

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

**Enriched Learning Center
Summary Report
2022 - 2023**

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Overview of the Enriched Learning Center Program

Enriched Learning Center, located at 26 Exchange Street, Berlin, NH is a New Hampshire Department of Education (NHED), Bureau of Special Education Support (the Bureau) Approved Special Education Program. As an approved 180 day school year program that grants high school diplomas, Enriched Learning Center has the capacity to serve 20 students of all genders in grades 1 - 12. Students enrolled in this program have primary disabilities in the areas of Autism, Developmental Delay, Emotional Disturbance, Intellectual Disability, Multiple Disabilities, Other Health Impairments, Specific Learning Disability, Speech-Language Impairment, and Visual Impairment. Enriched Learning Center is eligible to provide summer ESY services to students with the same primary educational disabilities and grade ranges as in their school year program.

Enriched Learning Center's mission is "to foster social, emotional and educational development in students by engaging each individual's strengths and interests in order to prepare students for graduation, transition back to the public school or the community." "The goal of Enriched Learning Center is to offer students an opportunity to access the state required educational standards in non-traditional ways. This is accomplished through hands-on curriculum, vocational skills training, community-based activities, and social skills development."

The program's philosophy is three pronged and focuses on the student, the family, and the community. Students are viewed as individuals and are encouraged to use their strengths to access the available educational opportunities. Treatment and educational programming are based on the cognitive, behavioral, physical, and social-emotional needs of the students. The program's objects are to develop problem-solving skills, establish appropriate behaviors to promote improved performance and productivity, increase self-esteem through academic, recreational, and community activities, and reduce risk factors while strengthening resilience.

Enriched Learning Center teams with Berlin School District to create curriculum that aligns with New Hampshire Minimum Standards. The high ratio of staff to students enables Enriched Learning Center to plan and provide creative curriculum to multiple grade levels while supporting different learning styles. Hand-on activities and project-based assignments promote student engagement and foster learning in a non-traditional setting.

A strong emphasis is placed on preparing students to develop post-secondary transitional plans and build skills necessary to achieve and maintain meaningful employment. The staff at Enriched Learning Center are trained as Community Rehabilitation Providers, working as job coaches to assist in developing tools, strengthening skills and supporting students in achieving their future employment goals.

The structured environment and dedicated staff at Enriched Learning Center promotes personal accountability by assisting students to regulate their behavior in socially acceptable ways. Providing opportunities for group problem solving, individual counseling, and personalized

crisis plans help students realize alternative avenues for their actions. Parents and guardians are routinely updated of progress and accomplishments through weekly and quarterly progress reports and by personal communications with the behavioral specialist as needed.

Enriched Learning Center staff work collaboratively to provide a positive learning environment in which social expectations are consistently modeled and reinforced, as evidenced during the monitoring on-site review.

The leadership team at Enriched Learning Center consists of the School Director, Behavior Specialist, and Special Education Administrator. Enriched Learning Center does not employ a Special Education Administrator full-time, though the Department recommends this of all approved Private Provider of Special Education Programs. The Special Education Administrator is on-site one day per week and available other days as needed. Enriched Learning Center reports there is a certified special educator on staff who is currently pursuing a master's degree in Special Education, however, this certification is not equivalent to a Special Education Administrator. It remains the recommendation of the Bureau that Enriched Learning Center work towards employing a full-time Special Education Administrator to provide daily, routine on-site support to the program.

Noteworthy Practices and Areas in Need of Refinement

Noteworthy Practices

During the monitoring visit, it was revealed that the Enriched Learning Center includes several practices in their teaching, lessons, and expectations which are noteworthy. Such practices include:

- Classroom teachers provide opportunities to teach real-world lessons as evidenced in one class where the teacher had a station set-up to work on ski bindings. During breaks the teacher modeled proper installation and tuning, a valuable lesson for future employment or personal use in the North Country.
- Safe, respectful, friendly, positive, and productive learning environments.
- Student wellness is embedded in the program as evidenced by acceptable food guidelines, substance abuse prevention programs and general behavioral guidelines for socially acceptable behavior which are detailed in the student handbook, the recognition of the need for physical activity to be built into the daily schedule through sensory breaks and through daily “active” classes including yoga, breathing techniques and movement, and weekly adventure trips for students who have exhibited good behavior and academic performance during the week.
- Working in collaboration and fostering positive relationships within the community and local school district.

- Opportunities for family involvement to ensure the emotional health, educational success, and successful transition to independent living of students.
- Prioritizing transition, either from Enriched Learning Center back to the sending school district or from school to post-secondary school and work settings, evidenced by the collaborative relationship with school districts, vocational rehabilitation, and approved Department of Labor work sites.
- The “Respect, Support and Participation” positive behavior system uses a list of individual behaviors students need to exhibit to be considered respectful, supportive, and fully participatory in their daily school experience. Students earn points for each positive behavior exhibited at the end of each class period. This approach encourages self-regulation and self-determination and is evaluated by both staff and student self-evaluation.

