

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

**EASTER SEALS – JOLICOEUR SCHOOL
SUMMARY REPORT**

**Christine McMahon, COO
Noel Sullivan, Superintendent of Schools**

Chairperson, Visiting Team:
Jennifer Dolloff
Education Consultant

Site Visit Conducted on April 9, 10, 16-2008
Report Date, June 19, 2008
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TABLE OF CONTENTS

- I. Team Members
- II. Introduction
- III. Purpose and Design of The Case Study Compliance Review Process
- IV. Status of Previous Program Approval Report and Corrective Actions
- V. April 9-10, 2008 Case Study Compliance Review Results
 - Parent Participation
 - LEA Surveys
 - Summary of Findings from the Three Focus Areas
 - New Special Education Programs Seeking Approval from the NHDOE
 - Commendations
 - Issues of Significance
 - Citations of Noncompliance
 - Suggestions for Program Improvement
- VI. Building Level Summary Reports
 - Mammoth Road
 - Zachary Road
- VII. Addendum: James O Summaries

I. TEAM MEMBERS

Visiting Team Members:

NAME	PROFESSIONAL ROLE
Chairperson: Jennifer Dolloff	Education Consultant
Panagiota Morowski	Guidance Counselor
Harold Jones	Teacher
Jacqueline Williams	Principal
Shannon Tosatti	Transition Coordinator
Mary Beth LaSalle	Special Education Coordinator
Janet Davis	Early Childhood Coordinator

Building Level Team Members:

NAME	PROFESSIONAL ROLE
Michael O'Hara	Director Educational Services
Ken Neff	Teacher
Michelle Albert	Curriculum Coordinator
Gretchen Cook	Lead Teacher
Vesta Stenta	Teacher
Karry Soleski	Case Manager
Tim Capen	Teacher
Kim Capen	Teacher
John Tuttle	Coordinator of Education
Brett Crawford	Teacher
Jill Crawford	Teacher

II. INTRODUCTION

The Robert B. Jolicoeur School is a non-profit division of Easter Seals New Hampshire, and is comprised of two campuses: Mammoth Road and Zachary Road, both of which are located in Manchester NH. Easter Seals NH also has another school located in Lancaster NH.

Between the two campuses, the Jolicoeur School serves students with educational disabilities between the ages of 8-21, in grades 3-12. The campuses provide educational programming to students identified with Mental Retardation, Other Health Impairment, Emotional Disturbance, Autism, Developmental Delay, Multiple Disability, Specific Learning Disability, Speech/ Language Impairment and Traumatic Brain Injury.

Currently students are referred to the Jolicoeur School from 39 different New Hampshire School Districts and the school also accepts students from other states. At the time of the visit to the Jolicoeur School, there were approximately 100 students, including 17 from New York, 18 from Massachusetts, 3 from Maine and 1 from Vermont. All of the students enrolled have individual education plans that are written in collaboration with the IEP team. The majority of students are also being served by the residential aspect of the program, either through the Easter Seals group homes or specialized foster placements. The average length of stay for students at the Jolicoeur School is reported to be 24 months, and the school reports that every effort is made to return students to a less restrictive environment as soon as possible.

The faculty of the Jolicoeur School consists of both professional and support staff who work together to meet the individual needs of the learners enrolled in the programs. Currently there are 18 full time teachers. In addition to the teaching staff, at the time of the Case Study Compliance Review there were 40 full time teaching assistants all of whom play a critical role in the delivery of services and implementation of Individual Education Plans. Complimenting and supporting the Jolicoeur School are case managers, mental health clinicians, nurses, psychologists, a psychiatrist, and related services providers, such as speech and language, occupational and physical therapists.

The Director of Educational Services, Noel Sullivan, serves as the Superintendent, providing general oversight of the program, while four administrators work under his direction to support the school and its students.

