination is necessary, they notify the LEA and convene the IEP team to: review concerns, review/revise IEP, discuss the placement and determine if the facility can fully implement the IEP and provide FAPE. 1 LEA strongly disagreed.
- IEP dates need to be monitored more closely.

Analysis:

- Maintaining positive relationship and ongoing communication with all our LEAs (and parents) is among priorities at Longview School. We aspire to assure that all strategies, methods and resources are explored, tried when appropriate, and seek alternative possibilities when a student is struggling to make progress on IEP goals. Efforts will be made to identify shortfalls in this process. Longview will continue to make a concerted effort to assure that the process is thorough with all necessary communication.
- Case managers and the administrative assistant will explore and implement a means to more effectively document IEP due dates, reminders and follow up that due dates are met.
- Longview administration will continue to maintain a rapport with LEAs of questioning whether we are providing the expected programming for their students and what additional needs do they have or would like to see from our school and staff.

SUMMARY REPORT OF SENDING LEAs

Name of Private School: Sunrise Children's Center		
Total number of surveys sent: 1	Total # of completed surveys received: 1	Percent of response: 100%
Number of students placed by: LEA: 1	Court:	Parent:

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 team has positive expectations for students.		1			
2. I am satisfied with the educational program at the above school.				1	
3. The school consistently follows special education rules and regulations.			1		
4. The school has an effective behavioral program (if applicable).				1	
5. I am satisfied with the related services provided by the school.				1	
6. The school implements all parts of students' IEPs.			1		
7. I feel the school provides the necessary skills to allow the student to make progress on the IEP goals.			1		
8. The school program measures academic growth.				1	
9. The school program measures behavioral growth (if applicable).				1	
10. The school completes a minimum of 3 comprehensive reports per year on each child with a disability enrolled.				1	
11. Progress reports describe the child's progress toward meeting the IEP goals, include a record of attendance, and are written in terminology understandable to the parent.			1		
12. Progress reports are provided to the LEA and to the parent of the child.			1		
13. I am satisfied with the way the school communicates students' progress.				1	
14. The school communicates effectively with parents.			1		
15. The school communicates effectively with the LEA.			1		
16. The school involves parents in decision-making.	1				
17. The school actively plans for future transition to a less restrictive placement.				1	
18. If the school finds it necessary to change or terminate placement, they notify the LEA by convening the IEP team to: review the concerns, review/revise the IEP, discuss the placement and determine if the facility can fully implement the IEP and provide FAPE.			1		
19. The school team sets meeting times that are convenient for both parents and LEA.	1				
20. The school has met my expectations.					1
21. I have a good relationship with the school.				1	
22. I would enroll other students at the school.					1

Analysis of Responses by Private School:

There are good relationships with parents concerning day-to-day items. However, they are often adversarial toward district and often are secretive and without district involvement. Have trouble with fact that over 85 percent of students ever placed have required 1:1 support.

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 review of Parent Survey data by the NHDOE Education Consultant (chairperson of the visiting team) revealed a smaller percentage of returned surveys than the LEA surveys; for instance, Summit School and Longview School received only 11% return. Generally, parent feedback was favorable with the exception of two areas of frustration: lack of opportunities for students to interact with non-disabled peers and lack of opportunities for students to participate in school activities outside of the school day.

SUMMARY OF PARENT SURVEY DATA

Name of Private School: THE RSEC ACADEMY		
Total number of surveys sent: 41	Total # of completed surveys received: 17	Percent of response: 41%

PLEASE RESPOND TO THE STATEMENTS BELOW USING THE FOLLOWING SCALE:

3 COMPLETELY

2 PARTIALLY

1 NOT AT ALL

ACCESS TO THE GENERAL CURRICULUM:	3	2	1	No Answer
I am satisfied with my child's program and the supports that he/she receives.	12	4		1
My child has opportunities to interact with non-disabled peers on a regular basis.	9	3	4	1
I am adequately informed about my child's progress.	11	3		3
My child is informed about and encouraged to participate in school activities outside of the school day, and is offered necessary supports.	14	1	2	
My child feels safe and secure in school and welcomed by staff and students.	15	2		
A variety of information (observations, test scores, school work, parent input) was used in developing my child's IEP.	17			
I am satisfied with the progress my child is making toward his/her IEP goals.	12	4		1
FOR PARENTS OF HIGH SCHOOL STUDENTS ONLY:				
My child earns credits toward a regular high school diploma in all of his/her classes.	12	1		4
TRANSITION:				
I am satisfied with the planning and support provided for the moves my child has made from grade to grade and school to school.	13	3		1

All of the people who are important to my child's transition were part of the planning.	13	3		1
FOR PARENTS OF STUDENTS AGE 16 OR OLDER ONLY:				
I am satisfied with the written secondary transition plan that is in my child's IEP.	7	3		7
BEHAVIOR STRATEGIES AND DISCIPLINE:				
My child's classroom behaviors affect his/her ability to learn. <i>If the answer is yes, please answer the next two questions. If no, skip to OTHER.</i>	YES		NO	
	3	2	1	No Answer
I have been involved in the development of behavior interventions, strategies and supports for my child.	7	2		8
I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs.	7	2		8
OTHER:				
I fully participate in special education decisions regarding my child.	14	2	1	
I have been provided with a copy of the procedural safeguards (parental rights) at least once a year	16		1	

Analysis of Parent Survey Responses by Private School (RSEC Academy):

Access to General Curriculum:

75% of responses were in the completely category

13% of responses were in the partially category

4% of the responses are in the not at all category

7% of the responses were in the No Answer

Overall, results show that parents are satisfied with their child's access to the general curriculum

Transition

65% of responses were in the completely category

18% of responses were in the partially category

0% of the responses are in the not at all category

18% of the responses were in the No Answer

Overall, results show that parents are satisfied with the transition work. Many of our middle school parents are just beginning to experience the formal transition process which would account for the 18% of No Answers.

Behavior

41% of responses were in the completely category

12% of responses were in the partially category

0% of the responses are in the not at all category

47% of the responses were in the No Answer

Since the RSEC Academy is not a school for students with significant behavior challenges, these questions pose a challenge for 47% of our parents with 53% being satisfied with their involvement and our meeting their needs.

