

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

**NFI NORTH COUNTRY SHELTER  
SUMMARY REPORT**

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Tara MacKillop, Regional and Program Director  
Lorraine Sanders, Special Education Director**

Chairpersons, Visiting Team:  
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Education Consultants

Site Visit Conducted on April 5, 2012  
Report Date: August 15, 2012

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## **I. TEAM MEMBERS**

Visiting Team Members:

<b>NAME</b>	<b>PROFESSIONAL ROLE</b>
Gretchen Cook	Coordinator of Education
Kelly Noland	Director of Student Services
Michael Harris	External Evaluator

Chairpersons:  
Mary Anne Byrne  
Maryclare Heffernan

Building Level Team Members from NFI North Country Shelter:

<b>NAME</b>	<b>PROFESSIONAL ROLE</b>
Tara MacKillop	Regional and Program Director
Lorraine Sanders	Special Education Director
Alyssa Roy	Teacher
Jessica Cyr	Teacher
Sam Demmons	Paraprofessional
Heidi Walsh Kirk	Paraprofessional

## I. INTRODUCTION

The NFI North Country Shelter is owned and operated by NFI North, Inc. a non-profit human services agency with education and residence programs throughout the states of Maine and New Hampshire. The Shelter was established in 1991 in Jefferson, New Hampshire to provide short term, community based shelter and education for up to fifteen educationally disabled and court involved males and females between the ages of 11 and 17 in grades 5-12. The Shelter is approved as a private special education and non-public school that serves students with Emotional Disabilities, Specific Learning Disabilities, Multiple Disabilities, Speech Language Impairments and Other Health Impairments. The youth are placed for 60 days or less while awaiting further placement, evaluation or court action. Should an extension be necessary DCYF and/or DJJS may grant an extension. The average length of stay for residents at NFI North Country Shelter is 29 days. Since September, 2011 until the date of the visit, NFI North Country Shelter has served 72 students, 24 of whom had IEPs. These students came from 44 different school districts.

The Shelter's mission statement is "Respect and Responsibility for Self and Others". To create a responsible and respectful community, the Shelter has embraced the NFI agency's Normative Approach that "stems from a belief that people are social and want to belong". By creating opportunities for community membership that are meaningful, positive and pro-social, people will join and adopt the behaviors, values and beliefs held by the membership. The Normative Approach:

- Driven by membership
- Power shared at all levels
- United by common vision
- Unity through one mission
- Control is community responsibility
- Democratic

The result of this living mission is the promotion of a mutual desire to live in an environment in which healthy boundaries and safety are a reality. The program provides a setting which is educational, supportive, therapeutic and challenging.

The NFI North Country Shelter teaching staff have arranged for community service to be provided at the local soup kitchen, the cemetery, the local historical society, and assist the local communities with outdoor yard work or wood stacking.

## SCHOOL PROFILE

SCHOOL DEMOGRAPHICS	2010-2011	2011-2012
Student Enrollment <u>as of December 1</u>	4	15
Do you accept out-of-state students? If so, list number from each state in 11-12	no	
Number and Names of Sending New Hampshire LEAs (as of October 1, 2011)	Berlin Claremont Concord Keene Laconia Littleton Manchester Nashua Plymouth Portsmouth Rochester Salem	SAU 3 SAU 6 SAU 8 SAU 29 SAU 18 SAU 84 SAU 37 SAU 42 SAU 48 SAU 52 SAU 54 SAU 57
# of Identified Students Suspended One or More Times	0	0
Average Length of Stay for Students	23	23
<b><u>STAFF DEMOGRAPHICS</u></b>		
Student/Teacher Ratio (as of October 1, 2011)	4:1	4:1
# of Certified Administrators	1	1
# of Certified Teachers	2	2
# of Teachers with Intern Licenses	0	0
# of Related Service Providers	0	0
# of Paraprofessionals	2	2
# of Professional Days Made Available to Staff	3	2
<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	22	1
Hearing Impairment	0	0
Intellectual Disability	0	0
Multiple Disabilities	6	0
Orthopedic Impairment	0	0
Other Health Impairment	17	2
Specific Learning Disabilities	13	1
Speech or Language Impairment	4	0
Traumatic Brain Injury	0	0
Visual Impairment	0	0

## II. 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 the NFI North Country Shelter on April 5, 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 to shelter facilities are conducted using a modified 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 visit, student files of current and former students are randomly selected and reviewed by the NHDOE 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. (Not applicable as no requests were made for new or changed aspects of the program)

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 NFI North Country Shelter. 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, extracurricular/community involvement, permanent records, curriculum, etc. Input was gathered from key constituents, including interviews with professional staff and administrators, as well as a student focus group. In addition, classroom observations were conducted. The collective data were summarized by the visiting and building level teams. The summary, included in the following pages, outlines identified areas of strength and areas needing improvement.

