

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

**PINE HAVEN BOYS CENTER
SUMMARY REPORT**

**Father John Vitali, Executive Director
Michael Maroni, Principal**

Jen Dolloff
Chairperson, Visiting Team
Education Consultant, SERESC

Visit Conducted on December 8, 2005 and February 10, 2006
Report Date, May 31, 2006
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I. TEAM MEMBERS

Visiting Team Members:

NAME	PROFESSIONAL ROLE
Chairperson: Jen Dolloff	Education Consultant
Dick Lates	Education Consultant
Maryclare Heffernan	Education Consultant
Kathleen Murphy	Superintendent
Gretchen Cook	Special Educator
Barbara Cohen	NH Department of Education Consultant

Building Level Team Members:

NAME	PROFESSIONAL ROLE
Father John Vitali	Executive Director
Mike Maroni	Principal
Joyce Pollinger	Clinical Director
Maureen Lee	Teacher
Janice Godzyk	Teacher
Barbara Girard	Teacher
Melanie Notte	Teacher
James Weaver	Therapist

II. INTRODUCTION

Pine Haven Boys Center is a residential treatment center comprised of an approved special education program and a residential program located in Allenstown, NH on a 33-acre campus. The Center is currently approved by the New Hampshire Department Education to provide special educational programming to 20 boys between the ages of 6 and 14, in grades 1 through 8. The program has been approved to serve students identified with Emotional Disturbance, Mental Retardation, Other Health Impairment and Specific Learning Disabilities. At the time of this 2005-2006 NHDOE Special Education Program Approval Visit, students attending the school are identified with disabilities in the area of Emotional Disturbance, Other Health Impairment, Specific Learning Disabilities and Speech and Language Impairment.

The program is licensed by the New Hampshire Department of Health and Welfare and certified by the New Hampshire Division for Children and Youth Services for both day and residential care. At the time of the NHDOE Case Study Compliance Review, nineteen male students, identified as educationally disabled, were enrolled in the center. Of the 19 students, 18 reside on the campus in a separate building connected to the school by a small underground tunnel. One student commutes to the school from his current residence. It is reported that the average length of stay for students at Pine Haven is two years. The residential program is run 365 days per year. Extended Year Special Education Programming is provided during a portion of the summer months. Of the eighteen students attending Pine Haven at the time of the visit, four had been placed at The Center by the Local Education Agency (LEA).

The Pine Haven Boys Center provides treatment to students with significant emotional and learning challenges, with an emphasis on those who have been sexually abused and/or are sexually reactive and acting out. The school program includes four self-contained classrooms with small student to teacher ratios of about 5 to 1. Related services provided by the school program include counseling to students and support to families through the family workers. Related services in Speech/Language Therapy, Occupational Therapy and Physical Therapy must be contracted by the sending district. At the time of the visit several students received Speech and Language Therapy by a contracted consultant.

The Pine Haven Boys Center's brochure reports that the center was established more than 40 years ago by a group of Catholic, Protestant, Orthodox and Jewish citizens and that this cooperative effort continues through a volunteer board of directors.

According to the school's brochure, Pine Haven's philosophy can be summarized in two statements:

"There is no such thing as a bad boy."

"Children need and are entitled to their families."

Pine Haven identified their reading program as an Innovative Practice. A description of the program is included at the end of this report.

SCHOOL DEMOGRAPHICS	2003-04	2004-05	2005-06
Student Enrollment <u>as of December 1</u>	18	20	19
Do you accept out-of-state students? If so, list number from each state in 05-06	Yes – 0		
# and Names of Sending New Hampshire LEAs (as of October 1)	4 LEAs: SAU 53 Allenstown, SAU 09 Conway, SAU 35 Littleton, SAU 36 Whitefield		
DOE Approved Rate – instructional per diem based on 200 days	129.46	137.42	137.42
Actual Expenditure per Pupil (Budget Divided by # of Students as of Oct 1)	18,214	17,725	18,276
# Identified Students Suspended One or More Times	0	0	0
Average Length of Stay for Students discharged during that fiscal year	25 months	22 months	16 months

STAFF DEMOGRAPHICS			
Student/Teacher Ratio (as of Oct. 1)	5/1	5/1	5/1
# of Certified Administrators	2	2	2
# of Certified Teachers	6	6	6
# of Teachers with Intern Licenses	0	0	0
# of Non-certified Teachers	0	0	0
# of Related Service Providers	2	2	2
# of Paraprofessionals	1	1	1
# of Professional Days Made Available to Staff	N/A	N/A	N/A

SPECIAL EDUCATION PROGRAM DATA	2003-04	2004-05	2005-06
<u>Primary</u> Disability Types:			
Autism	0	0	0
Deaf / Blindness	0	0	0
Deafness	0	0	0
Emotional Disturbance	20	16	9
Hearing Impairment	0	0	0
Mental Retardation	0	0	0
Multiple Disabilities	0	0	0
Orthopedic Impairment	0	0	0
Other Health Impairment	3	3	3
Specific Learning Disabilities	0	1	3
Speech or Language Impairment	2	2	2
Traumatic Brain Injury	0	0	0
Visual Impairment	0	0	0
Developmental Delay ages 3-9	0	0	0

LEA SURVEY SUMMARY

As part of the NH DOE Program Approval, the Pine Haven Boys Center administrator sent surveys to the sending districts (LEAs) to seek feedback on satisfaction and/or suggestions for improvements. A total number of 10 surveys were sent to school districts, with 6 districts, or 60%, responding. The results indicate that, while district representatives agree that Pine Haven has positive expectations for the students placed at the school, it is significant that none strongly agree, and none strongly agree that they are satisfied with the educational program at the school, with one LEA representative indicating that they are not satisfied with the educational program. A similar pattern of response is seen in the area of related services, with no one strongly agreeing that they are satisfied with the related services provided by the school, one LEA representative indicating that they disagreed and one indicating that they strongly disagreed.

One respondent indicated they would like more active future transition planning to a less restrictive setting. The school should also review the process for communicating with parents and sending districts in the areas of progress reporting as well as in the areas of shared planning and the development of IEPs and transition plans.

