

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

**REGIONAL SERVICES & EDUCATION CENTER, INC
LONGVIEW SCHOOL
SUMMARY REPORT**

**Judy M. Koch, Executive Director
Thomas Jennings, Director**

Chairperson, Visiting Team:
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Education Consultant

Site Visit Conducted on March 17, 18, 2015
Date of Report: June 10, 2015
Date of Revised Report: June 30, 2015

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I. TEAM MEMBERS

Visiting Team Members:

NAME	PROFESSIONAL ROLE
Chairperson: Kathryn Skoglund	Education Consultant
Jane Bright	Special Education Teacher
Ed Hendry	Education Consultant
Helene Anzalone	Education Consultant, NHDOE

Building Level Team Members from Longview School:

NAME	PROFESSIONAL ROLE
Tom Jennings	Director
Nicole Skitch	School Counselor
Jeff Hollar	Teacher
Brian Miskinis	Teacher
Christine Brown	Teacher
Cory Molomo	Teacher

II. INTRODUCTION

The Longview School in Deerfield, NH, operates under the auspices of the Regional Services and Education Center (RSEC) and is approved for up to 29 students with the following educational disabilities: Emotional Disturbance, Specific Learning Disabilities, and Other Health Impairments. Longview is a secondary school (grades 9-12) and provides a school year and a summer program.

Philosophy of Longview School

The Longview School is a state approved, diploma granting, Alternative Special Education Program. The philosophy of Longview School is based on the belief that by reinvesting students into the educational process and by rekindling their curiosity, they become life-long learners. Longview School strives to raise the level of all students' emotional, academic, and physical well-being. The school serves students ages fourteen through twenty-one with learning, emotional and behavioral educational disabilities who have not been successful in their current educational setting.

The 154 acre campus that borders Pawtuckaway State park provides the wilderness setting where many of the learning adventures will take place. The school incorporates adventure, arts, and self-discovery while utilizing the unique opportunities the campus affords for learning. Following the NH Frameworks, a curriculum of basic skills, with an emphasis on creating, producing, and presenting projects will be applied. This requires students to work towards becoming self-directed, independent learners.

In an effort to educate and promote the growth of the whole person, Longview School will offer opportunities for developing self-respect, personal awareness, and self-esteem through group feedback, reflection, and values education. Important characteristics for the successful Longview student are the ability to put forth best effort and quality work, an industrious and inquisitive mind, and the capacity to work within a community of learners with tolerance, respect, and openness. The ability to thrive within a non-traditional, goal oriented, hands-on curriculum, and the strength to take part in the therapeutic program will require reflection, ownership, and communication.

Behavioral issues will be minimized as students feel more in control of their education, understand the relevance of learning, and are invested in their future. The habit of giving best effort is a learned behavior. Once students begin producing quality work with projects that are meaningful, the skill becomes transferable to other academic areas. With direction, reflection, and support students begin to take pride in what they produce which will translate into success.

Students will understand prior to acceptance that Longview School is committed to providing the premier learning environment (campus, staff, and program) and therefore demands each student's best effort in this partnership. Students are required to be part of a crew and not as a passenger, and in doing so take responsibility for their learning by the choices they make. The program is designed to work with the disenfranchised student who has great untapped ability.

The long term goal is that each student will not only explore the educational opportunities available to them, but take part in a myriad of activities that will demand each individual to appraise and explore their own values and ultimately become productive members of our community.

SCHOOL DEMOGRAPHICS	2013-2014	2014-2015
Total Student Enrollment <u>as of October 1</u>	18	17
Special Education Student Enrollment as of October 1	18	17
Do you accept out-of-state students? If so, list number from each state in 2014-15	Yes 0	Yes 0
Number and Names of Sending New Hampshire LEAs (as of October 1, 2014)	SAU 15 Auburn SAU 8 Concord SAU 53 Deerfield SAU 10 Derry SAU 14 Epping SAU 16 Exeter SAU 83 Fremont SAU 15 Hooksett SAU 26 Merrimack SAU 44 Nottingham SAU 51 Pittsfield SAU 55 Timberlane	SAU 15 Auburn SAU 8 Concord SAU 53 Deerfield SAU 10 Derry SAU 14 Epping SAU 16 Exeter SAU 83 Fremont SAU 15 Hooksett SAU 26 Merrimack SAU 44 Nottingham SAU 51 Pittsfield SAU 55 Timberlane
# of Identified Students Suspended One or More Times		
Average Length of Stay for Students	103 (Full Year)	40.3 (1 st Qtr/44 days)
STAFF DEMOGRAPHICS		
Student/Teacher Ratio (as of October 1, 2014)	3:1	3:1
# of Certified Administrators	1	1
# of Certified Teachers	3	3
# of Current Teachers with Certification through Alt 4	2	2
# of Related Service Providers	0	0
# of Paraprofessionals	0	0
# of Professional Days Made Available to Staff	10+	10+

