

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

**Tobey School
SUMMARY REPORT**

**John Dawson, Acting Director
Penny O'Connor, Coordinator of Education/Special Education**

Chairpersons, Visiting Team:

Dr. Richard Ayers, Education Consultant
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Site Visit Conducted on April 17-18, 2008
Report Date, June 16, 2008

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I. TEAM MEMBERS

Visiting Team Members:

NAME	PROFESSIONAL ROLE
Chairpersons: Dr. Richard Ayers	Education Consultant
Jane Bergeron-Beaulieu	Education Consultant
Paul Ford	Principal
Amy Allen	Education Director
Janice Arcaro	Assistant Director of Special Education
Leander Corman	NHDOE Education Consultant

Building Level Team Members:

NAME	PROFESSIONAL ROLE
John Dawson	Acting Director
Kathleen M. Martins	Teacher
Penny O'Connor	Education Director
Robert Keil	CTE Manager

II. INTRODUCTION

The Tobey School specializes in the education of students who have been identified as having significant emotional, behavioral and mental health disabilities, and has been in existence since 1982. Tobey School is a state run facility and is an extension of the New Hampshire Department of Health and Human Services. Since the last NHDOE Special Education Program Approval visit to the Tobey School in May 2005, the school has been assigned to the Division of Community Based Services, which provides a wide range of supports and services in partnership with community systems for individuals. Another change at the Tobey School is that the Youth Detention Services Unit (YDSU) has been moved from the facility and relocated to Manchester NH at the Sununu Youth Services Center.

The Tobey School offers both day and residential programming for at risk males and females ages 10-21, grades 5-12, and students are either court ordered, or placed by their sending school district. The school is divided into two programs, middle and high school; both provide a full array of academic and vocational instruction, all of which are approved by the NHDOE, Bureau of Special Education. The Tobey school adheres to a standard nine-month school year, and also offers extended school year programming and summer school, as dictated by student IEPs. The average class size at the Tobey school is 8 students and all students are assigned an academic case manager who is responsible for monitoring the IEP, and communicating with the school district responsible for the child. Critical components of the Tobey School are clinical and family services which include individual, family, and group therapy to students and their families. At the time of the April NHDOE Special Education Program approval visit there were a total of 31 students enrolled, 12 day and 19 residential. It is the belief and practice at the Tobey School to enroll students in classes that meet IEP and school district requirements while ensuring that academic and vocational offerings are relevant to future goals and reflect individual student interests and talents. Recognizing that there are individual differences among all students, those enrolled at Tobey are afforded multi-modal opportunities to demonstrate competency in both academic and vocational course offerings. Internships at a variety of community sites allow students to apply classroom knowledge outside the school environment. Future plans for the Tobey School include relocation to a renovated facility at the Thayer Building, located on state grounds near the NHDOE.

The clinical component of the Tobey School plays a critical role in the treatment of the students who are enrolled. Within 30 days of admission to Tobey, all students are administered a psychosocial assessment. Based on this assessment a treatment plan is developed that consists of the development of individual student goals and treatment plan. The goals and treatment plan are aligned with the students IEP goals. Individual therapy sessions are conducted with a clinician, as well as weekly or biweekly family therapy facilitated by a licensed clinician and residential staff. As part of the residential program, Tobey personnel facilitate communications with the court system and the student's the school district.

The residential program is licensed and certified by the NH Department of Health and Human Services as an intensive residential treatment facility with a capacity of 24 students. Within the residence group counseling sessions are offered using structured activities to promote growth and self awareness. Residential students can return home on holidays, weekends, and school vacations, depending on their success in school, residential program, the community and the circumstances surrounding the family life at home. School nurses are available to residential and day students to provide health care services, which include monitoring and administering medications, first aid, and health care counseling. It is the belief and practice of the Tobey School to encourage and involve the parent or guardian in their child's entire educational program, from admission of the child to follow up contact after transition. Efforts are made to schedule all meetings at times that are convenient for parents.

It is important to note that it is the belief and practice of the Tobey School to encourage personal growth and social responsibility for all students through service learning projects, participation in the community service days and active involvement in school meetings, activities, residential meetings and indoor and outdoor environmental projects. Students are encouraged to become active team members and to assume leadership roles in areas of interest. Of equal importance, it is the belief and practice that students must learn and demonstrate responsible behavior and accept the consequences for their actions. Tobey School believes that every student has the potential to become a productive citizen within our society.

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 Tobey School on April 17-18, 2008 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 the middle and high school programs.

