

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

**PINE HAVEN BOYS CENTER  
SUMMARY REPORT**

**Fr. Paul Riva, Executive Director  
Michael Maroni, Principal Director of Special Education**

Chairperson, Visiting Team:  
Colleen Bovi  
Education Consultant

Site Visit Conducted on March 30, 2012  
Report Date, April 30, 2012

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## **I. TEAM MEMBERS**

Visiting Team Members:

<b>NAME</b>	<b>PROFESSIONAL ROLE</b>
Chairperson: Colleen Bovi	Education Consultant
Bridget Goodwin	Education Consultant, NHDOE
Kevin Murphy	Executive Director
Patricia Stone	Director of Student Services

Building Level Team Members from Pine Haven Boys Center:

<b>NAME</b>	<b>PROFESSIONAL ROLE</b>
Tammy Carnevale	I.E.P. Case Manager
Thomas C. Evans II	Special Education Teacher
Kori Karamanoogian	Special Education Teacher
Cindy McLean	Title I Tutor
Kim Macnamera	Therapist
Michael Maroni	Principal
Joyce Pollinger	Clinical Director
Father Paul Riva	Executive Director/Cottage Director

## II. INTRODUCTION

Pine Haven Boys Center, located in Allenstown, New Hampshire, is a private, non-profit, non-sectarian, facility that provides intensive services for male students ages 6-15 in grades 1-8 who present with behavioral, educational or emotional challenges. Pine Haven offers a residential treatment center that is inclusive of a special education school approved by the New Hampshire Department of Education, Bureau of Special Education. The residential component of Pine Haven is licensed by the New Hampshire Department of Health and Human Services and certified by the New Hampshire Division for Children and Youth Services. The school is currently approved for students identified with Developmental Delay, Emotional Disturbance, Intellectual Disability, Other Health Impairments, Specific Learning Disability and Speech-Language Impairments and has a maximum capacity of 20 in-state and out-of-state students with disabilities. At the time of the visit, four students were enrolled in the school program and eight students were enrolled in both the school and residential programs. Eleven students are New Hampshire residents and one student is from Massachusetts.

Pine Haven Boys Center is the only program in the state that offers intensive services to latency-aged children with fire behaviors. A formal program includes assessment, therapy, home-based services and a psycho-educational component for the children and families in fire education, understanding the dynamics of fire setting behavior, communication and limit setting. Pine Haven has also developed interventions in order to meet the treatment needs of sexually abused, sexually reactive/acting out population in an attempt to promote timely prevention.

According to the application materials provided by the Pine Haven Boys Center, their philosophy and mission statements are as follows:

Pine Haven's philosophy can be summarized in two statements:

- \* "There is no such thing as a bad child."
- \* "Children need and are entitled to their families."

Pine Haven feels that when a child, over time, acquires or develops destructive and unhealthy patterns of behavior, given the opportunity, he can relearn more productive and acceptable habits.

Pine Haven also sees children as components of the family system and values families as equal, respected and active partners.

Pine Haven believes that families play a unique role in the child's development and growth; they believe families can change and successfully reunite.

In their mission, Pine Haven states they are committed to providing children with positive experiences and success oriented programs. The process is to identify appropriate behaviors; catching the child doing right. The ultimate goal is to have the youngster return to his family, school and community. Pine Haven honors the dignity, resources and strengths of families and is dedicated to involving them in all major decisions affecting their children. The length of stay is specific to the needs of the child.