Areas of Focus

1. One area for The RSEC Academy to investigate is expanding our after school programming with non-disabled peers. Our sports teams interact with non-disabled peers but at this time we do not have non-sports oriented opportunities.

2. Gather more specific data from parents about survey response to clarify the partially satisfied answers.

SUMMARY OF PARENT SURVEY DATA

Name of Private School: THE SUMMIT SCHOOL		
Total number of surveys sent: 18	Total # of completed surveys received: 2	Percent of response: 11%

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

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

Analysis of Parent Survey Responses by Private School (The Summit School)

Relative Strengths:

Need for Improvement:

<u>ACCESS TO THE GENERAL CURRICULUM:</u> Parents are satisfied with program and supports Parents feel adequately informed and satisfied with progress.	Opportunities to interact more with non-disabled peers continues to be a challenge.
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Both students feel safe, secure in school, and welcomed by staff students	Multiple activities are offered in various classes and field trips
TRANSITION: Both parents are completely satisfied with the planning and support as child moves from grade to grade, the transition plan involves people who are important to transition and both are completely satisfied with the transition plan in the IEP	
BEHAVIOR STRATEGIES AND DISCIPLINE: 1 parent is completely satisfied with behavioral and social supports and feel they have been involved with the development of interventions and supports	1 parent did not answer
OTHER: Both parents agree they have participated in special education decisions and have received a copy of procedural safeguards once per year	
TARGET AREAS OF FOCUS FOR ACTION PLAN: <ol style="list-style-type: none"> 1. Improved communication with special education teams regarding the child's transition plan including appropriate activities including additional parental involvement is an area of ongoing concern. 2. Continue to strengthen dialogue with parents regarding all aspects of the Summit program including behavioral and social supports. 	

SUMMARY OF PARENT SURVEY DATA

Name of Private School: LONGVIEW SCHOOL		
Total number of surveys sent: 19	Total # of completed surveys received: 2	Percent of response: 11%

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

ACCESS TO THE GENERAL CURRICULUM:	3	2	1	No Answer
I am satisfied with my child's program and the supports that he/she receives.	2			
My child has opportunities to interact with non-disabled peers on a regular basis.	1	1		
I am adequately informed about my child's progress.	2			
My child is informed about and encouraged to participate in school activities outside of the school day, and is offered necessary supports.	1	1		
My child feels safe and secure in school and welcomed by staff and students.	2			
A variety of information (observations, test scores, school work, parent input) was used in developing my child's IEP.	2			
I am satisfied with the progress my child is making toward his/her IEP goals.	2			
FOR PARENTS OF HIGH SCHOOL STUDENTS ONLY:				
My child earns credits toward a regular high school diploma in all of his/her classes.	2			
TRANSITION:				
I am satisfied with the planning and support provided for the moves my child has made from grade to grade and school to school.	1	1		
All of the people who are important to my child's transition were part of the planning.	1	1		

FOR PARENTS OF STUDENTS AGE 16 OR OLDER ONLY:			
I am satisfied with the written secondary transition plan that is in my child's IEP.	1	1	
BEHAVIOR STRATEGIES AND DISCIPLINE:			
My child's classroom behaviors affect his/her ability to learn. <i>If the answer is yes, please answer the next two questions. If no, skip to OTHER.</i>	YES		NO
	3	2	1
			No Answer
I have been involved in the development of behavior interventions, strategies and supports for my child.	1		1
I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs.	1	1	
OTHER:			
I fully participate in special education decisions regarding my child.	1		1
I have been provided with a copy of the procedural safeguards (parental rights) at least once a year	1		1

Analysis of Parent Survey Responses by Private School (Longview School)

<u>Relative Strengths:</u>	<u>Need for Improvement:</u>
<u>ACCESS TO THE GENERAL CURRICULUM:</u> Parents are satisfied with program and supports Parents feel adequately informed and satisfied with progress Child feels safe, secure in school, welcomed by staff/students A variety of information is used in developing IEPs	Opportunities to interact more with nondisabled peers — Difficult due to the nature of the setting
<u>TRANSITION:</u> Of the 2 parents who responded to the questions, one is completely satisfied with the planning and support as child moves from grade to grade, transition plan involves people who are important to transition and is completely satisfied with the transition plan in IEP	1 parent is partially satisfied with the planning and support as child moves from grade to grade, that the transition plan involves people who are important and is partially satisfied with the transition plan in IEP
<u>BEHAVIOR STRATEGIES AND DISCIPLINE:</u> 1 parent is completely satisfied with behavioral and social supports and both have been involved in the development of interventions and supports	1 parent is partially satisfied with behavioral and social supports
<u>OTHER:</u> All parents participate in special education decisions and have received a copy of procedural safeguards	
<u>TARGET AREAS OF FOCUS FOR ACTION PLAN:</u> <ol style="list-style-type: none"> 1. Improve communication with parents regarding their child's transition plans including activities that are offered, and encouraging parental involvement. 2. Continue dialogue with parents regarding behavioral and social supports implemented within Longview's behavior plan and encourage parental involvement as appropriate. 	

SUMMARY OF PARENT SURVEY DATA

Name of Private School: SUNRISE CHILDREN'S CENTER		
Total number of surveys sent: 7	Total # of completed surveys received: 4	Percent of response: 57%

**INSTRUCTIONS FOR SCHOOL:
PLEASE FILL IN ACTUAL NUMBER OF RESPONSES (NOT PERCENT) IN EACH BOX.**

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

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

Analysis of Parent Survey Responses by Private School (Sunrise Children's Center)

Relative Strengths:

ACCESS TO THE GENERAL CURRICULUM

Opportunities to interact with non-disabled peers. Parents are informed of age appropriate activities. Parents are informed about progress. Children feel safe, secure, and welcomed. A variety of information is used in developing IEPs Parents are satisfied with progress

TRANSITION:

Transition planning involves people who are important to transition.