Jolicoeur School Demographics	2006-07	2007-08
Student Enrollment <u>as of December 1</u>	118	100
Do you accept out-of-state students? If so, list number from each state in 07-08	Yes - ME 3; MA 18; NY 17; VT 1	
Number and Names of Sending New Hampshire LEAs (as of October 1)	SAU #1 Contoocook Valley; SAU #3 Berlin; SAU #4 Newfound Cooperative; SAU #6 Claremont; SAU #8 Concord; SAU #10 Derry Cooperative; SAU #11 Dover; SAU #12 Londonderry; SAU #14 Epping; SAU #15 Hooksett; SAU #16 Stratham; SAU #17 Sanborn Regional Cooperative; SAU # 18 Franklin; SAU #19 Goffstown; SAU #21 Winnacunnet Cooperative; SAU #21 Hampton; SAU #23 North Haverhill; SAU # 27 Litchfield; SAU #29 Keene; SAU #30 Laconia; SAU #34 Hillsborough-Deering Cooperative; SAU #37 Manchester; SAU #38 Monadnock Regional; SAU #42 Nashua; SAU #43 Newport; SAU #44 Northwood, Nottingham, Strafford; SAU #52 Portsmouth; SAU #53 Pembroke; SAU #54 Rochester; SAU #55 Timberlane Regional; SAU #57 Salem; SAU #61 Farmington; SAU #62 Mascoma Valley Regional; SAU #65 Kearsarge Regional Cooperative; SAU #71 Goshen-Lempster Cooperative; SAU #73 Gilford; SAU #74 Barrington; SAU #81 Hudson; SAU #84 Littleton; SAU #88 Lebanon	
# of Identified Students Suspended One or More Times	0	0
Average Length of Stay for Students	24 months	24 months

Staff Demographics	2006-07	2007-08
Student/Teacher Ratio (as of Oct. 1)	8:1	7:1
# of Certified Administrators	3	4
# of Certified Teachers	10	10
# of Teachers with Intern Licenses	2	4
# of Non-certified Teachers	6	4
# of Related Service Providers	7	7
# of Paraprofessionals	40	40
# of Professional Days Made Available to Staff	6	6
Special Education Program Data		
Primary Disability Types:	2006-07	2007-08
Autism	10	7
Deaf / Blindness	0	0
Deafness	0	0
Emotional Disturbance	49	43
Hearing Impairment	0	0
Mental Retardation	34	29
Multiple Disabilities	6	6
Orthopedic Impairment	0	0
Other Health Impairment	12	8
Specific Learning Disabilities	5	5
Speech or Language Impairment	2	2
Traumatic Brain Injury	0	0
Visual Impairment	0	0
Developmental Delay ages 3-9	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 Easter Seals Robert B. Jolicoeur School for the purpose of reviewing the present status of programs and services made available to children and youth with educational disabilities. As part of the NHDOE Special Education Program Approval Visit, Case Study Compliance Reviews were conducted at both of the Manchester school campuses, Mammoth Road and Zachary Road.

The New Hampshire Department of Education, Bureau of Special Education conducts Program Approval visits 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 school districts and 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 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 SPEDIS verification reports
- ♦ All data collected during the visit
- ♦ The newly proposed Co-Occurring Program (CO-OP) 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 Easter Seals Robert B. Jolicoeur School. Their professionalism, active involvement in the process and cooperation were greatly appreciated and well recognized.

Evidence of the work conducted and results related to student outcomes 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 November 7-8, 2004 NHDOE Special Education Program Approval Report, the following patterns were identified as needing improvement:

Access to the General Curriculum

ED 1109.01 Elements of an IEP CFR 300.347

ED 1115.07 Provision of Non-Academic Services CFR 300.306

ED 1119.03 Full Access to District's Curricula CFR 300.24, CFR 300.347

ED 1119.08 Diplomas ED 1107.04 (d) Qualified Examiner

ED 1109.05 Implementation of IEP

CFR 300.347(a) (1) (i) "...general curriculum (i.e., the same curriculum as for nondisabled children)"

CFR 300.347(a) (1) (iii) "To be educated and participate with other children with disabilities and non disabled children"

Plus: ED 1133.05 (h) Program Requirements

The Jolicoeur School needs to ensure that the written curriculum is fully implemented, aligned with lesson plans, student IEPs and that there is a full complement of certified staff to oversee the instruction being provided to the students enrolled. At the high school level there needs to be an outline of course offerings developed, a policy regarding student transcripts and the issuing of high school credits leading to a regular high school diploma. In the area of vocational education, there needs to be a fully developed written curriculum which is linked to student IEPs, vocational assessments, vocational programming, course offerings, and earning of high school credits. Further evidence needs to be provided that the students enrolled at the Jolicoeur School have full access to the general curriculum and equal educational opportunities as outlined in the NH Minimum Standards for Public Schools.

