

**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**

Chairpersons, Visiting Team:
Kathryn Skoglund and Diane Lurvey
Education Consultants

Site Visit Conducted on March 6 and 27, 2015
Date of Report: June 15, 2015
Date of Revised Report: July 20, 2015

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I. TEAM MEMBERS

Visiting Team Members:

NAME	PROFESSIONAL ROLE
Kathryn L. Skoglund	Education Consultant
Diane Lurvey	Education Consultant
Ted Lambrukos	Principal
Maggie Brady	Teacher
Mary Lane	Consultant, NHDOE
Helene Anzalone	Consultant, NHDOE

Building Level Team Members from Pine Haven Boys Center:

NAME	PROFESSIONAL ROLE
Michael Maroni	Principal
Kori Karamanoogian	Special Education teacher
Jennifer Mandigo	Teacher
Ellyn McGonagle	Teacher
Thomas O'Brien	Tutor
Paula Kohler	Speech/Language Pathologist
Tyler Ramos	Family Worker
Eleanor Henderson	Teacher
Allison Bellemore	Recreational Counselor
Sharon O'Brien	Occupational Therapist

II. INTRODUCTION

Pine Haven School for Boys is a Special Education School located in Allenstown, NH. It is a private, non-profit, non-sectarian facility that provides intensive services for male students ages 6-15 in grades 1 through 8. Many students are court placed at Pine Haven. The school is currently approved for the following educational disabilities: Autism, Developmental Delay, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability, and Speech/Language Impairment. Pine Haven accepts students from New Hampshire and other New England states. Pine Haven offers assessments, therapy, home-based services and a psycho-educational component for its students, including those with fire-setting behaviors and those who are acting out sexually. The length of stay is unique to each child.

Pine Haven holds non-public school approval and is approved as a residential setting by the Department of Health and Human Services.

Pine Haven’s philosophy is summarized in two statements: “There is no such thing as a bad child” and “Children need and are entitled to their families”. Their mission states that they are committed to providing children with positive experiences and success oriented programs. The process is to identify appropriate behaviors and “catch the child” doing something right and reinforce that behavior.

SCHOOL DEMOGRAPHICS	2013-2014	2014-2015
Total Student Enrollment <u>as of October 1</u>	16	22
Special Education Student Enrollment as of October 1	14	19
Do you accept out-of-state students? If so, list number from each state in 2014-15	2	
Number and Names of Sending New Hampshire LEAs (as of October 1, 2014)	2-Barnstead, 1-Rochester, 2-Franklin, 2-Merrimack Valley, 5-Manchester, 1-Hopkington, 1-Dover, 1-Wakefield, 2-Vt, 1-Sutton, 1-Governor Wentworth Regional School District, 1-Berlin, 1-Lebanon, 1-Newport	
# of Identified Students Suspended One or More Times	0	0
Average Length of Stay for Students	12 months	12 months
<u>STAFF DEMOGRAPHICS</u>		
Student/Teacher Ratio (as of October 1, 2014)	4/1	4/1
# of Certified Administrators	1	1
# of Certified Teachers	4	4
# of Current Teachers with Certification through Alt 4	0	0
# of Related Service Providers	2	2
# of Paraprofessionals	1	1
# of Professional Days Made Available to Staff	9 earned time	9

Please complete the table below, listing the number of students in each category.

SPECIAL EDUCATION PROGRAM DATA <i>(please put NA if not approved for the disability)</i>

Primary Disability Types:	2013-2014	2014-2015
Autism	0	0
Deaf / Blindness	0	0
Deafness	0	0
Developmental Delay	1	3
Emotional Disturbance	6	8
Hearing Impairment	0	0
Intellectual Disability	0	0
Multiple Disabilities	0	0
Orthopedic Impairment	0	0
Other Health Impairment	7	7
Specific Learning Disabilities	0	0
Speech-Language Impairment	0	1
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 6 and 27, 2015 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
- All data collected during the visit

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 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, 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 April 30, 2012, NHDOE Special Education Program Approval Report, the following patterns were identified as needing improvement:

Findings of Noncompliance	Status as of April 30, 2013	Status as of March 6, 27, 2015
No Findings of Non-compliance	No Findings of Non-compliance	No Findings of Non-compliance

V. MARCH 6 and 27, 2015 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 Case Study visiting team reviewed two randomly selected students during the visit. The first student from Berlin School District was identified with Emotional Disturbance, Other Health Impaired, and Speech/Language Impaired and was in grade 2. The second student from Merrimack Valley School District, also identified with Emotional Disturbance and Other Health Impaired, was in grade 7. The review of the supports and services provided by Pine Haven allowed the visiting team to learn about access to the general curriculum, transitions from public to private school and grade to grade, and the school-wide behavior management program.

LEA SURVEYS

Analysis of the LEA responses to the survey by Pine Haven Boys Center is as follows: “LEA’s are generally happy with Pine Haven’s program. They feel their students’ needs are being met and that communication is good. The program is effective. The low response may be reflective of busy lives, a low priority or satisfaction with the program. A better response might be seen if the reviewing agency sent out the surveys and collated the responses. This might be discussed with the LEA representatives.”

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, 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 33% response from the LEAs.

SUMMARY REPORT OF SENDING LEAs

Name of Private School: Pine Haven		
Total number of surveys sent: 12	Total # of completed surveys received: 4	Percent of response: 33
Number of students placed by: LEA:	Court:	Parent:

INSTRUCTIONS: PLEASE TYPE TOTAL NUMBER OF RESPONSES IN EACH BOX.
SCALE 4 STRONGLY AGREE 3 AGREE 2 DISAGREE 1 STRONGLY DISAGREE

	4	3	2	1	No Answer
1. The private school has a curriculum fully aligned to NH Curriculum Frameworks/Common Core State Standards.	1	3	0	0	
2. I am satisfied the student has made progress in the educational curriculum at the above school.	3	1	0	0	
3. There is evidence of effective instruction aligned with fidelity to the curriculum.	2	2	0	0	
4. The school consistently follows special education rules and regulations.	4	0	0	0	
5. The school has developed and implemented effective policies and procedures for management of student behavior including the use of aversives.	3	1	0	0	
6. The school has an effective behavioral management program.	4	0	0	0	
7. I am satisfied with the special education, related and other supplementary aids and services provided by the school.	4	0	0	0	
8. The school implements all parts of students’ IEPs including accommodations and modifications in both instruction and assessment.	4	0	0	0	
9. The school effectively uses data to measure academic growth and to inform instruction.	2	2	0	0	
10. The school uses data to measure behavioral growth and to inform instruction.	3	1	0	0	
11. A mid-year review and annual evaluation of the child’s progress relative to the IEP are conducted.	4	0	0	0	
12. The school has a comprehensive progress monitoring system that is communicated and provided to LEA and parents at least as often as the sending district (minimum 3 times per year).	3	1	0	0	
13. The progress monitoring 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.	2	2	0	0	

14. I am satisfied with the way the school communicates students' progress to the parents and the LEA.	3	1	0	0	
15. The school actively plans for future transition to a less restrictive environment.	2	2	0	0	
16. The school implements all aspects of the transition services needs for students turning 14 during the IEP service period and Transition Services as outlined in Indicator 13 (16 years).	Na	Na	Na	Na	
17. 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.	2	Na	0	0	
18. The school team sets meeting times that are convenient for both parents and the LEA.	3	1	0	0	
19. I would enroll other students at the school.	4	0	0	0	
Comments: <ul style="list-style-type: none"> ▪ Very pleased with the level of communication, attention to detail, collaboration in problem-solving strategies, professionalism of staff. I had an opportunity to observe at PHBC and was very impressed with the level of care available to all students. ▪ PHBC has made progress in reducing behaviors that interfere with learning for our student. Parent and student report that he is very happy at PHBC and parent reports that incidents at home have decreased. ▪ My experience with P. Haven shows student growth both behaviorally and academically. Communication is good as well to this LEA and families. The staff truly cares about our students and families. ▪ Analysis by Pine Haven: Responding LEA's are generally happy with Pine Haven's program. They feel their student's needs are being met, communication is good. And the program is effective. ▪ A low response might be reflective of busy lives, a low priority or satisfaction with the program. A better response might be seen if the reviewing agency sent out the surveys and collated the responses. This might be discussed with the LEA representatives. 					

