

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

**SEACOAST LEARNING COLLABORATIVE  
SUMMARY REPORT**

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Kathy Harris, Program Director  
Patrice Chandler, Program Director**

Chairpersons, Visiting Team:  
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Site Visit Conducted on February 9-10, 2009  
Report Date, April 2, 2009

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## **I. TEAM MEMBERS**

### Visiting Team Members:

<b>NAME</b>	<b>PROFESSIONAL ROLE</b>
Chairpersons: Dr. Robert Andrews	Education Consultant
Jane Bergeron-Beaulieu, M.Ed	Education Consultant
Roberta Avery	Special Education Teacher
Deborah Bois	High School Special Education Coordinator
Susan Brassard	LD Specialist
Jim Chisolm	High School Educator
Paul Kuliga	High School Educator
Michael O'Hara	Director of Education
Sharon Pray	Director of Student Services
Randy Welch	Chief Program Officer

### Building Level Team Members:

<b>NAME</b>	<b>PROFESSIONAL ROLE</b>
Richard Nicolazzo	Counselor – Elementary PDD
Denis Pelletier	Counselor
Annette Levis	Middle School Teacher
Emily Abbott	Special Educator / Asst Program Director
Paul Campelia	Executive Director
Judy Eimicke	Sending School District Representative
Lance Ard	Paraprofessional
J. Collins	Paraprofessional
Chris Kelleher	Paraprofessional
Kathleen Harris	High School Teacher / Program Director
George Snow	High School Teacher
Ryan Long	High School Teacher
Jen McClelland	High School Teacher
Brianne Landry	
Justin Wright	High School Teacher
Stephan Lewis	High School Teacher
John Les	
Sara Brown	High School Teacher
Michael Sinkewich	High School Teacher
Patrice Chandler	Elementary Teacher / Program Director
Donna Walsh	MSW
Courtney Clairwell	MSW
Denise McCarthy	Elementary Teacher
Joan Collins	Middle School Teacher

## II. INTRODUCTION

The mission of Seacoast Learning Collaborative is:

*“We at Seacoast Learning Collaborative embrace the uniqueness of every child and family.  
Therefore...*

*We are dedicated to providing a consistent, predictable environment, one that promotes individual achievement, both academically and emotionally. Always mindful of using every teaching moment, every present perpetual learning environment for all students and staff.”*

The Seacoast Learning Collaborative (SLC) is a not for profit organization that was developed for the purpose of providing therapeutic education programs for students who have been identified as educationally disabled. SLC is owned and managed by 21 member school districts in the seacoast region, is located in Brentwood NH, and has been in existence since 1986. Students enrolled at Seacoast Learning Collaborative are those who have individual education plans and who have experienced difficulty in a public school setting due to a broad range of issues, including but not limited to the following:

- Behavioral Challenges
- Mental Health Concerns
- Poor Relationship Skills
- Developmental Disabilities/Cognitive Delays

The special education programming at SLC is offered at the elementary, middle and high school levels, and is designed to meet a broad range of educational needs. Listed below is a brief description of programming made available to students enrolled.

### **Elementary and Middle School Levels:**

The programs at the elementary and middle school levels are highly structured full day programs for students grades 1-8, and offer a broad range of academics, therapy, social skills training, and behavior management. The programs have proven successful for students who exhibit learning challenges in a variety of areas, which include but are not limited to attention deficits, learning disabilities, weak organizational skills, lack of motivation, difficulties in maintaining relationships, and developmental delays. Many of the students in the elementary and middle school programs exhibit poor coping skills, feeling of withdrawal, anxiety and mood disorders. In addition, a significant population of the students enrolled has developmental or cognitive delays, or has been identified on the autism spectrum.

The staff within the elementary and middle school programs consist of certified special educators, as well as clinical therapists, an adventure based counselor, speech/language pathologist, occupational therapist and consulting behavior psychologist and psychiatrist.

### **High School Level:**

The primary objective of the high school program (Seacoast Academy) is to develop the necessary skills in core academic areas, as well as offer a full array of required high school course offerings, leading toward a high school diploma. The Seacoast Academy has a 4-tiered level system which has a strong emphasis upon teaching students to advocate for themselves. The Seacoast Academy is approved by the NHDOE as a non-public high school and can therefore issue a high school diploma for those students who meet all course requirements. All students enrolled at Seacoast Academy are eligible to participate in community learning projects, and when appropriate, enroll in course work in their home school district. Transition is viewed as an ongoing process that is student focused, whether it is a graduation from Seacoast Academy, moving to another program or returning to public school. The staff works with individual students to insure successful transition. Transition begins with the development of a plan and includes frequent discussion and communication throughout the placement, as well as meetings and supervised visits as the change in placement occurs.

<b>SCHOOL DEMOGRAPHICS</b>	<b>2007-08</b>	<b>2008-09</b>
Student Enrollment as of December 1	56	57
Do you accept out-of-state students? If so, list number from each state in 08-09	1 Maine	
Number and Names of Sending New Hampshire LEAs (as of October 1)	* See Below	
# of Identified Students Suspended One or More Times	14	7
Average Length of Stay for Students	Varies – Approximately 2 years	Varies – Approximately 2 years
<b>STAFF DEMOGRAPHICS</b>		
Student/Teacher Ratio (as of Oct. 1)	1:6-1:9	1:5-1:10
# of Certified Administrators	0	1
# of Certified Teachers	8	8
# of Teachers with Intern Licenses	1	1
# of Non-certified Teachers	0	0
# of Related Service Providers	9	10
# of Paraprofessionals	15	14
# of Professional Days Made Available to Staff		

<b>SPECIAL EDUCATION PROGRAM DATA</b>		
<b>Primary Disability Types:</b>	<b>2007-08</b>	<b>2008-09</b>
Autism	14	12
Deaf / Blindness	0	0
Deafness	0	0
Emotional Disturbance	35	37
Hearing Impairment	0	0
Mental Retardation	0	2
Multiple Disabilities	0	0
Orthopedic Impairment	0	0
Other Health Impairment	5	5
Specific Learning Disabilities	1	0
Speech or Language Impairment	1	1
Traumatic Brain Injury	0	0
Visual Impairment	0	0
Developmental Delay ages 3-9	0	0

**\* Number and Names of Sending New Hampshire LEAs:**

SAU 15, Candia

SAU 10, Derry

SAU 11, Dover

SAU 16, Exeter Cooperative

SAU 61, Farmington

SAU 83, Fremont

SAU 19, Goffstown

SAU 49, Governor Wentworth

SAU 55, Hampstead

SAU 21, Hampton, Hampton Falls & South Hampton

SAU 17, Kingston

SAU 88, Lebanon

SAU 42, Nashua  
SAU 31, Newmarket  
SAU 44, Northwood & Nottingham  
SAU 05, Oyster River  
SAU 51, Pittsfield  
SAU 52, Portsmouth

SAU 33, Raymond  
SAU 54, Rochester  
SAU 29, Keene  
SAU 72, Alton  
SAU 56, Somersworth

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

The New Hampshire Department of Education (NHDOE) conducted a Special Education Program Approval Visit to Seacoast Learning Collaborative on February 9-10, 2009 for the purpose of reviewing the present status of programs and services made available to children and youth with educational disabilities. Program Approval Visits are conducted using a Case Study Model that is a focused review. This focused review permits the NHDOE to leverage its impact for change and improvement within private special education schools statewide, by focusing the attention of all educators on the following three areas of critical importance in the provision of FAPE for students with disabilities.

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

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

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

- ♦ All application materials submitted
- ♦ Status of corrective actions since the last NHDOE Special Education Program Approval Visit
- ♦ Personnel credentials for special education staff (verified by NHDOE)
- ♦ Program descriptions and NHSEIS verification reports
- ♦ All data collected during the visit
- ♦ Any new special education programs seeking approval from the NHDOE

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

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

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

Based on review of the February 2006 NHDOE Special Education Program Approval Report, and follow up corrective action visits conducted in 2007, there was one citation of noncompliance outlined in the corrective action plan that was still in process of being addressed, all others were fully resolved.