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

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

The New Hampshire Department of Education (NHDOE) conducted a Special Education Program Approval Visit to Longview School on March 17 and 18, 2015 for the purpose of reviewing the present status of programs and services made available to children and youth with educational disabilities. Program Approval Visits are conducted using a Case Study Model that is a focused review. This focused review permits the NHDOE to leverage its impact for change and improvement within private special education schools statewide, by focusing the attention of all educators on the following three areas of critical importance in the provision of FAPE for students with disabilities.

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

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

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

- All application materials submitted
- Status of corrective actions since the last NHDOE Special Education Program Approval Visit
- Personnel credentials for special education staff (verified by NHDOE)
- Program descriptions
- All data collected during the visit

The New Hampshire Department of Education provided a visiting team of professional educators to work collaboratively with staff in each of the schools in conducting the Case Study Compliance Review and the varied data collection activities. Throughout the entire review process, the visiting team worked in collaboration with the staff of Longview School. Their professionalism, active involvement in the process and cooperation were greatly appreciated and well recognized.

Evidence of the work conducted and results related to student outcomes were gathered throughout the process, guided by the materials and templates provided by the NHDOE, Bureau of Special Education. Examples of evidence included student individual education programs (IEPs), progress reports, samples of student work, grades, extracurricular involvement, permanent records, curriculum, etc. Input was gathered from key constituents, including interviews with professional staff, parents, administrators, and in some cases the students. In addition, classroom observations were conducted for each of the case studies being reviewed. The collective data were summarized by the visiting and building level teams. The summaries, included in the following pages, outline identified areas of strength and areas needing improvement for each school reviewed.

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

Based on review of the May 30, 2012 NHDOE Special Education Program Approval Report, (Note CA plan and previous findings as Met or Not Met) the following patterns were identified as needing improvement:

Findings of Noncompliance	Status as of 1-yr CA Follow Up Visit	Status as of March 17, 18, 2015
No findings of non-compliance during the 2012 special education approval visit	N/A	N/A

V. March 17, 18, 2015 CASE STUDY COMPLIANCE REVIEW RESULTS

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

Two students, one from Merrimack and the other from Epping NH school districts, were selected for the Longview Case Studies. Both students were male, one age 17, one age 18. Both boys are identified with Emotional Disturbance; in addition one student is identified as Other Health Impaired for Attention Deficit Disorder. One student has attended Longview since 2012, the other since 2014. The supports and services available through Longview have helped both of these students improve their attendance, their behavior and their commitment to academics. Data provided by Longview staff confirmed these outcomes.

LEA SURVEYS

The Director of the Longview School and his staff have reviewed the LEA surveys which is detailed after the survey summary.

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, Longview School distributed the LEA Survey to the contact people in all LEAs that have students currently enrolled in the school. They received a 66% response from the LEAs.

SUMMARY REPORT OF SENDING LEAs

Name of Private School: Longview School		
Total number of surveys sent: 12	Total # of completed surveys received: 8	Percent of response: 66%

Number of students placed by: LEA: 12	Court: 0	Parent: 0
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SCALE 4 STRONGLY AGREE 3 AGREE 2 DISAGREE 1 STRONGLY DISAGREE