## SCHOOL PROFILE

<b>SCHOOL DEMOGRAPHICS</b>	<b>2010-2011</b>	<b>2011-2012</b>
Student Enrollment <u>as of December 1</u>	20	(Nov.1) 11
Do you accept out-of-state students? If so, list number from each state in 11-12	Yes. MA - 1	
Number and Names of Sending New Hampshire LEAs (as of October 1, 2011)	Unity - 2, Allenstown -1, ConVal - 1, Berlin - 1, Keene - 1, Portsmouth - 1, Farmington - 1, Stewartstown - 1, Bath -1	
# of Identified Students Suspended One or More Times	0	0
Average Length of Stay for Students	207.56	(7/1-10/31) 87
<b><u>STAFF DEMOGRAPHICS</u></b>		
Student/Teacher Ratio (as of October 1, 2011)	4:1	3:1
# of Certified Administrators	1	1
# of Certified Teachers	5	3
# of Teachers with Intern Licenses	0	0
# of Related Service Providers	1	2
# of Paraprofessionals	0	0
# of Professional Days Made Available to Staff	9 earned time days	9 earned time days

<b>SPECIAL EDUCATION PROGRAM DATA</b>		
<b><u>Primary Disability Types:</u></b>	<b>2010-2011</b>	<b>2011-2012</b>
Autism	0	0
Deaf / Blindness	0	0
Deafness	0	0
Developmental Delay	0	0
Emotional Disturbance	18	8
Hearing Impairment	0	0
Intellectual Disability	0	0
Multiple Disabilities	0	0
Orthopedic Impairment	0	0
Other Health Impairment	5	2
Specific Learning Disabilities	0	0
Speech or Language Impairment	0	0
Traumatic Brain Injury	0	0
Visual Impairment	0	0

### **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 Pine Haven Boys Center on March 30, 2012 for the purpose of reviewing the present status of programs and services made available to children and youth with educational disabilities. Program Approval Visits are conducted using a Case Study Model that is a focused review. This focused review permits the NHDOE to leverage its impact for change and improvement within private special education schools statewide, by focusing the attention of all educators on the following three areas of critical importance in the provision of FAPE for students with disabilities.

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

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

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

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

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

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

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

Based on review of the May 29, 2009 (Revised July 10, 2009), NHDOE Special Education Program Approval Report, the following patterns were identified as needing improvement:

<b>Findings of Noncompliance</b>	<b>Status as of September 17, 2010</b>	<b>Status as of March 30, 2012</b>
<b>Ed 1114.03 (c) Governance</b>	Met	Met
<b>Ed 1114.05 (c) Program Requirements Ed 1109.05 IEPs for Children Placed in Private Providers of Special Education or other non-LEA Programs by Public Agencies. CFR 300.320 Content of IEP</b>	Met	Met
<b>Ed 1114.05 (g) (j) Program Requirements, Equal Educational Opportunities / Full Access to the General Curriculum</b>	Met	Met
<b>Ed 1114.06 (f)(g) Responsibilities of Private Providers of Special Education or Other Non-LEA Programs in the Implementation of IEPs</b>	Met	Met
<b>Ed 1114.07 Behavioral Interventions</b>	Met	Met
<b>Ed 1114.10(c) Qualifications and Requirements for Instructional, Administrative and Support Personnel</b>	Met	Met

## **V. MARCH 30, 2012 CASE STUDY COMPLIANCE REVIEW RESULTS**

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

The NHDOE Special Education Case Study Compliance Review Process of Pine Haven Boys Center conducted one randomly selected Case Study. The student selected was a grade seven student identified with an Emotional Disturbance and Speech-Language Impairment. The Case Study provided the visiting team an opportunity to learn about Pine Haven Boys Center's provision of access to the general curriculum, transition planning and school-wide behavior management model.

## LEA SURVEYS

Private schools provide necessary options to New Hampshire students with educational disabilities. Effective partnerships with LEAs are an important part of establishing and implementing successful private special education programs that improve student outcomes. By surveying LEA perceptions of current program(s), private schools can self assess these relationships and determine if there are areas in need of improvement. To this end, The Pine Haven Boys Center distributed the LEA Survey to the contact people in all LEAs that have students currently enrolled in the school. They received a 50% response from the LEAs. The School Principal analyzed the data and determined there were no concerns as the schools all agreed or strongly agreed with the statements. The Visiting Team had the opportunity to interview the Local Education Agency representative for the student selected for the Case Study. Strengths were identified in the areas of communication with districts, family interventions, school-wide behavioral support and the schools curriculum alignment with Grade Level Expectations. No concerns were identified.