Areas in Need of Refinement

During the Enriched Learning Center’s on-site visit the monitoring team did not identify any areas in need of refinement.

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

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).

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.

The New Hampshire Department of Education (NHED), Bureau of Special Education Support’s (the Bureau’s) Approval of Private Provider Special Education Programs Monitoring Process (AP3s) consists of a review of required application materials and an on-site component with program visit(s) and random sampling. The AP3s process occurs during the last year of approval of the Private Special Education Program (Enriched Learning Center).

The spring prior to the AP3s process, the Bureau notified Enriched Learning Center of the upcoming process and schedule a time to meet with the administrative team to review the process and answer any questions. The Bureau sent written communication in the fall of the monitoring year which included an overview of the monitoring process and tentative dates for the On-site Data Collection Form training and on-site monitoring visit.

As part of the AP3s process the Enriched Learning Center submitted required application materials for review and the Bureau confirmed the Enriched Learning Center's nonpublic school approval.

The Bureau visited the program on Wednesday, March 8, 2023, to conduct the AP3s on-site monitoring visit. Prior to conducting this visit, the Bureau conducted training to Enriched Learning Center staff on how to complete the On-site Data Collection Form for the random sampling and what would be acceptable evidence.

The AP3s Process has one main component to corrective actions titled, "*Corrective Action Regarding the Implementation of the Regulations*", which typically involves the Private Provider participating in or providing professional development training to appropriate personnel for areas found in noncompliance. For any corrective action regarding the implementation of the regulations, evidence of provided trainings is required and must be submitted to the Bureau. It is recommended that all corrective actions be verified by the Bureau within three months from the date of this report but cannot go unaddressed longer than one year of the date of the on-site monitoring visit. The final close-out letter will not be issued until all corrective actions have been verified corrected.

The New Hampshire Department of Education, Bureau of Special Education Support review members for Enriched Learning Center's on-site monitoring review included Heidi Clyborne and Alexandra Ferraro.

Special Education 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*.

During their 2017-2018 AP3s process, Enriched Learning Center's Special Education Procedures were verified compliant 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 facilities, 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.

Since then, there has been one rule change, (Ed 1119.01 Confidentiality Requirements), affecting the Special Education Procedures. Private Providers monitored for program approval prior to this change submitted, for review, only the sections of their Special Education Procedures pertaining to the revised rule.

Based on the review of Enriched Learning Center's Special Education Procedures the monitoring team determined there were **0 findings of noncompliance**.

Private Provider Curriculum and Effective Implementation

Enriched Learning Center's K-12 curriculum was verified compliant during their previous monitoring review process in the learning areas of 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 306.26(b)(1) and (2) & Ed 306.27(c).

Since Enriched Learning Center's last AP3s process, there has been one change to the New Hampshire Minimum Standards, Ed 306.49 Holocaust and Genocide Education Program, which was widely shared with all of New Hampshire's Private Providers of Special Education Programs in 2022.

As the State is reviewing and making additional revisions to the Administration of Minimum Standards (Ed 306), the Bureau will review approved special education programs curriculum for areas where there are revisions once all changes are in effect.

Based on the previous review of Enriched Learning Center's curriculum, the monitoring team determined there were **0 findings of noncompliance**.

Personnel

The Bureau of Special Education Support has reviewed Enriched Learning Center's personnel certifications using the New Hampshire Educator Information System. The review process was for educators employed during 2022 – 2023 school year.

The personnel roster that was provided by Enriched Learning Center 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.

Although Enriched Learning Center did not have assigned certified staff or consultants for Earth Space Science, Physics, Chemistry, Family & Consumer Science, Technology Education, or World Languages they explained that students requiring or wanting to take any course not offered would be provided access by the sending LEA.

Based on the review of Enriched Learning Center’s personnel certifications, the monitoring team determined there were **1 finding of noncompliance**.

COMPLIANCE CITATIONS	AREA OF COMPLIANCE
34 CFR 300.18; 34 CFR 300.156; Ed 1114.10(a)	Personnel Standards
Findings of Noncompliance: Enriched Learning Center did not have a full time Special Education Administrator resulting in 1 finding of noncompliance .	
Corrective Action regarding the Implementation of the Regulations: Enriched Learning Center must staff a certified Special Education Administrator or Principal as a full-time position.	
Provide the Bureau with evidence that resolves the discrepancies between subject/assignments and endorsements as well as a description of the method used to inform staff to NHED as soon as possible but no later than 6 months from the date of this report.	