BEHAVIOR STRATEGIES AND DISCIPLINE:

Satisfied with behavioral supports

OTHER:

Parents fully participate in decisions. Parents receive copy of parental rights.

TARGET AREAS OF FOCUS FOR ACTION PLAN:

1. Continue to provide resources for parenting classes, counseling, and support groups for parents.
2. Continue to provide information for out-of-school and enrichment activities for preschoolers.

**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

THE SUMMIT SCHOOL

There is clear evidence that Summit School is encouraging its students to remain engaged with school, plan for their future, and address persistent behavior and social problems that have interfered with their academic progress previously. Programming is designed with specific student needs in mind, and is consistently delivered, integrating behavior management with academic instruction and practical skills. The Adventure Based Counseling (ABC) program enables students to get beyond the bounds of the classroom to develop appropriate social skills and individual talents by participating in physically demanding outdoor activities, which challenge students and faculty together. Success in those events reinforces a sense of capability which many of these students have not experienced and which, in turn, encourages them to work harder and focus better in academic activities. IEPs are designed to support Summit School students and services are delivered as indicated. However, the observations of the school routines and review of files led to significant concern about the students' access to the general

curriculum and equal education opportunity. Written curriculum was not in evidence in the classrooms, nor were the teachers sure where or what it was. No reference was made to NH Curriculum Frameworks nor were there any lesson plans in evidence. Review of IEPs revealed lack of measurable goals, lack of reporting on progress on goals, and little evidence that complete curricula based on the NH Curriculum Frameworks were available in every class.

LONGVIEW SCHOOL

Observations at the Longview School reveal an energized learning environment that is engaging students in both academic and experiential learning. There is clear evidence of applied curricula in each classroom as well as a connection between hands-on learning and academic standards. Lesson planning is clear and students are taking responsibility for their education. IEPs are developed collaboratively between the sending district and Longview teachers and are viable documents that guide the students work. Peer mentoring for new students provides a sense of belonging as well as support for students new to the Longview program. Related services are provided as needed and are an integral part of the overall program. There is room for improvement in the areas of communicating with parents regarding academic progress and expanding the use of technology and Differentiated Instruction in the academic classroom. Additionally, there is a need for expansion of community access for Longview students.

THE RSEC ACADEMY

The RSEC Academy is working hard to bring individualized instruction and assessment to its students. The use and application of a full curriculum is in evidence, as is the use of multiple methods to assess progress in the general curriculum. RSEC Academy faculty support students as needed yet encourage and reward student initiative and independence. Related services are provided in an integrated manner with academics, thereby increasing the options for access. Communication regarding academic expectations is on-going and assists students with meeting academic goals and in transitioning from grade to grade or subject to subject. Staff and students are clearly working as a unit. IEPs are a valuable tool for teachers and provide a clear guide for academic focus and progress.

SUNRISE CHILDREN'S CENTER

The IEP population at Sunrise Children's Center (SCC) has been reduced over the last couple of years due to local school districts developing their own preschool programs; however, that has not diminished Sunrise's capacity to provide strong preschool programming for its remaining students. SCC is child and family centered and provides an operating schedule and facility that is very supportive of family needs and early childhood development. A dedicated staff takes ownership of its students and delivers appropriately developmental content standards. Because SCC is an integrated preschool, opportunities for children with IEPs to interact with their non-disabled peers are frequent and a natural part of the school day. SCC utilizes the Creative Curriculum and bases its pre-academic work in this curriculum. IEPs are well-suited to each student's needs, but goal writing needs to improve with regard to measurability and noting progress on goals.

Transition

Transition Planning

Process: Provision of Free Appropriate Public Education (FAPE)

Transition Services

THE SUMMIT SCHOOL

Although “transitions” and “transition planning” are an integral part of actual Summit School work, the formal process of Transition needs to be developed further. The requirements for Transition Services and Planning of “The Rules for the Education of children with Disabilities” (NH) and the requirements of IDEA for Transition are not consistently being addressed at Summit. The following activities need to be in place for Transition planning: collaboration between special and regular education staff, measurable post-secondary goals, age-appropriate assessment, services provided in support of post-secondary goals, full course of study, etc. Neither of the two IEPs reviewed for Transition services reflected the required Transition components.

LONGVIEW SCHOOL

Based on the Case Study, Longview School is consistently meeting the Transition requirements of IDEA and “Rules for the Education of Children with Disabilities” and is experiencing success in designing Transition services that continue to engage students and keep them in school while preparing for a post-graduate plan.

THE RSEC ACADEMY

Based on the Case Study, The RSEC Academy is also meeting IDEA and NH RULES requirements for Transition planning and services. Age-appropriate Academy students have access to a variety of vocational and technical programs (through attending Voc/Tech programs at three local area high schools). Age-appropriate middle school students are being introduced to early (age 14) transition services planning. All students at The RSEC Academy are expected to develop and complete a post-high school plan.

Behavior Strategies and Discipline

ALL RSEC SCHOOLS

All four schools of RSEC have behavior and discipline management standards that are integrated into the overall school operations. The RSEC Academy uses the Positive Behavior and Intervention Supports system (PBIS); its consistent application is evident throughout the building and students demonstrate clear knowledge of its requirements. The other schools have developed similar systems that are consistently implemented. Data are taken and reviewed on a regular basis with appropriate follow up. Students report liking that there is little disruption of the learning environment. Students also report feeling more secure because they have access to the support and caring they need to help address what might otherwise become disruptive behaviors.

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

While the "general" RSEC policies and procedures documents are complete and meet full compliance, it is strongly suggested that the following specific information be included in EACH school's respective policies/procedures and/or student or faculty handbook:

ED 1114.05(b) Program Requirements

Written Admissions Policies/Criteria/Procedures to include: description of all admissions criteria; indication of the disabilities of children served by the program; age and sex of children in care; needs, problems, situations or patterns best addressed by the program; criteria for discharge; and pre-placement requirements for the child, parent, or placing agency

ED 1114.05(c) Program Requirements

Intake procedures for ALL RSEC schools should include the following statement: "Prior to enrollment, the sending LEA shall send a copy of the child's IEP that meets all the requirements of ED 1109 to each private provider of special education or other non-LEA program."