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

Based on review of the April 10, 2008 NHDOE Special Education Program Approval Report, the following patterns were identified as needing improvement:

<b>Findings of Noncompliance</b>	<b>Status as of May 21, 2009</b>	<b>Status as of April 5, 2012</b>
<p><b>1. Ed 1109.08 Equal Education Opportunity; Ed 1119 03 Full Access to the General Education Curriculum</b>            NFI Agency is in the process of establishing content area consultants to be shared across programs; the core content area consultants are in place, some have been identified and are in the hiring process, and some did not appear on the submitted personnel roster. At the time of the visit, the following content area consultants were in process: Art/Music, Library Media Specialist, Health and Family and Consumer Science; the following consultants were not in place: Information and Communication Technology, Technology Education and Business.</p>	MET	<p>NOT MET</p> <p>All but a consultant for High School Math are in place.</p>
<p><b>2. Ed 1115 Placement of Children with Disabilities; Ed 1130.03 (d) Preplacement and Placement Review Procedures for Children Previously Determined to Have Disabilities.</b>            If the related services, or any other component of the IEP, are to be waived during placement at the Shelter, the IEP team must make and document</p>	MET	MET

decisions. (See #1 in section VI)		
<b>3. Ed 1119.08 Diplomas</b> In order to continue to earn credits toward a high school diploma, students must be given full opportunity to continue in the courses they were enrolled in at their home school when placed at the NFI North Country Shelter. (See #2 in section VI)	MET	NOT MET

**V. APRIL 5, 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 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 prepare for the visit and to ensure that the staff and administrators take this opportunity to reflect upon and generalize their newly found knowledge of their programs, practices, policies and procedures.

In preparation for the visit, the Shelter was asked to develop a presentation describing the educational programs provided to students, with attention to the three focus areas of Access to the General Curriculum, Transition and Behavior Strategies and Discipline. In the overview, demographic information included: number of students served since July 1, number of these students with IEPs, gender, grade levels, average length of stay and school districts from which the students come. They were asked to describe the intake process, the LEA contact/request for information procedures and the communication systems in place with parents, schools, JPPOs and outside agencies.

In order to afford students access to the general education curriculum, the Shelter explained the sources of coursework, multiple supports provided to students, and their involvement in community supports and services. Transition components of the program highlighted career awareness and planning activities, goal setting, independent living activities, and information provided to the receiving placement. In presenting the behavior and discipline practices

employed at the Shelter, they demonstrated the ways in which the mission and values of the organization translated into a safe, respectful, cooperative community.

During the visit, records of current students with disabilities were randomly selected and reviewed for contact documentation, information received, evaluation/assessment results, required components of the IEPs, types of data collection activities used for progress monitoring and reporting, etc. During these reviews, guiding questions focused on how the file information translated into effective programming for the students.

### 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, NFI North Country Shelter distributed a modified LEA Survey to the contact people in 20 LEAs that have students currently enrolled in the school and/or who have the highest incidence of Shelter placement. They received 7 responses from the LEAs (**35% response rate**).

LEA: (optional)	Date: March, 2012	
Private School: NFI North Country Shelter		
Responsibility for Placement:	LEA:	Court: 7 Parent:
3 STRONGLY AGREE	2 AGREE	1 DISAGREE NA NOT APPLICABLE

	3	2	1	NA
1. The NCS Shelter school team has positive expectations for students	2	4	1	
2. I am satisfied with the educational program at the above school		6	1	
3. The school consistently follows special education rules and		7		
4. The school has an effective behavioral program (if applicable)	1	5		1
5. The school requests the students' IEP and related documents	4	3		
6. I feel the school provides the necessary skills to allow the student to progress on the IEP goals		6	1	
7. The school program measures academic growth	1	4	2	
8. The school measures behavioral growth (if applicable)	1	6		
9. The progress reports describe the child's progress toward meeting the goals and include an attendance record	1	2	2	2
10. The school contacted the LEA in regards to a 10 day placement		6	1	
11. Ongoing telephone contact with the school is available	2	3	1	1
12. The school has met my expectations	1	5	1	

**Analysis of Responses:** The majority of LEAs responding to the survey strongly agreed or agreed with the areas polled, with the exception of the progress reports describing the child's progress toward meeting the goals and including the attendance record. By reporting "seat time" in the final "transcript" by the specific courses in which the students are currently enrolled, and developing a rating rubric to easily assess and consistently report progress on IEP goals, the progress reports will be more specific and meaningful for the LEAs.