While respondents acknowledge that the school consistently follows special education rules and regulations, and that both academic and behavioral growth is measured, there is a pattern of concern seen throughout the responses. This

warrants further discussion with the LEAs to determine how the Pine Haven Boys Center can work with the sending school districts to identify and understand areas of concern regarding service delivery, progress reporting, related services provided, transition planning, and communication with parents and LEA representatives, among other areas identified in the survey results.

SUMMARY REPORT OF SENDING LEAs

Total number of surveys sent: 10	Total # of completed surveys received: 6	Percent of response: 60%
Number of students placed by: LEA: 4	Court: 14	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.	0	6	0	0	0
2. I am satisfied with the educational program at the above school.	0	5	1	0	0
3. The school consistently follows special education rules and regulations.	4	2	0	0	0
4. The school has an effective behavioral program (if applicable).	2	3	0	0	1
5. I am satisfied with the related services provided by the school.	0	4	1	1	1
6. The school implements all parts of students' IEPs.	1	5	0	0	0
7. I feel the school provides the necessary skills to allow the student to make progress on the IEP goals.	1	4	0	0	1
8. The school program measures academic growth.	2	3	0	0	1
9. The school program measures behavioral growth (if applicable).	4	2	0	0	0
10. The school completes a minimum of 3 comprehensive reports per year on each child with a disability enrolled.	4	3	0	0	0
11. The progress reports describe the child's progress toward meeting the IEP goals, include a record of attendance, and are written in terminology understandable to the parent.	4	2	0	0	0
12. Progress reports are provided to the LEA and to the parent of the child.	4	2	0	0	0
13. I am satisfied with the way the school communicates students' progress.	4	1	1	0	0
14. The school communicates effectively with parents.	3	1	0	0	2
15. The school communicates effectively with the LEA.	3	2	1	0	0
16. The school involves parents in decision-making.	3	1	1	0	1
17. The school actively plans for future transition to a less restrictive placement.	1	3	1	0	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.	2	2	0	0	2
19. The school team sets meeting times that are convenient for both parents and the LEA.	3	3	0	0	0
20. The school has met my expectations.	2	3	1	0	0
21. I have a good relationship with the school.	3	2	1	0	0
22. I would enroll other students at the school.	3	2	0	0	1

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 December 8, 2005 and February 10, 2006 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 the school program on the Pine Haven Boys Center campus.

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

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

- ♦ All application materials submitted by the private school
- ♦ Status of corrective actions since the last NHDOE Special Education Program Approval Visit
- ♦ Personnel credentials for special education staff (verified by NHDOE)
- ♦ Program descriptions and SPEDIS verification reports
- ♦ All data collected during the visit

The 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. The NHDOE Special Education Program Approval Process allowed the visiting and building level team members to conduct case studies of a representative sampling of the special education student population throughout the school program.

Evidence of the work conducted at Pine Haven and results related to the 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, extracurricular involvement, permanent records, curriculum, etc. Input was gathered from several constituents, including interviews with professional staff, a parent, administrators, and informal conversations with the students. In addition, classroom observations were conducted for the two case studies being reviewed. The collective data were summarized by the visiting and building level team. The summary, included in the report that follows, outlines identified areas of strength and areas needing improvement for the Pine Haven Boys Center program.

During the review process, the visiting team worked in collaboration with the staff of Pine Haven Boys Center. Their professionalism, involvement in the process and cooperation were appreciated and recognized.

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

Based on review of the NHDOE Special Education Program Approval visit of January 25, 2001, the following chart shows areas identified as needing improvement, the corresponding Corrective Actions and comments from the Corrective Action Visit Report, dated June 28, 2002, following up on each issue of non-compliance.

Finding of Non-Compliance	Corrective Action and Expected Completion Date
Ed 1133.08(d) Professional Development Master Plan needs to be updated to comply with NH DOE requirements	Professional Development Master Plan has been submitted to the NHDOE for review. Goal was met
ED 1109.01 CFR 300.347 IEP requirements need to be updated to comply with IDEA 97 and NH State Rules	Efforts to assure that all appropriate documentation exists in each student's file have included a new form titled "Educational Information Required For Admission". This form is sent to districts and is used as a record keeping guide for Pine Haven. Goal was met

ED 1109.01(n) CFR 300.347– State and district assessments not documented	All students are included in necessary assessments as documented by IEP. The policy manual for Pine Haven is in the process of revision and will include a reference to the expectation for all students to participate in state and district assessments. Goal was met
Ed 1109.03(a) - Academic program description needs to be updated to align with the NH Curriculum Frameworks and current standards.	The Pine Haven curriculum is aligned with the NH Frameworks and connections to specific standards has been noted. Goal was met

V. DECEMBER 8, 2005 AND FEBRUARY 10, 2006 CASE STUDY COMPLIANCE REVIEW RESULTS

Data collection is an important part of the NHDOE Special Education Case Study Compliance Review Process. At the Pine Haven Boys Center the NHDOE worked with staff and administration in the selection of case studies to ensure that there was a representative sampling of data collected from the various programs located within the school. In order to monitor whether or not special education programs are in compliance in the three focus areas, and determine any root causes of problems that may be identified through the case study process, it is essential that each case study team dig deeply into the data, rather than take a surface look. This process takes time, and the entire team working with the child being studied must be involved in collecting and analyzing the data, as well as presenting and summarizing the data with the visiting team. As such, the NHDOE works with educational communities to determine the number and types of case studies to be prepared and presented, to ensure that building teams are not inundated with much more data than they can possibly analyze, allowing them to reflect upon and generalize their newly found knowledge of their programs, practices, policies and procedures.

Based on the size of the student population with 19 students enrolled, the Pine Haven staff and administration prepared a total of two Case Study Reviews including one 8th grade student and one 6th grade student. A summary of findings is described in this report.

PARENT PARTICIPATION

One of the defining features of effective schools is strong parent/community relations and open communication. Having parents participate 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 Pine Haven Boys Center parent survey, along with a summary of the comments/feedback provided to the visiting team during the December 8, 2005 and February 10, 2006 Case Study Compliance Review.