ED 1114.07(c) Behavioral Interventions

Each RSEC school currently maintains a description of its behavioral interventions. Each description shall include a written statement that the provider of special education does not employ any measure that is aversive or depriving in nature. Actual wording is contained in section ED 1114.07(c) in the NH "Rules for the Education of Children with Disabilities", June 2008.

ED 1114.08 and 09 Emergency Interventions Procedures/Use of Restrictive Behavioral Interventions

Language of ED 1114.08 and 09 regarding Restrictive Behavioral Interventions should be included in EACH SCHOOL'S Emergency Intervention Procedures.

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

At the time of the March 26, 27 2012 visit, the facility was not seeking approval for any new programs.

INTRO TO COMMENDATIONS: Based on the observations and direct conversations of the visiting team members with staff and students, the following information is offered as commendations:

COMMENDATIONS

SUNRISE CHILDREN'S CENTER

1. The facility occupied by the Sunrise Children's Center is ideally suited for the work being done and services offered within the program.
2. Staff and administration are entirely dedicated to the work of SCC and reflect real ownership and accountability for the students and the program.
3. There is consistent and timely communication between SCC and Early intervening services and the public school kindergartens.

4. SCC staff is skilled at determining the origins of student behavior and responding accordingly which usually results in diminished negative behaviors.

THE RESC ACADEMY

1. The Academy teaching staff is adept at determining methods of assessing the academic progress of their students; a necessary skill as each student reflects multiple learning styles.
2. A practice of consistent faculty collaboration results in the integration of academic content and related services. Related services, as delivered, act as a vehicle for the delivery of content to students who need that access.
3. The low student/teacher ratio provides on-going opportunities for instruction throughout the school day in a variety of settings and in a consistent manner. Faculty consistently encourages their students toward independence and self-advocacy.
4. The communication among faculty and students regarding academic and behavioral expectations results in positive student attitudes and consistent academic effort. The faithful adherence to Positive Behavioral Intervention Strategies (PBIS) contributes as well.
5. Access to a wide variety of vocational and technological programs as well as community service provides a range of options for study and preparation for post-secondary plans.

THE SUMMIT SCHOOL

1. Programming aspects designed with the unique Summit School student in mind engage students and help to maintain the connection with their education.
2. The flexibility and creativity of the staff enable faculty to build sustaining relationships with their students, often for the first time in the students' academic career.
3. Behavior management and behavioral support are embedded in The Summit School program. All students and staff know how things work and what to expect; response are consistent and constructive.

LONGVIEW SCHOOL

1. The hands-on experiential learning that occurs at the Longview School engages students and helps them commit to their education.
2. The school-wide behavior plan is consistent and supportive of positive student behaviors. In turn, the school culture reflects a positive and open relationship among faculty and students.
3. A Peer Mentoring program is available for new students at Longview. This helps to engage new students as they enter the program and acclimates them smoothly to the expectations and routine of the school.
4. A clear understanding of both the purpose and requirements of Transition Services has resulted in strong, authentic post-secondary plans for many Longview students.

RSEC as the "oversight" agency:

1. The management available through the RSEC administrative structure enables the school directors to attend to the obligations of their respective programs without being responsible for agency management issues.

2. Effective communication between the building administrators and the agency director results in adequate budget development and an informed understanding of program operations on the part of the Board of Directors.
3. The caring and commitment of the RSEC administration for the programs and personnel of RSEC is evident in the relationships observed. The "agency" knows the RSEC programs inside and out and is effective in supporting them in their important work to the Board.

Number of Cases Reviewed During RSEC March 26, 27, 2012 Compliance Visitation

Preschool	1
Elementary School	0
Middle School	1
High School, Age Below 16	2
High School, Age 16 or Above	3
Number of Noncompliance for Indicator 13	2
Total Number of Case Studies Reviewed	7

FINDINGS OF NONCOMPLIANCE IDENTIFIED AS A RESULT OF THE MARCH 26, 27 2012 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.*

SUNRISE CHILDREN'S CENTER

ED 1109.01(a)/34CFR 300.320 Elements of an IEP

District: Mont Vernon. One out of one IEP did not contain measurable goals

THE SUMMIT SCHOOL

ED 1109.01(a)/34CFR 300.320 Elements of an IEP

District: Merrimack. One out of two IEPs did not contain measurable goals

ED 1114.05(g)/34CFR300.320 Access to equal educational opportunities

Districts: Merrimack, Wilton. Two out of two IEPs did not reflect access to the general curriculum

ED 1109.01(a)/34CFR 300.320 Transition Services

Districts: Merrimack, Wilton. Two out of two IEPs were out of compliance with Indicator #13:

- Collaboration between regular and special education
- Measurable post-secondary goals (one IEP)
- Post-secondary goals based on age-appropriate assessment
- Services needed to assist student in meeting post-secondary goals
- Courses of study (one IEP)
- Evidence that the student was invited to attend the Transition meeting
- Evidence of parent consent to include an outside agency in Transition meeting (one 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.

SUNRISE CHILDREN'S CENTER

ED 1109.01(a)/34CFR 300.320 Elements of an IEP

Lack of measurable goals

THE SUMMIT SCHOOL

ED 1109.01(a)/34CFR 300.320 Elements of an IEP

Lack of measurable goals

ED 1114.06(g)(h)/34CFR 300.600(b)(1) Progress Information for Each Student

Lack of evidence of progress on IEP goals

ED 1114.05(g)/34CFR 300.320 Access to equal educational opportunities

Lack of access to general education curriculum

ED 1107.01/34CFR 300.303 Re-evaluations conducted in accordance with CFR 300.304-311

No evidence that re-evaluation was conducted within required time frames

ED 1109.01(a)/34CFR 300.320 Transition

Lack of evidence of compliance with Indicator #13

ED 1113.02(b) Vocation assessments 34CFR 300.320(c) Rights that transfer at the age of majority

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.

