

**New Hampshire  
Department of Education  
Bureau of Student Support  
Monitoring Review for Approval of  
Private Provider Special Education  
Programs**

**Seacoast Learning Collaborative  
Summary Report  
2018 – 2019**

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**Monitoring Visit Conducted on January 11, 2019  
Report Date: February 26, 2019**

## **Overview of the Seacoast Learning Collaborative Program**

The Seacoast Learning Collaborative is a New Hampshire Department of Education, Bureau of Student Support Approved Program located in Rochester, New Hampshire. There are four programs within the Seacoast Learning Collaborative that are approved with the New Hampshire Department of Education, Bureau of Student Support. The first program is the Elementary School Program. The Elementary School Program is approved for grades 1 through 5 for up to 8 students (for both in-state and out-of-state students). Students enrolled in this program have primary disabilities in the areas of Autism, Developmental Delay, Emotional Disturbance, Other Health Impairments, and Speech-Language Impairments. The Middle School Program is approved for grades 5 through 8 for up to 14 students (for both in-state and out-of-state students). Students enrolled in this program have primary disabilities in the areas of Autism, Emotional Disturbance, Multiple Disabilities, Other Health Impairments, and Speech-Language Impairments. The Seacoast Academy High School Program is approved for grades 9 to 12 for up to 38 students (for both in-state and out-of-state students). Students enrolled in this program have primary disabilities in the areas of Autism, Emotional Disturbance, Intellectual Disabilities, Other Health Impairments and Specific Learning Disabilities. The Seacoast Academy High School Program offers a regular high school diploma. The Skills Program is approved for grades 1 through 12 for up to 12 students (for both in-state and out-of-state students). Students enrolled in this program have primary disabilities in the areas of Autism, Intellectual Disability, Multiple Disabilities, Other Health Impairments and Traumatic Brain Injuries. The Skills Program offers a regular high school diploma and/or a certificate of attendance.

The leadership team at The Seacoast Learning Collaborative consists of two co-directors, and a program director for the Skills Program. One director serves as the special education administrator and one serves as a counselor along with their duties as directors.

The program's mission is to "embrace the uniqueness of every child and family". They believe "every child can be educated" and "children need a safe, nurturing environment in order to develop, learn and achieve". They are "dedicated to providing a consistent, predictable environment that promotes individual achievement, both academically and emotionally". They are "mindful of using the teachable moment", and presenting "a perpetual learning environment to all students and staff".

The program's philosophy is to "embrace the uniqueness of every child and family", and "approach them with unconditional positive regard". They are "dedicated to providing a consistent therapeutic and motivating environment that promotes individual achievement". They "believe that most children will respond to our nurturing style and reach their emotional, academic and social potential".

The Seacoast Learning Collaborative's Student handbook outlines each program and their behavioral expectations as well as their level system and privilege list for each program. At the Seacoast Academy they look at attendance, academics, behavior and counseling as areas of competence. They outline how they build leadership skills through the

understanding of preferred and non-preferred behaviors. At the Elementary and Middle school programs they outline their expectations for all students as well as having individual target goals for each student. The Skills Program “focuses on transitional needs and services based on both experiences and realistic goals”.

## **Noteworthy Practices and Areas in Need of Refinement**

### **Noteworthy Practices**

During the monitoring visit, it had been revealed that the Seacoast Learning Collaborative includes several practices in their teaching, lessons, and expectations which are noteworthy. Such practices include:

- Building upon students’ strengths and knowledge while strengthening areas of weakness.
- Effectively utilizing the space in the building to maximize student success and accommodate needs.
- Utilizing positive behavioral support strategies to help students to self-regulate and self-advocate.
- Program-wide implementation of self-regulation strategies including having visual information posted throughout the building regarding regulation strategies so that both students and staff can reference when needed.

### **Areas in Need of Refinement**

During the monitoring visit, it had been revealed that the Seacoast Learning Collaborative had a couple areas in need of refinement. The NHDOE identified these areas, and potential remedies. Whereas these practices do not rise to the standard of noncompliance, and therefore require no corrective actions, the NHDOE believes that the areas in need of refinement are noteworthy to be addressed.

- When reviewing Seacoast Learning Collaborative’s Special Education Procedures, it was noted that the procedure manual that was submitted included pages/components which did not apply to private provider programs, or were duplicated pages/information. Seacoast Learning Collaborative may want to consider reviewing/revising their special education procedures manual in order to provide clear and consistent information regarding the program’s special education procedures to staff, districts and parents.

## **Overview of the Monitoring Review for Approval of Special Education Programs Process**

The Monitoring Review for Approval of Private Provider Special Education Programs process ensures that students with educational disabilities have access to; can participate in; and can demonstrate progress within the general education curriculum, thereby improving student learning. The primary focus of the monitoring review is to improve educational results and functional outcomes for all children with disabilities.

Monitoring is done on a cyclical basis. During the year prior to monitoring, the New Hampshire Department of Education (NHDOE), Bureau of Student Support (Bureau) offers training to each private provider who is involved in the monitoring process. Training encompasses writing Measurable Annual Goals, Written Prior Notice, Self-Assessment, and a topic selected by the private provider based on current need. During this time, the private provider will be given the option to include a director from outside of their Local Education Agency (LEA) area to participate in the on-site file review, as well as at least one special education administrator from another private school who has been trained in the process by the Bureau. At the beginning of the school year in which the private provider is being monitored, the private provider will send the Bureau their completed application for renewal of Bureau special education approval/nonpublic school approval in addition to the program's policy and procedure manual and any special education forms that are used by the private program. Following a review of these documents, the monitoring team will conduct an on-site review in which student files are examined for evidence of implementation of the policies and procedures through the special education process. The Bureau will also conduct a follow-up review to verify the implementation of corrective actions as defined in the summary report.

The New Hampshire Department of Education, Bureau of Student Support review members for Seacoast Learning Collaborative's on-site monitoring review included Lori Noordergraaf, Rebecca Fredette, and Michael Maroni, Principal from Pine Haven Boys Center.

### **Procedures and Effective Implementation**

Each private provider must have special education procedures, and effective implementation of practices that are aligned and support the implementation of IDEA and the *New Hampshire Standards for the Education of Children with Disabilities*.

The monitoring team reviewed the following special education procedures for compliance with State and Federal regulations regarding administration, confidentiality of information, program requirements, responsibilities of private providers of special education implementation of IEPs, behavioral interventions, RSA 126-U Limiting the use of child restraint practices in schools and treatment centers, qualifications and requirements for instructional, administrative and support personnel, change in placement or termination of

enrollment, physical facilities, health and medical care, photography and audio-visual recording, and emergency planning and preparedness.

Based on the review of Seacoast Learning Collaborative’s special education procedures the monitoring team determined there were **5 findings of noncompliance**.

| COMPLIANCE CITATIONS  | AREA OF COMPLIANCE  |
|---|---|
| 1. Ed 1114  | Standards for Approval of Private Providers of Special Education and Non-LEA Programs |
| <p><b>Finding of Noncompliance:</b> Seacoast Learning Collaborative included outdated citations and references in their procedure manual (Ed 1114.09).</p> <p><b>Corrective Action Regarding the Implementation of the Regulations:</b> Seacoast Learning Collaborative must revise their Special Education Procedure Manual to reflect the most recent updates to the NH Standards for the Education of Students with Disabilities, adopted March 24, 2017.</p> <p>Provide the revised procedures manual, and a description of the method used to inform staff of the revision to the NHDOE as soon as possible but no later than 3 months from the date of this report.</p> |   |

| COMPLIANCE CITATIONS  | AREA OF COMPLIANCE                                       |
|---|--|
| 2. Ed 1119.01(a)(b); 34 CFR 300.624(b);   | Confidentiality Requirements; Destruction of Information |
| <p><b>Finding of Noncompliance:</b> Seacoast Learning Collaborative provided a PowerPoint presentation as their written procedures for confidentiality requirements per Ed 1119.01(a). This is not a procedure.</p> <p>No evidence was provided of written procedures for destruction of information requirements per 34 CFR 300.624(b). The procedure for destruction of special education records included old language and did not comply with the current language in RSA 186-C:10-3 regarding the destruction of records.</p> <p><b>Corrective Action Regarding the Implementation of the Regulations:</b> Seacoast Learning Collaborative must include written procedures for confidentiality requirements per Ed 1119.01(a) regarding compliance with the Family Educational Rights Privacy Act of 1974, 20 U.S.C. 1232G, (FERPA) and its implementing regulations in 34 CFR Part 99.</p> <p>Seacoast Learning Collaborative must include written procedures for destruction of information requirements per 34 CFR 300.624(b) regarding a permanent record of a student’s name, address, and phone number, his or her grades, attendance record, classes attended, grade level completed, and year completed may be maintained without time limitation.</p> <p>Seacoast Learning Collaborative must include the updated language regarding the destruction and retention of records per RSA186-C:10-3.</p> <p>Provide the revised procedures and a description of the method used to inform staff of the revision to the NHDOE as soon as possible but no later than 3 months from the date of this report.</p> |  |