### SUMMARY REPORT OF THE LEAs

Name of Private School: Pine Haven Boys Center		
Total number of surveys sent: 12	Total # of completed surveys received: 6	Percent of response: 50%
Number of students placed by: LEA: 4	Court: 7	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.	4	2	0	0	
2. I am satisfied with the educational program at the above school.	4	2	0	0	
3. The school consistently follows special education rules and regulations.	4	2	0	0	
4. The school has an effective behavioral program (if applicable).	4	2	0	0	
5. I am satisfied with the related services provided by the school.	3	3	0	0	
6. The school implements all parts of students' IEPs.	4	2	0	0	
7. I feel the school provides the necessary skills to allow the student to make progress on the IEP goals.	4	2	0	0	
8. The school program measures academic growth.	3	3	0	0	
9. The school program measures behavioral growth (if applicable).	4	2	0	0	
10. The school completes a minimum of 3 comprehensive reports per year on each child with a disability enrolled.	4	2	0	0	
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.	4	2	0	0	
12. Progress reports are provided to the LEA and to the parent of the child.	4	2	0	0	
13. I am satisfied with the way the school communicates students' progress.	4	2	0	0	
14. The school communicates effectively with parents.	4	2	0	0	
15. The school communicates effectively with the LEA.	4	2	0	0	
16. The school involves parents in decision-making.	4	2	0	0	
17. The school actively plans for future transition to a less restrictive placement.	3	3	0	0	
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.	3	3	0	0	
19. The school team sets meeting times that are convenient for both parents and LEA.	4	2	0	0	
20. The school has met my expectations.	4	2	0	0	
21. I have a good relationship with the school.	4	2	0	0	
22. I would enroll other students at the school.	4	2	0	0	

## PARENT PARTICIPATION

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

### Analysis of Parent Survey Responses by Private School:

Transition and Behavior Strategies are relative strengths for the program as reported by parents. Under Access to the General Curriculum, parents are satisfied with their child's program, school activities, supports and IEP development. Survey results noted a need for improvement in their child's interaction with non-disabled peers, feeling safe and progress reporting.

Based on the survey results, Pine Haven Boys Center will write an action plan to improve the quality of information communicated to parents. The information should help parents understand that as a self-contained residential program, there are no non-disabled peers present. The school will assist parents by describing the school's population in terms of behaviors that manifest themselves from time to time, in verbal and physical outbursts, which can be frightening to everyone. The school has systems in place to keep everyone safe. In reporting progress to parents, the school will make every effort to use terms that are easily understood. Pine Haven Boys Center reports frequencies, percentages, percentiles, words per minute, fluency rates, etc. What parents want are translations of these into terms they understand: letter grades and grade levels. The school states they communicate frequently to parents but not in ways they understand.

### SUMMARY OF PARENT SURVEY DATA

Name of Private School: Pine Haven Boys Center		
Total number of surveys sent: 11	Total # of completed surveys received: 9	Percent of response: 82%
<b>SCALE: 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>
I am satisfied with my child's program and the supports that he/she receives.	7	2	0
My child has opportunities to interact with non-disabled peers on a regular basis.	4	2	3
I am adequately informed about my child's progress.	5	4	0
My child is informed about and encouraged to participate in school activities outside of the school day, and is offered necessary supports.	9	0	0
My child feels safe and secure in school and welcomed by staff and students.	6	3	0
A variety of information (observations, test scores, school work, parent input) was used in developing my child's IEP.	8	1	0
I am satisfied with the progress my child is making toward his/her IEP goals.	6	3	0