Status: Met as of the April 4, 2006 follow up visit

ED 1133.05 Program Requirements (K)**ED 1133.08 (a) Qualifications and Requirements for Instructional, Administrative and Support Personnel
CFR 300.23**

Most staff members at the Jolicoeur School hold NHDOE certification in the area of special education and have endorsements in a variety of specialty areas. Exceptions include the following: two classroom teachers who are in the process of seeking certification, but have no intern licenses available, a recreation therapist who is responsible for physical education, however this individual holds no teaching credentials and is not supervised by a certified physical education teacher, and the individuals responsible for the delivery of vocational courses hold no vocational certification. In addition, there is not a full array of certified consultants to the Jolicoeur School in the content areas outlined in the NH Minimum Standards for Public School Education.

Status: Not Met as of April 4, 2006, Met as of April 9-10, 2008

ED 1102.53 Transition Services CFR 300.29**ED 1102.53 Transition Services CFR 300.29****ED 1109.03**

In order to meet compliance with state and federal special education regulations, it will be essential that all transition plans have evidence of student participation, that outside agencies are involved and that the effectiveness of the plans is being measured.

Status: Not Met as of April 4, 2006 , Not Met as of April 9-10, 2008

V. APRIL 9 & 10, 2008 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.

Five case study compliance reviews were presented during the visit. Three of the case studies were presented at the Zachary Road campus; two were presented at the Mammoth Road campus. Case studies presented included reviews of students identified with the following educational disabilities: Mental Retardation, Other Health Impairment, Emotional Disability, and Speech Language Impairment.

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 SAU/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 April 2008 Case Study Compliance Review.

Total number of parent surveys sent: 103	Total number of completed surveys received: 20	Percent of response: 20%
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SCALE 3 = COMPLETELY 2 = PARTIALLY 1 = NOT AT ALL

ACCESS TO THE GENERAL CURRICULUM:	3	2	1	No Answer
I am satisfied with my child's program and the supports that he/she receives.	12	7	1	0
My child has opportunities to interact with non-disabled peers on a regular basis.	8	8	3	1
I am adequately informed about my child's progress.	9	8	2	0
My child is informed about and encouraged to participate in school activities outside of the school day, and is offered necessary supports.	13	4	0	2
My child feels safe and secure in school and welcomed by staff and students.	11	9	0	0
A variety of information (observations, test scores, school work, parent input) was used in developing my child's IEP.	14	4	2	0
I am satisfied with the progress my child is making toward his/her IEP goals.	11	5	4	1
FOR PARENTS OF HIGH SCHOOL STUDENTS ONLY:				
My child earns credits toward a regular high school diploma in all of his/her classes.	8	2	3	7
TRANSITION:				
I am satisfied with the planning and support provided for the moves my child has made from grade to grade and school to school.	6	11	2	1
All of the people who are important to my child's transition were part of the planning.	12	5	1	2
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.	8	3	2	7
BEHAVIOR STRATEGIES AND DISCIPLINE:				
My child's classroom behaviors affect his/her ability to learn. <i>If the answer is yes, please answer the next two questions. If no, skip to OTHER.</i>	YES		NO	
	3	2	1	No Answer
I have been involved in the development of behavior interventions, strategies and supports for my child.	7	4	4	5
I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs.	8	3	4	5
OTHER:				
I fully participate in special education decisions regarding my child.	17	2	1	1
I have been provided with a copy of the procedural safeguards (parental rights) at least once a year	17	2	1	0

A review of the parent surveys suggests the following, as reported by staff members at the Jolicoeur School: Areas of relative strength include the variety of information used to develop IEPs, student involvement in activities outside of the school day, satisfaction with program and supports, satisfaction with student progress and student safety and sense of being welcome. Other areas of strength as indicated by the parent surveys include: transition planning, parental involvement in behavioral interventions and supports, and consistent provision of parental rights.

Areas of need were noted to include the following: communication of student progress, communication regarding transition planning, communication of support provided and interactions with non-disabled peers.