Citation	Status as of February 2007	Status as of February 2009
<b>ED 1109.03 (a) Full Access to the General Curriculum</b> <b>ED 1133.05 (h) Program Requirements</b> All of the students enrolled at Seacoast Learning Collaborative must have access to equal educational opportunities within their programs and the ability to progress in the general curriculum as required under 34 CFR 300.347.	In process of being addressed	In process of being addressed
<b>ED 1133.05 (l) Assessment</b> Seacoast Learning Collaborative needs to develop a system of ongoing, consistent formalized assessments to measure student progress, writing of IEP's and assess the effectiveness of curriculum and instruction provided to students.	Met	
<b>ED 1133.05 (K) Program Requirements</b> <b>ED 1133.08 (A) Qualifications and Requirements for Instructional, Administrative and Support Personnel</b> All staff providing services to students with disabilities at Seacoast Learning Collaborative must hold appropriate credentials. This includes having a certified administrator, and a full array of consultants to cover all of the required content outlined in the NH Minimum State Curriculum Standards.	Met	
<b>ED 1119.01 (a) Individual Education Plan</b> All students enrolled at Seacoast Learning Collaborative must have IEP's that include annual measurable goals.	Met	
<b>ED 1102.53 Transition Services</b> <b>ED 1109.01 (a) Elements of IEP, Transition Plan</b> All transition plans written for students, aged 16 and older must have all of the required components as outlined in IDEA 2004.	Met	
<b>ED 1133.04 (b) Administration</b> All of the Seacoast Learning Collaborative Special Education Policies and Procedures need to be reviewed and revised accordingly to ensure compliance with IDEA 2004	Met	
<b>ED 1133.13 (g) Physical Facilities</b> Seacoast Learning Collaborative must ensure that hazardous areas, such as open water, are fenced off or that there is some kind of barrier installed to protect the children enrolled.	Met	
<b>ED 1133.13 (d) Physical Facilities</b> Seacoast Learning Collaborative must develop a written policy and procedure related to protection of students from hazardous materials such as electrical, plumbing, garbage disposal, storage of food and medicine, etc.	Met	

## V. FEBRUARY 2009 CASE STUDY COMPLIANCE REVIEW RESULTS

Data collection is an important part of the NHDOE Special Education Case Study Compliance Review Process. In order to monitor whether or not special education programs are in compliance in the three focus areas, and determine any root causes of problems that may be identified through the case study process, it is essential that each case study team dig deeply into the data, and not just take a surface look. This process takes time, and the entire team working with the child being studied must be involved in collecting and analyzing the data, as well as presenting and summarizing the data with the visiting team. As such, the NHDOE works with educational communities to determine the number and type of case studies to be prepared and presented, to ensure that building teams are not inundated with much more data than they can possibly analyze, allowing them to reflect upon and generalize their newly found knowledge of their programs, practices, policies and procedures. At Seacoast Learning Collaborative there were a total of 5 case studies that were randomly selected from each of the representative programs, the results of the case study findings are summarized in the report that follows.

## LEA SURVEYS

The Seacoast Learning Collaborative sent out 26 surveys to sending school districts, of which 17 were completed, representing a response rate of 65%. The majority of the respondent ratings fell within the strongly agree or agree categories, indicating a high approval rating from those school districts who currently send students to Seacoast Learning Collaborative. This was supported by the LEA interviews that were conducted on site as part of the case study presentations that were made for each of the programs at SLC. The written comments that accompanied the surveys were highly supportive of SLC, and indicated that sending LEAs were pleased with the progress that students demonstrated while placed at Seacoast Learning Collaborative. Based on the results of the survey, along with the comments provided, it was clear that LEAs are satisfied with programming, they recognize the hard work of the staff and administration, and that SLC works in partnership with school districts, students and their families to ensure student success.

### SUMMARY REPORT OF SENDING LEAs

Total number of surveys sent: 26	Total # of completed surveys received: 17	Percent of response: 65%
Number of students placed by: LEA: All	Court: 0	Parent: 0

**SCALE 4 STRONGLY AGREE 3 AGREE 2 DISAGREE 1 STRONGLY DISAGREE**

	4	3	2	1	No Answer
1. The private school team has positive expectations for students.	12	5			
2. I am satisfied with the educational program at the above school.	11	3	2		1
3. The school consistently follows special education rules and regulations.	11	5		1	
4. The school has an effective behavioral program (if applicable).	12	5			
5. I am satisfied with the related services provided by the school.	11	4	2		
6. The school implements all parts of students' IEPs.	11	6			
7. I feel the school provides the necessary skills to allow the student to make progress on the IEP goals.	9	8			
8. The school program measures academic growth.	10	5	1	1	
9. The school program measures behavioral growth (if applicable).	12	5			
10. The school completes a minimum of 3 comprehensive reports per year on each child with a disability enrolled.	11	2		1	3
11. Progress reports describe the child's progress toward meeting the IEP goals, include a record of attendance, and are written in terminology understandable to the parent.	10	3	1		3
12. Progress reports are provided to the LEA and to the parent of the child.	12	3			2
13. I am satisfied with the way the school communicates students' progress.	13	3		1	
14. The school communicates effectively with parents.	13	4			
15. The school communicates effectively with the LEA.	13	3	1		
16. The school involves parents in decision-making.	11	5		1	
17. The school actively plans for future transition to a less restrictive placement.	8	6	1	1	1
18. If the school finds it necessary to change or terminate placement, they notify the LEA by convening the IEP team to: review the concerns, review/revise the IEP, discuss the placement and determine if the facility can fully implement the IEP and provide FAPE.	9	4			4
19. The school team sets meeting times that are convenient for both parents and LEA.	13	3	1		
20. The school has met my expectations.	11	4	1		1
21. I have a good relationship with the school.	13	4			
22. I would enroll other students at the school.	12	4	1		

## PARENT PARTICIPATION

One of the defining features of effective schools is strong parent/community relations and open communication. Having parents as an active stakeholder in the NHDOE Special Education Program Approval Process ensures broader perspectives and brings forth new ideas. In addition, including the parent perspective enhances and strengthens the teams' case study presentations, and makes for stronger school/parent relationships. As such, parent participation and input is a required part of the NHDOE Special Education Program Approval Process. In order to ensure parent participation and feedback, the NHDOE, Bureau of Special Education, involves parents in a variety of aspects of the Special Education Program Approval Process. First, parents are encouraged to be active participants in the case study presentations; second, parents of the children presented in the case study process are formally interviewed; and third, the school is required to send all parents of students with disabilities a written survey with a request to respond. Below is a summary of the results of the parent survey, along with a summary of the comments/feedback provided to the visiting team during the February 2009 Case Study Compliance Review at Seacoast Learning Collaborative. Survey results are broken down by program.

As noted below, across all programs at SLC, parents provided a variety of positive responses to the questions posed. The response rate to the parent survey varied from program to program, however, based on the ratings provided by parents, it was clear that parents are satisfied with the programming provided to their children. Specifically, parents indicated that children are safe and welcomed at school, and that students have strong relationships with staff. It was further noted that parents felt involved in planning and that their feedback was valued in planning for their child's education. There was general satisfaction with behavior strategies and discipline across the programs. Based on the results of the parent survey, there were no significant concerns raised that would warrant further attention.