FOR PARENTS OF HIGH SCHOOL STUDENTS ONLY: My child earns credits toward a regular high school diploma in all of his/her classes.			
<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	1	0
All of the people who are important to my child's transition were part of the planning.	8	0	0
FOR PARENTS OF STUDENTS AGE 16 OR OLDER ONLY: I am satisfied with the written secondary transition plan that is in my child's IEP.	7	1	0
<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 7</b>	<b>NO 1</b>	
	<b>3</b>	<b>2</b>	<b>1</b>
I have been involved in the development of behavior interventions, strategies and supports for my child.	7	2	0
I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs.	8	0	1
<b>OTHER:</b>			
I fully participate in special education decisions regarding my child	8	1	0
I have been provided with a copy of the procedural safeguards (parental rights) at least once a year	9	0	0

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

**Access to the General Curriculum**

**Implementation of Individual Education Programs (IEPs)**

**Provision of Non-Academic Services**

**Full Access to the District's Curriculum**

**Equal Education Opportunity**

Pine Haven Boys Center has systems in place to assure that students in grades 1-8 are being provided access to the general education curriculum. Curricula are sequential and skill-based and are revised periodically to be consistent to the New Hampshire Curriculum Frameworks and Grade Level/Span Expectations. All teachers teach Reading, Language Arts, Science, Mathematics, Social Studies and Computer Literacy. Certified teachers provide Art, Physical Education and Music instruction. Teachers are appropriately certified and certified consultants are contracted to support the instruction in content areas and specials, meeting the requirements of the New Hampshire Minimum Standards for Public School Approval, ED 306.15. Each student has an IEP binder where work and data collection related to each goal in the IEP is maintained. This assures ongoing attention to the areas requiring specialized instruction. Multiple measures are used to determine present levels of academic achievement and functional performance in the development of annual measurable goals. Data are used and analyzed for progress monitoring and to guide instruction. The visiting team members observed examples of individualized, differentiated instruction utilizing age appropriate materials. Lesson plans are well written, aligned with the student's Individualized Education Program goals and linked to the New Hampshire Curriculum Frameworks. The administration is working on the Common Core Standards. Students have access to extracurricular and non-academic services through the residential program and there are opportunities to participate with non-disabled peers through swimming, dance, soccer and skiing activities.

## **Transition**

### **Transition Planning**

#### **Process: Provision of Free Appropriate Public Education (FAPE)**

#### **Transition Services**

Since the student in the Case Study is not of the age of required transition planning under the IDEA and NH Rules for the Education of Students with Disabilities, the focus was placed on transitions between the school and the residence as well as transitions to and from Pine Haven. There is ongoing communication among the school, residential and clinical staff. Data is collected and recorded daily in logbooks. There is a regular review of the IEP, the treatment plan and behavioral plans. Transition planning is a critical area for students placed in private special education and residential facilities, and particularly for those who have had traumatizing experiences. Since the last Special Education Program Approval visit, Pine Haven has established a formal process for discharging students that includes a written plan developed in conjunction with the student's family, the LEA, and any agency involved with the student. This plan addresses aftercare services and other transitional service needs. The school provides a written summary of the services provided and documentation of the strategies and interventions utilized.

#### **Behavior Strategies and Discipline**

Pine Haven Boys Center has a school-wide positive behavioral intervention model that focuses on the strengths of the students. Students participate in a Point/Level System and have the opportunity to earn ten points per day in the school program based on their ability to demonstrate respectful, reasonable and safe behaviors. Positive feedback is provided throughout the day, allowing students to experience success and positive social interactions. Daily point sheets, behavioral goals tracking charts and log entries are the data sources used for monitoring behavioral interventions. Reward activities are planned each month to acknowledge students who have met their behavioral goals. A token economy system is utilized in some classrooms to encourage students to follow the four classroom rules: Follow Directions, Respect the Teacher, Respect Peers, Respect Property. The school recently rolled out a new PBIS program called the FOUR BEES that stands for BEE Responsible, Resilient, Fair and Safe. Professional development has been provided in the implementation of the school-wide Positive Behavioral Interventions and Supports, Think and Learn Behavioral Strategies and Life Space Crisis. The visiting team observed students to be respectful and responsive to the positive reinforcements provided through the behavior management systems. The school is encouraged to integrate the various behavioral systems and develop a common language for behavior management.