| COMPLIANCE CITATIONS  | AREA OF COMPLIANCE   |
|---|----------------------|
| 3. Ed 1114.05(a)  | Program Requirements |
| <b>Finding of Noncompliance:</b> Seacoast Learning Collaborative did not include language in their admissions policy and criteria per Ed 1114.05(a).  |                      |
| <b>Corrective Action Regarding the Implementation of the Regulations:</b> Seacoast Learning Collaborative must include a statement that the program shall provide a description of their admissions policies and criteria to all placing agencies and shall make available to the parent of any child referred for placement. |                      |
| Provide the revised procedures and a description of the method used to inform staff of the revision to the NHDOE as soon as possible but no later than 3 months from the date of this report.   |                      |

| COMPLIANCE CITATIONS   | AREA OF COMPLIANCE                  |
|--|-------------------------------------|
| 4. Ed 1114.21(c)(2,3,5)  | Emergency Planning and Preparedness |
| <b>Finding of Noncompliance:</b> The Seacoast Learning Collaborative Special Education Procedure plan did not include statements/procedures regarding emergency drills per Ed 1114.21(c).  |                                     |
| <b>Corrective Action Regarding the Implementation of the Regulations:</b> Seacoast Learning Collaborative must include a statement regarding all persons in the building participating in emergency drills and emergency drills will be held at unexpected times and under varying conditions to prepare children for evacuation in case of fire or other emergencies. They must also establish procedure to help children with disabilities understand the nature of such drills. |                                     |
| Provide the revised procedures and a description of the method used to inform staff of the revision to the NHDOE as soon as possible but no later than 3 months from the date of this report.  |                                     |

| COMPLIANCE CITATIONS   | AREA OF COMPLIANCE                     |
|--|--|
| 5. Ed 1114.05(b)   | Accessibility to Educational Materials |
| <b>Finding of Noncompliance:</b> Seacoast Learning Collaborative did not include a procedure for acquiring accessible educational materials for students to access the general curriculum.   |  |
| <b>Corrective Action Regarding the Implementation of the Regulations:</b> Seacoast Learning Collaborative must include the program's procedure for acquiring educational accessible educational materials for students who may require alternative methods to access educational material. |  |
| Provide the revised procedures and a description of the method used to inform staff of the revision to the NHDOE as soon as possible but no later than 3 months from the date of this report.  |  |

## Private Provider Curriculum and Effective Implementation

As part of the review, the monitoring team looked for evidence that Seacoast Learning Collaborative is providing students with access to the general curriculum. The monitoring team reviewed the grades GRADESPAN curriculum provided by Seacoast Learning Collaborative for compliance with learning areas in Arts Education, English/Language Arts, Health Education, Physical Education, Family & Consumer Science, Information & Communications Technologies, Mathematics, Science, Social Studies, and Technology Education, pursuant to Ed 306.261(b)(1) and (2) & Ed 306.27(c).

Based on the review of Seacoast Learning Collaborative’s curriculum, the monitoring team determined that there were **48 findings of noncompliance** in 23 Curriculum areas.

| COMPLIANCE CITATIONS   | AREA OF COMPLIANCE           |
|--|------------------------------|
| 1. Ed 306.31   | Program Standards K-12 (Art) |
| <p><b>Finding of Noncompliance:</b> In reviewing Seacoast Learning Collaborative’s Art materials submitted, the following standards were:</p> <ul style="list-style-type: none"> <li>• Missing the use of technology as ways to create, perform, or respond in various arts disciplines.</li> <li>• Missing the development of artistry and artistic skill sequentially over time.</li> </ul> <p>Resulting in <b>2 findings of noncompliance</b>.</p>  |                              |
| <p><b>Corrective Action regarding the Implementation of the Regulations:</b> Seacoast Learning Collaborative must revise its art curriculum to include the standards listed above.</p> <p>Provide the updated arts curriculum which includes the standards listed above and as well as a description of the method used to inform staff of the revision to the NHDOE as soon as possible, but no later than 6 months from the date of this report.</p> |                              |

| COMPLIANCE CITATIONS   | AREA OF COMPLIANCE                                      |
|--|---|
| 2. Ed 306.42   | Information and Communication Technologies Program K-12 |
| <p><b>Finding of Noncompliance:</b> In reviewing Seacoast Learning Collaborative’s Information and Communication Technologies materials submitted, the following standards were:</p> <ul style="list-style-type: none"> <li>• Missing proficiency in the use of 21st century tools to access, manage, integrate, evaluate, and create information within the context of the core subjects of: Mathematics; Science; Social studies, including civics, government, economics, history, and geography; Art.</li> <li>• Missing proficiency in the use of 21st century tools to develop: Numeracy; Problem-solving; and Decision-making.</li> <li>• Missing proficiency in the use of 21st century tools to develop foundation knowledge in: Hardware and Elements of Digital Technology.</li> <li>• Missing Digital Technology Portfolios that include: Basic operations and concepts; Social, ethical, and human issues; Technology productivity tools; Technology communications tools; Technology research tools; and Technology problem solving and decision-making tools using a variety of artifacts as described in the standards.</li> <li>• Provide opportunities for students to demonstrate ICT competency by the end of 8th grade using assessment rubrics applied to the contents of digital portfolios as required in Ed306.42(a)(5). Students who successfully demonstrate knowledge, skill, and understanding of these competencies shall have the opportunity, as High School students, to take a higher level computer course to meet the ½ credit requirement.</li> </ul> <p>Resulting in <b>5 findings of noncompliance</b>.</p> |   |
| <p><b>Corrective Action regarding the Implementation of the Regulations:</b> Seacoast Learning Collaborative must revise its Information and Communication Technologies curriculum to include the standards listed above.</p> <p>Provide the updated Information and Communication Technologies curriculum which includes the standards listed above and as well as a description of the method used to inform staff of the revision to the NHDOE as soon as possible, but no later than 6 months from the date of this report.</p>  |   |

| COMPLIANCE CITATIONS  | AREA OF COMPLIANCE                   |
|---|--------------------------------------|
| 3. Ed 306.45  | Program Standards Elementary Science |
| <b>Finding of Noncompliance:</b> Seacoast Learning Collaborative's Elementary Science materials submitted do not constitute a curriculum.   |                                      |
| <b>Corrective Action regarding the Implementation of the Regulations:</b> Seacoast Learning Collaborative must provide curriculum for all required Elementary Science standards/competencies.             |                                      |
| Provide the Elementary Science curriculum and a description of the method used to inform staff of the revision to the NHDOE as soon as possible, but no later than 6 months from the date of this report. |                                      |

| COMPLIANCE CITATIONS   | AREA OF COMPLIANCE                          |
|--|---|
| 4. Ed 306.46   | Program Standards Elementary Social Studies |
| <b>Finding of Noncompliance:</b> Seacoast Learning Collaborative's Elementary Social Studies materials submitted do not constitute a curriculum.   |   |
| <b>Corrective Action regarding the Implementation of the Regulations:</b> Seacoast Learning Collaborative must include curriculum for all required Elementary Social Studies standards/competencies.             |   |
| Provide the Elementary Social Studies curriculum and a description of the method used to inform staff of the revision to the NHDOE as soon as possible, but no later than 6 months from the date of this report. |   |

| COMPLIANCE CITATIONS  | AREA OF COMPLIANCE                                    |
|---|---|
| 5. Ed 306.37  | Program Standards Middle School English Language Arts |
| <b>Finding of Noncompliance:</b> In reviewing Seacoast Learning Collaborative's Middle School English Language Arts materials submitted, the following standards were:  |   |
| <ul style="list-style-type: none"> <li>• Missing the acquisition of new reading skills and fluency through remedial, developmental, and enrichment programs.</li> </ul>   |   |
| <b>Corrective Action regarding the Implementation of the Regulations:</b> Seacoast Learning Collaborative must revise its Middle School English Language Arts curriculum to include the standards listed above.   |   |
| Provide the updated Middle School English Language Arts curriculum which includes the standards listed above and as well as a description of the method used to inform staff of the revision to the NHDOE as soon as possible, but no later than 6 months from the date of this report. |   |