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 previous 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 New Hampshire Department of Education provided a visiting team of professional educators to work closely with staff at Tobey School 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 Tobey 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 to include; 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 in need of improvement for the school.

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

Based on review of the August 2005 NHDOE Special Education Program Approval Report, and the follow-up corrective action visit conducted on September 20, 2006, all of the citations that were noted had been fully addressed.

V. April 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 conduct an in-depth analysis of data related to student performance and development. This process takes time, requiring the entire team working with the child being reviewed to 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 and ensure building level teams are provided a proper

inventory of data, allowing them to clearly focus and reflect upon the acquired knowledge of programs, practices, policies and procedures.

SUMMARY REPORT OF SENDING LEAs

Name of Private School: Tobey School		
Total number of surveys sent: 21	Total # of completed surveys received: 11	Percent of response: 52%
Number of students placed by: LEA: 17	Court: 15	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.	7	4			
2. I am satisfied with the educational program at the above school.	6	5			
3. The school consistently follows special education rules and regulations.	8	3			
4. The school has an effective behavioral program (if applicable).	7	3	1		
5. I am satisfied with the related services provided by the school.	6	4	1		
6. The school implements all parts of students' IEPs.	6	5			
7. I feel the school provides the necessary skills to allow the student to make progress on the IEP goals.	7	4			
8. The school program measures academic growth.	5	5	1		
9. The school program measures behavioral growth (if applicable).	7	3	1		
10. The school completes a minimum of 3 comprehensive reports per year on each child with a disability enrolled.	5	5	1		
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.	7	4			
12. Progress reports are provided to the LEA and to the parent of the child.	8	3			
13. I am satisfied with the way the school communicates students' progress.	7	4			
14. The school communicates effectively with parents.	5	5			1
15. The school communicates effectively with the LEA.	8	3			
16. The school involves parents in decision-making.	7	4			
17. The school actively plans for future transition to a less restrictive placement.	7	3	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	2	1		4
19. The school team sets meeting times that are convenient for both parents and LEA.	8	3			
20. The school has met my expectations.	7	4			
21. I have a good relationship with the school.	9	2			
22. I would enroll other students at the school.	9	2			

Summary:

As outlined above the response rate to this survey was 52%, which is significantly high. The responses from the LEA's clearly outline satisfaction with the programming made available at the Tobey School, and that there is strong communication and collaboration between Tobey School and the sending school districts. This information is consistent with the case studies that were presented to the visiting team.

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 forward insightful information on the student's character and learning characteristics. In addition, including the parent perspective enhances and strengthens the teams' case study presentations, and promotes 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 several aspects of the Special Education Program Approval Process; parents are encouraged to be active participants in the case study presentations, are formally interviewed and are encouraged by the school or school district to complete a written survey. Following 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 as completed by the Tobey School staff.

While the Tobey School provided 32 surveys to parents, only 4 surveys were returned representing a 12.5% response rate. While the response rate was minimal, the information outlined in the data below reveal several patterns and trends worth exploring further.

SUMMARY OF PARENT SURVEY DATA

Name of Private School: Tobey School				
Total number of surveys sent: 32	Total # of completed surveys received: 4	Percent of response: 12.5%		
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.	3	1		
My child has opportunities to interact with non-disabled peers on a regular basis.	3	1		
I am adequately informed about my child's progress.	3		1	
My child is informed about and encouraged to participate in school activities outside of the school day, and is offered necessary supports.	2	2		
My child feels safe and secure in school and welcomed by staff and students.	2	2		
A variety of information (observations, test scores, school work, parent input) was used in developing my child's IEP.	4			
I am satisfied with the progress my child is making toward his/her IEP goals.	3		1	
FOR PARENTS OF HIGH SCHOOL STUDENTS ONLY:				
My child earns credits toward a regular high school diploma in all of his/her classes.	1	1		2
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.	2	2		
All of the people who are important to my child's transition were part of the planning.	4			
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.	1	1		2
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 3	NO 1 (no answer)	
	3	2	1	No Answer
I have been involved in the development of behavior interventions, strategies and supports for my child.	4			
I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs.	3	1		
OTHER:				
I fully participate in special education decisions regarding my child.	4			
I have been provided with a copy of the procedural safeguards (parental rights) at least once a year	3		1	

Analysis of Survey Responses:

While the response rate to the parent survey was only 12.5%, the following trends were identified:

Relative Strengths:

Access to the General Curriculum:

- Parents report that Tobey School supports the variety of information and data used to develop student IEPs and ensure full access to the general curriculum.