### **SPECIAL EDUCATION POLICIES/NHDOE BUREAU OF SCHOOL APPROVAL/ NON-PUBLIC SCHOOL APPLICATION MATERIALS**

In addition to the above noted focus areas for the case study presentation of March 30, 2012, material submitted as part of the application for program approval included: Health/Fire Facility Inspection Reports, the Private School Self Study, Special Education Policies and Procedures, Administrative Policy and Procedures, Current Program Information, and Personnel Roster and Consultant Roster Review and verification of these documents found the Pine Haven Boys Center to be in compliance with all applicable New Hampshire Rules and the Education of Students with Disabilities and requirements for Non-Public Approval.

### **NEW PROGRAMS SEEKING APPROVAL FROM THE NHDOE,**

## **BUREAU OF SPECIAL EDUCATION**

Pine Haven Boys Center is seeking approval to add Autism to the list of primary disabilities served by the school. By adding this primary diagnosis to their Special Education Program Approval, Pine Haven will be able to provide individualized services to students who would benefit from the educational and residential program. Based on review of the supporting materials including program descriptions, curriculum, the personnel and consultant rosters, this requested addition has been determined to meet requirements.

### **COMMENDATIONS**

The NHDOE's Program Approval process included a one day on-site visit by New Hampshire certified educators who conduct a peer review of the school's curriculum, instruction and assessment models as well as program design, resources available, administrative structure and overall culture and climate. The visiting team made the following commendations:

1. The Pine Haven Boys Center's administration and staff are commended for their thorough and complete preparation for the NHDOE Case Study Process. Staff used this opportunity for professional development and to be reflective of their academic and behavioral processes and practices.
2. The staff is dedicated, professional, respectful and committed to the students enrolled in the program.
3. Pine Haven Boys Center is the only program in the state that offers intensive services to latency-aged students with fire behaviors.
4. Pine Haven Boys Center provides on-going professional development opportunities and training in behavioral interventions and supports. School staff meets weekly as a professional learning community to review data, discuss progress and instructional practices.
5. The use of data to measure student academic and behavioral goals is well designed and effective in tracking student progress.
6. Collaboration and communication in support of students is notable among the school, residential, home and clinical services.
7. Pine Haven's communication and engagement with parents and families in the students' academic, social and therapeutic needs is exemplary.

**Number of Cases Reviewed During the PINE HAVEN BOYS CENTER,  
MARCH 30, 2012 NHDOE Compliance Visitation**

Preschool	0
Elementary School	0
Middle School	1
High School, Age below 16	0
High School, Age 16 or above	0
Number of Noncompliance for Indicator 13	0
Total Number of Case Studies Reviewed	1

**FINDINGS OF NONCOMPLIANCE IDENTIFIED AS A RESULT OF THE  
MARCH 30, 2012 CASE STUDY COMPLIANCE REVIEW**

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

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

There were no Child Specific Findings of Noncompliance observed during the Pine Haven Boys Center New Hampshire Department of Education Special Education Program Approval Visitation Case Study Compliance Review on March 30, 2012.

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

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

There were no Systemic Findings of Noncompliance observed during the Pine Haven Boys Center New Hampshire Department of Education Special Education Program Approval Visitation Case Study Compliance Review on March 30, 2012.

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

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

1. The administration at Pine Haven Boys Center is encouraged to expand professional development opportunities to build knowledge and understanding of the Common Core State Standards (CCSS) and begin transition from the NH State Frameworks to the CCSS.
2. While a school-wide behavior system exists and all staff is trained in the necessary procedures, the Visiting Team suggests that the behavior systems utilized between the school and the residence be integrated and a common language be developed.
3. Based on the results of the Parent Survey, Pine Haven Boys Center is encouraged to improve the quality of information communicated to parents. This could be achieved by using parent-friendly terms in the monthly, quarterly reports and report cards.
4. While students have opportunities to participate with non-disabled peers in after school activities, Pine Haven Boys Center is encouraged to investigate opportunities during the school day.
5. The administration is encouraged to consider a fee for service to support the vision of an extended day program that provides therapeutic supports and home programs.
6. It is suggested that the Board of Directors and school administration identify additional ways in which to communicate/market the current programs and services available at Pine Haven Boys Center to outside stakeholders.