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.

SUMMARY OF PARENT SURVEY DATA

Name of Private School: Pine Haven		
Total number of surveys sent: 11	Total # of completed surveys received: 6	Percent of response: 54%

INSTRUCTIONS FOR SCHOOL:

PLEASE FILL IN ACTUAL NUMBER OF RESPONSES (NOT PERCENT) IN EACH BOX.
SCALE 3 = COMPLETELY 2 = PARTIALLY 1 = NOT AT ALL

ACCESS TO THE GENERAL CURRICULUM:	3	2	1	No Answer
1. I am satisfied that my child has access to the general education curriculum (Academic IEP goals and school curriculum aligned with Common Core State Standards /NH Curriculum Frameworks).	5	1	0	0
2. My child has opportunities to interact with non-disabled peers on a regular basis unless the IEP team has determined that the interaction is not appropriate/reasonable.	3	0	2	1
3. I am informed on a regular basis and with clear evidence of my child's progress in the general education curriculum.	6	0	0	0
4. I understand that a variety of information (observations, test scores, results of evaluations, school work samples, behavioral data, etc) was considered in developing my child's IEP for this placement.	5	0	0	1
5. I am satisfied that there is a direct connection between my child's needs and the components of his/her IEP and the supports and services ("reasonably calculated to provide educational benefit").	5	0	0	1
6. I am satisfied that the sending school district has fully considered the Least Restrictive Environment in recommending this placement for my child (to the maximum extent appropriate, my child is educated with non-disabled peers).	6	0	0	0
7. I know whom to contact if I have questions about my child's placement or progress in this program.	6	0	0	0
8. I am satisfied that the staff of this placement worked collaboratively with my school district in developing my child's current IEP.	4	1	0	1
9. I have been involved in the development of my child's IEP.	5	0	0	1
10. I am satisfied that my child is making progress toward his/her IEP goals.	5	0	1	0
FOR PARENTS OF HIGH SCHOOL STUDENTS ONLY:				
11. My child earns credits toward a regular high school diploma in all of his/her classes.	n/a			
12. My student will graduate with a high school diploma	n/a			
TRANSITION:				
13. I am satisfied with the planning and support provided for my child as he/she moves from grade to grade, school to school, public school to private school.	3	2	0	1
14. All of the people who are important to my child's transition were part of the planning (grade appropriate).	4	1	0	1
15. All of the people/agencies who are required to be part of transition planning for my child were part of the transition process.	4	1	0	1
16. FOR PARENTS OF STUDENTS AGE 16 OR OLDER ONLY: I am satisfied that my child's IEP meets all the requirements of Secondary Transition: measureable post-secondary goals, necessary supports and services, age-appropriate transition assessments, specific invitation to the Transition meeting, etc. (DOE Indicator #13)	n/a			
17. I am satisfied that the post-secondary Transition Goals for my child are reviewed on a regular basis, have the necessary supports and services to be accomplished, are connected to annual IEP goals, and can lead my child to productive participation/activities post-graduation or post-21 years as appropriate.	n/a			

BEHAVIOR STRATEGIES AND DISCIPLINE:				
18. 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-2		NO-1	
	3	2	1	No Answer
19. I have been involved in the development of behavior interventions, strategies and supports for my child.	4	0	0	2
20. I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs.	5	0	0	1
OTHER:				
21. I fully participate in special education decisions regarding my child.	6	0	0	0
22. I have been provided with a copy of the procedural safeguards (parental rights) at least once a year.	6	0	0	0

The analysis of the parent surveys by Pine Haven Boys Center is as follows: Of the returned surveys, the majority of parents were completely satisfied with the work that Pine Haven is doing. The strongest response section was in Access to the Curriculum; the next strongest was Behavior. Two parents expressed some frustration about the fact that their children did not have more access to non-disabled peers. The only other weaker area involved transition. Since many of our students are court placed, some of those parents may be frustrated about the lack of control in the transition process.”