	4	3	2	1	No Answer
1. The private school has a curriculum fully aligned to NH Curriculum Frameworks/Common Core State Standards.	2	6			
2. I am satisfied the student has made progress in the educational curriculum at the above school.	3	5			
3. There is evidence of effective instruction aligned with fidelity to the curriculum.	2	6			
4. The school consistently follows special education rules and regulations.	3	4			1
5. The school has developed and implemented effective policies and procedures for management of student behavior including the use of aversives.	4	4			
6. The school has an effective behavioral management program.	4	4			
7. I am satisfied with the special education, related and other supplementary aids and services provided by the school.	4	4			
8. The school implements all parts of students' IEPs including accommodations and modifications in both instruction and assessment.	4	4			
9. The school effectively uses data to measure academic growth and to inform instruction.	3	5			
10. The school uses data to measure behavioral growth and to inform instruction.	4	4			
11. A mid-year review and annual evaluation of the child's progress relative to the IEP are conducted.	1	6	1		
12. The school has a comprehensive progress monitoring system that is communicated and provided to LEA and parents at least as often as the sending district (minimum 3 times per year).	3	4	1		
13. The progress monitoring reports describe the child's progress toward meeting the IEP goals, include a record of attendance, and are written in terminology understandable to the parent.	4	4			
14. I am satisfied with the way the school communicates students' progress to the parents and the LEA.	4	4			
15. The school actively plans for future transition to a less restrictive environment.	4	3	1		
16. The school implements all aspects of the transition services needs for students turning 14 during the IEP service period and Transition Services as outlined in Indicator 13 (16 years).	3	5			
17. If the school finds it necessary to change or terminate placement, they notify the LEA by convening the IEP team to: review the concerns, review/revise the IEP, discuss the placement and determine if the facility can fully implement the IEP and provide FAPE.	3	5			
18. The school team sets meeting times that are convenient for both parents and the LEA.	4	4			
19. I would enroll other students at the school.	4	4			

Analysis of Response by Longview School:

I am pleased that 2/3 of the surveys sent out came back and were generally positive. I read these results as we are doing a good job on a wide variety of topics with a few exceptions. It appears that we need to do a better job on both our midyear IEP review and triennial progress notes. I also see that our transition planning is in need of improvement. We see this as an opportunity to reflect on our performance and look at a strategy to make a very good program better. I look at the categories of strongly agree and agree as being relatively equal but for the few exceptions as noted. I am encouraged that none of our sending districts strongly disagrees with our ability to provide a quality program. I see this response as a vote of confidence in our program and a reflection on the strong relationship we have with our sending districts.

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.

The Director of the Longview School and the staff have reviewed the Parent surveys with the following interpretation which is summarized following the survey.

SUMMARY OF PARENT SURVEY DATA

Name of Private School: Longview School		
Total number of surveys sent: 17	Total # of completed surveys received: 9	Percent of response: 53%

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

ACCESS TO THE GENERAL CURRICULUM:	3	2	1	No Answer
1. I am satisfied that my child has access to the general education curriculum (Academic IEP goals and school curriculum aligned with Common Core State Standards /NH Curriculum Frameworks).	4	5		
2. My child has opportunities to interact with non-disabled peers on a regular basis unless the IEP team has determined that the interaction is not appropriate/reasonable.	7	1		1
3. I am informed on a regular basis and with clear evidence of my child's progress in the general education curriculum.	6	3		
4. I understand that a variety of information (observations, test scores, results of evaluations, school work samples, behavioral data, etc) was considered in developing my child's IEP for this placement.	7	2		
5. I am satisfied that there is a direct connection between my child's needs and the components of his/her IEP and the supports and services ("reasonably calculated to provide educational benefit").	6	3		
6. I am satisfied that the sending school district has fully considered the Least Restrictive Environment in recommending this placement for my child (to the maximum extent appropriate, my child is educated with non-disabled peers).	6	3		
7. I know whom to contact if I have questions about my child's placement or progress in this program.	9			
8. I am satisfied that the staff of this placement worked collaboratively with my school district in developing my child's current IEP.	7	2		
9. I have been involved in the development of my child's IEP.	8	1		