**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: Pine Haven Boys Center	Date: March 30, 2012	
Programs: Separate School Program, Day Separate School Program, Residential	Number of Cases Reviewed: 1	
Recorder/Summarizer: Colleen Bovi	Number of students reviewed age 16+: 0	Number of students age 16+ cited for Indicator 13: 0

**CLEARLY PRINT NAMES OF ALL COLLABORATIVE TEAM MEMBERS**

Name: Tammy Carnevale	Position: IEP Case Manager	Building Level
Name: Thomas C. Evans II	Position: Special Education Teacher	Building Level
Name: Kori Karamanoogian	Position: Special Education Teacher	Building Level
Name: Cindy McLean	Position: Title I Tutor	Building Level
Name: Kim Macnamera	Position: Therapist	Building Level
Name: Michael Maroni	Position: Principal	Building Level
Name: Joyce Pollinger	Position: Clinical Director	Building Level
Name: Father Paul Riva	Position: Executive Director/Cottage Dir	Building Level
Name: Colleen Bovi	Position: Education Consultant	Visiting
Name: Bridget Goodwin	Position: NHDOE Education Consultant	Visiting
Name: Kevin Murphy	Position: Executive Director	Visiting
Name: Patricia Stone	Position: Director of Student Services	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.**

## SUMMARIZE YOUR BUILDING LEVEL DATA

<b>ACCESS TO THE GENERAL CURRICULUM STATEMENTS</b>					<b>Fill in 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</b> <u>CFR 300.320 Content of IEP</u> <b>Ed. 1109.05 Implementation of IEP</b> <u>20 U.S.C. 1414 (d)</u> <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. 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.					1				
A2.) All IEP goals are written in measurable terms.					1				
A3.) Student's IEP has at least one functional goal.					1				
A4.) Student has made progress over the past three years in IEP goals. Goal 1					1				
A5.) Student has made progress over the past three years in IEP goals. Goal 2					1				
A6.) Student <u>has access to</u> the general curriculum (as outlined by the district, sending district or NH frameworks.)					1				
A7.) 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			
A8.) When participating in a regular education setting with non-disabled peers with necessary supports, student <u>has made progress in</u> the general curriculum.								1	
A9.) Student <u>participates</u> appropriately in state, district and school-wide assessments.					1				
A10.) Student <u>shows progress</u> in state, district and school-wide assessments.					1				
A11.) Student <u>has opportunities</u> to participate in general extracurricular and other non-academic activities with necessary supports.					1				
A12.) Student <u>does participate</u> in general extracurricular and other non-academic activities with necessary supports.					1				
A13.) Was the student's most recent individual evaluation (initial or reevaluation), including a written summary report and meeting, held within 45 days of parental permission to test? <b>If not, was it due to:</b> (check all that apply)					1				
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: Not applicable</b>					<b>YES</b>	<b>NO</b>			
A14.) Student is earning credits toward a regular high school diploma.									
A15.) <i>IF YES:</i> within 4 years?									
A16.) Student will earn an IEP diploma or a certificate of competency.									
A17.) <i>IF YES:</i> within 4 years?									
A18.) Does this school or district have a clear policy for earning a high school diploma?									