SUNRISE CHILDREN'S CENTER

1. Improve goal-writing skills, especially with regard to writing measurable annual IEP goals.
2. Review curriculum and developmental standards to assure common understanding and implications for connection to Common Core Standards (public schools).
3. Explore ways to increase communication between Related Services providers and parents.
4. Consider offering Professional Development opportunities in Differentiated Instruction for teaching staff and in mental health issues for pre-school children for all staff as appropriate.
5. Explore ways to improve communications in support of student needs between SCC and sending school districts.

THE RSEC ACADEMY

1. Continue to "refine" curriculum maps and align to Common Core Standards.
2. Continue to expand the application of technology into instruction, curriculum, research, etc.

THE SUMMIT SCHOOL

1. Continue formal Professional Development in writing IEPs: measurable goals, present levels of performance, objectives or benchmarks, accommodations and modifications, etc.
2. * Continue formal Professional Development in writing Transition Plans: measurable post-secondary goals, needed Transition services, use of age-appropriate assessment, etc.
3. * Work to increase the engagement of sending school districts in the development of IEPs that are compliant with ED 1109.01 and 34CFR 300.320.
4. * Engage The Summit School teaching staff in the development of a full high school curriculum required for diploma-granting schools. This work should begin by focusing on the Common Core Standards and include "power standards", assessment procedures, both formative and summative, materials, activities, and high school competencies as required by the NHDOE.
5. Work with the representatives of your sending school districts to assure that The Summit School receives copies of ALL documentation necessary to establish their students are receiving FAPE and full access to the general curriculum (parent signatures, minutes of meetings, evaluations/re-evaluations, Transition documents, etc).
6. Establish a clear process that will provide evidence (or lack of) student progress on IEP goals, including a process for revising (with the sending LEA) IEPs as necessary.

LONGVIEW SCHOOL

1. Increase/improve communication with parents regarding students' academic progress.
2. Increase access to and the use of technology for classroom instruction, lessons, research, presentations, etc.
3. Explore options for additional community access and Extended Learning Opportunities: Community Service, internships, work-study, etc.

4. Assure that the Longview School is offering all course work required of a diploma-granting school and that high school competencies are in place and aligned with the curriculum.

RSEC (Agency)

Although the schools of RSEC are separate and unique, there are common elements that need to be in place. It is suggested that the "central" administration of the RSEC take a more assertive role in the following activities:

1. Development of a common curriculum in connection with the Common Core Standards that meets all of the requirements of diploma-granting schools.
2. Development of high school Competencies that complement the curriculum and that are woven into the assessment practices of each of the high school programs.
3. Work with the Board of Directors to bring up-to-date the technology offerings at each school, appropriate for the age range and academic expectations of each school. Develop a long term technology plan to address hardware, software, professional development and integration of technology into the curriculum.
4. Engage the school directors/principals in assessing their current textbooks and other instructional materials to determine whether they need to be replaced or expanded.
5. Assist in arranging for professional development activities that will be in common for all of the schools: writing measurable goals, developing Indicator #13-compliant Transition Plans, etc.
6. Facilitate opportunities for program directors/principals to communicate with each other on a regular basis around common issues and concerns to help increase consistency among the RSEC programs.

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: Regional Services and Education Center	Date: March 26, 27 2012	Number of Cases Reviewed: 6
Programs: The RSEC Academy, The Summit School, Longview School	How many of the reviewed students are age 16+? 3	How many are noncompliant for Indicator 13? 2
Name: Kathy Skoglund	Position: Technical Assistant	Visiting
Name: Charlene Bemis	Position: Teacher - Special Education	Visiting
Name: Jane Bright	Position: LD Specialist	Visiting
Name: Cari Christian-Coates	Position: Asst. Special Ed. Director	Visiting
Name: Barbara Cohen	Position: Project Director Post Baccalaureate Teacher Certification Program	Visiting
Name: Sheila Demers	Position: Preschool Coordinator	Visiting
Name: Kenneth Duesing	Position: Asst. Director Of Student Services	Visiting
Name: Karen Gallagher	Position: Director of Special Education	Visiting
Name: Laurie Grant	Position: Preschool Program Director	Visiting
Name: Patricia Hicks	Position: Co-Head of School / Speech Pathologist/Sped Coordinator	Visiting
Name: Lori LaBranche	Position: Special Ed Coordinator	Visiting
Name: Kathleen McCarthy	Position: Preschool Special Educator	Visiting
Name: Deb Snyder	Position: Special Educator	Visiting
Name: Karen Staines	Position: Executive Director	Visiting
Name: Anne Wilkinson	Position: Sped Coordinator/Teacher	Visiting
Name: Colleen Bovi	Position: Education Consultant SERESC	Visiting

The RSEC Academy			
Name: Diane Hunter	Position: Case Manager/Literature		Building
Name: Laura Betts	Position: Transition Coordinator/Computer Teacher		Building
Name: April Cruson	Position: Speech Pathologist		Building
Name: Sara Piper	Position: Physical Science Teacher		Building
Name: Jennifer Proctor	Position: "Connections" Teacher		Building
Name: Jane Senk	Position: Math Teacher		Building
Name: Sara Lutat	Position: 8 th Grade Teacher		Building
Name: Paul Curtis	Position: Classroom Teacher		Building
Name: Dee Boyle	Position: Instructional Associate		Building
Name: Michele Sheremeta	Position: Reading Specialist		Building
Name: Lisa Werner	Position: Occupational Therapist		Building
Name: Charlene Curtis	Position: Counselor		Building
Name: Kaley Curtis	Position: Facilitator of "Girls' Group"		Building
Name: Janet Reed	Position: Principal		Building
Longview School			
Name: Jeff Hollar	Position: Math Teacher		Building
Name: Jeff Harstedt	Position: English Teacher		Building
Name: James Thorpe	Position: English Teacher		Building
Name: Brian Miskinis	Position: Tech Ed Teacher		Building
Name: Gretchen Woodman	Position: Art Teacher		Building
Name: Tom Jennings	Position: Principal		Building
Name: Nickie Lora	Position: Counselor		Building
Name: Patty Schuster	Position: Asst Principal		Building
Name:	Position:		Building
Name:	Position:		Building