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

Access to the General Curriculum

Implementation of Individualized Education Programs (IEPs)

Provision of Non-Academic Services

Full Access to the District's Curriculum

Equal Education Opportunity

Pine Haven Boys Center provides academic instruction based on a visible curriculum aligned with College and Career Ready Standards (CRRS). Professional development work has been done by the teaching staff to align the PHBC curriculum with College and Career Ready Standards (CCRS); work continues in that direction, including Student Learning Objectives (SLO's). Teaching resources are ample and current. Curriculum Based assessments are frequent and provide data and student work to inform additional instruction. All teachers are appropriately certified and consultants are utilized to support teachers in the necessary areas. Multiple measures (Curriculum Based Assessments, teacher made rubrics, standardized assessments) are used to assess academic progress as well as progress on IEP goals and objectives. IEPs are kept in binders (as well as files) along with documentation of therapy sessions, related services, and progress toward achieving goal targets. Visiting team members observed well-developed lesson plans and a variety of instructional strategies.

Transition

Transition Planning

Process: Provision of Free Appropriate Public Education (FAPE)

Transition Services

The focus at Pine Haven regarding transition was on the movement from public to private school (Pine Haven) and on the transitions within Pine Haven. Great attention is paid to preparing the students for their move to Pine Haven. Communication with the sending district is deliberate and frequent and with a clear focus on the appropriateness of the placement. The student is made to feel a focal point of the communications with clear consideration of their needs. Once the student arrives at Pine Haven, there is on-going communication on at least a daily basis among all the staff involved with the student. Log books are kept of these communications and reviewed regularly. Communication with the family also continues usually with the goal of restoring a healthy and functional parent/child relationship. The result is a tight and reassuring safety net for the student. Once it is determined that a student is ready to leave Pine Haven, there is a formal process for planning for that transition as well: a written plan is developed with the student and the family, the LEA and any other agencies that are involved.

Behavior Strategies and Discipline

Because the Pine Haven population generally is made up of students with significant behavioral issues, it is critical that management of behaviors is an integral part of the school culture. The foundation of the behavioral system is Positive Behavior Interventions and Supports (PBIS). Positive feedback is provided throughout the day and is consistent between the school and the residential program. Daily point sheets and behavioral goal tracking sheets and log entries make up the data base which is reviewed daily by all staff. Good behavior is recognized with reward activities on a frequent basis. Programs like “Taking Charge” where students must acknowledge responsibility for their misbehaviors, “The Four Bees” (Bee Responsible, Bee Resilient, Bee Fair and Bee Safe), Life Space Crisis (all staff are trained), and clear classroom rules support and complement PBIS creating a consistent, clear set of expectations for behavior. The school continues to work to maintain a common language of behavior management. The visiting team observed students being courteous to the adults and responsive to behavioral interventions.

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, and Personnel Roster and Consultant Roster Review and verification of these documents found the Pine Haven Boys Center to be not in compliance with all applicable New Hampshire Rules and the Education of Students with Disabilities and requirements for Non-Public Approval.

COMMENDATIONS

As a result of the observations of the visiting team members, the following commendations are offered:

1. The positive, collaborative, and “can-do” attitude on the part of all staff connected with Pine Haven makes a significant difference in the lives of the students attending school there. The staff has deep knowledge of each student, sees the potential in each, and is able to achieve a high level of engagement in learning.
2. Mental health resources are a critical component of Pine Haven’s structure and are delivered with skill and compassion. Pine Haven has hired their own neuropsychologist, limiting the waiting time for evaluations and expanding the expertise of the school team. There is comprehensive support for the family structure by Pine Haven staff to the great benefit of the students. Finally, a variety of therapeutic approaches is available to Pine Haven students, including trauma-focused Cognitive Behavior Therapy (CBT).
3. The efforts made by Pine Haven to engage families in the work of reconnecting with their children are significant. Families can provide a critical foundation for their children, but because of these students’ unique needs, that foundation may have been weakened. The work done by Pine Haven staff with students and parents supports each entity in real and enduring ways.