SUMMARY REPORT OF SENDING LEAs

Total number of surveys sent: 57	Total # of completed surveys received: 26	Percent of response: 46%
Number of students placed by: LEA: 45	Court: 55	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.	10	15	0	0	0
2. I am satisfied with the educational program at the above school.	7	15	3	1	0
3. The school consistently follows special education rules and regulations.	9	11	5	0	1
4. The school has an effective behavioral program (if applicable).	6	18	8	1	1
5. I am satisfied with the related services provided by the school.	5	17	3	0	0
6. The school implements all parts of students' IEPs.	8	14	2	0	1
7. I feel the school provides the necessary skills to allow the student to make progress on the IEP goals.	7	16	2	0	0
8. The school program measures academic growth.	5	18	1	1	1
9. The school program measures behavioral growth (if applicable).	6	15	5	0	0
10. The school completes a minimum of 3 comprehensive reports per year on each child with a disability enrolled.	7	11	4	0	4
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	15	3	0	4
12. Progress reports are provided to the LEA and to the parent of the child.	5	13	4	0	4
13. I am satisfied with the way the school communicates students' progress.	6	13	5	0	2
14. The school communicates effectively with parents.	3	17	1	0	4
15. The school communicates effectively with the LEA.	9	14	3	1	1
16. The school involves parents in decision-making.	4	19	0	0	2
17. The school actively plans for future transition to a less restrictive placement.	5	14	7	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.	4	13	1	0	8
19. The school team sets meeting times that are convenient for both parents and LEA.	10	7	2	1	1
20. The school has met my expectations.	5	16	3	0	2
21. I have a good relationship with the school.	10	14	1	0	1
22. I would enroll other students at the school.	4	14	1	0	2
TOTALS	143	322	66	7	40

Results of the LEA survey suggest the following, as reported by staff members at the Easter Seals School: Areas of relative strength include relationships with LEAs, convenient meeting times, positive expectations for students, involving parents in decision making. Areas to be reviewed for possible improvement include: behavior programming, planning for transitions to less restrictive environments and measurements of behavioral growth.

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

Access To The General Curriculum

Based on the case studies presented, coupled with interviews involving the staff and students, review of the policies and procedures, and case study presentations, it became evident that instruction for students is individualized and aligned with the Easter Seals curriculum. A Curriculum Coordinator oversees the ongoing development, revision and implementation of curriculum and student assessments. Students of high school age are earning high school credits as appropriate. A curriculum for vocational programming has been developed and a high school course of studies with course descriptions is available for review. A very comprehensive after school program enables students to participate in engaging extracurricular activities while learning additional skills in a safe, structured, social environment. Based on the site-visit of

April 2008, it is clear that Easter Seals is currently offering full access to the general curriculum as outlined in the NH Minimum State Standards for elementary, middle and high school students. A course of studies is available with course descriptions for high school level students.

Transition

Transition planning is a critical area for students who are placed out of district in residential or day settings, and in particular for many of the students who are court placed and who may move from school to school. The visiting team reported that many opportunities are available for students to get out into the community. Life skills instruction is provided in the residence for residential students and in the school setting for day students. Job training opportunities and involvement of outside agencies was also noted as an area of strength. Transition planning for students at the Jolicoeur School appears well documented and featured the involvement of LEAs. School staff is encouraged to explore ways to monitor post-transition activities. The Jolicoeur School also needs to ensure the IEPs includes current levels of performance related to transition services and that students and appropriate agencies are consistently invited to attend IEP/Transition meetings.

Behavior Strategies and Discipline

As a result of the Case Study Compliance Review, the visiting team concluded that behavior management and discipline is an area of strength at the Jolicoeur School. The “Never Give Up on the Student” philosophy is demonstrated by staff who are very connected and committed to students. Both campuses are implementing Positive Behavioral Interventions and Supports (PBIS), a comprehensive systems approach to improving student discipline, which has resulted in strengthening the culture and learning environment for both staff and students. The data being collected through PBIS is regularly reviewed and shared with staff, students, parents and LEAs, and has resulted in improved student behaviors.

Little evidence exists demonstrating the use of Functional Behavioral Assessments. Two of the four case studies lacked evidence indicating that a Functional Behavioral Assessment was conducted and that individual behavior plans were developed as a result of such assessments. Staff members report that these are being developed on an informal basis. It is recommended that the Jolicoeur staff formalize and document this process.