Transitions:

- Parents report that emphasis is placed upon smooth transitions, all staff at Tobey are involved in transition planning

Behavior Strategies and Discipline:

- Parents report they are involved in IEPs and development of goals related to student behaviors. They further indicate that their child is supported in the area of behavioral and social needs.

Areas in Need of Improvement:**Access to the General Curriculum:**

- There is indication that communication with families regarding student progress, student safety, and activities that occur outside of the school day can be improved. Additionally, parents indicate their children do not always feel a sense of welcome and security at the Tobey School.

Transitions:

- Parents express the need for refined transition planning to include more specific written transition plans.

Behavior Strategies and Discipline

- One of the 4 parents that responded that were not satisfied with the behavioral supports their child is receiving.

Based on the responses to the parent survey, the Tobey School has determined they intend to:

- Strengthen progress reporting and communication with parents
- Strengthen transition planning from grade to grade, as well as written transition plans
- Explore and strengthen student perception of safety, security, and sense of welcome

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

Access To The General Curriculum**Implementation of IEPs****Provision of Non-Academic Services****Full Access to the District's Curriculum****Equal Education Opportunity**

Based on the case studies presented at both the middle and high school levels, it was evident that at the Tobey School instruction for students is highly individualized and that all students are afforded the opportunity to progress at their own rate of learning. The Tobey School staff and administration has created a number of intentional and effective ways of placing students in charge of their own learning and ensuring they are provided access to both required coursework and requirements of the sending school district. The staff responsible for instruction clearly articulates course offerings and demonstrates how middle and high school course offerings are being implemented.

However, conversations with staff, students and administration, indicate varying evidence of connections with course offerings to any school curriculum, state grade level expectations, grade span expectations, or state curriculum frameworks. While students enrolled at Tobey do have full access to a general curriculum, it is critical that all course offerings be connected to a curriculum and course of studies that presents a scope and sequence that includes clear expectations for learning outcomes and competencies through a deliberate continuum of instruction to insure the intended outcomes are reached.

Transition**Transition Planning****Process: Provision of FAPE****Transition Services**

Transition planning is critical for students placed in special education facilities outside of their home school district, and in particular, for court ordered placements, or for students who transition from school to school with little or no accommodations. The visiting team recognized the significant efforts that the staff at Tobey School gives to writing transition plans and the emphasis placed on transition planning as a 'key' factor in a child's education. Overall, transition planning for students was documented and included the involvement of the parents and the LEA. However, upon review of transition plans in IEPs, the documents did not include all components as outlined in both state and federal special education rules and regulations.

Behavior Strategies and Discipline

As a result of the April 2008 visit to the Tobey School, it was clear that staff and administration have been provided specialized training on intervention strategies to address the individual student needs in the area of behavioral and mental health intervention. The school implements the PBIS (Positive Behavioral Interventions and Supports) model and makes certain that all of the necessary supports are in place to ensure full implementation of this model. Behavioral interventions utilized are positive and involve the student and the family, whenever possible. In addition to the clearly outlined day to day behavioral expectations within each classroom, individual plans are developed for students as necessary. For those children in need of more specialized behavior programming, plans are written and included in IEPs, and progress is monitored regularly. Both school wide and individual student data is reviewed regularly and there are focused discussions to ascertain the impact that student behaviors has upon the school culture, climate and their learning.

COMMENDATIONS

- The staff and administration at the Tobey School were consistently described as skilled, caring, and dedicated to working with a very challenging and complex student population.
- Within each classroom there is a sense of pride, teamwork and spirit of enthusiasm.
- There is strong collaboration between clinical staff, residential staff, parents, and teachers.
- The vocational and community based learning opportunities made available through the Tobey School are impressive.
- Staff/student ratio is appropriate for working with students who demonstrate such significant emotional, behavioral and mental health issues.
- Efforts to engage students in the community are well recognized.
- The respect and positive relationship between students, staff and administration is commendable.
- The Tobey School Programs continue to grow and evolve and suggestions for improvement provided by the NHDOE are viewed as important in guiding future decisions related to special education programming.
- LEAs with students enrolled at the Tobey School indicate a positive relationship with Tobey due the caliber and clarification of academic and therapeutic programs, the expanse of services, quality of staff and the positive student outcomes.
- Professional development opportunities for educators at Tobey School are ongoing and encouraged by the school's administration.
- The Tobey School is recognized for the hospitality extended to the visiting team during the April 2008 NHDOE Special Education Program Approval Visit.
- All staff at Tobey School were well prepared for the Case Study Compliance Review, and both general and special educators fully participated.
- The administration of the Tobey School is commended for their vision, leadership, collaboration and ability to engage LEAs, parents, students and staff in all aspects of student life and programming.