Parent surveys were sent to 15 parents, however only two of the surveys were completed and returned. Due to the small number of responses it is very difficult to draw conclusions from the survey data. However, the lack of response from parents indicates that the school administration and staff should consider ways to follow-up with parents/guardians to actively seek input on their satisfaction and areas of concern relative to their student's educational program provided by the Pine Haven Boys Center.

One Case Study student's parent was contacted by phone and interviewed by a visiting team member as part of the program approval visit. She reported feeling that her child was safe, secure and welcome in the school. However, she also reported having difficulty understanding and agreeing with the behavior leveling system. The parent also reported that her child's classroom teacher has never attended IEP meetings at the school.

SUMMARY OF PRIVATE SCHOOL PARENT SURVEY DATA

Total number of surveys sent: 15	Total # of completed surveys received: 2	Percent of response: 13%
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SCALE 3 = COMPLETELY 2 = PARTIALLY 1 = NOT AT ALL

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

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

The provision of Access to the General Curriculum is central to the work of the private school. All NH students are entitled to an equal educational opportunity, regardless of the educational setting or of their specific educational disability. The work of the private school is to provide each student with the educational supports, accommodations and/or modifications necessary to ensure access to curriculum that is aligned with NH State Curriculum Frameworks and Grade Level Expectations and provides all aspects of the NH Minimum Requirements.

A significant concern identified at Pine Haven Boys Center regards the IEP Process. Federal and state regulations and rules for the IEP Team require that, as per Ed 1109.03 and 300.344, the IEP Team includes: the parent of the child; at least one regular education teacher of the child (if the child is, or may be participating in the regular education environment); at least one special education teacher of the child, or if appropriate, at least one special education provider of the child; a representative of the public agency, an individual who can interpret the instructional implications of the evaluation results, who may be a member of the team described above; and at the discretion of the parent or the agency, other individuals who have the knowledge or special expertise regarding the child, including related services personnel as appropriate; and, if appropriate, the child. The Pine Haven administration requests that the LEA maintain responsibility for the development of the IEP. This approach does not naturally provide for the collective input from those working most closely with the student while in this placement. The Pine Haven IEP process does not regularly include either the classroom teacher, the special education teacher or, at times, the speech and language therapist or other related therapists. This is significant in that the full work of the IEP team cannot be conducted without the necessary individuals represented. Specifically, it is critical that the teachers and therapists who work most closely with the student participate in the student evaluation reviews and interpretations, placement meetings, IEP development, and implementation and progress reporting as part of this process.

In addition, discussion with an LEA representative identified a culture within the Pine Haven process that does not actively seek suggestions and a range of viewpoints from all interested parties in the development of student IEPs. One LEA representative said it seemed as if the Pine Haven School process was not welcoming to the sending district representative's ideas in general. While this is only a comment made from one LEA, it is one that warrants further investigation on the part of Pine Haven to determine if, in fact, this is representative of other sending school districts.

Students attending the Pine Haven Boys Center program are offered a self-contained classroom with one teacher per class. Class size averages 5 students and students remain with their class throughout the day. Classroom instruction is delivered primarily on an individual basis with some group instruction conducted in content areas. Students are provided with reading instruction using the Silver Burdett Reading Program and teachers report that, because of the small class size, they are able to provide students with individual attention in targeted academic areas. Students are also able to receive tutoring during the school day in areas identified as needing additional support or practice.

While the visiting team found the four classrooms to be equipped with the basic instructional materials and supplies, including one computer per classroom, they also found that the students do not have the opportunity for learning through a range of educational experiences, such as cooperative group work, interdisciplinary or experiential instructional models, or technology-based instruction.

Physical education and art classes are provided to the students. There is a gym that is used for physical education instruction, although the visiting team did not have the opportunity to observe a physical education class. In addition to the gym and four classrooms, the school has a small library area with limited print and visual materials available. During the program approval visit the library room was closed and there was no use of the library by staff or students taking place. Speech and language therapy, when required, is contracted for and provided separately in individual sessions.

Upon review of the Pine Haven Boys Center personnel roster, and discussion with staff, it became evident that the Pine Haven Boys Centers does not have a full array of consultants to cover all of the required content areas outlined in the NH Minimum State Standards. Specifically, for this elementary school there are no consultants contracted in the areas of music, library/media generalist, and information and communication technologies that would meet the requirements of the NH Minimum Standards. It is also unclear how the special education consultation is delivered to the elementary education certified teachers.

The students who require related services (i.e. speech/language, occupational and/or physical therapy and counseling) would benefit significantly from a collaborative model that provides consistent opportunities for the classroom teachers and therapists to meet regularly. An integrated and collaborative approach to related therapies enables students to learn, practice and transfer new and emerging skills within the context of the classroom setting. In addition, two of the students presently placed at Pine Haven are identified with a primary speech/language disability, for which the school has not sought approval.

The school has no paraprofessionals to offer additional support to the classrooms. Teachers indicate that without the flexibility that a paraprofessional would offer they are limited in leaving the school to attend a professional development session or to take a day off from school, as it is difficult to provide adequate coverage to the classes. There is also no “pool” of substitute teachers available to assist in covering classes so that teachers may attend meetings or professional development opportunities.

The school’s curriculum was previously aligned with the NH Curriculum Frameworks. It is now important that additional development of NH Grade Level Expectations (GLEs) be conducted to further align with NECAP (New England Common Assessment Program), the state assessment.

Attached to this report is a list of the content areas required by the NH Minimum Standards. Pine Haven has requested approval for a grade 1 through grade 8 elementary school; therefore, the middle school content areas are not required. However, as students reach the middle school grades of 6, 7 and 8 they would benefit from participation in the middle school content areas of Consumer and Family Science and Technology Education, as they may prepare to return to a public school setting.

At the time of the previous NH DOE Program Approval review process, and during the follow up Corrective Action review, the administration at Pine Haven Boys Center indicated that the school’s special education policies and procedures were in the process of revision. However, at the time of the December 8, 2005 and February 10, 2006 NHDOE Case Study Compliance Review, those policies and procedures had still not been updated to fully reflect both the NH State Rules and IDEA 2004. There is a need to bring all policies and procedures up to date to ensure that all federal and state regulations and rules are being implemented, in order to ensure that FAPE (Free and Appropriate Education) is being provided in the Least Restrictive Setting for all of the Pine Haven Boys Center students.