<u>The Summit School</u>		
Name: Jan Goolbis	Position: Director/Counselor	Building
Name: Matthew Garthwait	Position: Counselor	Building
Name: Julie Colby	Position: Math/Computer Teacher	Building
Name: Julie Brown	Position: Social Studies/Science Teacher	Building
Name: Loni Rowe	Position: English Teacher	Building
Name: Denis Laiberte	Position: Vocational Education Teacher	Building
Name: Andy Hannah	Position: Asst Director/Counselor	Building
Name: Kerri Morrison	Counseling Intern	Building

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

SUMMARY OF BUILDING LEVEL DATA

ACCESS TO THE GENERAL CURRICULUM STATEMENTS

	Filled in with the combined number of times a statement is marked on all Data Collection Forms for this school or building	
	YES	NO
Ed. 1109.01 Elements of an IEP CFR 300.320 Content of IEP	5	1
Ed. 1109.05 Implementation of IEP 20 U.S.C. 1414 (d)	4	2
Ed. 1116.07 Ed. 1119.01(f) Provision of Non-Academic Services/Settings	5	1
CFR 300.320(a) CFR 300.34 Ed. 1113.08 Full Access to District's Curricula	4	2
Ed. 1113.13 Diplomas	4	2
Ed. 1107.04 (d) Qualified Examiner	4	2
Ed. 1109.01 CFR 300.320 Program Requirements, Content of IEP	1	4
Ed. 1119 Protections Afforded to Children with Disabilities	4	2
CFR 300.320(a)(1)(i) . . . general curriculum (i.e., the same curriculum as for nondisabled children)"	4	2
CFR 300.320(a)(4)(iii) "To be educated and participate with other children with disabilities and non disabled children"	1	4
A1.) Team uses multiple measures to design, implement and monitor the student's program.	5	1
A2.) All IEP goals are written in measurable terms.	4	2
A3.) Student's IEP has at least one functional goal.	5	1
A4.) Student has made progress over the past three years in IEP goals. Goal 1	4	2
A5.) Student has made progress over the past three years in IEP goals. Goal 2	4	2
A6.) Student has access to the general curriculum (as outlined by the district, sending district or NH frameworks.)	4	2
A7.) Student participates in the general curriculum in a regular education setting with non-disabled peers, as appropriate, with necessary supports.	4	2
A8.) When participating in a regular education setting with non-disabled peers with necessary supports, student has made progress in the general curriculum.	4	2
A9.) Student participates appropriately in state, district and school-wide assessments.	5	1
A10.) Student shows progress in state, district and school-wide assessments.	4	2
A11.) Student has opportunities to participate in general extracurricular and other non-academic activities with necessary supports.	6	
A12.) Student does participate in general extracurricular and other non-academic activities with necessary supports.	6	
A13.) Was the student's most recent individual evaluation (initial or reevaluation), including a written summary report and meeting, held within 45 days of parental permission to test? If not, was it due to: (check all that apply)	4	2
a.) Extension in Place	f.) Other	
b.) Lack of Qualified Personnel ___Psychologist ___Educator ___Related Services ___Other	d.) Summary Report Not Written in Time	e.) Meeting Not Held in Time
For High School Students:		
A14.) Student is earning credits toward a regular high school diploma.	5	
A15.) IF YES: within 4 years?	4	1
A16.) Student will earn an IEP diploma or a certificate of competency.	5	
A17.) IF YES: within 4 years?		
A18.) Does this school have a clear policy for earning a high school diploma?	5	

Access Suggestions for Improvement

- 1.* Although there was some evidence of well-constructed IEPs, more work needs to be done to improve IEP development the following areas:
 - Measurable goals
 - Measurable post-secondary goals
 - Present level of performance
 - Meeting requirements of NHDOE Indicator # 13 (as applicable)
2. Increased oversight by RSEC administration would assure consistency in developing ED 1109.01-compliant IEPs as well as providing peer mentoring in this practice.
3. Work in curriculum development, in particular aligning with Common Core Standards, needs to continue and result in a common, agreed upon, and consistently implemented curriculum.
4. Technology was evident in limited use throughout the RSEC schools. Students would likely benefit from an RSEC-wide, long term Technology Plan that would address budget planning, instructional applications, and timely replacement of older equipment.
5. It is suggested that RSEC administration and staff explore ways to increase parent communication focusing on student progress and IEP development.

Access Strengths

1. Multiple student needs are addressed by individualized programming and direct instructional support.
2. All staff are committed to their respective students and programs; staff go the extra mile to support and engage their students.
3. Small class sizes allow students to feel safe and therefore willing to engage in learning in ways they previously did not.
4. Integrated curriculum projects provide strong foundational learning as well as scaffolding for future learning.
5. Hands-on learning is employed throughout the RSEC schools.
6. Student achievement, either academic or social/emotional, is recognized and celebrated by RSEC staff.

TRANSITION STATEMENTS		Filled in with the combined number of times a statement is marked on all Data Collection Forms for this school or building	
		YES	NO
<p>Ed. 1102 Transition Services CFR 300.43 Ed. 1106 Process: Provision of FAPE CFR 300.124 Part C Transition Ed. 1109.01 Elements of an IEP (Transition Services) CFR 300.320(a)(7)(b) 20 U.S.C. 1402 (34) 20 U.S.C. 1414 (d)(1)(A) and (d)(6) Ed. 1103 IEP Team CFR 300.320(b) This includes movement from (a) Early Supports and Services (ESS) to preschool, (b) preschool to elementary school, or (c) age 16 or older, as well as from grade to grade and school to school.</p>		5	1
T1.) Transition planning from grade to grade takes place.		6	
T2.) Transition planning from school to school takes place.		4	2
T3.) Collaboration has occurred between general and special education staff in IEP development and in transition planning.		1	
T4.) For a student who will turn age 14 during the IEP service period (or younger if determined appropriate be the IEP team,) does the IEP include a statement of the transition service needs that focuses on the student's course of study, such as participation in advanced-placement courses or a vocational education program? Ed 1109.01 (10)			
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)			
T5.) Is there an appropriate measurable postsecondary goal or goals that covers education OR training AND employment, and, as needed, independent living?		1	2
<p>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.</p>			
T6.) Is (are) the postsecondary goal(s) updated annually?		1	2
<p>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</p>			
T7.) Is there evidence that the measurable postsecondary goal(s) were based on age appropriate transition assessment?		1	2
<p>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</p>			
T8.) Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goal(s)?		1	2
<p>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</p>			