10. I am satisfied that my child is making progress toward his/her IEP goals.	6	3		
FOR PARENTS OF HIGH SCHOOL STUDENTS ONLY:				
11. My child earns credits toward a regular high school diploma in all of his/her classes.	9			
12. My student will graduate with a high school diploma	9			
TRANSITION:				
13. I am satisfied with the planning and support provided for my child as he/she moves from grade to grade, school to school, public school to private school.	6	2		1
14. All of the people who are important to my child's transition were part of the planning (grade appropriate).	5	3		
15. All of the people/agencies who are required to be part of transition planning for my child were part of the transition process.	6	2		
16. FOR PARENTS OF STUDENTS AGE 16 OR OLDER ONLY: I am satisfied that my child's IEP meets all the requirements of Secondary Transition: measureable post-secondary goals, necessary supports and services, age-appropriate transition assessments, specific invitation to the Transition meeting, etc. (DOE Indicator #13)	3	3		3
17. I am satisfied that the post-secondary Transition Goals for my child are reviewed on a regular basis, have the necessary supports and services to be accomplished, are connected to annual IEP goals, and can lead my child to productive participation/activities post-graduation or post-21 years as appropriate.	4	1		4
BEHAVIOR STRATEGIES AND DISCIPLINE:				
18. My child's classroom behaviors affect his/her ability to learn. <i>If the answer is yes, please answer the next two questions. If no, skip to OTHER.</i>	YES		NO	
	3	2	1	No Answer
19. I have been involved in the development of behavior interventions, strategies and supports for my child.	8			1
20. I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs.	7	1		1
OTHER:				
21. I fully participate in special education decisions regarding my child.	8			1
22. I have been provided with a copy of the procedural safeguards (parental rights) at least once a year.	8			1
<u>Analysis of Parent Survey Responses by Longview School:</u>				
<p>1. Areas of relative strength: <u>Access to General Curriculum:</u> All of the respondents completely or partially agreed to the questions under access to the general curriculum. I was pleased with the fact that all parents knew who to call if they had any questions regarding their son/daughter, their involvement in the student's IEP, and that they were earning credit towards a high school diploma. <u>Transition:</u> Most of the parents are involved in transition planning and work with us closely. <u>Behavior Management:</u> I am very happy that practically all of the parents are involved and satisfied with the implementation of their student's behavioral program.</p>				
<p>2. Areas in need of improvement: Although there were no negative responses, I am somewhat concerned about the number of no answers. I interpret this as some of the respondents may be younger and the difficulty many of our students have in formulating goals and a future plan. I believe we need to continue with our career cruising and pre-vocational work maturity skill trainings, setting of goals, and review more often.</p>				
<p>3. Targeted focus areas: As I just stated, I would like to try to get kids to focus on the future more. I think I would try to do more projective imagery in counseling to have students envision the future and the steps needed to reach those goals. I have not had much success getting students to look at post-graduation as it's too scary, and they tend to live in the moment. Perhaps I could have some successful alumni return and share with students the importance of goal setting.</p>				

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

Access to the General Curriculum

Implementation of Individualized Education Programs (IEPs)

Provision of Non-Academic Services

Full Access to the District's Curriculum

Equal Education Opportunity

The staff and administration of the Longview School continue to be committed to engaging students in quality curriculum and instruction while addressing issues of attendance, behavior, and social-emotional issues in order to improve the students' access to the curriculum. The curriculum reviewed by the visiting team was aligned with the Common Core and met NH Minimum Standards for high school curriculum. Experiential learning is a strong focus at Longview and is one of the avenues by which Longview engages their students in academic participation. Experiential learning takes the content standards from curriculum and applies them to real life activities, for example: planning for, designing and constructing a bridge over a brook in the woods requires application of mathematical, scientific, and engineering skills. Lesson planning was evident during the classroom observations along with lesson plans, student learning objectives, and clearly stated lesson goals. The students who were interviewed during the Case Study visit were articulate about what they were learning and the application reading skills across the curriculum. Educational consultants are consulted on a regular basis and have a real hand in developing lesson plans and creating assessments, although documentation of those consults needs to be more consistent. Assessment data are gathered regularly and are used to inform further instruction and to differentiate instruction as needed. The fact that all of the content area teachers at Longview are certified in their curriculum content areas supports the high quality level of instruction and curriculum development. IEPs are developed collaboratively between Longview and the sending school district and modified collaboratively as needed.