Access Strengths	Access Suggestions for Improvement
<ol style="list-style-type: none"> <li>1. The Pine Haven Boys Center faculty and staff are qualified, professional and engaged in their instructional practices and committed to supporting their students' academic, emotional and social growth.</li> <li>2. Students have access and are actively engaged in approved curriculum with IEP goals that are aligned with the NH Curriculum Frameworks.</li> <li>3. Classrooms are organized, calming and reinforcing. Student work and Certificates of Excellence are prominently displayed.</li> <li>4. A wide variety of instructional strategies and practices were observed.</li> <li>5. Data are used effectively to progress monitor and adjust instruction.</li> <li>6. Technology is incorporated into instructional programs.</li> <li>7. A 1:5 teacher-student ratio assures individualized and differentiated instruction.</li> <li>8. Students have access to technology in the classroom.</li> </ol>	<ol style="list-style-type: none"> <li>1. Pine Haven Boys Center is encouraged to review current curriculum and revise and align content to the Common Core Standards.</li> </ol>

## SUMMARIZE YOUR BUILDING LEVEL DATA

### TRANSITION STATEMENTS

<u>Ed. 1102 Transition Services</u> <u>CFR 300.43</u> <u>Ed. 1106 Process; Provision of FAPE</u> <u>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)</u> <u>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</u> <u>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.	Fill in the combined <u>number</u> of times a statement is marked on all Data Collection Forms for this school or building	
	YES	NO
T1.) Transition planning from grade to grade takes place.	1	
T2.) Transition planning from school to school takes place.	1	
T3.) Collaboration has occurred between general and special education staff in IEP development and in transition planning.	1	
T4.) <b>For a student who will turn age 14</b> during the IEP service period (or younger if determined appropriate by the IEP team), does the IEP include a <b>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>		Student will not be 14 during IEP service period.
<b>For students under age 16, answer only the first 4 statements above. Then skip to the next page.</b> <b>If the student is age 16 or older during the course of the IEP, answer all statements on this page. (required data for federal statistics purposes)</b>		
Is there an appropriate measurable postsecondary goal or goals that covers education OR training AND employment, and, as needed, independent living?		
Can the goal(s) be counted? Will the goal(s) occur <i>after</i> the student graduates from school? Based on the information available about this student, does (do) the postsecondary goal(s) seem appropriate for this student? • If yes to all three, then check Y OR if a postsecondary goal(s) is (are) <i>not</i> stated, check N.		
Is (are) the postsecondary goal(s) updated annually?		
Was (were) the postsecondary goal(s) addressed/ updated in conjunction with the development of the current IEP? • If yes, then check Y OR If the postsecondary goal(s) was (were) <i>not</i> updated with the current IEP, check N		
Is there evidence that the measurable postsecondary goal(s) were based on age appropriate transition assessment?		
Is the use of transition assessment(s) for the postsecondary goal(s) mentioned in the IEP or evident in the student's file? • If yes, then check Y OR if <i>no</i> , then check N		
Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goal(s)?		

Is a type of <i>instruction, related service, community experience, or development of employment and other post-school adult living objectives, and if appropriate, acquisition of daily living skills, and provision of a functional vocational evaluation</i> listed in association with meeting the post-secondary goal(s)?			
Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goal(s)?			
Do the transition services include courses of study that align with the student's postsecondary goal(s)?			
Transition Plan includes coordinated, measurable, annual IEP goals and includes transition services that will reasonably enable the student to meet the post-secondary goals.			
Is (are) there annual IEP goal(s) related to the student's transition services needs?			
Is (are) an annual goal(s) included in the IEP that is/are related to the student's transition services needs?			
Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed?			
For the current year, is there documented evidence in the IEP or cumulative folder that the student was invited to attend the IEP Team meeting?			
<b>Only the following 2 statements may be answered N/A if appropriate. <u>All statements above must be answered Yes or No.</u></b>	<b>YES</b>	<b>NO</b>	<b>N/A</b>
If appropriate, is there evidence that a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority?			
For the current year, is there evidence in the IEP that representatives of any of the following agencies/services were invited to participate in the IEP development including but not limited to: <i>postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living or community participation</i> for this post-secondary goal? Was consent obtained from the parent (or student, for a student the age of majority)? • If yes to both, then check Y • If no invitation is evident and a participating agency is likely to be responsible for providing or paying for transition services and there was consent to invite them to the IEP meeting, then check N • If it is too early to determine if the student will need outside agency involvement, or no agency is likely to provide or pay for transition services, check NA • If parent or individual student consent (when appropriate) was <i>not</i> provided, check NA			
<b>Does the IEP meet the requirements of Indicator 13? (Check one)</b> <b>Yes</b> (all Ys or NAs for each item (1 – 8) on the Checklist or <b>No</b> (one or more Ns checked)			
Student is informed prior to age 17 of his/her rights under IDEA			