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.

At the Tobey School there are many worthy strategies, interventions and programming provided to all students. While noteworthy, there was one issue of significance that surfaced which warrants continued attention; the structure and integration of curriculum, instruction and assessment. The Tobey School needs to have a viable curriculum in place that teachers use on a daily basis; one that is directly connected to a course of studies, as well as the NH Grade Level Expectations, Grade Span Expectations and Curriculum Frameworks. Related to this is the need for a process which insures consistency in the application of the data from academic assessment to inform the application of the curriculum, instructional strategies and IEP development. This should include baseline assessments for all students and periodic assessments of student achievement for the purpose of determining academic growth. To fully realize this dimension of the Tobey program, they are encouraged to expand their collaboration with Concord School District or other districts in the vicinity.

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.

ED 1109.03 (a) Full Access To The General Curriculum

ED 1133.05 (h) Program Requirements

All students enrolled at Tobey School, must have full access to equal educational opportunities within their programs, and the ability to progress in the general curriculum as outlined in state and federal special education rules and regulations. As such, the Tobey School must have a written curriculum that demonstrates the above, along with evidence that the curriculum is being implemented and aligned to IEPs.

ED 1109.01 Elements of IEP

CRF 300.320 Content of IEP

All of the IEPs developed by the Tobey School must have measurable annual goals, 3 of the 4 IEPs reviewed lacked evidence of measurable annual goals.

ED # 1133.06 (c) Measuring Progress of A Child With A Disability

ED 1109.01 IEP Accountability

3 of the 4 IEPs reviewed lacked evidence that the student had made progress on goals outlined in IEPs. If students are not making progress, the IEP team needs to convene to address concerns.

ED 1109.01 Elements of IEP (Transition Services)

CRF 300.320 (a) (7) (b) 20 U.S.C. 1402(34)

2 of the two high school IEPs reviewed lacked evidence that transition plans met full compliance. All transition plans in IEPs must meet both state and federal special education requirements.

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. 12-18.** 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. The Tobey School will benefit from the development of a professional library for staff that could be directed toward supporting professional development of goals for the Tobey School.
2. The Tobey School may want to consider the formation of a “Stakeholder Advisory” group that could assist in providing support and technical assistance on a variety of issues relevant to program improvement.
3. All of the staff at the Tobey school would benefit from continued professional development in the writing of IEPs that have measurable annual goals, connections to a curriculum and have transition plans that meet requirements.
4. It is strongly suggested that staff and administration place more emphasis on the use of data to inform decision making as it relates to curriculum, instruction and assessment. As previously noted, it is recommended that the Tobey School begin to document and use data to inform daily decisions on student learning and development.
5. Since Tobey School is relocating and YDSU is no longer housed in the same facility, immediate attention should be given to the development of a common mission, beliefs and strategic plan that incorporates the long and short term goals for the school.
6. The Tobey School may want to consider the development of a “leadership team” that works closely with school’s administration regarding policy, procedure and decisions that impact students and staff.

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: Tobey	SAU:	Date: April 17-18, 2008
Programs: Self Contained Special Education		Number of Cases Reviewed: 4
Recorder/Summarizer: Paul Ford		

Name: Paul Ford	Building Level or <u>Visiting</u> (circle one)
Name: Amy Allen	Building Level or <u>Visiting</u> (circle one)
Name: Janice Arcaro	Building Level or <u>Visiting</u> (circle one)
Name: Leander Corman	Building Level or <u>Visiting</u> (circle one)
Name: John Dawson	<u>Building Level</u> or Visiting (circle one)
Name: Kathleen M. Martins	<u>Building Level</u> or Visiting (circle one)
Name: Penny O'Connor	<u>Building Level</u> or Visiting (circle one)
Name: Robert Keil	<u>Building Level</u> or Visiting (circle one)
Name: Jane Bergeron	Building Level or <u>Visiting</u> (circle one)
Name: Dick Ayers	Building Level or <u>Visiting</u> (circle one)