### SUMMARY OF PARENT SURVEY DATA - ELEMENTARY

Total number of surveys sent: 7	Total # of completed surveys received: 6	Percent of response: 85%
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<b>SCALE</b>	<b>3 = COMPLETELY</b>	<b>2 = PARTIALLY</b>	<b>1 = NOT AT ALL</b>	
<b>ACCESS TO THE GENERAL CURRICULUM:</b>				
	<b>3</b>	<b>2</b>	<b>1</b>	<b>No Answer</b>
I am satisfied with my child's program and the supports that he/she receives.	5		1	
My child has opportunities to interact with non-disabled peers on a regular basis.	4		1	1
I am adequately informed about my child's progress.	4	1		1
My child is informed about and encouraged to participate in school activities outside of the school day, and is offered necessary supports.	5		1	
My child feels safe and secure in school and welcomed by staff and students.	4	2		
A variety of information (observations, test scores, school work, parent input) was used in developing my child's IEP.	4	1	1	
I am satisfied with the progress my child is making toward his/her IEP goals.	4	1	1	
<b>TRANSITION:</b>				
I am satisfied with the planning and support provided for the moves my child has made from grade to grade and school to school.	5			1
All of the people who are important to my child's transition were part of the planning.	5			1
<b>BEHAVIOR STRATEGIES AND DISCIPLINE:</b>				
My child's classroom behaviors affect his/her ability to learn. <i>If the answer is yes, please answer the next two questions. If no, skip to OTHER.</i>		<b>YES</b>	<b>NO</b>	<b>NA</b>
		4	0	2
	<b>3</b>	<b>2</b>	<b>1</b>	<b>No Answer</b>
I have been involved in the development of behavior interventions, strategies and supports for my child.	4			
I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs.	3		1	
<b>OTHER:</b>				
I fully participate in special education decisions regarding my child.	5	1		

I have been provided with a copy of the procedural safeguards (parental rights) at least once a year	6			
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**SUMMARY OF PARENT SURVEY DATA – MIDDLE SCHOOL**

Total number of surveys sent: 10	Total # of completed surveys received: 8	Percent of response: 80%
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**SCALE      3 = COMPLETELY      2 = PARTIALLY      1 = NOT AT ALL**

<b>ACCESS TO THE GENERAL CURRICULUM:</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>No Answer</b>
I am satisfied with my child’s program and the supports that he/she receives.	7	1		
My child has opportunities to interact with non-disabled peers on a regular basis.	5	3		
I am adequately informed about my child’s progress.	5	2		1
My child is informed about and encouraged to participate in school activities outside of the school day, and is offered necessary supports.	5	1	2	
My child feels safe and secure in school and welcomed by staff and students.	7			1
A variety of information (observations, test scores, school work, parent input) was used in developing my child’s IEP.	7	1		
I am satisfied with the progress my child is making toward his/her IEP goals.	5	3		
<b>TRANSITION:</b>				
I am satisfied with the planning and support provided for the moves my child has made from grade to grade and school to school.	5			3
All of the people who are important to my child’s transition were part of the planning.	5			2
<b>BEHAVIOR STRATEGIES AND DISCIPLINE:</b>				
My child’s classroom behaviors affect his/her ability to learn. <i>If the answer is yes, please answer the next two questions. If no, skip to OTHER.</i>	<b>YES</b> 3		<b>NO</b>	<b>NA</b> 5
	<b>3</b>	<b>2</b>	<b>1</b>	<b>No Answer</b>
I have been involved in the development of behavior interventions, strategies and supports for my child.	6	1		1
I am satisfied with the way the school is supporting my child’s behavioral, social and developmental needs.	7			1
<b>OTHER:</b>				
I fully participate in special education decisions regarding my child.	6	1		1
I have been provided with a copy of the procedural safeguards (parental rights) at least once a year	7			1

**SUMMARY OF PARENT SURVEY DATA - AUTISM**

Total number of surveys sent: 10	Total # of completed surveys received: 3	Percent of response: 30%
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**SCALE      3 = COMPLETELY      2 = PARTIALLY      1 = NOT AT ALL**

<b>ACCESS TO THE GENERAL CURRICULUM:</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>No Answer</b>
I am satisfied with my child’s program and the supports that he/she receives.	2	1		
My child has opportunities to interact with non-disabled peers on a regular basis.	1		1	1
I am adequately informed about my child’s progress.	3			
My child is informed about and encouraged to participate in school activities outside of the school day, and is offered necessary supports.			1	2
My child feels safe and secure in school and welcomed by staff and students.	2	1		
A variety of information (observations, test scores, school work, parent input) was used in developing my child’s IEP.	2	1		
I am satisfied with the progress my child is making toward his/her IEP goals.	1	2		
My child earns credits toward a regular high school diploma in all of his/her classes.		1		2

<b>TRANSITION:</b>				
I am satisfied with the planning and support provided for the moves my child has made from grade to grade and school to school.	2	1		
All of the people who are important to my child's transition were part of the planning.	1			2
I am satisfied with the written secondary transition plan that is in my child's IEP.	1			2
<b>BEHAVIOR STRATEGIES AND DISCIPLINE:</b>				
My child's classroom behaviors affect his/her ability to learn. <i>If the answer is yes, please answer the next two questions. If no, skip to OTHER.</i>	<b>YES</b> 3		<b>NO</b> 0	
	<b>3</b>	<b>2</b>	<b>1</b>	<b>No Answer</b>
I have been involved in the development of behavior interventions, strategies and supports for my child.	3			
I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs.	2	1		
<b>OTHER:</b>				
I fully participate in special education decisions regarding my child.	2	1		
I have been provided with a copy of the procedural safeguards (parental rights) at least once a year	2			1

### SUMMARY OF PARENT SURVEY DATA – HIGH SCHOOL

Total number of surveys sent: 28	Total # of completed surveys received: 15	Percent of response: 53%
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**SCALE            3 = COMPLETELY            2 = PARTIALLY            1 = NOT AT ALL**

<b>ACCESS TO THE GENERAL CURRICULUM:</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>No Answer</b>
I am satisfied with my child's program and the supports that he/she receives.	13	1		1
My child has opportunities to interact with non-disabled peers on a regular basis.	9	5		1
I am adequately informed about my child's progress.	13	1		1
My child is informed about and encouraged to participate in school activities outside of the school day, and is offered necessary supports.	6	2	1	6
My child feels safe and secure in school and welcomed by staff and students.	10	5		
A variety of information (observations, test scores, school work, parent input) was used in developing my child's IEP.	13	1		1
I am satisfied with the progress my child is making toward his/her IEP goals.	11	2		2
My child earns credits toward a regular high school diploma in all of his/her classes.	4	1		10
<b>TRANSITION:</b>				
I am satisfied with the planning and support provided for the moves my child has made from grade to grade and school to school.	7	3		5
All of the people who are important to my child's transition were part of the planning.	9	2		4
I am satisfied with the written secondary transition plan that is in my child's IEP.	1			14
<b>BEHAVIOR STRATEGIES AND DISCIPLINE:</b>				
My child's classroom behaviors affect his/her ability to learn. <i>If the answer is yes, please answer the next two questions. If no, skip to OTHER.</i>	<b>YES</b> 8		<b>NO</b>	<b>NA</b> 7
	<b>3</b>	<b>2</b>	<b>1</b>	<b>No Answer</b>
I have been involved in the development of behavior interventions, strategies and supports for my child.	10	3	1	1
I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs.	12	2		1
<b>OTHER:</b>				
I fully participate in special education decisions regarding my child.	10	2		3

I have been provided with a copy of the procedural safeguards (parental rights) at least once a year	12			3
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**SUMMARY OF FINDINGS FROM THE THREE FOCUS AREAS OF THE CASE STUDY COMPLIANCE REVIEW**