Number of Cases Reviewed During the Pine Haven Boys Center, March 6 and 27, 2015, NHDOE Compliance Visitation

Preschool	0
Elementary School	1
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	2

FINDINGS OF NONCOMPLIANCE IDENTIFIED AS A RESULT OF THE MARCH 6 and 27, 2015 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.

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.

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.

The visiting team generated the following suggestions for Pine Haven:

1. In order to expand the instruction and technology “tool boxes” at Pine Haven, it is suggested that staff investigate the CAST website and the utilization of Universal Design for Learning (UDL) planning and instructional practices.
2. Pine Haven would like to have an Instructional Technology position to support the teaching staff, but has been unable to budget for it. The team suggests contacting the NH Technical Institute and inquiring about intern availability as well as investigating possible grants.

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: Pine Haven Boys Center	Date: March 6 and 27, 2015	
Programs:	Number of Cases Reviewed: 2	
Recorder/Summarizer: K. Skoglund	Number of students reviewed age 16+: 0	Number of students age 16+ cited for Indicator 13: 0

Name: K. Skoglund	Position: Education Consultant	Visiting
Name: D. Lurvey	Position: Education Consultant	Visiting
Name: Helene Anzalone	Position: NHDOE Consultant	Visiting
Name: Mary Lane	Position: NHDOE Consultant	Visiting
Name: Ted Lambrukos	Position: Principal	Visiting
Name: Maggie Brady	Position: Teacher	Visiting
Name: Michael Maroni	Position: Principal/Dir. Of Special Education	Building Level
Name: Kori Karamanoogian	Position: Special Education Teacher	Building Level
Name: Jennifer Mandigo	Position: Teacher	Building Level
Name: Ellyn McGonagle	Position: Teacher	Building Level
Name: Tom O'Brien	Position: Tutor	Building Level
Name: Allison Bellemore	Position: Recreational Counselor	Building Level
Name: Sharon O'Brien	Position: Occupational Therapist	Building Level
Name: Paula Kohler	Position: Speech/Language Pathologist	Building Level
Name: Tyler Ramos	Position: Family Worker	Building Level
Name: Father Dixon	Position: Therapist	Building Level

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

ACCESS TO THE GENERAL CURRICULUM STATEMENTS

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	N/A
1. There is evidence that when developing the IEP the IEP Team considers: the strengths of the child; (ii) The concerns of the parents for enhancing the education of their child; (iii) The results of the initial or most recent evaluation of the child; and (iv) The academic, developmental, and functional needs of the child ¹ .	2		
2. There is evidence of a system among <i>all</i> staff members who provide direct services for the child, including instructional and residential, of their participation in the process of planning for that child and knowing the contents of the IEP and all other reports and evaluations, as appropriate to their roles and responsibilities ² .	2		
3. There is evidence that the Team uses multiple measures to design, implement and monitor the student's program ^{3,4} .	2		
4. All IEP goals are written in measurable terms ⁵ .	2		
5. Student's IEP has at least one functional goal (as applicable) ⁶ .	2		
6. There is evidence that the student has made progress in IEP Goals over the past three years ^{7, 8} .	2		
7. There is evidence that the special education, supplementary aids and/or related services described in the IEP have been delivered ⁹ .	2		
8. There is evidence that NH Minimum Standards for required subjects (credits) are met and provided to the student ¹⁰ .	2		

¹ Ed 1109.03 When an IEP Is in Effect; IEP Meetings; Development, Review, and Revision of an IEP; Transition Services; 34 CFR 300.324 Development, review, and revision of IEP

² Ed 1114.05(h) Program Requirements

³ Ed 1109.01 (a)(1) Elements of an Individualized Program; 34 CFR 300.320 (a) Definition of IEP

⁴ Ed. 1109.01 Elements of an Individualized Program; 34 CFR 300.320 (3)(i)(ii); Definition of IEP

⁵ Ed. 1109.01 Elements of an IEP; 34 CFR 300.320 Content of IEP

⁶ Ed 1102.01(u) Definitions Functional Goal *Functional goal* means a measurable outcome that is developed by the IEP team to address a need detailed in the analysis of the student's functional performance