Transition

Transition Planning

Process: Provision of FAPE

Transition Services

Transition planning for students with disabilities placed at Pine Haven Boys Center is often influenced by a court placement that can happen quickly. The court process in placing students at the school can result in a lack of transition planning prior to placement. While this is not always the case, it is often the case and warrants increased attention and an increased effort from both the sending school district and the Pine Haven Boys Center administration and staff in ensuring that all relevant student information is received by the school in a timely manner. Staff members report that specific student information, including IEP information and academic history, sometimes arrives after the student is placed at the residential school. There is a need to develop a process so that a collaborative effort ensures that the student’s present IEP and related services and therapies are provided at the time of placement. In addition, a process that convenes the IEP team, including the classroom teacher, to review the student’s placement and educational needs approximately 30 days after the initial placement would allow for any revisions to the IEP that should be made, if determined appropriate by the team.

The students’ teachers, both general and special education, have not participated in most of the IEP team meetings at Pine Haven Boys Center. While participation of the child’s teacher in the IEP team is required and must be corrected, it is clearly important to include the students’ teachers when transition planning is discussed. Transition planning for considering each student’s potential placement in the least restrictive setting should begin at the time the student is placed in the separate school setting. Such planning and goal setting requires participation from the classroom teachers, the sending district, parents and any others appropriate to the transition planning process.

Transition planning within the school for students with disabilities who are enrolled at Pine Haven Boys Center is limited and informal, with little written documentation. The school environment is quite small and teachers in the four classrooms are familiar with all students as they move from grade to grade and information is shared regularly. However, they are not present at the IEP meetings and are unavailable to discuss their understanding of students transition needs with the IEP team.

Transition planning for students preparing to leave Pine Haven and return to their home school, or perhaps to a different school setting, should begin at the time of the student's arrival at the school and should include all relevant individuals. It was unclear how well documented the transition planning process is for all students who are placed in this separate residential setting. For students to successfully transition from a substantially separate setting, such as Pine Haven, to a less restrictive setting, well designed transition planning with the receiving school, family, student and other relevant agency representatives is necessary. A review of the transition process now in place and consideration of additional ways to involve the teachers, clinical and residential staff, parents, students, LEA representatives, and other relevant agencies or individuals in the ongoing and evolving transition planning and process is strongly recommended.

Behavior Strategies and Discipline

The Pine Haven Boys Center views the student population they serve as troubled students who have acquired destructive and unhealthy patterns of behavior. The center holds the belief that, given the opportunity, students can relearn more productive and acceptable habits. The center provides programming to students who are sexually abused, sexually reactive and/or acting out.

The staff at Pine Haven Boys Center work to provide appropriate intervention strategies to respond to student behavior and disciplinary issues. The school currently employs a "points based, building-wide," level system approach to address behavior. Students earn points for performing desired behaviors. The total points earned are used to compute individual student levels on a four-tiered level system. Visiting team members concluded that, based on interviews and case study presentations, this system is complex and perhaps difficult for students and parents to understand. Little evidence was presented to visitors demonstrating the use of Functional Behavior Assessments and Individualized Behavioral Intervention planning. Students with such complex emotional needs may benefit from a more individualized positive approach to behavioral intervention.

Data is collected for each student regarding behavior in the form of incident report forms. These forms are maintained in separate student files in a file cabinet inside the school. It is not clear to visitors whether or not the data collected is reviewed, analyzed or utilized to design and revise student programming on an individual or group basis. For example, staff may determine that changes in the current approach may be necessary based on a review of the data. The school may want to consider implementing a more user-friendly approach to data collection, such as a computer based method of data gathering and analysis. The majority of students placed at The Pine Haven Boys Center are placed due to difficulty managing behaviors, therefore analysis of student behavior needs to be a primary focus of programming in order to ensure students are able to successfully transition back into less restrictive environments.

COMMENDATIONS

1. The Pine Haven Boys Center classroom teachers are hard working and very dedicated to providing each of their students with educational instruction to advance their academic skills.
2. The Pine Haven class sizes are small with approximately a 1:5 teacher student ratio. This small class size allows students to receive individual attention and academic supports.
3. Technology, in the way of computers with on-line access, has been added to the classrooms since the previous program approval visit.
4. The family workers are available to meet with students and provide supports to family members. This connection between school and home is seen as very helpful.
5. There is a full schedule of extra-curricular activities provided to the students (i.e. after school sports, trips into the community, swimming in the summer, etc.)
6. There is an established process for daily communication between residential and educational staff through the daily student log.
7. The students in the program were very polite and engaged eagerly with team members during the visit.

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.

The issues of significance identified during this NH DOE Program Approval Visit to Pine Haven School include several areas of concern.

First, the IEP process presently in place at Pine Haven Boys Center is not designed to provide all relevant team members with the opportunity to participate in the development and review of the students' IEP plans. The Pine Haven Boys Center approach to IEP development is that the LEA retains full responsibility for the development of the students' IEPs, even after the students have been placed at Pine Haven. This model does not reflect the spirit or the requirements of the IEP team. There is a need to establish and implement a whole team IEP model that includes all relevant team members, including: regular education teacher of the child, special education teacher, an individual who can interpret the instructional implications of evaluation results, other individuals who have knowledge or special expertise regarding the child, related services personnel, as appropriate, and, if appropriate, the child. The LEA representative has limited knowledge of their student's daily instruction and progress once the student is placed at the Pine Haven Boys Center. Therefore, the exchange of information and conversation among all IEP Team members during the review and revision of IEPs is a necessary component.