<b>Transition Strengths</b>	<b>Transition Suggestions for Improvement</b>
<ol style="list-style-type: none"><li>1. The transition process with LEAs, parents, students and other agencies is individualized upon admission to the school and upon discharge to another school or program.</li><li>2. There is ongoing communication between the school and residential staff as well as with LEAs.</li><li>3. Transition plans are written and a written summary of services and effective instruction practices is written for the receiving school/program.</li></ol>	

## SUMMARIZE YOUR BUILDING LEVEL DATA

<b>BEHAVIOR STRATEGIES AND DISCIPLINE</b>		<b>Fill in 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.		1		
B2.) Has this student ever been suspended from school?			1	
B3.) If yes, for how many days?				
B4.) If appropriate, a functional behavior assessment has been conducted.		1		
B5.) IEP team has addressed behaviors that are impacting student learning.		1		
B6.) A behavior intervention plan has been written to address behaviors.		1		
B7.) All individuals working with the student have been involved in developing behavior intervention strategies.		1		
B8.) Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.		1		
B9.) Results of behavior intervention strategies are evaluated and monitored.		1		
B10.) A school-wide behavior intervention model exists.		1		
Behavior Strategies and Discipline Strengths	Behavior Strategies and Discipline Suggestions for Improvement			
<ol style="list-style-type: none"> <li>1. There is a school-wide positive behavioral support system.</li> <li>2. Daily point sheets assess behavior using a 10-point system. Students earn points to achieve levels that grant privileges during and after school.</li> <li>3. There is a classroom token economy system.</li> <li>4. Behavioral strategies and interventions are designed based on data.</li> <li>5. Students are taught coping strategies.</li> <li>6. The classroom schedule is flexible to provide appropriate breaks for students.</li> </ol>	<ol style="list-style-type: none"> <li>1. The Visiting Team suggests that the behavior systems be integrated across the environments and that a common language for reinforcing behaviors be developed.</li> </ol>			

**Please use this page to summarize the building level strengths and suggestions. At the report-out, the visiting team members will be asked to provide a brief overview of the building they visited. This summary will be the basis for that overview.**

<b>Strengths</b>	<b>Suggestions for Improvement</b>
<ol style="list-style-type: none"> <li>1. The administration, faculty and staff are professional, dedicated, well trained and committed to providing all of the students at Pine Haven Boys Center with access to the general curriculum, positive behavioral supports and successful social experiences.</li> <li>2. Individualized Education Programs are well written.</li> <li>3. Staff-student relationships were observed to be both positive and respectful.</li> <li>4. Technology was used effectively in the classrooms.</li> <li>5. Lesson plans are well written and are linked to the Individualized Education Programs and NH Curriculum Frameworks.</li> <li>6. Staff is committed to grow professionally.</li> <li>7. There is strong collaboration among school staff and ongoing communication between the clinical and the school staff.</li> <li>8. The school climate was observed to be safe and orderly.</li> </ol>	<ol style="list-style-type: none"> <li>1. While students have opportunities to participate with non-disabled peers in after school activities, Pine Haven Boys Center is encouraged to investigate opportunities during the school day.</li> <li>2. The Board of Directors and school administration are encouraged to research funding opportunities such as endowments and grants.</li> <li>3. It is suggested that the Board of Directors and school administration identify additional ways in which to communicate/market the current programs and services available at Pine Haven Boys Center to outside stakeholders.</li> </ol>