⁷ Ed 1109.01 Elements of an IEP

⁸ Ed 1109.03 When an IEP Is in Effect; IEP Meetings; Development, Review, and Revision of an IEP; Transition Services; 34 CFR 300.324 Development, review, and revision of IEP

⁹ Ed 1109.04 (b) Copies of the IEP and evidence of implementation

¹⁰ Ed 1114.05 (g) Program Requirements 34 CFR 300.320 Content of IEP

9. There is evidence the student <u>has access to, is participating and progressing in the general education curriculum (aligned with NH Curriculum Frameworks/CCSS)</u> ¹¹ .	2		
10. There is evidence that the accommodations ¹² and/or modifications ¹³ , as described in the IEP allows the student to access, participate and show progress in the general curriculum ¹⁴ .	2		
11. There is evidence in the IEP of individual accommodations necessary to measure academic achievement or functional performance in state, school-wide or classroom assessments ^{15, 16} .	2		
12. There is evidence that supports and accommodations are provided to this student to allow participation in extracurricular and other non-academic activities ¹⁷ .	2		
13. There is evidence that the IEP team made the placement decision based on Free and Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE) ¹⁸ .	2		
14. There is evidence the student's IEP is reasonably calculated to result in educational benefit.			
For High School Students:			
Student is earning credits toward a regular high school diploma ¹⁹ .	---		
IF YES: within 4 years?	---		
Student will earn an IEP diploma or a certificate of completion ¹⁹ .	---		
IF YES: within 4 years?	---		
Does this school have a clear policy for earning a high school diploma ²⁰ ?	---		

¹¹ Ed 1113.08 Curricula; Ed. 1109.01 Elements of an IEP; 34 CFR 300.320 Content of IEP

¹² "Accommodation" means any change in instruction or evaluation determined necessary by the IEP team that does not impact the rigor and/or validity of the subject matter being taught or assessed.

¹³ "Modification" means any change in instruction or evaluation determined necessary by the IEP team that impacts the rigor and validity or rigor or validity, of the subject matter being taught or assessed.

¹⁴ Ed 1113.08 Curricula; Ed. 1109.01 Elements of an IEP; 34 CFR 300.320 Content of IEP

¹⁵ Ed 1109.01 Elements of an IEP; 34 CFR 300.320 Content of IEP

¹⁶ Ed 1109.01 Elements of an IEP; 34 CFR 300.320 (6)(i) Definition of Individualized Education Program

¹⁷ Ed 1113.08 Curricula; Ed 1109.01 Elements of an IEP; 34 CFR 300.320 Content of IEP

¹⁸ Ed 1111.02 Placement Decisions; 34 CFR 300.116 Placements

¹⁹ Ed 1113.13 Diplomas (a)(b)(c); 34 CFR 300.102 Limitation-Exception to FAPE for certain ages

²⁰ Ed 1114.05 Program Requirements (a)(b)

Access Strengths	Access Suggestions for Improvement
<ol style="list-style-type: none"> 1. Emerging evidence of Universal Design for Learning (UDL) observed in the classroom: multiple means of expression. 2. Students see teachers as a support system; teachers have earned the trust from students which encourage further learning. 3. Students were able to explain to visiting team members what they were learning (student learning objectives). 4. Use of a form of Formative Assessment: teachers checking for understanding by using an “out-loud assessment”. (“Tell me what we have just been discussing.” Use both in academics and in behavior management. 	<ol style="list-style-type: none"> 1. Teachers accessing on-line resources: CAST website. 2. Increase use/application of instructional technology to create greater access to the curriculum.

TRANSITION STATEMENTS²¹

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
1. There is evidence that at the time of transition the evaluation summary and other related documents were received in a timely manner ²² .	2	
2. There is evidence and documentation that special education, supplementary aids and/or related services described in the IEP were delivered at the time of transition ²³ .	2	
3. There is evidence that the information on this student has been shared between each transition including school to school, grade to grade and teacher to teacher including academic and behavior ²⁴ .	2	
4. There is evidence that the placement decision is made at least annually by the IEP team with consideration that the student is placed in the least restrictive environment ²⁵ .	2	
5. There is evidence that there is collaboration between the LEA and the non-public school in the development, review and revision of the IEP ²⁶ .	2	
6. There is evidence of a collaboration process between general and special education staff in the development, review and revision of IEPs, including transition planning for this student ²⁷ .	2	
7. There is evidence that the student and parents have been involved in transition discussions and activities ²⁸ .	2	
8. If the student turned 14 during the IEP period (or younger if determined by the IEP team), there is evidence that the IEP includes a statement of transition service needs that focuses on the students courses of study ²⁹ .	2	

²¹ 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.