NEW PROGRAM SEEKING APPROVAL FROM THE NHDOE, BUREAU OF SPECIAL EDUCATION

The Co-Occurring Program (CO-OP)

The CO-OP at Easter Seals is a short term intensive treatment program for juveniles with co-occurring substance use and mental health issues and their families. As outlined in the NHDOE Special Education Program Approval Application, the CO-OP Program houses students ages 13-17 in grades 8 through 12, and serves students both with and without educational disabilities.

Students will complete coursework as outlined by the district curriculum from their sending schools. The teacher assigned to the program will work closely with the sending district to ensure appropriate work is provided and completed. The classroom teacher will also work with the sending district to ensure credits are awarded and that high school transcript is updated appropriately. The program will be supported by the current budget and materials of the Robert B. Jolicoeur School. Current Policies and Procedures of the Robert B. Jolicoeur School are on file in the facility. All students will be court ordered into placement. Discharge from the program will also take place per court order.

Special Education Program Capacity for this program is 10 students. The total capacity of this program is 16 students. This program will provide students with a short term stay of 30-60 days of intensive residential treatment followed by four to five months of intensive community based services and aftercare. Ten residential beds will be available in the program for initial treatment; respite beds will be available in the facility for individuals who require brief support and stabilization during the community based portion of the treatment program.

COMMENDATIONS

1. The Easter Seals Robert B. Jolicoeur School is to be commended for its competent and committed staff, who support each other and demonstrate strong relationships with students.
2. The Easter Seals Robert B. Jolicoeur School educational staff is strongly supported with ongoing training in current educational methodologies, Therapeutic Crisis Intervention, PBIS, and NH Curriculum Frameworks.
3. There is a strong and positive culture at the Easter Seals School that appears to have evolved over many years of child-centered programming.
4. The Easter Seals Manchester School is commended for being one of the first private facilities in the state to incorporate the Northwest Evaluation Association's assessments (NWEA) into their educational programming. These assessment results are clearly providing staff with direction regarding individualized instruction for students.
5. The Easter Seals staff is committed to the school's mission of "never giving up" on students.
6. The Easter Seals School is commended for being proactive with transition programming by beginning transition services at age 14 rather than age 16.

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.

No issues of significance were identified during the visit.

CITATIONS OF NONCOMPLIANCE IDENTIFIED AS A RESULT OF THE APRIL 2008 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 that are included in this section of the report will need to be addressed in a corrective action plan.**

As a result of the Case Study Compliance Review, the following citations of non-compliance were identified. Each citation 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.

1. Behavior Strategies and Discipline

ED 1109.02, Ed. 1119.11, Ed. 1133.07 (a) (b) (c) (d) (e) Program and Disciplinary Procedures

The Jolicoeur School needs to ensure that functional behavioral assessments are conducted and documented when appropriate, IEP teams address behaviors that are impacting student learning and that behavior intervention plans are written to address behaviors.

2. Transition Services

Ed. 1109.03 300.344 IEP Team

The Jolicoeur School needs to ensure that students are invited to attend IEP/Transition meetings.

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. Suggestions for individual programs are included in the Building Level Case Study Data Summary Reports, pp.13-26.** It should be noted that in the Building Level Data Summary Reports, 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.

1. Continue to expand the use of technology for curricular and post school planning and activities.
2. Consider developing an Easter Seals school library in one or both of the Manchester campuses.
3. Explore ways to more effectively monitor post-transition results.
4. Continue to explore ways to enhance the climate of the time-out rooms. As mentioned during the visit, some students may perceive the atmosphere as cold and intimidating.

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: Jolicoeur School – Mammoth Road

SAU:

Date: 4/10/08

Programs:

Number of Cases Reviewed: 2

Recorder/Summarizer: Morowski, Jones, Williams

Name: Panagiota Morowski	Building Level or <u>Visiting</u>
Name: Harold Jones	Building Level or <u>Visiting</u>
Name: Jacqueline Williams	Building Level or <u>Visiting</u>
Name: John Tuttle	<u>Building Level</u> or Visiting
Name: Gretchen Cook	<u>Building Level</u> or Visiting
Name: Brett Crawford	<u>Building Level</u> or Visiting
Name: Vesta Stenta	<u>Building Level</u> or Visiting
Name: Jill Crawford	<u>Building Level</u> or Visiting
Name: Kerry Soleski	<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