Transition

Transition Planning

Process: Provision of Free Appropriate Public Education (FAPE)

Transition Services

The Longview School continues to address student needs through its Transition Planning process. Not only is close attention paid to the development of appropriate and compliant Transition Plans, appropriate transition assessments are utilized and post-secondary goals are developed through a cooperative process that takes into consideration the skills and needs of each student. Further, the availability of experiential learning opportunities, credit recovery (on-line courses, independent study, courses available at the sending school district high school), Adventure Based Counseling, and culinary training support Longview students as they progress through their Transition Plan is evident. In addition, the collective efforts of the Longview staff in managing and modifying behaviors helps the students understand where and when certain behaviors are inappropriate, thereby increasing the chances of successfully completing a post-secondary plan and attaining their post-secondary goals. Some students are able to take advantage of a "shared placement" between Longview and Seacoast

School of Technology, reinforcing skills initiated at Longview and honed at the secondary placement. Of particular note is the Transition Group that meets for 20 minutes each morning. This group meets by grade level to explore topics such as interview and communication skills, career searching, independent living options, personal budgeting, job applications, and how to access academic support services in college.

Behavior Strategies and Discipline

Behavioral management and education of students about what behaviors are acceptable under what conditions is a strong focus of the Longview School. Positive Behavioral Intervention Strategies (PBIS) program provides the basis of behavior management and discipline and has created a positive school culture where students feel safe, can grow and learn to manage their own behaviors appropriately. A school-wide Behavior Incentive Program was created during the last school year which provides each student behavioral feedback class by class: being on task; being on time; being respectful of self, others and property; following directions; using appropriate language; etc. The feedback is translated into a class behavior grade and, along with Adventure Based Counseling (ABC) reports, gives each student an overall behavior average that is reported to students every Monday. Improvement in the levels of a behavior average earns students privileges throughout the building. If necessary, students are given a voluntary time out and asked to process their infractions with a counselor. The goal of this process is to address the behavior, the possible motivation for that behavior, develop increased self-awareness and return to class. A large amount of behavioral data is gathered and analyzed in daily staff meetings to monitor student growth: SWIS, ABC, Behavior Incentive Program, academic grades, class behavior grades. Parents are called in for a consultation as necessary for behavioral concerns, as is the sending school district. Neither seclusion nor physical restraint is used at the Longview School.

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 Longview School to not be in compliance with all applicable New Hampshire Rules and the Education of Students with Disabilities and requirements for Non-Public Approval.

See systemic finding of noncompliance below.

COMMENDATIONS

The following commendations were composed by members of the visiting team based on first-hand observations during the two days of the Case Study at Longview School:

1. Experiential learning opportunities are evident throughout the Longview school day. The connection to academic standards is clear and students are able to articulate the purpose and function of their experiential learning. The location of the Longview campus lends itself to the

implementation of these hands-on opportunities: planning, designing, and building a bridge over a brook incorporated math and science standards; studies of mercury levels in the nearby river required knowledge and application of scientific standards.

2. All staff at the Longview School, including the principal, holds a visible, expressed passion for their work, the school and the students. They know each student in extreme detail which assists them in providing “access” to the curriculum as they are able to actively engage the students in their own learning.
3. Each academic teacher at Longview holds certification in his or her respective content area. Their instructional skills are strong and are reflected in the rigorous standards and high expectations the visiting team observed in the classrooms. Instruction was clearly linked to College and Career Ready Standards (CCRS), learning objectives were posted, students were able to indicate the learning focus and how they were approaching their own instruction. Assessment data reflects student growth. This is a challenging population to teach, and Longview staff is succeeding.
4. Longview School is making significant efforts to bring families of the students into the school and to engage them in their child’s learning and growth. Holiday dinners, community events, student exhibitions, and school publicity all have served to create an open and welcoming environment.

Number of Cases Reviewed During the Longview School, March 17, 18, 2015 NHDOE Compliance Visitation

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

FINDINGS OF NONCOMPLIANCE IDENTIFIED AS A RESULT OF THE MARCH 17, 18, 2015 CASE STUDY COMPLIANCE REVIEW

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

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

There were no Student Specific Findings of Non-compliance.