**Access To The General Curriculum**

**ED 1109.05 Implementation of IEP**

**ED 1115.07 ED 1119.01(f) Provision of Non-Academic Services/Settings**

**CFR 300.320(a), CFR 300.34, ED 1113.08 Full Access to the District’s Curriculum**

**Equal Education Opportunity**

As the visiting team participated in the review of case studies and the evidence provided by Seacoast Learning Collaborative, the staff and administration made many references to the SAU#16 curriculum, which was recently adopted by SLC to guide instruction. While the document is available to staff, there is no administrator responsible for the oversight and implementation of curriculum, and there is a need for ongoing professional development to ensure that what is taught in each of the programs is aligned to a written and assessed curriculum. Based on this brief visit to SLC, it was not evident that the curriculum is a viable, working document, linked to assessing student performance and used by teachers to plan instruction and guide lesson planning. In most of the SLC programs, evidence of implementation of the SAU 16 curriculum was minimal, and it will be the role of leadership across all programs to put in place mechanisms to ensure that common instructional practice is aligned to a curriculum across all grades and all programs. This includes all content as outlined in the NH Minimum State Standards, as well as any life skills and vocational programming being provided to students. While the staff report that the SAU 16 curriculum is what guides instruction, and there were copies of the curriculum binders on site, it became evident that instruction for students at SLC is highly individualized, teacher designed, and not always connected to a curriculum; this is especially true for those students enrolled in the PDD Programs. Although it was clear that all students are afforded the opportunity to progress at their own rates of learning, this approach is not always linked to a curriculum. It is important to note that during the last NHDOE Special Education Program Approval visit this was identified as an issue, at which time SLC was utilizing the curriculum from the Epping School District and, there was not sufficient evidence of full implementation. Within the PDD Programs, the design and definition of learning standards was not clear, nor was there a clear delineation between elementary, middle and high school programming, or the critical learning standards for each level. Research is clear that this population of students is one that needs well defined and carefully implemented curriculum and assessment criteria directly linked to the specialized curriculum. The PDD Program must become well grounded in what has become the accepted practices for students with significant disabilities. While personalized approaches to learning are to be encouraged, it is critical that the individualized approaches be connected to a curriculum, along with a scope and sequence that include clear expectations for learning outcomes and a continuum of instruction to reach and assess the outcomes of students enrolled.

**Transition**

**Transition Planning**

**ED 1106 Process: Provision of FAPE**

**CFR 300.124 Part C Transition**

**ED 1102 Transition Services, CFR 300.43**

Transition planning is a critical area for students placed in private special education facilities outside of their home district, and particularly for students who have experienced a turbulent education history and have moved to numerous educational settings throughout their education career. The visiting team recognized the significant efforts that the staff at SLC makes in the area of writing transition plans, as well as the emphasis that is place on transition planning at key points in a child’s education. Overall, transition planning for students at SLC was happening, however, not well documented. Based on the Case Study presentations at the high school level, it was clear that staff would benefit from ongoing professional development in transition planning to better enable them to write plans that are linked to the curriculum and that guide the IEP process. Of the two IEPs reviewed, one lacked sufficient evidence of the necessary aspects of transitioning planning, including but not limited to coordinated measurable annual goals and services reasonable to allow the student to meet post secondary goals. The staff at SLC is recognized for their work toward

ensuring smooth transitions for all students, whether it is transitioning into the program, preparing to transition back to a home school or transferring from one SLC program to another. Based on the case study presentations, all staff were able to provide evidence of transition planning that is intentional and occurs on a scheduled and regular basis between staff as well as with sending and receiving school districts. Knowing the significant number of transitions that many of the SLC students will encounter, the staff is dedicated to spending considerable time and effort to making these transitions smooth and student centered.

**Behavior Strategies and Discipline. Guidance in transition planning**

As a result of the NHDOE Special Education Case Study Compliance Review, the visiting team concluded that there were no concerns related to management of student behaviors. In all programs it was clear that staff and administration have been provided with specialized training on positive intervention strategies to address the varying individual needs of students who exhibit significant behavior and mental health issues. Everyone at SLC is well trained to address the challenging student behaviors, and all programs provide the necessary supports and professional development for all staff.

Behavior plans for students are comprehensive and, for the most part, behavioral data was collected and reviewed on an ongoing basis. Interventions used are positive and actively involve both the student and the family, and individual plans are developed for students as necessary. For those children in need of more specialized behavior programming, plans are written and included in the student’s IEP and data provided demonstrating evidence of how progress was assessed.

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

As part of the NHDOE Case Study Compliance Review Process, SLC submitted an application seeking approval for some changes to the existing approved special education programs offered on campus. Specifically, the following changes are being requested:

Seacoast Academy Summer Program:	Increase capacity from 6 to 8 students
Middle School EH School Year Program:	Change age range/grade levels to Ages 11-15, Grades 5-8
Middle School EH Summer Program:	Decrease capacity from 12 to 8 students and change age range/grade levels to Ages 11-15, Grades 5-8
Elementary EH School Year Program:	Decrease capacity from 12 to 8 students and change age range/grade levels to Ages 5-12, Grades 1-5
Elementary EH Summer Program:	Decrease capacity from 12 to 6 students and change age range/grade levels to Ages 5-12, Grades 1-5
Middle School PDD School Year Program:	Decrease capacity from 12 to 8 students and change age range/grade levels to Ages 11-15, Grades 5-8
Middle School PDD Summer Program:	Decrease capacity from 12 to 6 students and change age range/grade levels to Ages 11-15, Grades 5-8
Elementary PDD School Year Program:	Decrease capacity from 12 to 6 students
Elementary PDD Summer Program:	Decrease capacity from 12 to 6 students

**For the 09-10 school year:**

Elementary and Middle PDD Programs:	These two programs will be eliminated
Middle School EH Program:	Name will be changed to Middle School Program and it is requested that Autism and Speech/Language be added to disabilities served
Elementary EH Program:	Name will be changed to Elementary Program and it is requested that Autism be added to disabilities served

Based on NHDOE Special Education Program Approval visit, and the case studies presented, it will be recommended to the NHDOE, Bureau of Special Education that these requested changes be approved as outlined.

## COMMENDATIONS

- Seacoast Learning Collaborative has a mission statement and beliefs that are being implemented within each program
- Staff within all programs were consistently described as skilled, caring and dedicated to working with a very challenging and complex student population
- Within each program, and throughout SLC, there is a sense of pride, teamwork and a sprit of enthusiasm
- There is strong collaboration between clinical staff, administration, teachers and families
- The adventure based programming is a strong component of SLC
- Staff/student ratio is appropriate for working with students who demonstrate such significant emotional, behavioral, and mental heath needs
- Efforts to engage students in vocational and community experiences are positive
- The respect and positive relationship between students and staff is evident and impressive
- SLC is recognized for the hospitality extended to the visiting team, and for the time and effort put forth in preparing for the NHDOE Case Study Review Process
- Parents report satisfaction and support with SLC and that they are pleased with student achievement
- LEAs work as partners with SLC, and report they are satisfied with the progress that individual students are making within their programs
- The experiential learning components of the SLC programs are most impressive
- The therapeutic programming is strong and fully integrated into the education program and encourages family and parent engagement.

## ISSUES OF SIGNIFICANCE

Issues of significance are defined as systemic deficiencies that impact the effective delivery of services to all students, including those with educational disabilities. Examples of such may include system wide issues related to curriculum, instruction and assessment. Other examples might be concerns related to inadequate facilities, ineffective communication systems within the educational community, leadership, shared mission, vision and goals, deficiencies in policies and procedures, staff recruitment and retention, professional development or other important factors related to the learning organization.

While many praiseworthy strategies and interventions were identified during the February 2009 visit to Seacoast Learning Collaborative, the visiting team identified a few issues of significance that warrant attention. It is important to note that many of the issues listed below are not the result of a lack of effort on the part of the staff and administration; they are systemic issues that will take a significant amount of time and resources to fully resolve. Specifically, these issues are listed below

- **ED1113.08 Full Access to the Districts General Curriculum**  
**CFR 330.320 (a) CFR 300.34**  
**ED 1114.05 (g)Program Requirements**

Students in all SLC programs must have full access to the general curriculum, including “required” course work as outlined in the NH State Curriculum Standards. In addition, SLC must have a viable curriculum in place; one that teachers are using on a daily basis, that is directly connected to daily instruction, lesson planning, IEP writing, and assessment of student progress. In addition, staff is strongly encouraged to make better us of the NWEA assessments being administered, and the connection and alignment of such assessment with curriculum and instruction.

- **ED 1109.01 Elements of IEP**  
**CRF 300.320 Content of IEP**

SLC must work in partnership with LEAs to ensure that all IEPs being developed and implemented at SLC meet compliance with state and federal special education rules and regulations.