ACCESS TO THE GENERAL CURRICULUM STATEMENTS					Filled in with the combined number of times a statement is marked on all Data Collection Forms for this school or building					
Ed. 1109.01 Elements of an IEP CFR 300.320 Content of IEP Ed. 1109.05, Implementation of IEP 20 U.S.C. 1414 (d) Ed. 1115.07, Ed 1119.01(f) Provision of Non-Academic Services/Settings CFR 300.320(a) CFR 300.34 Ed. 1119.03, Full Access to District's Curricula Ed. 1119.08, Diplomas Ed. 1107.04 (d) Qualified Examiner Ed. 1133.05 (c)(h)(k) CFR 300.320 Program Requirements, Content of IEP Ed. 1133.20 Protections Afforded to Children with Disabilities CFR 300.320(a)(1)(i) "... general curriculum (i.e. ,the same curriculum as for nondisabled children)" CFR 300.320(a)(4)(iii) "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 in</u> 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.					2					
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? If not, was it due to: (check all that apply)								2		
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					
For High School Students:					YES	NO				
A13.) Student is earning credits toward a regular high school diploma.					1					
A14.) <i>IF YES:</i> within 4 years?						1				
A15.) Student will earn an IEP diploma or a certificate of competency.						1				
A16.) <i>IF YES:</i> within 4 years?						1				
A17.) Does this school or district have a clear policy for earning a high school diploma?					1					

Access Strengths	Access Suggestions for Improvement
<ul style="list-style-type: none">• Hired Curriculum Coordinator• Curriculum has been developed and aligned with the GLE's in Math, Reading, Language Arts, Science, Social Studies and Pre-Vocational Skills.• Caring, professional, positive staff• Relationships between staff and students• After school program• Good communication	No suggestions for improvement were provided

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	
<p>Ed .1102.53 Transition Services CFR 300.43 Ed. 1107.02 Process: Provision of FAPE CFR 300.124 Part C Transition Ed. 1109.01, Elements of an IEP (Transition Services) CFR 300.320(a)(7)(b) 20 U.S.C. 1402 (34) 20 U.S.C. 1414 (d)(1)(A) and (d)(6) Ed. 1109.03, IEP Team CFR 300.320(b) Ed. 1133.05</p> <p>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.</p>			
If the student is under age 16, answer the following 3 statements only: (If the student is 16 or over, skip to question 4.)			
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		
If the student is age 16 or older during the course of the IEP answer all of the following statements (do not answer the 3 statements above):			
T4.) Transition planning is designed as a results oriented process that promotes movement from school to the student's desired post-school goals.	1		
T5.) IEP team includes parent as part of transition planning.	1		
T6.) IEP team and process includes student as part of transition planning.	1		
T7.) IEP includes current level of performance related to transition services.	1		
T8.) There is documentation that the student has been invited to attend IEP meetings.	1		
T9.) A statement of the transition service needs is included in the IEP.	1		
T10.) The statement of transition focuses on the student's course of study (e.g. vocational programming, advanced placement).	1		
T11.) Transition plan includes coordinated, measurable, annual IEP goals and includes transition services that will reasonably enable the student to meet the post-secondary goals.	1		
T12.) Statement of needed transition services is presented as a coordinated set of activities.	1		
T13.) The statement of transition focuses on the student's course of study (e.g. vocational programming, advanced placement).	1		
T14.) The IEP includes a statement of needed transition services and considers instruction.	1		
T15.) The IEP includes a statement of needed transition services and considers community experiences.	1		
T16.) The IEP includes a statement of needed transition services and considers development of employment skills.	1		
T17.) Student is informed prior to age 17 of his/her rights under IDEA. (Guardian)			
Only the following 4 statements may be answered N/A if appropriate. All statements above must be answered Yes or No.	YES	NO	N/A
T18.) There is documentation that representatives of other agencies have been invited to IEP meetings.	1		
T19.) The IEP includes a statement of needed transition services and considers related services.	1		
T20.) The IEP includes a statement of needed transition services and considers development of daily living skills.	1		
T21.) If the student is preparing to graduate this year, there is a summary of the student's academic achievement and functional performance , which includes recommendations on how to assist the student in meeting his or her post-secondary goals.			1

Transition Strengths	Transition Suggestions for Improvement
<ul style="list-style-type: none">• Community involvement• Life Skills• Job training• Various groups• The school program benefits from use of the larger Easter Seals agency resources	No suggestions for improvement were provided