| COMPLIANCE CITATIONS   | AREA OF COMPLIANCE  |
|--|---|
| 6. Ed 306.38   | Program Standards Middle School Family and Consumer Science |
| <b>Finding of Noncompliance:</b> Seacoast Learning Collaborative's Middle School Family and Consumer Science materials submitted do not constitute a curriculum.   |   |
| <b>Corrective Action regarding the Implementation of the Regulations:</b> Seacoast Learning Collaborative must provide curriculum for all required Middle School Family and Consumer Science standards/competencies.             |   |
| Provide the Middle School Family and Consumer Science curriculum and a description of the method used to inform staff of the revision to the NHDOE as soon as possible, but no later than 6 months from the date of this report. |   |

| COMPLIANCE CITATIONS  | AREA OF COMPLIANCE                          |
|---|---|
| 7. Ed 306.43  | Program Standards Middle School Mathematics |
| <p><b>Finding of Noncompliance:</b> In reviewing Seacoast Learning Collaborative’s Middle School mathematics materials submitted, the following standards were:</p> <ul style="list-style-type: none"> <li>• Missing opportunities for all students to build and construct knowledge and understanding of mathematical concepts through developmentally appropriate activities that include concrete experiences and interactions with manipulative, technology, and their environment.</li> <li>• Missing opportunities for all students to explore the historical and cultural development of mathematics.</li> <li>• Missing opportunities for all students to explore mathematically-related careers and have direct interaction with the mathematics involved in various careers.</li> <li>• Missing sustained projects and labs that are designed to incorporate multiple mathematical ideas, research, technology, mathematical communication, and interdisciplinary interaction.</li> </ul> <p>Resulting in <b>4 findings of noncompliance.</b></p> |   |
| <p><b>Corrective Action regarding the Implementation of the Regulations:</b> Seacoast Learning Collaborative must revise its Middle School Mathematics curriculum to include the standards listed above.</p> <p>Provide the updated Middle School Mathematics curriculum which includes the standards listed above and as well as a description of the method used to inform staff of the revision to the NHDOE as soon as possible, but no later than 6 months from the date of this report.</p>   |   |

| COMPLIANCE CITATIONS  | AREA OF COMPLIANCE                      |
|---|---|
| 8. Ed 306.45  | Program Standards Middle School Science |
| <p><b>Finding of Noncompliance:</b> Seacoast Learning Collaborative’s Middle School Science materials submitted do not constitute a curriculum.</p>   |   |
| <p><b>Corrective Action regarding the Implementation of the Regulations:</b> Seacoast Learning Collaborative must provide curriculum for all required Middle School Science standards/competencies.</p> <p>Provide the Middle School Science curriculum and a description of the method used to inform staff of the revision to the NHDOE as soon as possible, but no later than 6 months from the date of this report.</p> |   |

| COMPLIANCE CITATIONS  | AREA OF COMPLIANCE                             |
|---|--|
| 9. Ed 306.46  | Program Standards Middle School Social Studies |
| <p><b>Finding of Noncompliance:</b> Seacoast Learning Collaborative’s Middle School Social Studies materials submitted do not constitute a curriculum.</p>  |  |
| <p><b>Corrective Action regarding the Implementation of the Regulations:</b> Seacoast Learning Collaborative must include curriculum for all required Middle School Social Studies standards/competencies.</p> <p>Provide the Middle School Social Studies curriculum and a description of the method used to inform staff of the revision to the NHDOE as soon as possible, but no later than 6 months from the date of this report.</p> |  |

| COMPLIANCE CITATIONS  | AREA OF COMPLIANCE   |
|---|--|
| 10. 306.27  | <b>High School Curriculum, Credits, Graduation Requirements, and Cocurricular Program (Science- Ed 306.45)</b> |
| <p><b>Finding of Noncompliance:</b> In reviewing Seacoast Learning Collaborative's High School Science materials submitted, the following standards were:</p> <ul style="list-style-type: none"> <li>• Missing for Biology is the principles of classification.</li> <li>• Missing for Physics is atomic and nuclear physics.</li> <li>• Missing for Earth Space Science is the cryosphere or ice system.</li> </ul> <p>Resulting in <b>3 findings of noncompliance</b>.</p>            |  |
| <p><b>Corrective Action regarding the Implementation of the Regulations:</b> Seacoast Learning Collaborative must revise its High School Sciences curriculum to include the standards listed above.</p> <p>Provide the updated High School sciences curriculum which includes the standards listed above and as well as a description of the method used to inform staff of the revision to the NHDOE as soon as possible, but no later than 6 months from the date of this report.</p> |  |

| COMPLIANCE CITATIONS   | AREA OF COMPLIANCE   |
|--|--|
| 11. Ed 306.27  | <b>High School Curriculum, Credits, Graduation Requirements, and Cocurricular Program (Family and Consumer Science- Ed 306.38)</b> |
| <p><b>Finding of Noncompliance:</b> In reviewing Seacoast Learning Collaborative's High School Family and Consumer Science materials submitted, the following standards were:</p> <ul style="list-style-type: none"> <li>• Missing textiles and design.</li> </ul>   |  |
| <p><b>Corrective Action regarding the Implementation of the Regulations:</b> Seacoast Learning Collaborative must revise its High School Family and Consumer Science curriculum to include the standards listed above.</p> <p>Provide the updated High School Family and Consumer Science curriculum which includes the standard listed above and as well as a description of the method used to inform staff of the revision to the NHDOE as soon as possible, but no later than 6 months from the date of this report.</p> |  |

| COMPLIANCE CITATIONS  | AREA OF COMPLIANCE  |
|---|---|
| 12. Ed 306.27   | <b>High School Curriculum, Credits, Graduation Requirements, and Cocurricular Program (Social Studies-Geography (Ed 306.46)</b> |
| <p><b>Finding of Noncompliance:</b> Seacoast Learning Collaborative's High School Social Studies (Geography) materials submitted do not constitute a curriculum.</p>  |   |
| <p><b>Corrective Action regarding the Implementation of the Regulations:</b> Seacoast Learning Collaborative must provide curriculum for all required High School Social Studies (Geography) standards/competencies.</p> <p>Provide the High School Social Studies (Geography) curriculum and a description of the method used to inform staff of the revision to the NHDOE as soon as possible, but no later than 6 months from the date of this report.</p> |   |

| COMPLIANCE CITATIONS   | AREA OF COMPLIANCE  |
|--|---|
| 13. Ed 306.27  | High School Curriculum, Credits, Graduation Requirements, and Cocurricular Program (World Language (Ed 306.48)) |
| <p><b>Finding of Noncompliance:</b> In reviewing Seacoast Learning Collaborative's High School World Language materials submitted, the following standards were:</p> <ul style="list-style-type: none"> <li>• Missing familiarity with future career choices.</li> <li>• Missing career development in areas related to world languages.</li> <li>• Missing career and technical interests and activities associated with the study and use of world languages.</li> </ul> <p>Resulting in <b>3 findings of noncompliance</b>.</p> |   |
| <p><b>Corrective Action regarding the Implementation of the Regulations:</b> Seacoast Learning Collaborative must revise its High School World Language curriculum to include the standards listed above.</p> <p>Provide the updated High School World Language curriculum which includes the standards listed above and as well as a description of the method used to inform staff of the revision to the NHDOE as soon as possible, but no later than 6 months from the date of this report.</p>                                |   |

| COMPLIANCE CITATIONS   | AREA OF COMPLIANCE  |
|--|---|
| 14. Ed 306.27(I); 306.31 (Table 306-1; Required program Areas and Courses)   | High School Curriculum, Credits, Graduation Requirements, and Cocurricular Program (High School Program of Studies - Art) |
| <p><b>Finding of Noncompliance:</b> In reviewing Seacoast Learning Collaborative's materials submitted, it was revealed that <b>two</b> courses in Art were missing from the Program of Studies. The requirement is to offer three Art courses and only one Art course was listed.</p> <p>Resulting in <b>2 findings of noncompliance</b>.</p>   |   |
| <p><b>Corrective Action regarding the Implementation of the Regulations:</b> Seacoast Learning Collaborative must include curriculum for all required areas for high school graduation.</p> <p>Provide the curriculum for the areas listed and a description of the method used to inform staff of the revision to the NHDOE as soon as possible, but no later than 6 months from the date of this report.</p> |   |