## 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. The school is required to send all parents of students with disabilities a written survey with a request to respond. The Shelter sent a modified Parent Survey to 20 parents of current or recent students. They received a **25% response** from the parents. 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.

### PARENT SURVEY

3 COMPLETELY      2 PARTIALLY      1 NOT AT ALL      NA NOT APPLICABLE

	3	2	1	NA
1. I am satisfied with the North Country Shelter school & the support child receives	3	2		
2. I am adequately informed about my child's stay	4	1		
3. My child is encouraged to participate in community field trips	2	1		2
4. My child is encouraged to participate in community service projects	3	1		1
5. My child feels safe and secure in school and welcomed by staff and	4	1		
6. I am satisfied with the progress my child is making at the North Shelter School	3	2		
7. My child earns credits toward a regular high school diploma in all classes	3	1	1	
8. I have received the North Country Shelter parent handbook behavioral interventions, strategies and supports for my child	5			
9. I am satisfied with the way the school is supporting my child's social and developmental needs	4	1		
10. Ongoing telephone contact with the school staff is available	5			
11. The school has met my expectations	3	2		

**Analysis of Responses:** The survey results indicate that the five respondents completely or partially agreed with the areas polled, with the exception of one parent who disagreed with their student earning credits toward a regular high school diploma in all classes. The school should actively work to align course offerings to the students' required courses.

## **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**

Upon admission to NFI North Country Shelter, all students are administered the Basic Achievement Skills Inventory (BASI) to determine age/grade achievement levels in math, reading and writing. In most cases, the students are enrolled in courses aligned with LEA schedules and transcripts whenever they are provided to NFI North Country Shelter. If the information is not provided by the LEA course enrollment is done based on student, parent and/or JPPO intake information. Individual lessons are designed to address content/coursework aligned to the LEA's expectations, when provided. Direct instruction, PLATO and/or LEA provided materials are utilized to assure access to the general education curriculum in the required content areas. In order to address individual student needs, supports and accommodations are provided such as organizational tools, sensory tools and individual reward systems.

NFI North Country Shelter continues to maintain an organized system for notifying and requesting information and schoolwork from the LEAs. Responsiveness of LEAs varies greatly, in which case, the North Country Shelter curriculum and materials are used for instruction.

Multiple opportunities to provide community service are available to students, such as Toys for Tots, soup kitchen volunteering, nursing home visits and Project Homebound visits. Community resources and settings are used extensively for enrichment and extracurricular activities; woodworking, swimming, skiing, skating, hiking, sledding and basketball. NFI North Country Shelter considers all of these opportunities as part of students' Learning in Field Experience (LIFE) training.

In one instance, a student was enrolled in a physical science course in his home school and was taking Astronomy at North Country Shelter. It is critical that student courses align with their home school schedule to provide maximum opportunity to earn credits toward graduation.

Review of the school schedule found three hours of the day designated for coursework. The remainder of the day has activities such as Life Skills, Group and/or Community Activities. In order for students to be awarded credit, these areas must be defined and more closely aligned with the general education curriculum using competencies and the development of Extended Learning Opportunities (ELO).

## **Transition**

### **Transition Planning**

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

#### **Transition Services**

The nature of the short term/short notice, court-ordered placements require constant transitions for students into and out of the Shelter. The NFI North Country Shelter has a well-tuned system that effectively facilitates these transitions. Immediate contact with the LEAs, ongoing communication with the families and JPPOs, and the end-of-placement reporting system all support these effective transitions. With staff guidance and support, students develop Success Plans that include a letter to the judge and five goals for future school success. These plans are presented at the concluding court hearing.

The final report generated by the Shelter provides a narrative of the students' educational and behavioral status, as well as the amount of school "seat time" to facilitate credit earnings. If PLATO was used as education software to accomplish assignments, the PLATO reports are included. Any work sent by the LEAs that was completed at the Shelter is returned for their consideration.

### **Behavior Strategies and Discipline**

The NFI agency-wide Normative Approach, based on the premise that all people desire to belong to a group/community, provides the basis for positive behavior interventions and supports at the NFI North Country Shelter. The Shelter's mission statement, "Respect and Responsibility for Self and Others" is posted in multiple places in the school and is readily reported by students. The point system self-assesses participation and behavior daily and is reviewed by staff for accuracy and agreement. Student of the Week Awards are clearly valued by students.

Data on numbers and types of student restraints are collected and analyzed. NFI North's policy of non-restraint has resulted in a significant decrease in the need for this intervention. Prevention and positive supports resulted in no restraints in the 2010 school year and only one student requiring restraints during the current school year.