SUMMARY OF BUILDING LEVEL DATA

<u>BEHAVIOR STRATEGIES AND DISCIPLINE</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		
<u>Ed. 1109.02 Program</u> <u>CFR 300.324</u> <u>Ed. 1119.11 Disciplinary Procedures</u> <u>CFR 300.530-300.536</u> <u>Ed. 1133.07 (a) (b) (c) (d) (e)</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?				
B4.) If appropriate, a functional behavior assessment has been conducted.				2
B5.) IEP team has addressed behaviors that are impacting student learning.		2		
B6.) A behavior intervention plan has been written to address behaviors.				2
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			
Staff members are well trained in current behavioral practices.				

Summary of Building Level Strengths and Suggestions

Strengths	Suggestions for Improvement
<ul style="list-style-type: none">• Counseling Practices• Quiet areas for students to access when needed• Staff demonstrate a strong understanding of students• The “Never give up” on the student ideology	<p>The time out rooms appear intimidating. Consider ways to improve the atmosphere in the time out spaces.</p>

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: Jolicoeur School – Zachary Road

SAU:

Date: 4/10/08

Programs:

Number of Cases Reviewed: 3

Recorder/Summarizer: Janet Davis

Name: Shannon Tosatti	Building Level or <u>Visiting</u>
Name: Mary Beth LaSalle	Building Level or <u>Visiting</u>
Name: Janet Davis	Building Level or <u>Visiting</u>
Name: Michael O'Hara	<u>Building Level</u> or Visiting
Name: Tim Capen	<u>Building Level</u> or Visiting
Name: Ken Neff	<u>Building Level</u> or Visiting
Name: Kim Capen	<u>Building Level</u> or Visiting
Name: Michelle Albert	<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

ACCESS TO THE GENERAL CURRICULUM STATEMENTS						Filled in with the combined number of times a statement is marked on all Data Collection Forms for this school or building					
Ed. 1109.01 Elements of an IEP CFR 300.320 Content of IEP Ed. 1109.05, Implementation of IEP 20 U.S.C. 1414 (d) Ed. 1115.07, Ed 1119.01(f) Provision of Non-Academic Services/Settings CFR 300.320(a) CFR 300.34 Ed. 1119.03, Full Access to District's Curricula Ed. 1119.08, Diplomas Ed. 1107.04 (d) Qualified Examiner Ed. 1133.05 (c)(h)(k) CFR 300.320 Program Requirements, Content of IEP Ed. 1133.20 Protections Afforded to Children with Disabilities CFR 300.320(a)(1)(i) "... general curriculum (i.e. ,the same curriculum as for nondisabled children)" CFR 300.320(a)(4)(iii) "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.						3					
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.)						3					
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.							3				
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> .									3		
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.						3					
A10.) Student <u>has opportunities</u> to participate in general extracurricular and other non-academic activities with necessary supports.						3					
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? If not, was it due to: (check all that apply)						2			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						
For High School Students:						YES	NO				
A13.) Student is earning credits toward a regular high school diploma.							3				
A14.) <i>IF YES:</i> within 4 years?											
A15.) Student will earn an IEP diploma or a certificate of competency.						3					
A16.) <i>IF YES:</i> within 4 years?											
A17.) Does this school or district have a clear policy for earning a high school diploma?						Yes					

Access Strengths	Access Suggestions for Improvement
<ul style="list-style-type: none"> • Curriculum is comprehensive and easily accessed • A Curriculum Coordinator has been hired and oversees implementation of curriculum and teacher assessment • Improved data driven decision making (ongoing process) • Day students have access to life skills at the facility (residential) • The New Hampshire Trails Program is made available to all students • After school programming is comprehensive and engaging • Teaching staff displays high levels of energy • Availability of diverse faculty (related services, case managers, paraprofessionals, counselors, teachers) and seamless use of same • Music program • Art program • Prom Night is made available to students 	<ul style="list-style-type: none"> • Continued and further use of technology for curricular and post school planning • Explore use of public school for science lab experience (this was something that Manchester was perhaps considering) • Develop an onsite library (Currently access public library)