- **ED 1114.10 (c) Qualifications and Requirements for Instructional, Administrative and Support Personnel**

Within all of the programs at SLC there needs to be clarification on who is responsible for the oversight of programming and supervision and evaluation of staff. Within the policy and procedures manual, which was submitted as part of the NHDOE Case Study visitation, there is a newly developed and well defined teacher supervision model, which is currently being introduced to the staff. While there is a written model in place and it is the role of the Executive Director to evaluate and supervise, it is apparent that the Executive Director position requires extensive time working with facilities, transportation, budget and admissions, along with day to day managerial duties. This leaves little time for the day to day instructional leadership that the staff and program directors would benefit from. At the time of the February 2009 visit to SLC, concern was raised regarding the need for more dedicated time toward instructional leadership, including but not limited to, oversight of curriculum, instruction and assessment, and essential time available to ensure that lesson planning is being monitored and that teachers and staff are being provided with adequate supervision on a daily basis. In order to address the curriculum issues outlined in this report, it will be necessary that there be an individual at SLC whose role centers upon instructional leadership and monitoring of the implementation of curriculum, instruction and assessment in all programs. At SLC considerable time and energy needs to be directed toward development, articulation and implementation of a viable curriculum which ensures that standards, instruction, curriculum materials and assessments are fully coordinated in all programs.

**CITATIONS OF NONCOMPLIANCE IDENTIFIED AS A RESULT OF THE  
FEBRUARY 2009 CASE STUDY COMPLIANCE REVIEW**

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

**Child Specific Citations to Be Addressed by Both the LEA and Private School Setting:**

**ED 1109.05 Implementation of IEP**

**ED 1109.01, Elements of IEP**

**CFR 300.320 Content of IEP**

**Responsible LEAs:**

SAU #31 Newmarket

SAU #44 Northwood/Nottingham/Strafford

IEP's reviewed from both of these SAUs lacked annual measurable goals

**ED 1115.07 ED 1119.0 (f) Provision of Non-Academic Services/Settings**

**Responsible LEA: SAU #44**

One of the SAU #44 IEPs lacked evidence that the student was able to participate in extracurricular activities in the home school district (e.g. dances, sports, etc.)

**ED 1102 Definitions: Transition services**

**CFR 300.43**

**ED1109.01 Elements of an IEP Transition Services**

**CFR 300.320 (a)(7) (b) 20 USC 1402(34)**

**Responsible LEA: SAU #44 Northwood/Nottingham/Strafford**

IEP lacked a transition plan with coordinated, measureable IEP transition goal and did not include transitional services that would reasonably enable the student to meet postsecondary goals

## **Systemic/Program Specific Citations to Be Addressed by the Private School Setting:**

### **ED1113.08 Full Access to the District's General Curriculum**

**CFR 330.320 (a) CFR 300.34**

### **ED 1114.05 (g) Program Requirements**

SLC must ensure that all students enrolled have access to equal educational opportunities within their programs and access to and ability to progress in the general curriculum as required under state and federal special education rules and regulations

### **ED 1109.01 Elements of IEP**

**CRF 300.320 Content of IEP**

### **ED 1114.05 (c) Program Requirements**

Prior to enrollment, the sending LEA must provide a copy of the child's IEP, one that meets all the requirements of ED 1109. Several of the IEPs reviewed during the case study visit lacked measurable annual goals. SLC must work with LEAs to ensure that all IEPs meet compliance

### **ED 1114.10 (c) Qualifications and Requirements for Instructional, Administrative and Support Personnel**

SLC must ensure that written procedures for supervision of staff are fully implemented, and that staff are provided with ongoing instructional leadership including, but not limited to, oversight of curriculum, instruction, assessment, aligned professional development and monitoring of all aspects of special education.

## **SUGGESTIONS FOR PROGRAM-WIDE IMPROVEMENT**

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

- As in the past, it is suggested that SLC take time to review the consistency of literacy instruction in all programs. There appears to be a need for a formalized core reading program with a consistent approach to literacy for all students at the middle and elementary levels. Once a core program is identified, other interventions could be identified to supplement programming for those students who may have more intensive deficits.
- Serious consideration needs to be given to developing stronger connections with member districts for the purpose of sharing resources, expertise and professional development offerings.
- SLC may want to consider long term strategic planning to ensure that the programs continue to grow and flourish and meet the ever changing needs of the member districts. This would include not only programming and services at SLC, but should also include consideration of services, technical assistance, professional development and programming within the member districts.
- SLC may want to consider the development of system wide data collection process/model, so that all staff are collecting and using data to inform curriculum, instruction, as well as monitoring student progress and writing of IEPs. While SLC has made a step in this direction by implementing NWEA, there is no central data system that would merge behavior/discipline data, attendance, progress in curriculum, grades, demographic data on students and overall tracking of students over time.

## VI. BUILDING LEVEL SUMMARY REPORTS

USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT

BUILDING LEVEL CASE STUDY DATA SUMMARY

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

School: **SEACOAST LEARNING COLLABORATIVE**

Date: 2/10/09

Programs: **ALL ELEMENTARY, MIDDLE AND PDD PROGRAMS**

Number of Cases Reviewed: 3

Recorder/Summarizer: Jane Bergeron-Beaulieu

Name: Gary Dempsey	Building Level or <u>Visiting</u>
Name: Michael O'Hara	Building Level or <u>Visiting</u>
Name: Randy Welch	Building Level or <u>Visiting</u>
Name: Richard Nicolazzo	<u>Building Level</u> or Visiting
Name: Sharon Pray	Building Level or <u>Visiting</u>
Name: Jane Bergeron-Beaulieu	Building Level or <u>Visiting</u>
Name: Susan Brassard	Building Level or <u>Visiting</u>
Name: Denis Pelletier	<u>Building Level</u> or Visiting
Name: Roberta Avery	Building Level or <u>Visiting</u>

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

## SUMMARY OF BUILDING LEVEL DATA

<b>ACCESS TO THE GENERAL CURRICULUM STATEMENTS</b>						<b>Filled in with the combined number of times a statement is marked on all Data Collection Forms for this school or building</b>					
<b>Ed. 1109.01 Elements of an IEP CFR 300.320 Content of IEP</b> <b>Ed. 1109.05, Implementation of IEP 20 U.S.C. 1414 (d)</b> <b>Ed. 1115.07, Ed 1119.01(f) Provision of Non-Academic Services/Settings</b> <b>CFR 300.320(a) CFR 300.34 Ed. 1113.08, Full Access to District's Curricula</b> <b>Ed. 1113.13, Diplomas</b> <b>Ed. 1107.04 (d) Qualified Examiner</b> <b>Ed. 1109.01 CFR 300.320 Program Requirements, Content of IEP</b> <b>Ed. 1119 Protections Afforded to Children with Disabilities</b> <b>CFR 300.320(a)(1)(i)</b> "... general curriculum (i.e. ,the same curriculum as for nondisabled children)" <b>CFR 300.320(a)(4)(iii)</b> "To be educated and participate with other children with disabilities and non disabled children"						YES	NO	N/A			
A1.) Team uses multiple measures to design, implement and monitor the student's program.						3					
A2.) All IEP goals are written in measurable terms.						1	2				
A3.) Student has made progress over the past three years in IEP goals. Goal 1						3					
A4.) Student has made progress over the past three years in IEP goals. Goal 2						3					
A5.) Student <u>has access to</u> the general curriculum (as outlined by the district, sending district or NH frameworks.)						1	2				
A6.) Student <u>participates in</u> the general curriculum <u>in a regular education setting with non-disabled peers</u> , as appropriate, with necessary supports.							1	2			
A7.) When <u>participating in a regular education setting with non-disabled peers</u> with necessary supports, student <u>has made progress in the general curriculum</u> .							1	2			
A8.) Student <u>participates</u> appropriately in state, district and school-wide assessments.						3					
A9.) Student <u>shows progress</u> in state, district and school-wide assessments.						2	1				
A10.) Student <u>has opportunities</u> to participate in general extracurricular and other non-academic activities with necessary supports.						2	1				
A11.) Student <u>does participate</u> in general extracurricular and other non-academic activities with necessary supports.						3					
A12.) Was the student's most recent individual evaluation (initial or reevaluation), including a written summary report and meeting, held within 45 days of parental permission to test? <b>If not, was it due to:</b> (check all that apply)						3					
a.) Extension in Place	b.) Lack of Qualified Personnel ___Psychologist ___Educator ___Related Services ___Other	c.) Evaluation Not Completed in Time	d.) Summary Report Not Written in Time	e.) Meeting Not Held in Time	f.) Other						
<b>For High School Students:</b>						<b>YES</b>	<b>NO</b>				
A13.) Student is earning credits toward a regular high school diploma.											
A14.) <i>IF YES:</i> within 4 years?											
A15.) Student will earn an IEP diploma or a certificate of competency.											
A16.) <i>IF YES:</i> within 4 years?											
A17.) Does this school have a clear policy for earning a high school diploma?											