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

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

Ed 1114.05(j) Program Requirements/Ed 1114.10(a) Qualifications and Requirements for Instructional, Administrative, and Support Personnel. All administrative, instructional and related services staff shall hold appropriate certification or licensure for the position in which they function as required by the state of New Hampshire and other licensing agencies/entity.

None of the Longview staff is certified as a special educator.

SUGGESTIONS FOR PROGRAM-WIDE IMPROVEMENT

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

1. Longview School has a fully articulated and aligned curriculum. The staff is encouraged to continue the work on competencies which they have begun, integrating the experiential curriculum and using the same curriculum template across all content areas.
2. Longview is encouraged to continue the professional development they are conducting in the development of IEPs. IEPs that more clearly reflect the resources and programming available at Longview will enhance the already effective instruction Longview students are receiving.
3. Given the nature of the student population, Longview is encouraged to provide regular, psychological consultation to Longview's guidance counselor. The current counselor is a skilled and effective resource to the students, but the potential breadth and depth of student issues may tax her capacity. Having professional support on a regular basis would enhance her skills and benefit the students simultaneously.

VI. BUILDING LEVEL SUMMARY REPORTS

USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT

BUILDING LEVEL CASE STUDY DATA SUMMARY

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

School: Longview School	Date: March 17, 18, 2015	
Programs:	Number of Cases Reviewed: 2	
Recorder/Summarizer: K. Skoglund	Number of students reviewed age 16+: 2	Number of students age 16+ cited for Indicator 13: 0

CLEARLY PRINT NAMES OF ALL COLLABORATIVE TEAM MEMBERS

Name: Kathy Skoglund	Position: Education Consultant	Visiting
Name: Ed Hendry	Position: Education Consultant	Visiting
Name: Helene Anzalone	Position: Education Consultant, NHDOE	Visiting
Name: Jane Bright	Position: Special Education Teacher	Visiting
Name: Tom Jennings	Position: Principal	Building Level
Name: Nicole Skitch	Position: Guidance Counselor	Building Level
Name: Jeff Hollar	Position: Teacher	Building Level
Name: Brian Miskinis	Position: Teacher	Building Level
Name: Christine Brown	Position: Teacher	Building Level
Name: Cory Mollomo	Position: Teacher	Building Level

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

SUMMARIZE YOUR BUILDING LEVEL DATA

ACCESS TO THE GENERAL CURRICULUM STATEMENTS

Fill in the combined <u>number</u> of times a statement is marked on all Data Collection Forms for this school or building.			
	YES	NO	N/A
1. There is evidence that when developing the IEP the IEP Team considers: the strengths of the child; (ii) The concerns of the parents for enhancing the education of their child; (iii) The results of the initial or most recent evaluation of the child; and (iv) The academic, developmental, and functional needs of the child ¹ .	2		
2. There is evidence of a system among <i>all</i> staff members who provide direct services for the child, including instructional and residential, of their participation in the process of planning for that child and knowing the contents of the IEP and all other reports and evaluations, as appropriate to their roles and responsibilities ² .	2		
3. There is evidence that the Team uses multiple measures to design, implement and monitor the student's program ^{3,4} .	2		
4. All IEP goals are written in measurable terms ⁵ .		2	
5. Student's IEP has at least one functional goal (as applicable) ⁶ .	2		
6. There is evidence that the student has made progress in IEP Goals over the past three years ^{7, 8} .	2		
7. There is evidence that the special education, supplementary aids and/or related services described in the IEP have been delivered ⁹ .	2		
8. There is evidence that NH Minimum Standards for required subjects (credits) are met and provided to the student ¹⁰ .	2		
9. There is evidence the student <u>has access to, is participating and progressing in</u> the general education curriculum (aligned with	2		