| COMPLIANCE CITATIONS  | AREA OF COMPLIANCE   |
|---|--|
| 15. Ed 306.27(I); Ed 306.33   | High School Curriculum, Credits, Graduation Requirements, and Cocurricular Program (High School Program of Studies - Business Education) |
| <p><b>Finding of Noncompliance:</b> In reviewing Seacoast Learning Collaborative's Program of Studies submitted, the course description for <b>two</b> Business Education courses consisted of lesson plans from Odysseyware, which does not constitute a course description.</p> <p>Resulting in <b>2 findings of noncompliance</b>.</p>   |  |
| <p><b>Corrective Action regarding the Implementation of the Regulations:</b> Seacoast Learning Collaborative must revise its course of study to include clear course descriptions for the 2 Business Education classes.</p> <p>Provide the updated program of studies for the area listed and a description of the method used to inform staff of the revision to the NHDOE as soon as possible, but no later than 6 months from the date of this report.</p> |  |

| COMPLIANCE CITATIONS  | AREA OF COMPLIANCE  |
|---|---|
| 16. Ed 306.27(I); Ed 306.38   | High School Curriculum, Credits, Graduation Requirements, and Cocurricular Program (High School Program of Studies – Family and Consumer Science) |
| <p><b>Finding of Noncompliance:</b> In reviewing Seacoast Learning Collaborative’s Program of Studies submitted, the course description for <b>three</b> Family and Consumer Science courses consisted of lesson plans from Odysseyware, which does not constitute a course description.</p> <p>Resulting in <b>3 findings of noncompliance</b>.</p> <p><b>Corrective Action regarding the Implementation of the Regulations:</b> Seacoast Learning Collaborative must revise its course of study to include clear course descriptions for the 3 Family and Consumer Science classes.</p> <p>Provide the updated program of studies for the area listed and a description of the method used to inform staff of the revision to the NHDOE as soon as possible, but no later than 6 months from the date of this report.</p> |   |

| COMPLIANCE CITATIONS  | AREA OF COMPLIANCE   |
|---|--|
| 17. Ed 306.27(I); Ed 306.42   | High School Curriculum, Credits, Graduation Requirements, and Cocurricular Program (High School Program of Studies – Information and Communication Technology) |
| <p><b>Finding of Noncompliance:</b> In reviewing Seacoast Learning Collaborative’s Program of Studies submitted, the course description for <b>one</b> Information and Communication and Technology course consisted of lesson plans from Odysseyware, which does not constitute a course description.</p> <p>Resulting in <b>1 finding of noncompliance</b>.</p> <p><b>Corrective Action regarding the Implementation of the Regulations:</b> Seacoast Learning Collaborative must revise its course of study to include a clear course description for the ½ credit Information and Communication Technology class.</p> <p>Provide the updated program of studies for the area listed and a description of the method used to inform staff of the revision to the NHDOE as soon as possible, but no later than 6 months from the date of this report.</p> |  |

| COMPLIANCE CITATIONS   | AREA OF COMPLIANCE   |
|--|--|
| 18. Ed 306.27(I); Ed 306.40  | High School Curriculum, Credits, Graduation Requirements, and Cocurricular Program (High School Program of Studies - Health) |
| <p><b>Finding of Noncompliance:</b> In reviewing Seacoast Learning Collaborative’s Program of Studies submitted, the course description for the ½ credit Health course consisted of lesson plans from Odysseyware, which does not constitute a course description.</p> <p>Resulting in <b>1 findings of noncompliance</b>.</p> <p><b>Corrective Action regarding the Implementation of the Regulations:</b> Seacoast Learning Collaborative must revise its course of study to include a clear course description for the ½ credit Health class.</p> <p>Provide the updated program of studies for the area listed and a description of the method used to inform staff of the revision to the NHDOE as soon as possible, but no later than 6 months from the date of this report.</p> |  |

| COMPLIANCE CITATIONS  | AREA OF COMPLIANCE  |
|---|---|
| 19. Ed 306.27(I); Ed 306.41   | <b>High School Curriculum, Credits, Graduation Requirements, and Cocurricular Program (High School Program of Studies – Physical Education)</b> |
| <p><b>Finding of Noncompliance:</b> In reviewing Seacoast Learning Collaborative’s Program of Studies submitted, the course description for <b>two</b> Physical Education courses consisted of lesson plans from Odysseyware, which does not constitute a course description.</p> <p>Resulting in <b>2 findings of noncompliance.</b></p> <p><b>Corrective Action regarding the Implementation of the Regulations:</b> Seacoast Learning Collaborative must revise its course of study to include clear course descriptions for the 2 Physical Education classes.</p> <p>Provide the updated program of studies for the area listed and a description of the method used to inform staff of the revision to the NHDOE as soon as possible, but no later than 6 months from the date of this report.</p> |   |

| COMPLIANCE CITATIONS   | AREA OF COMPLIANCE  |
|--|---|
| 20. Ed 306.27(I); Ed 306.47  | <b>High School Curriculum, Credits, Graduation Requirements, and Cocurricular Program (High School Program of Studies – Technology Education)</b> |
| <p><b>Finding of Noncompliance:</b> In reviewing Seacoast Learning Collaborative’s Program of Studies submitted, the course description for <b>four</b> Technology Education courses consisted of lesson plans from Odysseyware, which does not constitute a course description.</p> <p>Resulting in <b>4 findings of noncompliance.</b></p> <p><b>Corrective Action regarding the Implementation of the Regulations:</b> Seacoast Learning Collaborative must revise its course of study to include clear course descriptions for the 4 Technology Education classes.</p> <p>Provide the updated program of studies for the area listed and a description of the method used to inform staff of the revision to the NHDOE as soon as possible, but no later than 6 months from the date of this report.</p> |   |

| COMPLIANCE CITATIONS  | AREA OF COMPLIANCE   |
|---|--|
| 21. Ed 306.27(I); Ed 306.45   | <b>High School Curriculum, Credits, Graduation Requirements, and Cocurricular Program (High School Program of Studies – Sciences; Chemistry and Physics)</b> |
| <p><b>Finding of Noncompliance:</b> In reviewing Seacoast Learning Collaborative’s Program of Studies submitted, the course description for the Chemistry course and the Physics course consisted of lesson plans from Odysseyware, which does not constitute a course description.</p> <p>Resulting in <b>2 findings of noncompliance.</b></p> <p><b>Corrective Action regarding the Implementation of the Regulations:</b> Seacoast Learning Collaborative must revise its course of study to include clear course descriptions for the both the Chemistry and Physics classes.</p> <p>Provide the updated program of studies for the area listed and a description of the method used to inform staff of the revision to the NHDOE as soon as possible, but no later than 6 months from the date of this report.</p> |  |

| COMPLIANCE CITATIONS  | AREA OF COMPLIANCE   |
|---|--|
| 22. Ed 306.27(I); Ed 306.46   | <b>High School Curriculum, Credits, Graduation Requirements, and Cocurricular Program (High School Program of Studies – Social Studies; Geography)</b> |
| <p><b>Finding of Noncompliance:</b> In reviewing Seacoast Learning Collaborative’s Program of Studies submitted, the course description for Geography consisted of lesson plans from Odysseyware, which does not constitute a course description.<br/>Resulting in <b>1 finding of noncompliance.</b></p>   |  |
| <p><b>Corrective Action regarding the Implementation of the Regulations:</b> Seacoast Learning Collaborative must revise its course of study to include a clear course description for the Geography class.</p> <p>Provide the updated program of studies for the area listed and a description of the method used to inform staff of the revision to the NHDOE as soon as possible, but no later than 6 months from the date of this report.</p> |  |

| COMPLIANCE CITATIONS   | AREA OF COMPLIANCE  |
|--|---|
| 23. Ed 306.27(c)   | <b>High School Curriculum, Credits, Graduation Requirements, and Co-curricular Program (Program of Studies)</b> |
| <p><b>Finding of Noncompliance:</b> In reviewing Seacoast Learning Collaborative’s materials submitted, it was revealed that a total of <b>5 courses</b> listed in the Program of Studies do not have a corresponding curriculum inclusive of: Civil Rights, Psychology, Creative Writing, Geography, and Consumer Math.<br/>Resulting in <b>5 findings of noncompliance.</b></p>                              |   |
| <p><b>Corrective Action regarding the Implementation of the Regulations:</b> Seacoast Learning Collaborative must include curriculum for all required areas for high school graduation.</p> <p>Provide the curriculum for the areas listed and a description of the method used to inform staff of the revision to the NHDOE as soon as possible, but no later than 6 months from the date of this report.</p> |   |

## Personnel

The Bureau of Special Education has reviewed Seacoast Learning Collaborative personnel certifications using the New Hampshire Educator Information System. The review process was for educators employed during 2018 – 2019 school year.