Specifically, per *ED 1109.03 the IEP Team model must be reviewed, revised and implemented to reflect both the requirements and spirit of the federal and state regulations and rules. That is that the IEP Team includes all relevant members and provides the opportunity for reviewing the students' evaluations, academic, social/emotional and other needs and designing and implementing a program that responds to each individual student's educational, behavioral, transition and other identified needs. The information and understanding the classroom teachers, related service providers (speech/language, counselors, family workers, etc.), parents, and when appropriate, the student, each bring to the IEP process at the team meeting is central to the work of the IEP team. The Pine Haven staff and administrators need to fully partner with the LEA representatives so that the private school teachers and staff who provide the daily instructional and other supports to the students are able to provide the relevant and current information needed to review student progress and revise the IEPs. Creating the time for the student's teachers and related service providers to participate in the IEP meeting is essential to the success of this process. The school should provide coverage to classes and also consider ways to include the student, when appropriate, in both the planning of their IEPs and in the meetings.

Second, there is a need to identify the education consultant model that is used at Pine Haven in all areas not covered by the Pine Haven staff certifications. Specifically, for this elementary school there are no consultants contracted in the areas of Music, Library/Media Generalist, Information and Communication Technologies and Health that would meet the requirements of the NH Minimum Standards.

ED 1119.03 CFR 300.304 Curricula

*In order to ensure that students enrolled at Pine Haven Boys Center have access to the general education curriculum, it will be necessary that the school provide content area consultants in the areas of Library/Media, Information and Communication Technologies, music and Health Education to supplement the elementary, general, art and physical education certified teachers on staff. Content area consultants in the areas required, and a model for them to work with classroom teachers to provide a meaningful educational model, are needed to ensure equal educational opportunities for students in grades 1 through 8.

In addition, there is a need to identify the consultant model used in the provision of special education oversight and support to the classroom teachers in the implementation of IEP services in areas such as the students' accommodations/modifications, measurement of progress, assessments, analysis of evaluation results, and revision of instructional strategies when data indicates lack of student progress made. While there is a special education certified

teacher on staff at Pine Haven School, it was unclear to the visiting team how she provides the special education consultation to the general education teachers.

Ed 1102.53 CFR 300.29 Transition Services

*Transition planning should include all relevant team members and the student at any age if the purpose of the meeting is to be the consideration of the student's transition services needs or the needed transition services. If the student does not attend the IEP meeting, other steps shall be taken to ensure that the student's preferences and interests are considered.

ED1133.05 a, b,3, and d, e Program Requirements

*The Pine Haven Boys Center accepts students into their program who have been identified as having a primary speech and language impairment, but there is no speech/language therapist on site, nor is there evidence of a process to meet the needs of individual students with speech and language communication needs.

ED 1133.04 Administration

* Each private facility shall have written policies, which comply with the provisions of the IDEA and RSA 186-C. There is a need to update and revise the Pine Haven Special Education Policy and Procedure manual to reflect the changes in IDEA 2004. At the time of the previous NH DOE Program Approval review process and during the follow up Corrective Action review, the administration at Pine Haven Boys Center indicated that the school's special education policies and procedures were in the process of revision. However, at the time of the December 8, 2005 and February 10, 2006 NHDOE Case Study Compliance Review those policies and procedures had still not been updated to fully reflect both the NH State Rules and IDEA 2004. There is a need to bring all policies and procedures up to date to ensure that all federal and state regulations and rules are being implemented in order to ensure that FAPE (Free and Appropriate Education) is being provided in the Least Restrictive Setting for all of the Pine Haven Boys Center students.

CITATIONS OF NONCOMPLIANCE IDENTIFIED AS A RESULT OF THE DECEMBER 8, 2005 AND FEBRUARY 10, 2006 CASE STUDY COMPLIANCE REVIEW

Citations of noncompliance are defined as deficiencies that have been identified through the Case Study Compliance Review Process, which are in violation of state and federal special education rules and regulations. Citations of non-compliance may result from review of policies and procedures and related application materials, case study presentations, review of student records or any other program approval activity related to the visit. **It is important to note that all citations of non-compliance that are included in this section of the report will need to be addressed in a corrective action plan.**

As a result of the Case Study Compliance Review, the following citations of non-compliance were identified. Each citation listed below must be addressed in a corrective action plan and resolved within one year of this report. A template and instructions for such planning will be provided.

1. **Ed 1109.03 IEP Team composition** No evidence of a properly composed IEP team.
2. **Ed 1109.01 – Elements of an IEP** IEP goals reviewed are not written in clearly measurable terms.
3. **ED 1119.08 CFR 300.304 Equal Education Opportunity and CFR 300.24, CFR 300.347 Full Access to District's Curricula**
There is a need to provide consultation to the certified staff in areas not covered by present staff certification. Those areas are: Music, Library/Media Generalist, Information and Communication Technologies and Health.
4. **ED 1133.04 Administration** Each private facility shall have written policies which comply with the provisions of the IDEA and RSA 186-C. There is a need to update and revise the Pine Haven Special Education Policy and Procedure manual to reflect the changes in IDEA 2004.

5. **ED 1133.05 (c)(d)(e)(h)(i) Program Requirements** There is a need to ensure that all program requirements are met to ensure compliance in all areas including: policies and procedures, program approval for students with primary Speech/Language Impairment, content of IEP, established system of communication among all staff members of the program who provide direct services to a child, all staff members involved in providing direct services to a child shall participate in the process of planning for that child, and qualified personnel.
6. **Ed 1102.53 CFR 300.29** Transition planning should include all relevant team members and the student at any age if the purpose of the meeting is to be the consideration of the student's transition services needs or the needed transition services. If the student does not attend the IEP meeting, other steps shall be taken to ensure that the student's preferences and interests are considered.

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. Additional program suggestions are included in the Building Level Case Study Data Summary Report, pp.17-23. It should be noted that in the Building Level Data Summary Report, 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.

Many of the following suggestions are directly connected to the previously listed citations and shall provide guidance to the school on how the citations may be resolved.