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					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	1				
A2.) All IEP goals are written in measurable terms.					1	3				
A3.) Student has made progress over the past three years in IEP goals. Goal 1					1	3				
A4.) Student has made progress over the past three years in IEP goals. Goal 2					1	3				
A5.) Student <u>has access to</u> the general curriculum (as outlined by the district, sending district or NH frameworks.)					4					
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		1			
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.					3		1			
A8.) Student <u>participates</u> appropriately in state, district and school-wide assessments.					4					
A9.) Student <u>shows progress</u> in state, district and school-wide assessments.					3		1			
A10.) Student <u>has opportunities</u> to participate in general extracurricular and other non-academic activities with necessary supports.					4					
A11.) Student <u>does participate</u> in general extracurricular and other non-academic activities with necessary supports.					4					
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)					3	1				
a.) Extension in Place	b.) Lack of Qualified Personnel ___Psychologist ___Educator ___Related Services ___Other	c.) Evaluation Not Completed in Time X	d.) Summary Report Not Written in Time	e.) Meeting Not Held in Time	f.) Other 1. schedule issues with parent 2. no documentation					
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?					3					
A15.) Student will earn an IEP diploma or a certificate of competency.							4			
A16.) <i>IF YES:</i> within 4 years?										
A17.) Does this school or district have a clear policy for earning a high school diploma?					3					

Access Strengths	Access Suggestions for Improvement
<ol style="list-style-type: none"> 1. Diversity of administration, staff and teachers and their having multiple certifications is impressive. 2. Career/Tech job opportunities works well for students. 3. Individuation/differentiation of instruction is evident. 4. Collaboration with area high school allows students opportunities in LRE. 5. The wide array of course offerings allows for varied diverse opportunities. 6. Students' knowledge of expectations is commendable. 7. Having a Reading Specialist on staff is critical for the student population. 8. Staff demonstrate effort in being diligent about making sure the students get the required high school credits and that transcripts are maintained and sent to the sending school. 9. There is a very cohesive administration in the school with strong leadership and vision. 10. The use of technology is improved. 11. The willingness of staff to take on additional teaching assignments is commendable. 	<ol style="list-style-type: none"> 1. *Staff would benefit from professional development for writing measurable goals for IEPs. 2. There needs to be continuous effort to include experiential learning. 3. Additional peer teaching and integration of subject matter (cross curriculum) is recommended. 4. Utilizing a broader public school curriculum as a backdrop to Tobey's curriculum should be considered. 5. *Staff need to develop a course of studies with course descriptions complete with intended outcomes/competencies. 6. Explore the possibility of becoming a "Lab School"-for interns to be placed at Tobey School to help kids learn as well as themselves. <p>*this refers to a citation</p>

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		
<u>Ed. 1102.53 Transition Services CFR 300.43</u> <u>Ed. 1107.02 Process: Provision of FAPE CFR 300.124 Part C Transition</u> <u>Ed. 1109.01, Elements of an IEP (Transition Services)</u> <u>CFR 300.320(a)(7)(b) 20 U.S.C. 1402 (34)</u> <u>20 U.S.C. 1414 (d)(1)(A) and (d)(6)</u> <u>Ed. 1109.03, IEP Team CFR 300.320(b) Ed. 1133.05</u> This includes movement from (a) Early Supports and Services (ESS) to preschool, (b) preschool to elementary school, or (c) age 16 or older, as well as from grade to grade and school to school.	YES	NO	
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.	4		
T2.) Transition planning from school to school takes place.	4		
T3.) Collaboration has occurred between general and special education staff in IEP development and in transition planning.	4		
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	1	
T5.) IEP team includes parent as part of transition planning.	1	1	
T6.) IEP team and process includes student as part of transition planning.	1	1	
T7.) IEP includes current level of performance related to transition services.	1	1	
T8.) There is documentation that the student has been invited to attend IEP meetings.		2	
T9.) A statement of the transition service needs is included in the IEP.		2	
T10.) The statement of transition focuses on the student's course of study (e.g. vocational programming, advanced placement).		2	
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.		2	
T12.) Statement of needed transition services is presented as a coordinated set of activities.		2	
T13.) The statement of transition focuses on the student's course of study (e.g. vocational programming, advanced placement).		2	
T14.) The IEP includes a statement of needed transition services and considers instruction.		2	
T15.) The IEP includes a statement of needed transition services and considers community experiences.		2	
T16.) The IEP includes a statement of needed transition services and considers development of employment skills.		2	
T17.) Student is informed prior to age 17 of his/her rights under IDEA.		2	
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.	2	2	
T19.) The IEP includes a statement of needed transition services and considers related services.		3	1
T20.) The IEP includes a statement of needed transition services and considers development of daily living skills.		3	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.			4