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

² Ed 1114.05(h) Program Requirements

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

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

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

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

⁷ Ed 1109.01 Elements of an IEP

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

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

¹⁰ Ed 1114.05 (g) Program Requirements 34 CFR 300.320 Content of IEP

NH Curriculum Frameworks/CCSS) ¹¹ .			
10. There is evidence that the accommodations ¹² and/or modifications ¹³ , as described in the IEP allows the student to access, participate and show progress in the general curriculum ¹⁴ .	2		
11. There is evidence in the IEP of individual accommodations necessary to measure academic achievement or functional performance in state, school-wide or classroom assessments ^{15, 16} .	2		
12. There is evidence that supports and accommodations are provided to this student to allow participation in extracurricular and other non-academic activities ¹⁷ .	2		
13. There is evidence that the IEP team made the placement decision based on Free and Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE) ¹⁸ .	2		
14. There is evidence the student's IEP is reasonably calculated to result in educational benefit.	2		
For High School Students:			
Student is earning credits toward a regular high school diploma ¹⁹ .	2		
IF YES: within 4 years?	2		
Student will earn an IEP diploma or a certificate of completion ¹⁹ .			
IF YES: within 4 years?			
Does this school have a clear policy for earning a high school diploma ²⁰ ?	yes		

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

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

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

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

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

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

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

¹⁸ Ed 1111.02 Placement Decisions; 34 CFR 300.116 Placements

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

²⁰ Ed 1114.05 Program Requirements (a)(b)

Access Strengths	Access Suggestions for Improvement
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1. Visible and aligned curriculum
2. Clearly posted student learning objectives
3. Faculty have strong instructional skills
4. Strong experiential learning opportunities; multiple learning opportunities
5. Behavior management techniques minimize interfering behaviors and enhance learning

1. Continue work on Competencies integrating experiential learning with existing curriculum
2. Continue PD in IEP development
3. *One or more staff must become certified as a special educator

TRANSITION STATEMENTS²¹

²¹ This includes movement from (a) Early Supports and Services (ESS) to preschool, b) preschool to elementary school, or (c) age 16 or older, as well as from grade to grade and school to school.

Fill in the combined <u>number</u> of times a statement is marked on all Data Collection Forms for this school or building.		
	YES	NO
1. There is evidence that at the time of transition the evaluation summary and other related documents were received in a timely manner ²² .	2	
2. There is evidence and documentation that special education, supplementary aids and/or related services described in the IEP were delivered at the time of transition ²³ .	2	
3. There is evidence that the information on this student has been shared between each transition including school to school, grade to grade and teacher to teacher including academic and behavior ²⁴ .	2	
4. There is evidence that the placement decision is made at least annually by the IEP team with consideration that the student is placed in the least restrictive environment ²⁵ .	2	
5. There is evidence that there is collaboration between the LEA and the non-public school in the development, review and revision of the IEP ²⁶ .	2	
6. There is evidence of a collaboration process between general and special education staff in the development, review and revision of IEPs, including transition planning for this student ²⁷ .	2	
7. There is evidence that the student and parents have been involved in transition discussions and activities ²⁸ .	2	
8. If the student turned 14 during the IEP period (or younger if determined by the IEP team), there is evidence that the IEP includes a statement of transition service needs that focuses on the students courses of study ²⁹ .	NA	
9. If the student turned 16 during the IEP period, there is evidence that the transition plan is designed within a results-oriented process focused on improving academic and functional improvement to facilitate his or her movement from school to post-school goals and activities ³⁰ .	NA	