The personnel roster that was provided by Seacoast Learning Collaborative was compared to the data in the New Hampshire Educator Information System. Each personnel member’s endorsement was compared to the subject/assignment. This process was used for personnel that hold Beginning Educator Certification (BEC) and Experienced Educator Certification (EEC). If the endorsement was appropriate to the subject/ assignment then the renewal date of the endorsement was verified to ensure that the endorsement was current.

If there was a discrepancy between endorsement and the subject/assignment, the private provider was given an opportunity to verify the data. If the discrepancy could not be

resolved a finding of noncompliance was made based on Personnel Standards pursuant to Ed 1114.10(a), 34 CFR 300.18, and 34 CFR 300.156.

Based on the review of Seacoast Learning Collaborative’s personnel certifications, the monitoring team determined there were **5 findings of noncompliance**.

| COMPLIANCE CITATIONS   | AREA OF COMPLIANCE   |
|--|--|
| 1. 34 CFR 300.156; Ed 1114.10(a)   | Personnel Qualifications; Qualifications and Requirements for Instructional, Administrative, and Support Personnel |
| <p><b>Finding of Noncompliance:</b> Seacoast Learning Collaborative did not provide any evidence that they have certified teachers or consultants in the following content areas, resulting in <b>2 findings of noncompliance</b>:</p> <ul style="list-style-type: none"> <li>• <b>Information &amp; Communication Technology,</b></li> <li>• <b>Music Education.</b></li> </ul>   |  |
| <p><b>Corrective Action regarding the Implementation of the Regulations:</b><br/>Seacoast Learning Collaborative must hire or contract with teachers that currently hold appropriate credentials in each area listed above.</p> <p>Provide the full legal names as they appear on their credentials and endorsements of each certified staff or contracted teacher for each of the content areas above, as well as their individual assignment and grade levels taught as well as a description of the method used to inform staff to the NHDOE as soon as possible but no later than 6 months from the date of this report.</p> |  |

| COMPLIANCE CITATIONS  | AREA OF COMPLIANCE   |
|---|--|
| 2. 34 CFR 300.156; Ed 1114.10(a)  | Personnel Qualifications; Qualifications and Requirements for Instructional, Administrative, and Support Personnel |
| <p><b>Finding of Noncompliance:</b> In reviewing Seacoast Learning Collaborative’s personnel, there were <b>32 staff members</b> identified with teaching roles, however 5 do not have any teaching credentials resulting in <b>2 findings of noncompliance</b>:</p> <ul style="list-style-type: none"> <li>• <b>2 staff members</b> with no teaching credentials was listed as “Counselor”</li> </ul>  |  |
| <p><b>Corrective Action regarding the Implementation of the Regulations:</b> Each non-credentialed individual must be immediately removed from their teaching assignment.</p> <p>Seacoast Learning Collaborative must hire or contract with teachers that currently hold appropriate credentials.</p> <p>Provide the updated personnel roster which includes each staff member or contracted personnel’s full legal names, as they appear on the person’s credentials and endorsements, the job title for each, the specific class being taught by each person, the grade levels to which they are assigned, and any additional job descriptions as related to new positions, as well as a description of the method used to inform staff of the changes.</p> <p>Send to the NHDOE as soon as possible but no later than 6 months from the date of this report.</p> |  |

| COMPLIANCE CITATIONS  | AREA OF COMPLIANCE   |
|---|--|
| 3. Ed 1114.10(g)  | Personnel Qualifications; Qualifications and Requirements for Instructional, Administrative, and Support Personnel |
| <p><b>Finding of Noncompliance:</b> Seacoast Learning Collaborative offers swimming or other water activities; however there was no evidence that the program provides a qualified water safety instructor or senior lifesaver to be on duty whenever children with disabilities are in the swimming program or other water activity.</p>   |  |
| <p><b>Corrective Action regarding the Implementation of the Regulations:</b></p> <p>Provide the evidence of that Seacoast Learning Collaborative has a qualified water safety instructor or senior lifesaver on duty whenever children with disabilities are in the swimming program or other water activity.</p> <p>Send to the NHDOE as soon as possible but no later than 6 months from the date of this report.</p> |  |

Seacoast Learning Collaborative was notified of the concerns listed above, via email, on December 28, 2018. Staff specific information was included in the email.

### **Approval Requirements**

Each private provider must meet the requirements for special education program approval pursuant to The Individuals with Disabilities Education Improvement Act (IDEA) (2004), The New Hampshire Standards for the Education of Children with Disabilities, and New Hampshire State Statutes (RSA 186-C:5, RSA 189:64). If seeking nonpublic school approval each private provider must meet the requirements of The New Hampshire Rules for the Approval of Nonpublic Schools (Ed 400, 2005).

The monitoring review for the approval of private provider special education programs includes an application with specified materials that must be submitted to the Bureau by October 15 in the year they are monitored.

Based on the review of the Seacoast Learning Collaborative’s application materials, the monitoring team determined there were **no findings of noncompliance**.

### **Monitoring of the Implementation of Special Education Process**

Private providers are responsible for implementing the special education process in accordance with IDEA and the *New Hampshire Standards for the Education of Children with Disabilities*. The self-assessment data collection form highlights the private providers’ understanding of the requirements of IDEA and the *New Hampshire Standards for the Education of Children with Disabilities* and was reviewed during the monitoring visit. Each area of compliance on the self-assessment data collection form clearly outlines whether the compliance is either a requirement of both IDEA and the *New Hampshire Standards for the*

*Education of Children with Disabilities* or a requirement of solely the *New Hampshire Standards for the Education of Children with Disabilities*. The private provider cites the evidence of compliance in the self-assessment prior to the monitoring visit. During the monitoring visit, the monitoring team verified the evidence of compliance based on review of the student file, using the private providers' self-assessment as a resource. In the case of student specific finding(s) of noncompliance, the sending District is cited for noncompliance, as well as the private provider.

Based on this review, the Bureau of Student Support identified findings of noncompliance with IDEA and the *New Hampshire Standards for the Education of Children with Disabilities*. The findings include the citation, the area of noncompliance, and the required corrective actions, which include timelines for demonstrating correction of noncompliance. Student specific information will not be included in the report but will be provided to the private provider and, when appropriate, a district's Administrator of Special Education.

There are two main components to the corrective actions entitled, "*Corrective Action of Individual Instance of Noncompliance*" and "*Corrective Action Regarding the Implementation of the Regulations*". The first component, "corrective action of individual instance of noncompliance," is for any noncompliance concerning a child-specific requirement. There must be evidence that the private provider has corrected each individual case of noncompliance, unless the child is no longer placed at the program. These areas must be corrected as soon as possible with state timelines given in the report for each area. The Bureau will return to the program, typically within 3 months of the date of the report, to verify compliance for each individual instance identified in the report. The second component, "corrective action regarding the implementation of the regulations" would typically involve the private provider's participating in professional development training to appropriate personnel with regards to areas found to be in noncompliance. The Bureau will review updated data collected after the identification of noncompliance to demonstrate that the program is correctly implementing the specific requirement. This involves a follow-up on-site review of new student files, selected typically within one year of the original on-site compliance & improvement monitoring.

## **Overview of the Student Specific Findings of Noncompliance**

The chart below identifies the area of compliance based on student files that were reviewed by the compliance & improvement monitoring team during the onsite visit. The chart is broken down into the **compliance citations** and **area of compliance**. The compliance citations are based on the *CFR* found in the federal regulations of IDEA and the *Ed* found in *The New Hampshire Standards for the Education of Children with Disabilities*. The chart aligns the regulatory components to the numbered questions in the self-assessment. Regulatory components and self-assessment numbers are bolded in instances where noncompliance was noted by the compliance & improvement monitoring team.

The **review status** identifies the **number of files reviewed** for the self-assessment question as well as the number of files that were found to be in compliance. For example “5 out of 6 files demonstrated evidence that a copy of the procedural safeguards, available to the parents of a child with a disability, was given to the parent one time in the school year.” This means that 6 files were reviewed and 5 files were found to be in compliance.