Access Strengths	Access Suggestions for Improvement
<ul style="list-style-type: none"> <li>• SLC staff and administration work hard in developing plans to assist students and families to access the general curriculum and extra curricula activities in their home school districts</li> <li>• Communication between SLC and LEAs is strong, which makes accessing the general curriculum a bit easier</li> <li>• The staffing patterns within each program enable staff to meet the individual needs of students and design curriculum based on student ability levels and learning styles</li> <li>• The outdoor education program integrates many of the concepts taught in the classroom setting, and also allow for a strong experiential learning opportunity</li> <li>• The strong positive behavioral interventions assist in ensuring students participate in the general curriculum offered at SLC</li> <li>• The staff and therapists work hard to inegrate therapies into the general curriculum offerings</li> <li>• Staff are trying hard to implement the SAU 16 curriculum, and incorporate both Grade level expectations (GLEs ) and grade span expectations (GSEs), into their lesson planning and IEP development</li> <li>• Staff have a genuine interest in professional development and strengthening their skills in aligning and strengthening curriculum, instruction and assessment</li> </ul>	<ul style="list-style-type: none"> <li>• For the PDD and Autism Programs, it is suggested that SLC consider the use of an assessment tool that is used program wide for all students to monitor progress and to assist in the writing of IEPs</li> <li>• For the Autism and PDD Programs, SLC may want to investigate possible curriculum that includes functional and daily living skills</li> <li>• As outlined in the report, SLC may want to give serious consideration to a core literacy program that would guide reading/writing instruction. Many of the students enrolled have significant reading deficits, and currently there is no research based programming which is used in all programs</li> <li>• Staff might benefit from training in the use of data, and its connection to making decisions regarding curriculum, instruction and assessment. Currently much of the instruction and curriculum is teacher designed, and not necessarily based on consistent data</li> <li>• SLC may want to explore ways in which there could be stronger links with member and sending school districts. LEAs may have resources and professional development to offer, and in return SLC could offer the same</li> <li>• SLC may want to consider the use of DeCarte and the learning continuum associated with the NWEA assessments that are being administered within the programs</li> <li>• Staff would benefit from additional training on the use of NWEA scores, and how data could be used to inform classroom instruction</li> </ul>

## SUMMARY OF BUILDING LEVEL DATA

<u>TRANSITION STATEMENTS</u>	Filled in with the combined <u>number</u> of times a statement is marked on all Data Collection Forms for this school or building		
	YES	NO	
<u>Ed .1102 Transition Services CFR 300.43</u> <u>Ed. 1106 Process: Provision of FAPE CFR 300.124 Part C Transition</u> <u>Ed. 1109.01 Elements of an IEP (Transition Services)</u> <u>CFR 300.320(a)(7)(b) 20 U.S.C. 1402 (34)</u> <u>20 U.S.C. 1414 (d)(1)(A) and (d)(6)</u> <u>Ed. 1103 IEP Team CFR 300.320(b)</u> This includes movement from (a) Early Supports and Services (ESS) to preschool, (b) preschool to elementary school, or (c) age 16 or older, as well as from grade to grade and school to school.			
T1.) Transition planning from grade to grade takes place.	3		
T2.) Transition planning from school to school takes place.	3		
T3.) Collaboration has occurred between general and special education staff in IEP development and in transition planning.	3		
T4.) <b>For a student who will turn age 14 during the IEP service period</b> (or younger if determined appropriate by the IEP team,) does the IEP include <b>a statement of the transition service needs</b> that focuses on the student's course of study, such as participation in advanced-placement courses or a vocational education program? <b>Ed 1109.01 (10)</b>			
<b>For students under age 16, answer only the first 4 statements above. Then skip to the next page. If the student is age 16 or older during the course of the IEP, answer all statements on this page.</b>			
T5.) Transition planning is designed as a results oriented process that promotes movement from school to the student's desired post-school goals.			
T6.) IEP team includes parent as part of transition planning.			
T7.) IEP team and process includes student as part of transition planning.			
T8.) IEP includes current level of performance related to transition services.			
T9.) There is documentation that the student has been invited to attend IEP meetings.			
T10.) A statement of the transition service needs is included in the IEP.			
T11.) The statement of transition service needs focuses on the student's course of study (e.g. vocational programming, advanced placement).			
T12.) Transition plan includes coordinated, measurable, annual IEP goals and includes transition services that will reasonably enable the student to meet the post-secondary goals. <b>(required data for federal statistics purposes)</b>			
T13.) Statement of needed transition services is presented as a coordinated set of activities.			
T14.) The IEP includes a statement of needed transition services and considers instruction.			
T15.) The IEP includes a statement of needed transition services and considers community experiences.			
T16.) The IEP includes a statement of needed transition services and considers development of employment skills.			
T17.) Student is informed prior to age 17 of his/her rights under IDEA.			
<b>Only the following 4 statements may be answered N/A if appropriate. All statements above must be answered Yes or No.</b>	<b>YES</b>	<b>NO</b>	<b>N/A</b>
T18.) There is documentation that representatives of other agencies have been invited to IEP meetings.			
T19.) The IEP includes a statement of needed transition services and considers related services.			
T20.) The IEP includes a statement of needed transition services and considers development of daily living skills.			
T21.) If the student is preparing to graduate this year, there is a summary of the student's <b>academic achievement and functional performance</b> , which includes recommendations on how to assist the student in meeting his or her post-secondary goals.			

Transition Strengths	Transition Suggestions for Improvement
<ul style="list-style-type: none"> <li>• Staff work hard to ensure regular exchange of information when it comes to transitions for students within the SLC Programs</li> <li>• The end of the year celebrations assist students as they prepare to transition to another setting</li> <li>• SLC staff have strong relationships with kids, families and LEAs, which makes transitions happen in a smooth manner</li> <li>• SLC staff advocates for kids to return to their home school districts when there is evidence that they are ready</li> </ul>	<ul style="list-style-type: none"> <li>• As kids transition back to home schools, SLC offers outreach to LEAs</li> <li>• SLC may want to consider developing/formalizing transition process upon admission to the programs, so that there are transition goals set for all students as they begin at SLC</li> <li>• SLC may want to consider a “tracking” system to follow kids once they leave SLC. The data collected regarding the success of students could be quite informative to staff and administration</li> </ul>