Transition Strengths	Transition Suggestions for Improvement
<ol style="list-style-type: none"> 1. Some students spend partial days at different settings to move toward LRE with supports. 2. Teacher collaboration and communication is strong. 3. Student involvement in discussion about next steps is evident. 4. School works hard to help with community placements and job relationships. 5. The staff takes students out to job fairs, mock interviews and college visits. 	<ol style="list-style-type: none"> 1. There are a lot of things being done by the individuals and Tobey School to help out with transitions – documentation of this needs to be provided. 2. Focus on measurable, specific jobs regarding transition plans in IEPs. *There is a great deal of emphasis for the students which really speak to transitions. This may be more closely aligned to the IEP and included within. <p>*this refers to a citation</p>

SUMMARIZE YOUR BUILDING LEVEL DATA

<u>BEHAVIOR STRATEGIES AND DISCIPLINE</u>		Filled in with the combined number 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.		4		
B2.) Has this student ever been suspended from school?		1	3	
B3.) If yes, for how many days?		1		
B4.) If appropriate, a functional behavior assessment has been conducted.				4
B5.) IEP team has addressed behaviors that are impacting student learning.		3		1
B6.) A behavior intervention plan has been written to address behaviors.		3		1
B7.) All individuals working with the student have been involved in developing behavior intervention strategies.		4		
B8.) Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.		3		1
B9.) Results of behavior intervention strategies are evaluated and monitored.		4		
B10.) A school-wide behavior intervention model exists.		4		
Behavior Strategy Strengths	Behavior Strategy Suggestions for Improvement			
<ol style="list-style-type: none"> 1. The PBIS (Positive Behavior Interventions and Supports) model is working well. 2. Behavior plans allow flexibility for each student. 3. Life Space crisis intervention training is strong. 4. The data collection system (SWIS) yields much information. 5. Student awareness of behavior programs is evident; and it was clear that students are invested in the positive interventions. 6. Staff's ability to try multiple strategies and really be creative with ideas to help children is impressive. 7. There is universal commitment by staff to work with kids; everyone has the willingness to chip in and help. 	<ol style="list-style-type: none"> 1. There needs to be a continuous commitment to make PBIS a part of Tobey's culture. 2. Consider more frequent refreshers for faculty, pre-service and in-service training on PBIS and SWIS. 3. Work on teaching "replacement behaviors" for staff. 4. A challenge: as Tobey moves to Thayer it will be essential that the staff and administration maintain a focus on all the positive interventions currently used. 5. Common time for staff for communication around student concerns/behaviors is needed. 			

Summary of Building Level Strengths and Suggestions

Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> 1. Staff are highly qualified, dedicated and skilled. 2. The current space allows for student safety and room for varied instruction. 3. Collaboration with other schools is evident. 4. Creativity of organization – food service, recycling, outreach in community is commendable. 5. Involvement of students in the community and the number of students who are employed in the community is impressive. 6. The Family therapy program is the key to success for the students. 7. The principal’s diligence to paperwork and ability to keep track of student’s records, credits, etc. is well recognized. 8. Students’ ability to make up work and do things necessary to make them successful is evident. 9. Staff are commended for their stability, longevity, faithfulness, flexibility and great sense of humor. 10. The greatly improved food service with healthy snacks,(i.e., fruit, juice, yogurt, etc.) available daily for students relates to improved student behavior in the lunchroom. 	<ol style="list-style-type: none"> 1. Plans for sustainability, especially with the impending move, need to be closely monitored. 2. Communication is a strength and needs to continue to be maintained. 3. Parent communication still needs to be worked on. 4. Time allotted to true case management should be considered. Oftentimes, teachers are pulled to cover classes, deal with behavior, etc. and case management duties fall short.

VII. ADDENDUM: JAMES O SUMMARIES

Out of District File Review Summary

Tobey School

Date: April 17-18, 2008

Reviewer: Jane Bergeron-Beaulieu & Richard Ayers

Number of Files Reviewed: 1

COMMENDATIONS

- Staff at the Tobey School work hard to ensure compliance with required paperwork
- The communication with school districts assists in ensuring that the special education process is adhered to.
- Student records are well organized and contained all required documentation

CITATIONS OF NONCOMPLIANCE

As a result of the April 17-18, 2008 Case Study Visit to Tobey School, there were no citations of non-compliance identified.