In cases where there was a finding of noncompliance for a particular student, the chart identifies the **First Stage Corrective Action of Individual Instance(s) of Noncompliance**. In the case of an individual instance of noncompliance, the corrective action would generally involve the IEP team convening to resolve the finding of noncompliance. Timelines for these corrective actions are also noted. For the First Stage Corrective Actions, the Bureau will return to the private provider program within 3 months following the program receiving written notification of noncompliance (the report) to review all student files in which there were findings of noncompliance in order to verify compliance with the corrective action stated in the report.

In cases where there was a finding of noncompliance for a particular student, the next section of the chart identifies the **First Stage Corrective Action Regarding the Implementation of the Regulation**. This section informs the private provider program of any practices or procedures which need to be corrected as well as trainings for personnel to inform them of the corrections as a result of the findings of noncompliance. The required corrective action for the program and a timeline for the corrective action is also provided.

In cases where there was a finding of noncompliance for a particular student, the final section of the chart identifies the **Second Stage Corrective Action Regarding the Implementation of the Regulation**. Identified in this section will be the number of new student files that will be selected at the program to demonstrate correct implementation of the regulations for the section of the self-assessment in which noncompliance was found. For the Second Stage Corrective Actions, the Bureau will verify compliance through a subsequent on-site review of the new files within one year from the date of the report. **The total number of student files selected for the Second Stage Corrective Action Regarding the Implementation of the Regulation will not exceed the original number of files reviewed at the private provider program.**

## Findings of Noncompliance

When determining compliance, the NHDOE reviews the currently agreed upon/signed IEP at the on-site monitoring visit. During the on-site monitoring visit there were **no files** which could not be reviewed for sections B(#2), D(#11-17), E(#18-23), F(#24), G (#25-27), H(#28), I(#30), J(#31-32), K(#33-42), L(#43), and M(#44-46) as there was no parent and/or LEA signature indicating consent / approval of the provisions of the IEP.

| COMPLIANCE CITATIONS  |                                 | AREA OF COMPLIANCE   |
|---|---------------------------------|--|
| Ed 1114.05  |                                 | A. Record of Access; Confidentiality Requirements  |
| <b>Self-Assessment Question Number &amp; Regulatory Component</b> |                                 | <b>Review Status</b>   |
| 1.  | 34 CFR 300.614<br>Ed 1119.01(a) | <b>8 out of 8</b> IEP files demonstrated evidence of a record of parties that have obtained access to the education records collected, maintained or used under Part B of the Act, including the name of the party, the date access was given, and the purpose for which the party is authorized to use the records. |

| COMPLIANCE CITATIONS  |  | AREA OF COMPLIANCE   |
|---|--|--|
| 34 CFR 300.323<br>Ed 1109   |  | B. Individualized Education Program  |
| <b>Self-Assessment Question Number &amp; Regulatory Component</b> |  | <b>Review Status</b>   |
| 2.  | Ed 1109.04(a)                            | <b>8 out of 8</b> IEP files demonstrated evidence that a copy of the IEP has been provided to each teacher and service provider listed as having responsibilities for implementing the IEP.          |
| 3.  | 34 CFR 300.324(b)(1)(i)<br>Ed 1109.03(d) | <b>8 out of 8</b> IEP files demonstrated evidence that the IEP was reviewed at least annually. <i>(No student files were of students with initial IEPs or moved from another state or district.)</i> |
| 4.  | 34 CFR 300.323(a)<br>Ed 1109.03(d)       | <b>8 out of 8</b> IEP files demonstrated evidence that the IEP was in place at the beginning of the school year. <i>(No students were placed after beginning of school year)</i>                     |

| COMPLIANCE CITATIONS  |   | AREA OF COMPLIANCE  |
|---|---|---|
| 34 CFR 300.321<br>Ed 1103.01                                      |   | C. IEP Team; Participants in the Special Education Process  |
| <b>Self-Assessment Question Number &amp; Regulatory Component</b> |   | <b>Review Status</b>  |
| 5.  | 34 CFR 300.321(a)(1)<br>Ed 1103.01(a)         | <b>8 out of 8</b> IEP files demonstrated evidence that that one or both of the parents are present at the IEP team meeting or are afforded the opportunity to participate   |
| 6.  | <b>34 CFR 300.321(a)(2)<br/>Ed 1103.01(a)</b> | <b>5 out of 6</b> IEP files demonstrated evidence that not less than one regular education teacher of the child (if the child is, or may be, participating in the regular education environment) participated in the meeting. <i>(No student files had regular education teacher(s) excused per 34 CFR 300.321(e).) (2 student files were of students that are not and will not participate in the regular education environment.)</i><br><br>For <b>student code D</b> there was insufficient evidence demonstrating compliance with this requirement. |
| 7.  | 34 CFR 300.321(a)(3)<br>Ed 1103.01(a)         | <b>8 out of 8</b> IEP files demonstrated evidence that not less than one special education teacher or, where appropriate, not less than one special education provider of the child participated in the meeting. <i>(No student files had special education teacher(s) or special education provider(s) excused per 34 CFR 300.321(e).)</i>   |

|   |                                       |   |
|---|---------------------------------------|---|
| 8.  | 34 CFR 300.321(a)(4)<br>Ed 1103.01(a) | <b>8 out of 8</b> IEP files demonstrated evidence that the IEP Team included an LEA representative.   |
| 9.  | Ed 1103.01(d)                         | <b>1 out of 1</b> IEP files demonstrated evidence that, if vocational, career or technical education components are being considered, the IEP team membership included an individual knowledgeable about the vocational education programs and/or career technical education being considered. <i>(7 student files were students for whom vocational education/CTE were not considered.)</i>  |
| 10.   | Ed 1103.02(a),(c), (d)                | <b>0 out of 0</b> IEP files demonstrated evidence that the parent(s) received a written invitation no fewer than 10 days before an IEP meeting which included the purpose, time, location and identification of the participants or the parent agreed in writing that the LEA could satisfy this requirement via transmittal by electronic mail <u>or</u> demonstrated evidence of written consent of the parent(s) that the notice requirement were waived [Ed 1103.02(b)]. <i>(8 student files were students for whom the written invitation is the responsibility of the LEA.)</i> |
| <p><b>First Stage Corrective Action Regarding the Implementation of the Regulations:</b> Provide trainings to appropriate staff for ensuring that the IEP team includes at least one regular education teacher of the child (if the child is, or may be, participating in the regular education environment).</p> <p>Provide the dates, names of attendees, and a description of the trainings, which defines the private provider's procedure for complying with this specific rule, to the NHDOE within 2 months from the date of this report.</p> <p><b>Second Stage Corrective Action Regarding the Implementation of the Regulations:</b> The NHDOE will review 2 new student files at the Middle School, School Year Program for updated data demonstrating compliance with this requirement.</p> |                                       |   |

| COMPLIANCE CITATIONS  |                           | AREA OF COMPLIANCE   |
|---|---------------------------|--|
| 34 CFR 300.320  |                           | D. Individualized Education Program (Present Levels of Academic Achievement and Functional Performance)  |
| <b>Self-Assessment Question Number &amp; Regulatory Component</b> |                           | <b>Review Status</b>   |
| 11.   | 34 CFR 300.324(a)(1)(i)   | <b>8 out of 8</b> IEP files demonstrated evidence that the team considered the strengths of the child.   |
| 12.   | 34 CFR 300.324(a)(1)(iv)  | <b>8 out of 8</b> IEP files demonstrated evidence that the team considered the academic, developmental, and functional needs of the child.   |
| 13.   | 34 CFR 300.324(a)(1)(ii)  | <b>8 out of 8</b> IEP files demonstrated evidence that the concerns of the parents for enhancing the education of their child were considered.   |
| 14.   | 34 CFR 300.324(a)(1)(iii) | <b>8 out of 8</b> IEP files demonstrated evidence that the results of the initial or most recent evaluation of the child were considered.  |
| 15.   | 34 CFR 300.320(a)(1)(i)   | <b>8 out of 8</b> IEP files demonstrated evidence of a statement in the IEP that describes how the student's disability affects the student's involvement and progress in the general education curriculum. <i>(No student files were preschool age students.)</i> |
| 16.   | 34 CFR 300.320(a)(4)(ii)  | <b>8 out of 8</b> IEP files demonstrated evidence of a statement in the IEP that describes how the student's disability affects non-academic areas.  |
| 17.   | 34 CFR 300.320(a)(1)(ii)  | For preschool children, <b>0 out of 0</b> IEP files demonstrated evidence of a statement in the IEP that describes how the disability affects the child's participation in appropriate activities. <i>(8 student files were not of preschool age students.)</i>    |