## SUMMARY OF BUILDING LEVEL DATA

<b>BEHAVIOR STRATEGIES AND DISCIPLINE</b>		<b>Filled in with the combined number of times a statement is marked on all Data Collection Forms for this school or building</b>		
<u>Ed. 1109 Program</u> <u>CFR 300.324</u> <u>Ed. 1124 Disciplinary Procedures</u> <u>CFR 300.530-300.536</u> <u>20 U.S.C. 1415 (K)</u> <u>Child Management – Private Schools</u> <u>RSA 169-C Child Protection Act</u>		YES	NO	N/A
B1.) Data are used to determine impact of student behavior on his/her learning.		3		
B2.) Has this student ever been suspended from school?			3	
B3.) If yes, for how many days?				
B4.) If appropriate, a functional behavior assessment has been conducted.				3
B5.) IEP team has addressed behaviors that are impacting student learning.		3		
B6.) A behavior intervention plan has been written to address behaviors.		3		
B7.) All individuals working with the student have been involved in developing behavior intervention strategies.		3		
B8.) Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.		3		
B9.) Results of behavior intervention strategies are evaluated and monitored.		3		
B10.) A school-wide behavior intervention model exists.		3		
<b>Behavior Strategy Strengths</b>	<b>Behavior Strategy Suggestions for Improvement</b>			
<ul style="list-style-type: none"> <li>• There is ongoing review of behavioral data by both staff and administration</li> <li>• Behavior management strategies used at SLC are based on positive interventions</li> <li>• The consistency of staff in administering the behavior management systems has assisted in the successes of kids</li> <li>• Kids are actively involved in setting goals for themselves and in monitoring their progress</li> <li>• Students are well aware of the system and can clearly articulate expectations</li> </ul>	<ul style="list-style-type: none"> <li>• Staff may want to do an internal review (time/task analysis) on how much time is spent during the instructional day in reviewing behavioral data with students</li> <li>• The school may want to consider a core set of behavioral expectations k-12 that are posted everywhere and implemented by all. Currently many of the expectations are designed by the individual programs</li> <li>• For the Autism and PDD Programs, staff may want to consider use of Functional Behavioral Assessments as a tool in monitoring student progress</li> </ul>			

## Summary of Building Level Strengths and Suggestions

Strengths	Suggestions for Improvement
<ul style="list-style-type: none"> <li>• The student council is a positive aspect to the programming</li> <li>• All of the staff are creative and willing to attempt any learning strategies to engage students</li> <li>• Staff are lifelong learners and true role models for students</li> <li>• Project Adventure is a strong component to all programs at SLC</li> <li>• The “campus” model allows for more movement for kids and creative use of instructional space</li> <li>• The paraprofessionals are experienced and valued</li> <li>• Communication with parents is strong and is a cornerstone of student programming</li> <li>• The culture within the programs is one of mutual respect between staff and students</li> <li>• The 45 day review of students upon their admission, is a model that assists in ensuring that student needs are being met</li> <li>• Administration is open to new ideas and supports teachers as they look toward providing the best available programming for students</li> </ul>	<ul style="list-style-type: none"> <li>• SLC may want to consider some “school wide” activities that would engage all kids (e.g. assembly, community meetings, sharing of projects, recognition days, etc.)</li> <li>• The school needs to address facility issue (e.g. falling ice, doors that don’t open, cars driving though the campus during school hours, etc.)</li> <li>• The school would benefit from more research based curriculum materials, especially in the area of literacy</li> </ul>

USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT

BUILDING LEVEL CASE STUDY DATA SUMMARY

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

School: **SEACOAST LEARNING COLLABORATIVE**

Date: 2-10-09

Programs: **SEACOAST ACADEMY (High School Program)**

Number of Cases Reviewed: 2

Recorder/Summarizer: Robert Andrews

Name: Robert Andrews, Ed.D.	Building Level or <u>Visiting</u>
Name: Deborah Bois	Building Level or <u>Visiting</u>
Name: Jim Chisholm	Building Level or <u>Visiting</u>
Name: Paul Kuliga	Building Level or <u>Visiting</u>
Name: John Les	<u>Building Level</u> or Visiting
Name: Michael Sinkewich	<u>Building Level</u> or Visiting
Name: Ryan Long	<u>Building Level</u> or Visiting
Name: Kathleen Harris	<u>Building Level</u> or Visiting
Name: Stephan Lewis	<u>Building Level</u> or Visiting

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

## SUMMARY OF BUILDING LEVEL DATA

<b>ACCESS TO THE GENERAL CURRICULUM STATEMENTS</b>					Filled in with the combined number of times a statement is marked on all Data Collection Forms for this school or building				
<b>Ed. 1109.01 Elements of an IEP CFR 300.320 Content of IEP</b> <b>Ed. 1109.05, Implementation of IEP 20 U.S.C. 1414 (d)</b> <b>Ed. 1115.07, Ed 1119.01(f) Provision of Non-Academic Services/Settings</b> <b>CFR 300.320(a) CFR 300.34 Ed. 1113.08, Full Access to District's Curricula</b> <b>Ed. 1113.13, Diplomas</b> <b>Ed. 1107.04 (d) Qualified Examiner</b> <b>Ed. 1109.01 CFR 300.320 Program Requirements, Content of IEP</b> <b>Ed. 1119 Protections Afforded to Children with Disabilities</b> <b>CFR 300.320(a)(1)(i)</b> "... general curriculum (i.e. ,the same curriculum as for nondisabled children)" <b>CFR 300.320(a)(4)(iii)</b> "To be educated and participate with other children with disabilities and non disabled children"					YES	NO	N/A		
A1.) Team uses multiple measures to design, implement and monitor the student's program.					2				
A2.) All IEP goals are written in measurable terms.					2				
A3.) Student has made progress over the past three years in IEP goals. Goal 1					2				
A4.) Student has made progress over the past three years in IEP goals. Goal 2					2				
A5.) Student <u>has access to</u> the general curriculum (as outlined by the district, sending district or NH frameworks.)					2				
A6.) Student <u>participates in</u> the general curriculum <u>in a regular education setting with non-disabled peers</u> , as appropriate, with necessary supports.						2			
A7.) When <u>participating in a regular education setting with non-disabled peers</u> with necessary supports, student <u>has made progress</u> in the general curriculum.						2			
A8.) Student <u>participates</u> appropriately in state, district and school-wide assessments.					2				
A9.) Student <u>shows progress</u> in state, district and school-wide assessments.					2				
A10.) Student <u>has opportunities</u> to participate in general extracurricular and other non-academic activities with necessary supports.					2				
A11.) Student <u>does participate</u> in general extracurricular and other non-academic activities with necessary supports.					1	1			
A12.) Was the student's most recent individual evaluation (initial or reevaluation), including a written summary report and meeting, held within 45 days of parental permission to test? <b>If not, was it due to:</b> (check all that apply)					1	1			
a.) Extension in Place 1	b.) Lack of Qualified Personnel ___ Psychologist ___ Educator ___ Related Services ___ Other	c.) Evaluation Not Completed in Time	d.) Summary Report Not Written in Time	e.) Meeting Not Held in Time	f.) Other				
<b>For High School Students:</b>					<b>YES</b>	<b>NO</b>			
A13.) Student is earning credits toward a regular high school diploma.					2				
A14.) <i>IF YES:</i> within 4 years?					2				
A15.) Student will earn an IEP diploma or a certificate of competency.							2		
A16.) <i>IF YES:</i> within 4 years?									
A17.) Does this school have a clear policy for earning a high school diploma?					2				

Access Strengths	Access Suggestions for Improvement
<p>Case Study I:</p> <ul style="list-style-type: none"> <li>• Functional Performance is described in detail</li> <li>• There is evidence of a shift from Objectives to Benchmarks in the IEP Goals</li> <li>• There is a variety of data sources as progress is monitored. There are also measures of Program design, Program Implementation and Monitoring</li> </ul> <p>Case Study II:</p> <ul style="list-style-type: none"> <li>• Data is collected regularly and in detail (incidence reports and severity via point sheets)</li> <li>• There is evidence of providing Access to extracurricular activities</li> <li>• Communication with sending district is maintained on a regular basis</li> <li>• There has been a Vocational Assessment as well as Career and Job Exploration as well as Job Placement</li> </ul>	<p>Case Study I:</p> <ul style="list-style-type: none"> <li>• Develop more measureable Goals and Benchmarks by collecting more concrete, specific data that is specific to curriculum and/or behavior</li> <li>• Align data with Goals and Benchmarks</li> <li>• Make a clear distinction between accommodations and modifications in the IEP</li> </ul> <p>Staff in the High School Program would benefit from Professional Development focused on Transition and writing measureable goals</p> <p>Case Study II:</p> <p>Explore Access opportunities in nearby schools as well as communities to include municipal experiences of Library, Town Hall, Department of Motor Vehicles etc.</p>