## **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 presentations, 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, Curriculum, and Personnel Roster and Consultant Roster. Review and verification of these documents found the NFI North Country Shelter School not to be in compliance with New Hampshire Rules and the Education of Students with Disabilities and requirements for Non-Public Approval in the areas of updated curriculum, employing a full complement of required content area Consultants (missing High School Math) and lengthening the instructional school day.

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

At the time of the April 5, 2012 visit to NFI North Country Shelter, the facility was not seeking approval for any new programs.

The commendations below are a result of the visitors' observations, student and leadership interviews, record reviews and the presentation given to the visitors.

**COMMENDATIONS**

1. The seamless teamwork of the entire staff provides a strong, supportive culture and climate that is flexible and responsive to the diverse student needs.
2. The strength-based focus and embedded mission of "Respect and Responsibility for Self and Others" derived from the Normative Approach has created a welcoming, stable and proactive environment where students feel safe and secure.
3. NFI North Country Shelter gathers and uses extensive data to assess their effectiveness and make improvements.
4. The academic assessment (BASI) of all students upon admission is a valuable tool to provide a working baseline for initial school assignments.
5. The addition of a Smart Board enhances access to instruction through the use of technology.
6. Effective use of available computers supports individual learning needs.
7. The low student/teacher ratio allows for valuable student individualization and engagement.
8. Given geographic and demographic challenges and the unique student situations that the NFI North Country Shelter faces, they are commended on their success in hiring certified and capable staff.
9. The anticipated adoption of the NWEA Measures of Academic Progress will serve to enhance the academic assessment and progress monitoring of all students.
10. The involvement in the State's Family Connections/Family Voices project and the subsequent increase in supports to families (e.g. transportation to the Shelter, involvement of families in field trips, etc.) demonstrate the Shelter's commitment to engage families in their children's success in the placement, and in the transitions to the next placement.
11. Students report a feeling of safety and opportunities for learning while placed at NCS. They also stated that faculty and staff is calm and focused on student learning providing students with the environment they require for successful school experiences.

**FINDINGS OF NONCOMPLIANCE IDENTIFIED AS A RESULT OF THE  
APRIL 5, 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, staff 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.*

**Ed 1120, CRF 300.43 Transition Services**

**Responsible LEA: Governor Wentworth School District**

The IEP did not include a statement of current performance related to transition services. The course of study was incomplete. The annual postsecondary goals were not written in measurable terms. Only instruction services were addressed.

**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.*

**Ed 1113.13 CFR 300.102 Diplomas**

(a) LEAs shall provide all children with disabilities an equal opportunity to complete a course of studies leading to a regular high school diploma.

-In order to continue to earn credits toward a high school diploma, students must be given full opportunity to continue in the courses they were enrolled in at their home school when placed at the NFI North Country Shelter.

**Ed 1113.15 Length of School Day**

Schools are required to have a 5.5 hour school day in place.

Review of the school schedule found 3 hours of the day designated for coursework.

**Ed. 1114.05 (g) Program Requirements; 34 CFR 300.320**

The need to revise and align the school's curriculum to ensure that all students have access to equal educational opportunities within the programs and access to and ability to progress in the general curriculum as required under 34 CFR 300.320.

**Ed. 1119.03 Full Access to the General Education Curriculum**

The North Country Shelter has worked with the other NFI schools to develop a universal list of consultants in various subject matters. All but a consultant in High School Math are in place.

## **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. \*Address the abbreviated length of the school day by examining the Shelter's community support activities, recreational opportunities, and therapeutic supports and services in light of the NHDOE ELO competencies as they align with the course requirement for graduation. By systematically identifying competencies related to the existing program, students will increase their involvement in credit earning activities. For example, if defined and aligned to curriculum, the woodworking shop experiences students have may provide a setting and involve work that could be credit-earning.
2. \*Continue to review and revise the school's curriculum to reflect the Common Core State Standards (CCSS).
3. Given feedback from students and visiting team members, consider developing hands-on projects to support interests and at the same time provide opportunities to address course/vocational competencies and earn credits. These could be ongoing projects such as small engine repair, bicycle repair, small construction projects such as sheds, etc. that students could work on during their stay at the Shelter.
4. Develop group academic research projects which address core content knowledge and competencies and that can be sustained in the school as students move in and out of placement.
5. Report "seat time" in the final "transcript" by the specific courses in which the students are currently enrolled.
6. Develop a rating rubric to easily assess and consistently report progress on IEP goals.
7. Consider offering a GED option for students over age17 who have earned few credits toward graduation requirements.
8. Increase student awareness of the credits they've earned and those still needed for high school graduation. Promote self advocacy related to credit earning and graduation.
9. In the event that the State continues to support shelter services for adjudicated youth in the future, consider creating a school facility separate from the residence to make a more easily recognized distinction between school and residence expectations.