| COMPLIANCE CITATIONS                                   |  | AREA OF COMPLIANCE   |
|--|--|--|
| 34 CFR 300.324(a)(2)(i)<br>Ed 1109.03(h)               |  | E. Consideration of Special Factors  |
| Self-Assessment Question Number & Regulatory Component |  | Review Status  |
| 18.  | 34 CFR 300.324(a)(2)(i)<br>Ed 1109.03(h)                 | When a child's behavior impedes the child's learning or that of others, <b>7 out of 7</b> IEP files demonstrated evidence that the team considered the use of positive behavioral interventions and supports, and other strategies, to address that behavior. <i>(1 student file was not of a student whose behavior impedes learning.)</i>  |
| 19.  | <b>34 CFR 300.324(a)(2)(ii)</b><br><b>Ed 1109.03(h)</b>  | When a child demonstrates limited English proficiency, <b>0 out of 1</b> IEP files demonstrated evidence that the team considered the language needs of the child as those needs relate to the child's IEP. <i>(7 student files were not of students who demonstrated limited English proficiency.)</i><br><br>For <b>student code D</b> there was insufficient evidence demonstrating compliance with this requirement.   |
| 20.  | <b>34 CFR 300.324(a)(2)(iii)</b><br><b>Ed 1109.03(h)</b> | When a child is blind or visually impaired, <b>0 out of 1</b> IEP files demonstrated evidence that the team provided for instruction in Braille and the use of Braille unless the IEP team determined, after an evaluation of the child's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the child's future needs for instruction in Braille or the use of Braille), that instruction in Braille or the use of Braille was not appropriate for the child. <i>(7 student files were not of blind or visually impaired students.)</i><br><br>For <b>student code D</b> there was insufficient evidence demonstrating compliance with this requirement. |
| 21.  | <b>34 CFR 300.324(a)(2)(iv)</b><br><b>Ed 1109.03(h)</b>  | <b>7 out of 8</b> IEP files demonstrated evidence that the IEP Team considered the communication needs of the child.<br><br>For <b>student code C</b> there was insufficient evidence demonstrating compliance with this requirement.  |
| 22.  | 34 CFR 300.324(a)(2)(iv)<br>Ed 1109.03(h)                | When a child is deaf or hard of hearing, <b>0 out of 0</b> IEP files demonstrated evidence that the team considered the child's language and communication needs, opportunities for direct communications with peers and professional personnel in the child's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the child's language and communication mode. <i>(8 student files were not of deaf or hard of hearing students.)</i>   |
| 23.  | 34 CFR 300.324(a)(2)(v)<br>Ed 1109.03(h)                 | <b>8 out of 8</b> IEP files demonstrated evidence that the IEP Team considered whether the child needs assistive technology devices and services.  |

**First Stage Corrective Action of Student Specific Instance(s) of Noncompliance:** As soon as possible, but no later than 2 months from the date of this report, Seacoast Learning Collaborative, in conjunction with the sending District must convene the IEP teams to review the IEPs and provide evidence that, when a child demonstrates limited English proficiency, the team considered the language needs of the child as those needs relate to the child's IEP; when a child is blind or visually impaired, the team provided for instruction in Braille and the use of Braille unless the IEP team determined, after an evaluation of the child's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the child's future needs for instruction in Braille or the use of Braille), that instruction in Braille or the use of Braille was not appropriate for the child; and, the IEP Team considered the communication needs of the child.

The NHDOE will verify this through a subsequent on-site review.

**First Stage Corrective Action Regarding the Implementation of the Regulations:** Provide training to appropriate staff to ensure that when a child demonstrates limited English proficiency, the team considered the language needs of the child as those needs relate to the child's IEP; when a child is blind or visually impaired, the team provided for instruction in Braille and the use of Braille unless the IEP team determined, after an evaluation of the child's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the child's future needs for instruction in Braille or the use of Braille), that instruction in Braille or the use of Braille was not appropriate for the child; and the IEP Team considered the communication needs of the child.

Provide the dates, names of attendees, and a description of the trainings, which defines the private provider's procedure for complying with this specific rule, to the NHDOE within 3 months from the date of this report.

**Second Stage Corrective Action Regarding the Implementation of the Regulations:** The NHDOE will review 2 new student files at the Middle School, School Year Program for updated data demonstrating compliance with this requirement.

| COMPLIANCE CITATIONS  |                   | AREA OF COMPLIANCE   |
|---|-------------------|--|
| Ed 1109.01(a)(10)   |                   | F. Courses of Study  |
| <b>Self-Assessment Question Number &amp; Regulatory Component</b> |                   | <b>Review Status</b>   |
| 24.   | Ed 1109.01(a)(10) | For each student with a disability beginning at age 14 or younger, if determined appropriate by the IEP team, <b>4 out of 4</b> IEP files demonstrated evidence of a statement of the transition service needs of the student under the applicable components of the student's IEP that focuses on the student's courses of study such as participation in advanced-placement courses or a vocational education. <i>(4 student files were students aged 13 or younger who will not be turning 14 during the IEP period and no evidence the IEP team determined this is necessary.)</i> |

| COMPLIANCE CITATIONS  |   | AREA OF COMPLIANCE  |
|---|---|---|
| 34 CFR 300.320(a)(2)(i)<br>Ed 1109.01(a)                          |   | G. Measurable Annual Goals; Short-term Objectives or Benchmarks   |
| <b>Self-Assessment Question Number &amp; Regulatory Component</b> |   | <b>Review Status</b>  |
| 25.   | 34 CFR 300.320(a)(2)(i)<br>Ed 1109.01(a)(1) | <b>8 out of 8</b> IEP files demonstrated evidence of a statement of measurable annual goals, including academic and functional goals. |

|     |  |  |
|-----|--|--|
| 26. | 34 CFR 300.320(a)(2)(i)(A)<br>Ed 1109.01(a)(1) | <b>8 out of 8</b> IEP files demonstrated evidence that the measurable annual goals meet the child's needs that result from the child's disability to enable the child to be involved in and make progress in the general education curriculum as well as the child's other educational needs that results from the child's disability. |
| 27. | Ed 1109.01(a)(6)                               | <b>8 out of 8</b> IEP files demonstrated evidence of short-term objectives or benchmarks for all children unless the parent determines them unnecessary for all or some of the child's annual goals.   |

| COMPLIANCE CITATIONS  |                  | AREA OF COMPLIANCE  |
|---|------------------|---|
| Ed 1109.01(a)(8)  |                  | H. Review and Revision of IEPs (Measuring Progress)   |
| <b>Self-Assessment Question Number &amp; Regulatory Component</b> |                  | <b>Review Status</b>  |
| 28.   | Ed 1109.01(a)(8) | <b>8 out of 8</b> IEP files demonstrated evidence that the IEP includes a statement of how the child's progress toward meeting the annual goals shall be provided to the parents. |

| COMPLIANCE CITATIONS  |   | AREA OF COMPLIANCE   |
|---|---|--|
| Ed 1114.06(b)   |   | I. Responsibilities of Private Providers of Special Education or other Non-LEA Programs in the Implementation of IEPs  |
| <b>Self-Assessment Question Number &amp; Regulatory Component</b> |   | <b>Review Status</b>   |
| 29.   | 34 CFR 300.325(b)<br>Ed 1109.05<br>Ed 1114.06(a); | For the purpose of initiating the process for all matters concerning possible changes and/or modification in the identification, evaluation, development and/or revision of an IEP or changes in placement of a child with a disability, <b>3 out of 3</b> IEP files demonstrated evidence that the private provider contacted the sending school district. <i>(5 student files had no changes in the child's identification, evaluation, development or revision of the IEP or placement)</i> |
| 30.   | Ed 1114.06(i), (j), (k)                           | <b>8 out of 8</b> IEP files demonstrated evidence that a minimum of 3 comprehensive reports per year are completed on each child with a disability enrolled in the program.  |

| COMPLIANCE CITATIONS   |               | AREA OF COMPLIANCE   |
|--|---------------|--|
| 34 CFR 300.323(d)(2)(ii)<br>Ed 1109.03(a); Ed 1109.03(v);<br>Ed 1102.01(b) |               | J. Accessibility of Child's IEP to Teachers and Others (General Accommodations and General Modifications)  |
| <b>Self-Assessment Question Number &amp; Regulatory Component</b>          |               | <b>Review Status</b>   |
| 31.  | Ed 1102.01(b) | If accommodations are included, <b>8 out of 8</b> IEP files demonstrated evidence that the accommodations are changes in instruction or evaluation determined necessary by the IEP team that <b>do not impact</b> the rigor, validity, or both of the subject matter being taught or assessed. <i>(No student files were students with no accommodations.)</i> |