1. The philosophy and design of the Pine Haven Boys Center appears to be one that attempts to provide students with a very basic educational model, where students are taught in small self-contained classes and the teachers work on their own to provide most of their students' instruction. The visiting team was struck by the feeling of a lack of full collaboration and teamwork within the school between the Pine Haven teachers, counselors, related service providers and administrators. This is a particularly important aspect of the work of a school such as Pine Haven, where their students with significant educational disabilities require a more intensive and collaborative approach to programming than they may have had in the previous school setting. In addition, in a program such as Pine Haven's the team process should include the families, students, sending school districts and relevant agency representatives to the greatest extent possible. The Pine Haven administration and staff should create a process to review and assess the effectiveness of the current program and communication and collaboration models so that a long range strategic plan may be developed to address all areas identified.
2. The surveys returned from sending districts reflect less than enthusiastic satisfaction from the LEA representatives in several areas, including their participation in the IEP team process. They are expected to develop their student's IEP, even though they are not the primary instructors and are not present in the classroom. This expectation doesn't create the opportunity or philosophy for a collaborative approach to problem solving and decision-making. In addition, one LEA representative expressed a sense that they were a "visitor" to the team meeting and not a fully valued team member. Pine Haven administration should seek more information from sending districts to identify areas of satisfaction and areas of concern, so that a process can be developed to address and resolve those issues identified by stakeholders as requiring improvement. Pine Haven should create a team process that includes all relevant members of the student's IEP team so that the best and most meaningful information is shared and utilized through a team process.
3. The visiting team had very little opportunity to develop a sense of the parents' satisfaction, as only two parents returned the parent survey and only one parent was reached for a parent interview. No parent participated in the Case Study presentations. Pine Haven administration and staff are encouraged to seek information from parents to identify parents areas of satisfaction as well as their areas of concern, and then begin to work with parents to address the areas parents identify as needing improvement.

4. There appears to be little *transition planning for students who are placed in this substantially separate setting. Transition planning with the IEP Team should begin at the time a student is placed at Pine Haven to determine what classes and supports they may require to participate in the least restrictive setting. It is recommended that the Pine Haven administration begin a review of the school's overall transition planning process and all related practices to determine the school's effectiveness and to create a plan to address transition-planning needs for all students.
5. The school program does not include an on-site speech/language therapist or other related services. Sending school districts are required to contract services for students who may need related services. While this approach may meet the specific related service requirements, it doesn't allow for a comprehensive team approach to therapies. There is a need to identify time for therapists and teachers to communicate and collaborate on student needs and progress and also create opportunities for integration of therapies in the classroom. Consider how related therapies can be provided to Pine Haven students and integrated into the instructional model, so that they are meaningful and connected to the overall instructional model.
6. The school library does not have an adequate range of up-to-date print and visual materials available to the students or the availability of a *Library/Media Generalist consultant to the program. The school's administrators should address this critical area of resources within the school so that students and teachers are able to access a range of informational materials in the school's library.
7. There is no clear plan to provide and embed relevant professional development into the school year, and no clear identification of school-wide goals for the development of new educational models. There is a need to review the professional development goals and professional development needs of the Pine Haven staff. For example, the teachers report that there is little opportunity for professional development, as it is difficult to leave class to attend sessions with no substitute teachers available for classroom coverage. They also report that teachers "buy back" unused professional development days for monetary compensation. The lack of value and access attached to professional learning signals a lack of understanding about the role of meaningful professional development for educational staff. There is no "pool" of substitute teachers available to teaching staff, which may limit their ability to participate in professional development opportunities, including visiting other similar school programs to observe a variety of program models. The Pine Haven administration should explore ways to provide classroom coverage to allow teachers to participate in IEP meetings, professional development trainings, visitations to other private schools, and other relevant professional activities.
8. There is a need to review and adjust the present teacher salary schedule, benefits, job responsibilities, and calendar to reflect a salary schedule that is fair and competitive with similar programs and possibly surrounding school districts. In addition, a more equitable teacher salary and benefit package may support longevity in the staff, as there has been a previous pattern of a high rate of staff turnover.
9. The teacher day at Pine Haven School appears to lack opportunity for a number of professional responsibilities available to most educators. For example, the visiting team observed that teachers eat lunch with the students and provide all academics within the classroom, with the exception of physical education. There are no teaching assistants to provide additional coverage. Therefore, there is little or no time available for individual or team planning and collaboration, communicating with parents and sending district representatives, professional development; participation in meetings, analysis of assessment data, etc. built into each day. In addition, there is no school email system for teachers to use as a means of communicating within the Pine Haven system to residential or clinical members, parents, LEAs or each other. While the school is small, the teachers would benefit from the time and ability to plan, share ideas, communicate with others and visit each other's classrooms for professional mentoring and growth. Review the present model in place at Pine Haven and determine how to make a systems change that addresses the teacher culture within the school.
10. *The IEPs reviewed were not written with measurable goals. While the IEP development is a shared process between the sending district and the Pine Haven staff, there is a need to provide ongoing professional development and follow-up review to staff to ensure that all IEP team members are comfortable as team members in the design of measurable goals.

11. There is clearly a strong influence of one faith community in the school setting. The center enrolls students of many religious backgrounds and, because the majority of the students in the program are court ordered to reside and attend school at the center, there is a need to review the current practice of promoting an individual faith.
12. There appears to be no process for the Pine Haven Boys Center to conduct ongoing internal self-assessments and review of the school's educational practices and outcomes to determine future school priorities and establish improvement goals. The visiting team identified a need for Pine Haven's administrators to develop a strategic planning process that would include a stakeholder group and utilize a data collection, review and analysis process to identify program strengths and areas in need of improvement. Such a process would provide a vehicle so that an improvement plan can be designed and implemented. This look to the future is seen as a central need for future development of the Pine Haven Boys Center.
13. Visitors were unable to identify practices regarding the collection and analysis of behavioral data. It appears that behavior and discipline data includes individual files of student behavioral incident report forms. There is a need to review current behavioral interventions and practices including assessment of behavior and behavior intervention planning.