10. Increase access to technology for use in educating the students with the purchase of e-tablets (E.g. iPad) and increasing availability to PLATO.
11. Continue to expand the strength-based focus of your programming and, with the recent increase of female residence, consider specific training around adolescent girls' needs.
12. Consider professional development for staff from to increase awareness and facilitate the development of transition plans as they relate to Indicator 13.

**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: NFI Shelter	Date: April 5, 2012	Number of Cases Reviewed: 1
Programs: North Country Shelter	How many of the reviewed students are age 16+? 1	How many are noncompliant for Indicator 13? 1
Recorder/Summarizer: Maryclare Heffernan		
Name: Lorraine Sanders	Building Level	
Name: Tara MacKillop	Building Level	
Name: Jessica Cyr	Building Level	
Name: Alyssa Roy	Building Level	
Name: Sam Demmons	Building Level	
Name: Heidi Walsh Kirk	Building Level	
Name: Michael Harris	Visiting	
Name: Kelly Noland	Visiting	
Name: Gretchen Cook	Visiting	
Name: Mary Anne Byrne	Visiting	
Name: Maryclare Heffernan	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 Strengths and Suggestions**

Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> <li>1. The North Country Shelter (NCS) has established a genuine sense of community.</li> <li>2. The culture and climate of the Shelter is positive, inviting and well structured.</li> <li>3. It was evident in observing the staff that they are caring and committed to the students.</li> <li>4. There is seamless staff support where everyone helps each other.</li> <li>5. There are well defined, consistent and clearly articulated expectations for students.</li> <li>6. NCS has a strong commitment to families and goes to great effort to involve them.</li> <li>7. NCS has a well-developed and efficient system in place for contacting the LEAs and goes to great efforts to obtain necessary documents.</li> <li>8. There is an immediate response upon entry to determine student needs, e.g. academic assessment, interviews, phone calls, etc.</li> <li>9. The positive behavior model based on NFI's Normative Approach uses a point reward system that is widely understood and embraced. The system bridges school and residence and has created a calm and safe environment.</li> <li>10. Only one student has required restraints in the past two years; the goal is zero restraints.</li> <li>11. Students report that school is a positive experience.</li> <li>12. Each student is assigned a staff member advocate who works on the student's behalf while promoting their self-advocacy.</li> <li>13. The students prepare a Success Plan that includes five goals for successful entry to the next school; the Plan is shared with the judge during the final court hearing.</li> <li>14. NCS is data rich. Information is collected and analyzed for the purpose of self-evaluation of NCS's programs and processes among other uses.</li> <li>15. NCS offers students a variety of recreational and extracurricular opportunities to promote social skills and physical exercise, e.g. skiing, basketball, sledding, skating, climbing wall, and hiking.</li> <li>16. NCS has established effective working relationships within their</li> </ol>	<ol style="list-style-type: none"> <li>1. *Ensure accurate enrollment in courses necessary for graduation.</li> <li>2. Agency-wide, examine available Plato courses/licenses and determine if they are sufficient to meet the needs of all programs.</li> <li>3. Increase technology purchases to be used to enhance instruction, e.g. iPads.</li> <li>4. Consider expansion of the facility to increase classroom space.</li> <li>5. Continue to explore the use of VLACs to increase student access to the curriculum.</li> <li>6. When developing the end-of-placement Transition Summary, report seat time by each subject. This will increase the opportunity for awarding credit.</li> <li>7. Use a rating rubric to report progress on IEP goals.</li> <li>8. Request professional development services from the NHDOE regarding transition planning/writing.</li> <li>9. Establish more hands-on, vocationally oriented units of instruction.</li> <li>10. *Extend the amount of time in the school day that students are doing credit-earning work.</li> <li>11. Explore credit earning possibilities by developing competencies and Extended Learning Opportunities for the activities you do, aligning them with required course work.</li> <li>12. Consider the GED option for students over 17 who have earned few credits.</li> <li>13. Continue to support student self-advocacy, especially by increasing their credit awareness and future needs.</li> <li>14. Consider contacting the NHDOE if a district is non-responsive to your requests for information, documents, etc.</li> </ol>

community which they access as resources for experiences or as sites for students to provide community service.

17. The fund of resources and training provided by the NFI Agency is readily shared across the various sites.