SUMMARIZE YOUR 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	
<p>Ed .1102.53 Transition Services CFR 300.43 Ed. 1107.02 Process: Provision of FAPE CFR 300.124 Part C Transition Ed. 1109.01, Elements of an IEP (Transition Services) CFR 300.320(a)(7)(b) 20 U.S.C. 1402 (34) 20 U.S.C. 1414 (d)(1)(A) and (d)(6) Ed. 1109.03, IEP Team CFR 300.320(b) Ed. 1133.05</p> <p>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.</p>			
If the student is under age 16, answer the following 3 statements only: (If the student is 16 or over, skip to question 4.)			
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		
If the student is age 16 or older during the course of the IEP answer all of the following statements (do not answer the 3 statements above):			
T4.) Transition planning is designed as a results oriented process that promotes movement from school to the student's desired post-school goals.	3		
T5.) IEP team includes parent as part of transition planning.	3		
T6.) IEP team and process includes student as part of transition planning.	3		
T7.) IEP includes current level of performance related to transition services.	3		
T8.) There is documentation that the student has been invited to attend IEP meetings.	2	*1	
T9.) A statement of the transition service needs is included in the IEP.	3		
T10.) The statement of transition focuses on the student's course of study (e.g. vocational programming, advanced placement).	3		
T11.) Transition plan includes coordinated, measurable, annual IEP goals and includes transition services that will reasonably enable the student to meet the post-secondary goals.	3		
T12.) Statement of needed transition services is presented as a coordinated set of activities.	3		
T13.) The statement of transition focuses on the student's course of study (e.g. vocational programming, advanced placement).	3		
T14.) The IEP includes a statement of needed transition services and considers instruction.	3		
T15.) The IEP includes a statement of needed transition services and considers community experiences.	3		
T16.) The IEP includes a statement of needed transition services and considers development of employment skills.	3		
T17.) Student is informed prior to age 17 of his/her rights under IDEA.	3		
Only the following 4 statements may be answered N/A if appropriate. All statements above must be answered Yes or No.	YES	NO	N/A
T18.) There is documentation that representatives of other agencies have been invited to IEP meetings.	3		
T19.) The IEP includes a statement of needed transition services and considers related services.	3		
T20.) The IEP includes a statement of needed transition services and considers development of daily living skills.	3		
T21.) If the student is preparing to graduate this year, there is a summary of the student's academic achievement and functional performance , which includes recommendations on how to assist the student in meeting his or her post-secondary goals.			3

Transition Strengths	Transition Suggestions for Improvement
<ul style="list-style-type: none"> • Opportunity for students to get out into the community (more as they age up) • Person-centered planning, teachers have all been trained • Career cruising • Life Skills (cooking) • Multi-disciplinary focus (many individuals on team and outside agencies involved, including student) • Excellent networking between Easter Seals staff and community resources. When student is going back to public school or new residential placement, staff from both facilities collaborate (they come in; Easter Seals staff goes to them.) 	<ul style="list-style-type: none"> • Post-transition monitoring (consider holding a reunion, alumni dinner, etc.) • Job shadowing as appropriate • * Document student invitations to attend IEP meetings <p data-bbox="1077 1295 1297 1325">* This is a citation</p>

Summary of Building Level Strengths and Suggestions

Strengths	Suggestions for Improvement
<ul style="list-style-type: none"> • Energetic, student-centered total staff (from administrators to teaching assistants) • Enormous effort toward implementing a coordinated curriculum affords much better ability to address GLEs • Communication between staff members (morning meeting) • Collaboration with community agencies and outside resources (CASA, YMCA) • All “additional” programs and availability of programs – cooking, art, music • Day students have opportunity for hands on life skills through residential program facilities • PBIS • No suspensions (other than in-house) and no expulsions • Low teacher turnover • Teaching Assistants really get to know students and can help communication between residential area and school • Depth of staff training 	<ul style="list-style-type: none"> • Continued and further use of technology for student / curricular use, as well as post-school job exploration • Finding space and resources to build or house their own library • Post-transition follow-up (alumni dinner or reunion) • Explore job-shadowing on an individual basis • Explore conducting Functional Behavioral Assessments on an individual basis

VII. ADDENDUM: JAMES O SUMMARIES

James O. File Review Summary

School: Easter Seals Manchester

Date: May 16, 2008

Reviewer: Jennifer Dolloff

Number of Files Reviewed: 2

CITATIONS OF NONCOMPLIANCE

No areas of noncompliance were noted during the review.