The above concern was discussed throughout the 2022-2023 approval process and Enriched Learning Center was notified of the concerns listed above, via email, on March 21, 2023. Staff specific information was included in the email.

General Program 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).

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 at least 30 days prior to the onsite monitoring visit in the year monitored.

Based on the review of the Enriched Learning Center’s application materials, the monitoring team determined there was **1 finding of noncompliance**.

COMPLIANCE CITATIONS	AREA OF COMPLIANCE
Ed 1114.04(g)	Professional Development Master Plan
Finding of Noncompliance: In reviewing Enriched Learning Center’s application materials an approved current Professional Development Master Plan is not on file with the Bureau of Credentialing resulting in 1 finding of noncompliance.	
Corrective Action regarding the Implementation of the Regulations: Enriched Learning Center must provide the Bureau with evidence that the Professional Development Master Plan has been reviewed and accepted by the Bureau of Credentialing as soon as possible but no later than 6 months from the date of this report.	

Program Monitoring and Random Sampling

Per RSA 186-C:5 the Monitoring Process must include on-site monitoring including program monitoring and random sampling. The AP3s Process for Enriched Learning Center included an on-site monitoring visit during which the Bureau monitoring team was provided with a program overview, visited all approved locations for the approved program and collected random sampling data using the On-site Data Collection Form. Random sampling data consisted of comprehensive reports per Ed 1114.06(i), (j), (k) and service implementation per Ed 1114.03(a).

At least 30 days prior to the scheduled monitoring on-site visit Enriched Learning Center submitted to the Bureau a completed On-site Data Collection Form that included the information below.

- A coded list of twenty percent of the New Hampshire students enrolled in the program the year prior to monitoring for verification of comprehensive reports.
- A coded list of the services Enriched Learning Center was responsible for providing to all of their New Hampshire students enrolled in the program during the three-week period of October 31, 2022 - November 18, 2022, for verification of service implementation. (Enriched Learning Center was notified by the Bureau of the three-week time period on December 12, 2022).

At the on-site monitoring visit the Bureau monitoring team used the On-site Data Collection Form to verify evidence that Enriched Learning Center completed a minimum of three comprehensive reports for each student on the list per Ed 1114.06(i), (j), (k) and that required services were provided during the designated time period per Ed 1114.03(a).

Based on the review of the Enriched Learning Center program monitoring and random sampling, the monitoring team determined there was **1 finding of noncompliance.**

COMPLIANCE CITATIONS	AREA OF COMPLIANCE
Comprehensive Report Regulatory Component	Review Status
Ed 1114.06(i)	Each provider of special education or other non-LEA program shall complete a minimum of 3 comprehensive reports per year on each child with a disability enrolled in the program.
100% of student codes reviewed at the Enriched Learning Center program demonstrated evidence that a minimum of 3 comprehensive reports per year are completed on each child with a disability enrolled in the program meeting all compliance criteria. This results in 0 findings of noncompliance since comprehensive reports reviewed were in 100% compliance.	

COMPLIANCE CITATIONS	AREA OF COMPLIANCE
Service Implementation Regulatory Component	Review Status
Ed 1114.03(a)	A private provider of special education or other non-LEA program shall be responsible for providing students with disabilities all services detailed in their IEPs unless the provision of those services has been agreed upon by contract with the sending LEA.
Finding of Noncompliance: 81% of all services detailed in the IEP, that were the responsibility of the Enriched Learning Center program had evidence demonstrating provision. This results in 1 finding of noncompliance since service provision was not in 100% compliance.	
Corrective Action Regarding the Implementation of the Regulations: Provide training to appropriate staff to ensure that the private provider implements special education and related services as outlined in the IEP. 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 Bureau within 3 months from the date of this report.	

Determining Program Approval Periods

To determine the length of program approval the Approval of Private Provider Programs is broken down into 7 sections. Points are accumulated based on the number of findings in each section and weighted towards those areas most directly impacting the provision of FAPE.

- Application Materials, not covered in other sections, (0-5 points)
- Curriculum (0-22 points)
- Personnel Certified (0-9 points)
- Required Staff (0-9 points)
- Special Education Procedures (0-5 points)
- Service Provision (0-40 points)
- Comprehensive Reports (0-10 points)

A program is given a percent score based on the total number of points received out of the maximum possible. The higher a percentage a program receives the shorter their approval period.

- 5 years: 0-20%
- 4 years: 21-40%
- 3 years: 41-60%
- 2 years: 61-80%
- 1 year: 81-100%

Based on the findings outlined in this report the Enriched Learning Center program received a score of 13% **and a 5 year program approval.**