VI. BUILDING LEVEL SUMMARY REPORT

USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT

BUILDING LEVEL CASE STUDY DATA SUMMARY

NEW HAMPSHIRE DEPARTMENT OF EDUCATION
SPECIAL EDUCATION PROGRAM APPROVAL AND IMPROVEMENT PROCESS

SAU:	School: PINE HAVEN BOYS CENTER	Date: 2/10/06
Programs:	Number of Cases Reviewed: 2	
Recorder/Summarizer: Dick Lates		

Collaborative Team Members:

Name: Father John Vitali	<u>Building Level</u> or Visiting
Name: Mike Maroni	<u>Building Level</u> or Visiting
Name: Joyce Pollinger	<u>Building Level</u> or Visiting
Name: Barbara Cohen	Building Level or <u>Visiting</u>
Name: Maureen Lee	<u>Building Level</u> or Visiting
Name: Janice Godzyk	<u>Building Level</u> or Visiting
Name: Barbara Girard	<u>Building Level</u> or Visiting
Name: Melanie Notte	<u>Building Level</u> or Visiting
Name: Gretchen Cook	Building Level or <u>Visiting</u>
Name: James Weaver	<u>Building Level</u> or Visiting
Name: Maryclare Heffernan	Building Level or <u>Visiting</u>
Name: Dick Lates	Building Level or <u>Visiting</u>

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/private facility in the areas of:

Access to the General Curriculum, Transition and Behavior Strategies and Discipline.

SUMMARY OF BUILDING LEVEL DATA

Filled in with the number of times a statement was marked from all Data Collection Forms:

<u>ACCESS TO THE GENERAL CURRICULUM STATEMENTS</u>							
Ed. 1109.01 Elements of an IEP CFR 300.347 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 300.553 Ed. 1119.03, Full Access to District's Curricula CFR 300.24, CFR 300.347 Ed. 1119.08, Diplomas Ed. 1107.04 (d) Qualified Examiner Ed. 1133.05 (c)(h)(k) CFR 300.347 Program Requirements, Content of IEP Ed. 1133.20 Protections Afforded to Children with Disabilities CFR 300.347(a) (1) (i) ". . . general curriculum (i.e. ,the same curriculum as for nondisabled children)" CFR 300.347 (a) (3) (iii) "To be educated and participate with other children with disabilities and non disabled children"					YES	NO	N/A
Team uses multiple measures to design, implement and monitor the student's program.					2		
IEP goals are written in measurable terms.						2	
Student has made progress over the past three years in IEP goals. Goal 1					2		
Student has made progress over the past three years in IEP goals. Goal 2					2		
Student <u>has access to</u> the general curriculum (as outlined by the district, sending district or NH frameworks.)					2		
Student <u>participates in</u> the general curriculum in a regular education setting with non-disabled peers, as appropriate, with necessary supports.							2
When participating in a regular education setting with non-disabled peers with necessary supports, student <u>has made progress in</u> the general curriculum.							2
Student participates appropriately in state, district and school-wide assessments.					2		
Student <u>shows progress</u> in state, district and school-wide assessments.					2		
Student <u>has opportunities</u> to participate in general extracurricular and other non-academic activities with necessary supports.					2		
Student <u>does participate</u> in general extracurricular and other non-academic activities with necessary supports.					2		
Was the student's most recent LEA evaluation, 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)						1	1 can't answer
Extension in Place	Lack of Qualified Personnel — Psychologist Educator Related Services Other	Evaluation Not Completed in Time	Summary Report Not Written in Time	Meeting Not Held in Time 1	Other Scheduling out of district led to difficulty in meeting date		
<i>For High School Students:</i>					YES	NO	NA
Student is earning credits toward a regular high school diploma.							
<i>IF YES:</i> within 4 years?							
Student will earn an IEP diploma or a certificate of competency.							
<i>IF YES:</i> within 4 years?							
Does this school / district have a clear policy for earning a high school diploma?							

Access to the General Curriculum

Strengths

1. Teachers work on curriculum together, and curriculum is tied to state frameworks.
2. Computer access is provided in classrooms.
3. Class size is small and individual attention is provided to students.
4. In this small school the staff members mentor new staff members when they arrive.
5. There is daily collaboration among teaching staff.
6. Needed teaching materials are provided as requested and shared among staff members.

Suggestions for Improvement

1. * Provide professional development opportunities on writing measurable IEP goals to all relevant staff members.
2. *A library/media specialist and music specialist are needed as a consultant to the staff.
3. Consider additional ways to provide students with access to computers or Alpha Smarts for instructional purposes.
4. Communicate the NH state assessment (NECAP) results to parents.
5. Update curriculum to incorporate NH Grade Level Expectations.
6. Obtain and use current instructional software.
7. Request unique teaching materials, supports and services from LEA to meet students' unique needs.

* This is a citation

SUMMARY OF BUILDING LEVEL DATA

Filled in with the number of times a statement was marked from all Data Collection Forms:

<u>TRANSITION STATEMENTS</u>			
Ed. 1102.53, Transition Services CFR 300.29 Ed. 1107.02 CFR 300.132 Part C Transition Ed. 1109.01, Elements of an IEP (Transition Services) CFR 300.347 (b) (1) (2) 20 U.S.C. 1401 (34) 20 U.S.C. 1414 (d)(1)(A)(i)(VIII)(aa)(bb)(cc) Ed. 1109.03, IEP Team CFR 300.344 (b) (1) Ed. 1133.05 CFR 300.347 (b)(1)(2) Program Requirements This includes movement from (a) Early Supports and Services (ESS) to preschool, b) preschool to elementary school, (c) age 14 or younger, or (d) age 16 or older, as well as from grade to grade and school to school.			
For all students, respond to the following 3 statements:			
Transition planning from grade to grade takes place.	2		
Transition planning from school to school takes place.	2		
Collaboration has occurred between general and special education staff in IEP development and in transition planning.	2		
For middle or high school students, <u>also</u> respond to the following 4 statements:			
Transition planning is designed as a results oriented process that promotes movement from school to the student's desired post-school goals.			
IEP team includes parent as part of transition planning.			
IEP team and process includes student as part of transition planning.			
IEP includes current level of performance related to transition services.			
If the student is age 14 or older during the course of the IEP, <u>also</u> respond to the following 3 statements:			
There is documentation that the student has been invited to attend IEP meetings.			
A statement of the transition service needs is included in the IEP.			
The statement of transition focuses on the student's course of study (e.g. vocational programming, advanced placement).			
If the student is age 16 or older during course of the IEP, <u>also</u> respond to the following 11 statements:			
Transition plan, including student's <u>measurable</u> post-high school goals, is in place.	YES	NO	N/A
There is documentation that representatives of other agencies have been invited to IEP meetings.			
Statement of needed transition services is presented as a coordinated set of activities.			
The statement of transition focuses on the student's course of study (e.g. vocational programming, advanced placement).			
The IEP includes a statement of needed transition services and considers instruction.			
The IEP includes a statement of needed transition services and considers related services.			
The IEP includes a statement of needed transition services and considers community experiences.			
The IEP includes a statement of needed transition services and considers development of employment skills.			
The IEP includes a statement of needed transition services and considers development of daily living skills.			
Student is informed prior to age 17 of his/her rights under IDEA.			
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.			