²² 34 CFR 300.323(g) Transmittal of records

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

²⁴ Ed 1114.05 Program Requirements

²⁵ Ed 1111.02 Placement Decisions; 34 CFR 300.116 Placements

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

²⁷ Ed 1103.01 IEP Team; 34 CFR 300.321 IEP Team

²⁸ Ed 1103.01 IEP Team; 34 CFR 300.321 IEP Team

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

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

10. There is evidence that outside agencies who are involved with this student's transition have participated in transition planning (e.g. DCYF, DJJS, and Area Agency) ³¹ .	1	1
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TRANSITION STATEMENTS	YES	NO
(Transition questions must be answered Yes or No, not N/A)		
For a student who will turn age 14 during the IEP service period (or younger if determined appropriate by the IEP team): The IEP includes a statement of the transition service needs that focuses on the student's course of study, such as participation in advanced-placement courses or a vocational education program		
For students under age 16, answer only the first 4 statements above. Then skip to the next page. If the student is age 16 or older during the course of the IEP, answer all statements on this page. (required data for federal statistics purposes)		
1. Is there an appropriate measurable postsecondary goal or goals that covers education OR training AND employment, and, as needed, independent living?	1	1
<i>Can the goal(s) be counted? Will the goal(s) occur after the student graduates from school? Based on the information available about this student, does (do) the postsecondary goal(s) seem appropriate for this student? • If yes to all three, then check Y OR if a postsecondary goal(s) is (are) not stated, check N.</i>		
2. Is (are) the postsecondary goal(s) updated annually?	2	
<i>Was (were) the postsecondary goal(s) addressed/ updated in conjunction with the development of the current IEP? • If yes, then check Y OR If the postsecondary goal(s) was (were) not updated with the current IEP, check N.</i>		
3. Is there evidence that the measurable postsecondary goal(s) were based on age appropriate transition assessment?	2	
<i>Is the use of transition assessment(s) for the postsecondary goal(s) mentioned in the IEP or evident in the student's file? • If yes, then check Y OR if no, then check N.</i>		
4. Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goal(s)?	2	
<i>Is a type of instruction, related service, community experience, or development of employment and other post-school adult living objectives, and if appropriate, acquisition of daily living skills, and provision of a functional vocational evaluation listed in association with meeting the post-secondary goal(s)? • If yes, then check Y OR if no, then check N.</i>		
5. Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goal(s)?	2	

³¹ Ed 1103.01 IEP Team; 34 CFR 300.321 IEP Team

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.			
6. Is (are) there annual IEP goal(s) related to the student's transition services needs?	2		
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.			
7. Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed?	2		
8. For the current year, is there documented evidence in the IEP or cumulative folder that the student was invited to attend the IEP Team meeting? • If yes, then check Y OR if no, then check N.			
Only the following statement may be answered N/A if appropriate. All statements above must be answered Yes or No.	YES	NO	N/A
9. If appropriate, is there evidence that a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority?	1	1	
10. For the current year, is there evidence in the IEP that representatives of any of the following agencies/services were invited to participate in the IEP development including but not limited to: postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living or community participation for this post-secondary goal? Was consent obtained from the parent (or student, for a student the age of majority)? • If yes to both, then check Y. • If no invitation is evident and a participating agency is likely to be responsible for providing or paying for transition services and there was consent to invite them to the IEP meeting, then check N. • If it is too early to determine if the student will need outside agency involvement, or no agency is likely to provide or pay for transition services, check NA. • If parent or individual student consent (when appropriate) was not provided, check NA.			
11. Student is informed prior to age 17 of his/her rights under IDEA ³² .	2		
12. Does the IEP meet the requirements of Indicator 13? (Check one) Yes (all Ys or NAs for each item (1 – 10) on the Checklist or No (one or more Ns checked)	1	1	
13. There is evidence of the summary of the student's academic achievement and functional performance , which includes recommendations on how to assist the student in meeting his or her post-secondary goals ³³ .	2		

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

³³ Ed 1109.04 Copies of the IEP and Evidence of Implementation (c) 34 CFR 300.305 (e)(2)

Transition Strengths	Transition Suggestions for Improvement
<ol style="list-style-type: none"> 1. Preparation for Transition planning is broad and clearly connected to student interests and abilities 2. Many alternative learning opportunities lend themselves to support of Transition plans 	<ol style="list-style-type: none"> 1. Assure that all opportunities to return students to the sending school district are explored 2. Assure that required language is used in developing Transition Plan

BEHAVIOR STRATEGIES AND DISCIPLINE

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

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

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

³⁶ Ed 1102.01 Definitions (n)

³⁷ Ed 1114.07 Behavioral Interventions

³⁸ Ed 1114.05 Program Requirements

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

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

⁴¹ Ed 1114.09 Use of Aversive Behavioral Interventions

⁴² Ed 1114.07 (a) Behavioral Interventions

Behavior Strategy Strengths	Behavior Strategy Suggestions for Improvement
<ol style="list-style-type: none"> 1. Behavior management techniques minimize behavioral interruptions and maximize learning opportunities 2. Data is consistently used to monitor and analyze behavior and to determine the effectiveness of behavioral interventions 3. Students are appraised of their progress (or lack of) in monitoring/controlling their own behavior and receive awards or restrictions as indicated 	<ol style="list-style-type: none"> 1. Support to the Guidance Counselor as she addresses the wide range of behavioral/social emotional needs of the student population