## SUMMARY OF BUILDING LEVEL DATA

<b><u>TRANSITION STATEMENTS</u></b>	<b>Filled in with the combined <u>number</u> of times a statement is marked on all Data Collection Forms for this school or building</b>		
	<b>YES</b>	<b>NO</b>	
<b>Ed .1102 Transition Services CFR 300.43</b> <b>Ed. 1106 Process: Provision of FAPE CFR 300.124 Part C Transition</b> <b>Ed. 1109.01 Elements of an IEP (Transition Services)</b> <b>CFR 300.320(a)(7)(b) 20 U.S.C. 1402 (34)</b> <b>20 U.S.C. 1414 (d)(1)(A) and (d)(6)</b> <b>Ed. 1103 IEP Team CFR 300.320(b)</b> This includes movement from (a) Early Supports and Services (ESS) to preschool, (b) preschool to elementary school, or (c) age 16 or older, as well as from grade to grade and school to school.			
T1.) Transition planning from grade to grade takes place.	2		
T2.) Transition planning from school to school takes place.	2		
T3.) Collaboration has occurred between general and special education staff in IEP development and in transition planning.	2		
T4.) <b>For a student who will turn age 14 during the IEP service period</b> (or younger if determined appropriate by the IEP team,) does the IEP include <b>a statement of the transition service needs</b> that focuses on the student's course of study, such as participation in advanced-placement courses or a vocational education program? <b>Ed 1109.01 (10)</b>	2		
<b>For students under age 16, answer only the first 4 statements above. Then skip to the next page. If the student is age 16 or older during the course of the IEP, answer all statements on this page.</b>			
T5.) Transition planning is designed as a results oriented process that promotes movement from school to the student's desired post-school goals.	2		
T6.) IEP team includes parent as part of transition planning.	2		
T7.) IEP team and process includes student as part of transition planning.	2		
T8.) IEP includes current level of performance related to transition services.	2		
T9.) There is documentation that the student has been invited to attend IEP meetings.	2		
T10.) A statement of the transition service needs is included in the IEP.	2		
T11.) The statement of transition service needs focuses on the student's course of study (e.g. vocational programming, advanced placement).	2		
T12.) Transition plan includes coordinated, measurable, annual IEP goals and includes transition services that will reasonably enable the student to meet the post-secondary goals. <b>(required data for federal statistics purposes)</b>	1	1	
T13.) Statement of needed transition services is presented as a coordinated set of activities.	2		
T14.) The IEP includes a statement of needed transition services and considers instruction.	2		
T15.) The IEP includes a statement of needed transition services and considers community experiences.	2		
T16.) The IEP includes a statement of needed transition services and considers development of employment skills.	2		
T17.) Student is informed prior to age 17 of his/her rights under IDEA.	2		
<b>Only the following 4 statements may be answered N/A if appropriate. All statements above must be answered Yes or No.</b>	<b>YES</b>	<b>NO</b>	<b>N/A</b>
T18.) There is documentation that representatives of other agencies have been invited to IEP meetings.	1		1
T19.) The IEP includes a statement of needed transition services and considers related services.	1		1
T20.) The IEP includes a statement of needed transition services and considers development of daily living skills.	1		1
T21.) If the student is preparing to graduate this year, there is a summary of the student's <b>academic achievement and functional performance</b> , which includes recommendations on how to assist the student in meeting his or her post-secondary goals.	1		1

Transition Strengths	Transition Suggestions for Improvement
<p>Case Study 1:</p> <p>Transition is approached in a comprehensive fashion, utilizing data gathered from vocational assessment, student interview and input from parents. Outside agencies are also involved in the transition planning, including an at-risk transition coordinator.</p> <p>The Staff develop a positive relationship with the student based on solid communication and encourage student participation.</p> <p>Case Study 2:</p> <p>Student has graduated from SLC. He was supported in his search for employment by SLC staff and is now successfully employed.</p>	

## SUMMARY OF BUILDING LEVEL DATA

<b>BEHAVIOR STRATEGIES AND DISCIPLINE</b>		<b>Filled in with the combined number of times a statement is marked on all Data Collection Forms for this school or building</b>		
<u>Ed. 1109 Program</u> <u>CFR 300.324</u> <u>Ed. 1124 Disciplinary Procedures</u> <u>CFR 300.530-300.536</u> <u>20 U.S.C. 1415 (K)</u> <u>Child Management – Private Schools</u> <u>RSA 169-C Child Protection Act</u>		YES	NO	N/A
B1.) Data are used to determine impact of student behavior on his/her learning.		2		
B2.) Has this student ever been suspended from school?		2		
B3.) If yes, for how many days?                      *Student 1:one day    Student 2: nine days in 05-06 school year		*		
B4.) If appropriate, a functional behavior assessment has been conducted.		1		1
B5.) IEP team has addressed behaviors that are impacting student learning.		2		
B6.) A behavior intervention plan has been written to address behaviors.		1		1
B7.) All individuals working with the student have been involved in developing behavior intervention strategies.		2		
B8.) Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.		2		
B9.) Results of behavior intervention strategies are evaluated and monitored.		2		
B10.) A school-wide behavior intervention model exists.		2		
Behavior Strategy Strengths	Behavior Strategy Suggestions for Improvement			
<p>Case Study 1:</p> <ul style="list-style-type: none"> <li>• Good quality data is collected frequently and shared with all team members as well as with student</li> <li>• There is opportunity for student to process, self-evaluate, and self-reflect</li> <li>• There has been formal training for all staff in a systematic, regular and on-going basis</li> <li>• There is a daily process for review of behavior interventions by staff</li> <li>• There is a close monitoring of students by staff which leads to their ability to intervene early and provide feedback and suggestions to the student</li> </ul> <p>Case Study 2:</p> <p>A great deal of data is collected and it is utilized for program development and processing</p>	<p>Case Study 1:</p> <p>It would be helpful to include a written behavior plan as needed, to provide detailed protocol, interventions, etc.</p>			

## Summary of Building Level Strengths and Suggestions

Strengths	Suggestions for Improvement
<ul style="list-style-type: none"> <li>• Communication is clearly a strength within the high school program, not only internally, among teachers, counselors and students, but also externally with parents and sending districts.</li> <li>• High school program maintains continuous and in depth data collection as seen through point sheets and critical incident reports as well as counselor behavior sheets. Data is used for behavior monitoring, program planning and progress monitoring. The frequency of data collection as well as the depth of the information is evident.</li> <li>• Regular Staff meetings occur to discuss data, student behavior and progress, providing frequent feedback on student behavior and interventions and changes. Data is also shared with students as part of their therapeutic program and regular counseling.</li> <li>• Professional Development appears to be comprehensive and ongoing. The entire school has been trained in Therapeutic Crisis Intervention (TCI). Staff indicates that training has also been provided to them in areas of curriculum, classroom strategies and techniques. This has been provided by in-house staff as well as from outside consultants.</li> <li>• Some staff are dually certified in Special Education as well as in content areas.</li> <li>• A positive atmosphere is evident among staff and students throughout the campus.</li> <li>• It should also be noted that Staff appear very flexible and dedicated and work effectively and collaboratively as a Team. The longevity of Staff working at SLC is noteworthy.</li> </ul>	<ul style="list-style-type: none"> <li>• Attention to physical plant to include room temperature (high school hallways and alternative space rooms were very cold) as well as ice conditions and traffic in the courtyard.</li> <li>• Explore access opportunities in nearby schools and communities</li> <li>• Within the comprehensive data system that has been developed, there should be individualized Functional Behavior Assessments and behavior plans with clearly defined behaviors, consequences and rewards (which should be more healthy and nutritious).</li> <li>• Explore how technology can be utilized to expand the existing curriculum opportunities and accommodations for students (ex. Skills Tutor or VLACS).</li> <li>• Refine the measurability of Goals and Benchmarks with Curriculum-based Measurements (CBM).</li> <li>• Explore how Transition opportunities can be created and managed to include Career Exploration, Job Training and Job Placement for high school students.</li> </ul>