	YES	NO	N/A
T9.) Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goal(s)?	2		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			
T10.) Is (are) there annual IEP goal(s) related to the student's transition services needs?	2		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			
T11.) Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed? 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	2	
Only the following statement may be answered N/A if appropriate. All statements above must be answered Yes or No.			
T12.) 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? 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	2	1	
T13.) Does the IEP meet the requirements of Indicator 13? (Check one) Yes (all Ys or NAs for each item (1 -- 8) on the Checklist or No (one or more Ns checked)	1	2	
T14.) Student is informed prior to age 17 of his/her rights under IDEA	3		

Transition Strengths

1. There was clear evidence of RSEC faculty working hard to integrate new students in to their new placements and to help them feel welcome and supported.
2. RSEC students are fortunate in that several options for vocational/technology programming are available for them. Serious thought and deliberate planning goes into making those placement decisions.

Transition Suggestions for Improvement

- 1.* Although there was some evidence of good Transition planning, professional development needs to occur so that all staff responsible for writing Transition Plans are developing them in a way that is supportive of students preparing to leave high school.
2. RSEC schools that are serving high school students are encouraged to begin career mapping in a timely manner for all students and to assist students in developing post-graduation plans.
3. For those students who would benefit from such a practice, RSEC staff is urged to explore additional community resources for career planning.

SUMMARY OF BUILDING LEVEL DATA

<p>BEHAVIOR STRATEGIES AND DISCIPLINE</p> <p>Ed. 1109 Program Ed. 1124 Disciplinary Procedures 20 U.S.C. 1415 (k) Child Management – Private Schools RSA 169-C Child Protection Act CFR 300.324 CFR 300.530-300.536</p>	<p>Filled in with the combined number of times a statement is marked on all Data Collection Forms for this school or building</p>		<p>N/A</p>
	<p>YES</p>	<p>NO</p>	
B1.) Data are used to determine impact of student behavior on his/her learning.	6		
B2.) Has this student ever been suspended from school?	5	1	
B3.) If yes, for how many days?			
B4.) If appropriate, a functional behavior assessment has been conducted.	1		5
B5.) IEP team has addressed behaviors that are impacting student learning.	6		
B6.) A behavior intervention plan has been written to address behaviors.	6		
B7.) All individuals working with the student have been involved in developing behavior intervention strategies.	6		
B8.) Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.	4	1	1
B9.) Results of behavior intervention strategies are evaluated and monitored.	6		
B10.) A school-wide behavior intervention model exists.	6		
<p>Behavior Strategy Strengths</p> <p>1. All of the RSEC programs employ consistent school-wide behavior plans that contribute to a positive culture and strong student-staff relationships.</p> <p>2. Peer mentoring for new students assists those students in making a smooth transition to a new program.</p> <p>3. Constant encouragement and many opportunities are provided to students to think and act responsibly and independently.</p> <p>4. Teachers do see students as “problems”, but approach negative situations as problems that can be solved.</p>		<p>Behavior Strategy Suggestions for Improvement</p> <p>1. As there are some students with mental health issues placed at RSEC schools, professional development in addressing and understanding such issues would be helpful to students and staff alike.</p> <p>2.* Counseling and behavioral goals must have present levels of performance (PLOP) that correlate with the goal.</p>	

USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT

PRESCHOOL BUILDING LEVEL CASE STUDY DATA SUMMARY

NEW HAMPSHIRE DEPARTMENT OF EDUCATION
SPECIAL EDUCATION PROGRAM APPROVAL AND IMPROVEMENT PROCESS

COMPLETE THIS ENTIRE FORM ONLY IF THERE IS MORE THAN ONE PRESCHOOL CASE STUDY.
IF THERE IS ONLY ONE PRESCHOOL CASE STUDY, PLEASE COMPLETE ONLY PAGES 1 AND 6,
THEN ATTACH THIS FORM TO THE PRESCHOOL CASE STUDY DATA COLLECTION FORM.

School: Sunrise Children's Center (SCC)

Date: 3/27/12

Recorder/Summarizer: Colleen Bovi

Number of Cases Reviewed: 1

CLEARLY PRINT NAMES OF ALL COLLABORATIVE TEAM MEMBERS

Name: Colleen Bovi	Position: Tech. Asst/SERESC	Visiting
Name: Charlene Bemis	Position: Special Educator	Visiting
Name: Michelle Arbour	Position: Speech/Language Pathologist	Building Level
Name: Judy Koch	Position: Exec Director/RSEC	Building Level
Name: Sheila Demers	Position: Preschool Coordinator	Visiting
Name: Laurie Grant	Position: Preschool Coordinator	Visiting
Name: Nancy Gagnon	Position: Director, SCC	Building Level
Name: Patricia Maillet	Position: Classroom Teacher	Building Level
Name Amy Rowe	Position: LEA Rep	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/private facility in the areas of: **Access to the General Curriculum, Transition and Behavior Strategies and Discipline.**