²² 34 CFR 300.323(g) Transmittal of records

²³ Ed 1114.06 Responsibilities of Private Providers of Special Education or Other Non- LEA Programs in the Implementation of IEPs.

²⁴ Ed 1114.05 Program Requirements

²⁵ Ed 1111.02 Placement Decisions; 34 CFR 300.116 Placements

²⁶ Ed 1109.05 IEPs for Children Placed in Private Providers of Special Education or other non-LEA Programs by Public Agencies; 34 CFR 300.325 Private school placements by public agencies

²⁷ Ed 1103.01 IEP Team; 34 CFR 300.321 IEP Team

²⁸ Ed 1103.01 IEP Team; 34 CFR 300.321 IEP Team

²⁹ Ed 1109.01 (10) Elements of the individualized education program

9. If the student turned 16 during the IEP period, there is evidence that the transition plan is designed within a results-oriented process focused on improving academic and functional improvement to facilitate his or her movement from school to post-school goals and activities ³⁰ .	---	
10. There is evidence that outside agencies who are involved with this student's transition have participated in transition planning (e.g. DCYF, DJJS, and Area Agency) ³¹ .	---	

TRANSITION STATEMENTS	YES	NO
(Transition questions must be answered Yes or No, not N/A)		
<p>For a student who will turn age 14 during the IEP service period (or younger if determined appropriate by the IEP team):</p> <p>The IEP includes a statement of the transition service needs that focuses on the student's course of study, such as participation in advanced-placement courses or a vocational education program</p>		
<p>For students under age 16, answer only the first 4 statements above. Then skip to the next page. If the student is age 16 or older during the course of the IEP, answer all statements on this page. (required data for federal statistics purposes)</p>		
1. Is there an appropriate measurable postsecondary goal or goals that covers education OR training AND employment, and, as needed, independent living?		
<p><i>Can the goal(s) be counted?</i> <i>Will the goal(s) occur after the student graduates from school?</i> <i>Based on the information available about this student, does (do) the postsecondary goal(s) seem appropriate for this student?</i> • If yes to all three, then check Y OR if a postsecondary goal(s) is (are) not stated, check N.</p>		
2. Is (are) the postsecondary goal(s) updated annually?		
<p><i>Was (were) the postsecondary goal(s) addressed/ updated in conjunction with the development of the current IEP?</i> • If yes, then check Y OR If the postsecondary goal(s) was (were) not updated with the current IEP, check N.</p>		
3. Is there evidence that the measurable postsecondary goal(s) were based on age appropriate transition assessment?		
<p><i>Is the use of transition assessment(s) for the postsecondary goal(s) mentioned in the IEP or evident in the student's file?</i> • If yes, then check Y OR if no, then check N.</p>		
4. Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goal(s)?		

³⁰ Ed 1109.01 (a)(10) Elements of an IEP; 34 CFR 300.320 Definition of an IEP (b); 34 CFR 300.43 Transition Services (a)(1)