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| 32.   | <b>Ed 1102.03(v)</b> | <p>If modifications are included, <b>0 out of 1</b> IEP files demonstrated evidence that the modifications are changes in instruction or evaluation determined necessary by the IEP team <b>that impact</b> the rigor, validity, or both of the subject matter being taught or assessed. <i>(7 student files were students with no modifications.)</i></p> <p>For <b>student code G</b> there was insufficient evidence demonstrating compliance with this requirement.</p> |
| <p><b>First Stage Corrective Action of Student Specific Instance(s) of Noncompliance:</b> As soon as possible but no later than 2 months from the date of the report, Seacoast Learning Collaborative, in conjunction with the sending District must convene the IEP teams to review the IEPs and show evidence that if modifications are included in the IEP, they are changes in instruction or evaluation determined necessary by the IEP team that impact the rigor, validity, or both of the subject matter being taught or assessed.</p> <p>The NHDOE will verify this through a subsequent on-site review.</p> |                      |   |
| <p><b>First Stage Corrective Action Regarding the Implementation of the Regulations:</b> Provide training to appropriate staff to ensure that modifications are changes in instruction or evaluation determined necessary by the IEP team <b>that impact</b> the rigor, validity, or both of the subject matter being taught or assessed.</p> <p>Provide the dates, names of attendees, and a description of the trainings, which defines the private provider's procedure for complying with this specific rule, to the NHDOE within 3 months from the date of this report.</p>                                      |                      |   |
| <p><b>Second Stage Corrective Action Regarding the Implementation of the Regulations:</b> The NHDOE will review 2 new student files at The Skills Program, School Year for updated data demonstrating compliance with this requirement.</p>   |                      |   |

| COMPLIANCE CITATIONS  |  | AREA OF COMPLIANCE  |
|---|--|---|
| 34 CFR 300.320(a)<br>Ed 1109.01(a)(1); 1109.04(b)                 |  | K. Definition of Individualized Education Program (Special Education and Related Services, Supplementary Aids and Services, and Program Modifications or Supports for School Personnel)   |
| <b>Self-Assessment Question Number &amp; Regulatory Component</b> |  | <b>Review Status</b>  |
| 33.   | 34 CFR 300.320(a)(4)<br>Ed 1109.01(a)(1) | <b>8 out of 8</b> IEP files demonstrated evidence of a statement of special education.  |
| 34.   | <b>Ed 1109.04(b)(1)</b>                  | <p><b>6 out of 8</b> IEP files demonstrated written evidence documenting implementation of the IEP with regards to all special education services provided.</p> <p>For <b>student codes A &amp; E</b> there was insufficient evidence demonstrating compliance with this requirement.</p> |
| 35.   | 34 CFR 300.320(a)(4)<br>Ed 1109.01(a)(1) | <b>8 out of 8</b> IEP files demonstrated evidence of a statement of related services. <i>(No student files were students for whom there was no evidence that the IEP team determined this is necessary.)</i>  |
| 36.   | Ed 1109.04(b)(1)                         | <b>8 out of 8</b> IEP files demonstrated written evidence documenting implementation of the IEP with regards to all related services provided. <i>(No student files were students for whom there were no related services in the IEP.)</i>  |
| 37.   | 34 CFR 300.320(a)(4)<br>Ed 1109.01(a)(1) | <b>0 out of 0</b> IEP files demonstrated evidence of a statement of supplementary aids and services. <i>(8 student files were students for whom there was no evidence that the IEP team determined this is necessary.)</i>  |

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| 38.  | Ed 1109.04(b)(2)                         | <b>0 out of 0</b> IEP files demonstrated written evidence documenting implementation of the IEP with regards to any supplementary aids and services provided. <i>(8 student files were students for whom there were no supplementary aids and services in the IEP.)</i> |
| 39.  | 34 CFR 300.320(a)(4)<br>Ed 1109.01(a)(1) | <b>2 out of 2</b> IEP files demonstrated evidence of a statement of the supports for school personnel. <i>(6 student files were students for whom there was no evidence that the IEP team determined this is necessary.)</i>  |
| 40.  | Ed 1109.04(b)(4)                         | <b>2 out of 2</b> IEP files demonstrated written evidence documenting implementation of the IEP with regards to supports for school personnel. <i>(6 student files were students for whom there were no supports for personnel in the IEP.)</i>                         |
| 41.  | 34 CFR 300.320(a)(7)<br>Ed 1109.01(a)(1) | <b>8 out of 8</b> IEP files demonstrated evidence of a projected date for the beginning of the services and modifications described in the supports and services section of the IEP.  |
| 42.  | 34 CFR 300.320(a)(7)<br>Ed 1109.01(a)(1) | <b>8 out of 8</b> IEP files demonstrated evidence of the anticipated frequency, location, and duration of those services and modifications described in the supports and services section of the IEP.   |
| <p><b>First Stage Corrective Action of Student Specific Instance(s) of Noncompliance:</b> As soon as possible, but no later than 2 months from the date of this report, the private provider will provide documentation for evidence of the implementation of special education services provided.</p> <p>The NHDOE will verify this through a subsequent on-site review.</p> <p><b>First Stage Corrective Action Regarding the Implementation of the Regulations:</b> Provide training to appropriate staff for ensuring that there is written evidence documenting implementation of the IEP with regards to all special education services provided.</p> <p>Provide the dates, names of attendees, and a description of the trainings, which defines the private provider's procedure for complying with this specific rule, to the NHDOE within 3 months from the date of this report.</p> <p><b>Second Stage Corrective Action Regarding the Implementation of the Regulations:</b> The NHDOE will review 4 new student files (2 at the Elementary School, School Year program and 2 at the Seacoast Academy, High School Program School Year) for updated data demonstrating compliance with this requirement.</p> |  |   |

| COMPLIANCE CITATIONS  |   | AREA OF COMPLIANCE   |
|---|---|--|
| 34 CFR 300.320(a)(5)<br>Ed 1109.01(a)(1)                          |   | L. Definition of Individualized Education Program (Justification for Non-Participation)  |
| <b>Self-Assessment Question Number &amp; Regulatory Component</b> |   | <b>Review Status</b>   |
| 43.   | 34CFR 300.320(a)(5)<br>Ed 1109.01(a)(1) | <b>8 out of 8</b> IEP files demonstrated evidence of an explanation of the extent, if any, to which the child will not participate with nondisabled children in the regular class and in the activities described in the supports and services section of the IEP. |

| COMPLIANCE CITATIONS                                   |   | AREA OF COMPLIANCE  |
|--|---|---|
| 34 CFR 300.320(a)(6)<br>Ed 1109.01(a)(1)               |   | M. Definition of Individualized Education Program (State and District Wide Assessments)   |
| Self-Assessment Question Number & Regulatory Component |   | Review Status   |
| 44.  | 34 CFR 300.320(a)(6)(i)<br>Ed 1109.01(a)(1)<br>RSA 193-C<br>Ed 1114.05(k)     | <b>6 out of 6</b> IEP files demonstrated evidence of a statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the child on State and district wide assessments. <i>(2 student files were of students for whom there were no state or district wide assessments for the student's age/grade level.)</i> |
| 45.  | 34 CFR 300.320(a)(6)(ii)(A)<br>Ed 1109.01(a)(1)<br>RSA 193-C<br>Ed 1114.05(k) | When the IEP Team determines that the child must take an alternate assessment instead of a particular regular State or district wide assessment of student achievement, <b>0 out of 0</b> IEP files demonstrated evidence of a statement of why the child cannot participate in the regular assessment. <i>(8 student files were of students not taking an alternate assessment.)</i>       |
| 46.  | 34 CFR 300.320(a)(6)(ii)(B)<br>Ed 1109.01(a)(1)<br>RSA 193-C<br>Ed 1114.05(k) | When the child is taking an alternate assessment, <b>0 out of 0</b> IEP files demonstrated evidence describing why the particular alternate assessment selected is appropriate for the child. <i>(8 student files were of students not taking an alternate assessment.)</i>   |