SUMMARIZE YOUR BUILDING LEVEL DATA

<p align="center">ACCESS TO THE GENERAL CURRICULUM STATEMENTS</p> <p>Ed. 1109.01 Elements of an IEP CFR 300.320 Content of IEP Ed. 1109.05 Implementation of IEP 20 U.S.C. 1414 (d) Ed. 1115.07 Ed. 1119.01(f) Provision of Non-Academic Services/Settings CFR 300.320(a) CFR 300.34 Ed. 1113.08 Full Access to District's Curricula Ed. 1107.04 (d) Qualified Examiner Ed. 1109.01 CFR 300.320 Program Requirements Ed. 1119 Protections Afforded to Children with Disabilities CFR 300.320(a)(1)(III) . . . for preschool children, as appropriate, how the disability affects the child's participation in appropriate activities;)" CFR 300.320(a)(4)(III) "To be educated and participate with other children with disabilities and non disabled children"</p>		<p align="center">Fill in the combined number of times a statement is marked on all Data Collection Forms for this school or building</p>		
		YES	NO	N/A
A1.) Is there a written general education curriculum in place for preschoolers?	1			
A2.) Does the curriculum incorporate social/emotional skills?	1			
A3.) Has this student made progress in social/emotional skills?	1			
A4.) Does the curriculum incorporate early language/communication skills?	1			
A5.) Has this student made progress in early language/communication skills?	1			
A6.) Does the curriculum incorporate pre-reading skills?	1			
A7.) Has this student made progress in pre-reading skills?	1			
A8.) Does this student have access to appropriate preschool activities?	1			
A9.) Does this student have opportunities to interact with non-disabled peers to the maximum extent appropriate on a regular basis, as part of the educational program?	1			
A10.) Did this student participate in an assessment as part of the Preschool Special Education Outcomes Measurement System?				
A11.) Was this student's most recent individual evaluation (initial or reevaluation), including a written summary report and meeting, held within 45 days of parental permission to test? If not, was it due to (check all that apply):				
a. Extension in Place			f. Other	
b. Lack of Qualified Personnel: Psychologist Educator Other				
c. Evaluation Not Completed in Time				
d. Summary Report Not Written in Time			e. Meeting Not Held in Time	
A12.) Did the IEP team meet to create the IEP within 30 calendar days of eligibility?	1			
A13.) Was an IEP fully developed and signed by the student's third birthday?	1			
A14.) Are this student's IEP goals written in measurable terms?		1		
A15.) Does this student's IEP have at least one functional goal?	1			

Access Strengths	Access Suggestions for Improvement
<ol style="list-style-type: none"> 1. Flexibility in the schedule for service delivery 2. Child and family centered 3. SCC provides early childhood programs with developmentally appropriate activities 4. SCC programs extend through 51 weeks/year, providing access to programming through extended day and extended year services as required by IEPs 5. SCC facility offers adequate and age-appropriate space and facilities 6. Generous parents have provided a handicapped-accessible playground 7. Staff and administration are dedicated and show ownership for the program and students 	<ol style="list-style-type: none"> 1.* Provide professional development in goal writing (measurable goals) for IEPs is recommended for SCC staff 2. Staff review of curriculum and developmental content standards in alignment with Common Core standards is recommended 3. Investigate the "Ages and Stages Questionnaire" for screening children at risk 4. Investigate ways for part-time related services staff to increase parent communication regarding home strategies for carryover of skills 5. Provide professional development in Differentiated Instruction to support all learners

SUMMARIZE YOUR BUILDING LEVEL DATA

<p align="center">TRANSITION STATEMENTS</p> <p><u>Ed. 1106 Process: Provision of FAPE CFR 300.124 Part C Transition</u> <u>Ed. 1109.01 Elements of an IEP (Transition Services)</u> <u>Ed. 1103 IEP Team CFR 300.320(b)</u> <u>CFR 300.322 (b) Parent Participation</u> This includes movement from (a) Early Supports and Services (ESS) to preschool, and b) pre-school to elementary school.</p>		Fill in the combined number of times a statement is marked on all Data Collection Forms for this school or building		
		YES	NO	N/A
T1.) Transition planning from ESS to preschool takes place.			1	
T2.) Transition planning from preschool to kindergarten or 1 st grade takes place.			1	
T3.) District staff participated in a transition planning conference arranged by ESS and this transition planning conference occurred at least 90 days before the student's third birthday. If not, was it due to: (check all that apply)			1	
a. Meeting Not Held In Time	b. Staff Didn't Understand The Process	c. Communication Breakdown Between School And Early Supports And Services Agency		d. Student Moved Into The District After This Time Period
e. Student Not Referred Prior To 90 Days	f. Parent / School Communication Breakdown	e. Other		
T4.) Team around transition includes parents.			1	
T5.) Team around transition includes appropriate agencies.			1	
T6.) Services agreed on in the IEP began by the time specified in the IEP.			1	
T7.) Early Supports and Services provided the school or district with initial information prior to 90 days.			1	
T8.) Early Supports and Services evaluation information was shared with the school or district.			1	

Strengths

1. Good communication with Early Intervening Services as well as on transitions to Kindergarten/public school
2. Good collaboration among and within the SCC team year to year; aids in student transitions
3. Transitions from Early Intervening Services to SCC to public school creates a full continuum of services

Suggestions for Improvement

1. Investigate ways to partner with member/neighborhood districts to support parents and families of preschool special needs children
2. Explore ways to communicate regarding placement/services in the best interest of preschool children

SUMMARIZE YOUR BUILDING LEVEL DATA

BEHAVIOR STRATEGIES AND DISCIPLINE		Fill in the combined number of times a statement is marked on all Data Collection Forms for this school or building		
		YES	NO	N/A
<p>Ed. 1109 Program Ed. 1124 Disciplinary Procedures Ed. 1133.07 (a) (b) (c) (d) (e) 20 U.S.C. 1415 (K) Child Management – Private Schools CFR 300.324 CFR 300.530-300.536 CFR 300.530-300.536 RSA 169-C Child Protection Act</p>				
B1.) Data are used to determine impact of student behavior on his/her learning.				1
B2.) A functional behavior assessment has been conducted.				1
B3.) IEP team has addressed behaviors that are impacting student learning.				1
B4.) A behavior intervention plan has been written to address behaviors.				1
B5.) All individuals working with the student have been involved in developing behavior intervention strategies.				1
B6.) Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.				1
B7.) Results of behavior intervention strategies are evaluated and monitored.				1
Strengths		Suggestions for Improvement		
<p>1. Sending districts provide support to SCC staff and students via behaviorist's availability</p> <p>2. Behavior is supported in many ways including visual supports/reminders in each classroom</p> <p>3. Behaviors are treated at the level of origin rather than in a superficial manner</p>		<p>1. Professional development concerning mental health issues in preschool children would be helpful to SCC staff</p>		