³¹ Ed 1103.01 IEP Team; 34 CFR 300.321 IEP Team

<p><i>Is a type of 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 listed in association with meeting the post-secondary goal(s)?</i></p> <p>• If yes, then check Y OR if no, then check N.</p>			
<p>5. Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goal(s)?</p>			
<p><i>Do the transition services include courses of study that align with the student's postsecondary goal(s)?</i></p> <p>• If yes, then check Y OR if no, then check N.</p>			
<p>6. Is (are) there annual IEP goal(s) related to the student's transition services needs?</p>			
<p><i>Is (are) an annual goal(s) included in the IEP that is/are related to the student's transition services needs?</i></p> <p>• If yes, then check Y OR if no, then check N.</p>			
<p>7. Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed?</p>			
<p>8. <i>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?</i></p> <p>• If yes, then check Y OR if no, then check N.</p>			
<p>Only the following statement may be answered N/A if appropriate. <u>All statements above must be answered Yes or No.</u></p>	<p>YES</p>	<p>NO</p>	<p>N/A</p>
<p>9. 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?</p>			
<p>10. <i>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: postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living or community participation for this post-secondary goal?</i></p> <p><i>Was consent obtained from the parent (or student, for a student the age of majority)?</i></p> <ul style="list-style-type: none"> • 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 not provided, check NA. 			
<p>11. Student is informed prior to age 17 of his/her rights under IDEA³².</p>			
<p>12. Does the IEP meet the requirements of Indicator 13? (Check one) Yes (all Ys or NAs for each item (1 – 10) on the Checklist or No (one or more Ns checked)</p>			

³² Ed 1120.01 Applicability; Transfer of Rights 34 CFR 300.320 (c) Transfer of Rights at age of majority

13. There is evidence of the 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 ³³ .			
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³³ Ed 1109.04 Copies of the IEP and Evidence of Implementation (c) 34 CFR 300.305 (e)(2)

Transition Strengths	Transition Suggestions for Improvement
<p>1. Good attention to the details of transitioning students from public school into Pine Haven: multiple meetings with parents, school representatives, visiting the student/student visits to Pine Haven to assure a good fit and a smooth transition for the child.</p>	

BEHAVIOR STRATEGIES AND DISCIPLINE

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
1. There is evidence that, where it has been determined that a child's behavior impedes learning, the use of positive behavioral interventions and supports, and other strategies to address that behavior have been implemented ³⁴ .	2	
2. There is evidence that data are used to determine impact of student behavior on his/her learning.	2	
3. There is evidence that the IEP team conducted a functional behavior assessment of the student's behavior ³⁵ .	NA	
4. If appropriate, there is evidence that the IEP team developed a behavior intervention plan that described strategies and supports ³⁶ .	2	
5. There is evidence that the interventions, strategies and supports have been developed to address the student's behavior ³⁷ .	2	
6. There is evidence that positive interventions, strategies and supports been communicated to the student, parents and key school personnel ³⁸ .	2	
7. There is evidence that professional development, and specialized training has been provided to staff, parents, providers and others as appropriate to support the implementation of the behavior plan and strategies ³⁹ .	2	
8. If aversive behavioral interventions were used, there is evidence that they were authorized in writing by a physician, and the IEP team, and included in the student's IEP ^{40,41} .	2	
9. There is evidence that that the team uses data to demonstrate the results of the behavioral interventions, strategies and supports ⁴² .	2	
10. A school-wide behavior intervention model exists.	yes	

³⁴ Ed 1114.07 Behavioral Interventions; Ed 1109.01 Elements of an IEP; 34 CFR 300.320 Content of IEP

³⁵ Ed 1124.01 (f)(1)(i)(ii) Disciplinary Procedures; 34 CFR 300.530 Authority of school personnel

³⁶ Ed 1102.01 Definitions (n)

³⁷ Ed 1114.07 Behavioral Interventions

³⁸ Ed 1114.05 Program Requirements

³⁹ Ed 1114.10 Qualifications and Requirements for Instructional, Administrative, and Support Personnel

⁴⁰ Ed 1113.06 (a)(b) Use of Aversive Behavioral Interventions "Aversive Behavioral Interventions" mean (1) A non-medical mechanical restraint that physically restricts student's movement; and (2) physical restraint, not in response to a threat of imminent, serious, physical harm.

⁴¹ Ed 1114.09 Use of Aversive Behavioral Interventions

⁴² Ed 1114.07 (a) Behavioral Interventions

Behavior Strategy Strengths	Behavior Strategy Suggestions for Improvement
<p>1. The “Taking Charge Program” supports the school wide PBIS (Positive Behavioral Interventions and Supports) in creating an effective management system. This program asks that a student reflect on his behavior, acknowledge what he did, and offer an apology.</p>	