Transition

Strengths

1. Staff reports that the daily log is an effective communication vehicle between the educational and residential staff.
2. Staff reports that there is strong, daily communication among teachers, family workers, residential staff and therapists.
3. Students are in the process of writing a handbook on the “Top 10 Most Important Things To Know About Pine Haven Boys Center” to assist current students and new students who transition into the program.
4. There is an orientation of students into the Pine Haven behavior system and behavior expectations through the student manual.

Suggestions for Improvement

1. *There is a need to document the transition planning process for all students so that the procedures and expectations for planning are clear to all those involved with the student
2. There is a need for clear communication with the sending district’s LEA regarding student specific information and input for transition planning.
3. Consider use of the state IEP template, particularly transition planning section.
4. Involve students in their own transition planning.
5. *Include all team members including teachers, Speech/Language and other therapists who work with students as part of the IEP team.
6. For security purposes, implement adult visitor identification via ID badges.

* This is a citation

SUMMARY OF BUILDING LEVEL DATA

Filled in with the number of times a statement was marked from all Data Collection Forms:

<u>BEHAVIOR STRATEGIES AND DISCIPLINE</u>			YES	NO	N/A
Ed. 1109.02 Program	CFR 300.346				
Ed. 1119.11 Disciplinary Procedures	CFR 300.519-300.529				
Ed. 1133.07 (a) (b) (c) (d) (e)	CFR 300.510-300.529				
20 U.S.C. 1415 (K)					
Child Management – Private Schools	RSA 169-C Child Protection Act				
Data are used to determine impact of student behavior on his/her learning.		2			
Has this student ever been suspended from school?					2
If yes, for how many days?					
If appropriate, a functional behavior assessment has been conducted.		1			1
IEP team has addressed behaviors that are impacting student learning.		2			
A behavior intervention plan has been written to address behaviors.		2			
All individuals working with the student have been involved in developing behavior intervention strategies.		2			
Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.		2			
Results of behavior intervention strategies are evaluated and monitored.		2			
A school-wide behavior intervention model exists.		2			
Strengths	Suggestions for Improvement				
<ol style="list-style-type: none"> 1. Discharge reports detail behavior incidents. 2. A School-wide level system is consistently implemented. 3. School to residence communication system is seen as a strength. 4. Pine Haven staff do not “give up” on their students. 5. The different departments within Pine Haven cooperate regarding student behavior plans. 6. Therapists are involved in behavior planning. 	<ol style="list-style-type: none"> 1. There is a need to review the present behavior management techniques and procedures in the Pine Haven Handbook and revise and update them to reflect present practices. 2. Connect the student’s behavior plan to the IEP so that information related to the student’s behavioral needs is clearly documented and connected to the IEP. This is especially important as students transfer from Pine Haven to a new placement. 3. Develop procedures to identify unique student behavioral support needs that go beyond the school-wide level system. 4. Develop an in-house data collection system for gathering, analyzing and displaying behavior patterns in an efficient and effective manner. A computer-based data collection system would save time and provide easy access to graphing progress or lack of progress over time. 				

SUMMARY OF BUILDING LEVEL STRENGTHS AND SUGGESTIONS FOR IMPROVEMENT

Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> 1. The Pine Haven teachers are dedicated to their students and work hard to provide them with individualized instruction to meet the range of learning needs in each classroom. 2. The school provides small class sizes (20 students to 4 classrooms), which allows the students to receive individualized instruction. 3. Tutoring support is provided to students up to five times per week. 4. The facilities are well maintained and clean. 5. A range of after-school activities are available to the students including a ski program in the winter and an outdoor pool in the summer. 6. Students are provided with access to the community. 7. Longevity of administrative staff provides historical perspective. 8. Adult staff provides a family atmosphere for residents. The boys have private rooms in the residence for privacy. 	<ol style="list-style-type: none"> 1. *There is a need to establish an IEP team model that includes all relevant members of each student's support system, including the classroom teacher. 2. There is a need to provide the whole staff with training and team-building opportunities as they develop new approaches to working together in a collaborative process so that student programming is developed, implemented and evaluated by the team. 3. *Pine Haven's special education policies and procedures need to be reviewed and updated to align with IDEA 2004. 4. Closer communication with NHDOE is recommended as a way to learn of state sponsored and other professional development opportunities. 5. The teacher salary schedule needs to be reviewed to determine if teaching staff are appropriately compensated for their work. A review and adjustment of the salary and benefit schedule may help in addressing the history of staff turnover. 6. Consider reducing the number of days the teaching staff is expected to work, including summer school teaching responsibilities. 7. Consider establishing a school-wide email system to facilitate communication between all staff, as well as a way for parents to communicate with teachers.

* This is a citation

**VII. ADDENDUM: MINIMUM STANDARDS TABLE
INNOVATIVE PRACTICE DESCRIPTION**

NH Minimum Standards		
Requirements – E (elementary) M (middle) H (high school)	CERTIFIED STAFF	CERTIFIED CONSULTANT
Arts Education (E, M, H)		
Business Education (H)		
Information and Comm. Technologies (E, M, H)		
Family and Consumer Science (M, H)		
World Languages (H)		
Health Education (E, M, H)		
Technology Education (M, H)		
English / Language Arts / Reading (E, M, H)		
Mathematics (E, M, H)		
Physical Education (E, M, H)		
Science (E, M, H)		
Social Studies (E, M, H)		
Career and Technical Education (H)		
Administrator (E, M, H)		
Library Media Generalist (E, M, H)		