

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

**ANTRIM GIRLS SHELTER
SUMMARY REPORT**

**Randa Tenney, Program Manager
Linda Saleski, Teaching Principal**

Chairperson, Visiting Team:
Jennifer Dolloff
Education Consultant

Site Visit Conducted on January 30, 2009
Report Date, April 8, 2009
Revised May 8, 2009

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I. TEAM MEMBERS

Visiting Team Members:

NAME

PROFESSIONAL ROLE

Chairperson:

Jennifer Dolloff M. Ed., C.A.G.S, Educational Consultant

Building Level Team Members:

NAME

PROFESSIONAL ROLE

Linda Saleski

Teaching Principal

Bethany Plummer

Special Education Teacher

Randa Tenney

Program Manager

Gail Tapply

Lutheran Social Services of Northern New England

II. INTRODUCTION

The Antrim Girls Shelter in Antrim New Hampshire is run by the Lutheran Social Services of Northern New England and provides short term residence and educational programming for girls who have been referred by the juvenile court. The shelter includes an on-site school approved by the NHDOE, Bureau of Special Education, to provide programming to female students with special education needs. The shelter is staffed around the clock and provides educational programming for girls between the ages of 11 and 17 in grades 5-12. Daily group and individual counseling is provided to all of the girls residing in the shelter. The school program includes a teaching principal, two teachers certified in general special education, and two paraprofessionals.

Beliefs and Mission

“Our purpose is to create a learning environment that encourages productive student behavior. Our goals include helping students:

1. Gain control of their lives
2. Realize a sense of academic and personal fulfillment

Our objectives focus on students learning how to:

1. Accept responsibility for their behavior
2. Respect the rights of others
3. Solve problems, and
4. Make choices and decisions that can benefit them and are in the best interest of others”

SCHOOL DEMOGRAPHICS	2007-08	2008-09
Student Enrollment <u>as of December 1</u>		
Do you accept out-of-state students? If so, list number from each state in 08-09	No	
Number and Names of Sending New Hampshire LEAs (as of October 1)	All New Hampshire LEAs	
# of Identified Students Suspended One or More Times	0	0
Average Length of Stay for Students	30 days	30 days
STAFF DEMOGRAPHICS		
Student/Teacher Ratio (as of Oct. 1)	5:1	5:1
# of Certified Administrators	In process	1
# of Certified Teachers	3.5	3
# of Teachers with Intern Licenses	0	0
# of Non-certified Teachers	0	0
# of Related Service Providers	0	1 as needed
# of Paraprofessionals	2	2
# of Professional Days Made Available to Staff	5	5

SPECIAL EDUCATION PROGRAM DATA		
Primary Disability Types:	2007-08	2008-09
Autism	0	0
Deaf / Blindness	0	0
Deafness	0	0
Emotional Disturbance	29	6
Hearing Impairment	0	0

Mental Retardation	1	0
Multiple Disabilities	0	0
Orthopedic Impairment	0	0
Other Health Impairment	10	2
Specific Learning Disabilities	13	3
Speech or Language Impairment	4	1
Traumatic Brain Injury	0	0
Visual Impairment	0	0
Developmental Delay ages 3-9	0	0

III. PURPOSE AND DESIGN OF THE CASE STUDY COMPLIANCE REVIEW PROCESS

The New Hampshire Department of Education (NHDOE) conducted a Special Education Program Approval Visit to the Antrim Girls Shelter for the purpose of reviewing the present status of educational programs and services made available to children and youth with educational disabilities. Program Approval Visits are conducted using a Case Study Model that is a focused review. This focused review permits the NHDOE to leverage its impact for change and improvement within private special education schools statewide, by focusing the attention of all educators on the following three areas of critical importance in the provision of FAPE for students with disabilities.

- Access to the General Curriculum
- Transition
- Behavior Strategies and Discipline

As part of this compliance review, case studies were randomly selected by the NHDOE prior to the visit, and staff was asked to present these case studies at the visit to determine compliance with state and federal special education rules and regulations.

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

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

The New Hampshire Department of Education visited the school site to work collaboratively with staff conducting the Case Study Compliance Review and the varied data collection activities. Throughout the entire review process, the visiting member worked in collaboration with the staff of the Antrim Girls Shelter School Program. Their professionalism, active involvement in the process and cooperation were greatly appreciated and well recognized.

Evidence of the work conducted and results related to student outcomes were gathered throughout the process, guided by the materials and templates provided by the NHDOE, Bureau of Special Education. Examples of evidence included student individual education plans (IEPs), progress reports, samples of student work, grades, extracurricular involvement, permanent records, curriculum, etc. Input was gathered from key constituents, including interviews with professional staff, parents, administrators, and in some cases the students. In addition, classroom observations were conducted for each of the case studies being reviewed. The collective data were summarized by the visiting and building level teams. The summaries, included in the following pages, outline identified areas of strength and areas needing improvement for each school reviewed.

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

Based on review of the May 20, 2005 NHDOE Special Education Corrective Action Plan, the following patterns were identified as needing improvement:

Citation	Status as of May 2006	Status January 2009
ED 1133.08 Qualifications and Requirements for Instructional , Administrative and Support Personnel Certified Administrator	Met , May 2006	Not Met , January 30, 2009
ED 1119.10 Length of School Day	Met, May 2006	Met, January 30, 2009
ED 1133.05 Equal Educational Opportunities Certified Consultants needed	Cited May 2006 Met, May 2007	

V. JANUARY 30, 2009 CASE STUDY COMPLIANCE REVIEW RESULTS

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

At the time of the visit 14 girls were residing in the Shelter and attending the school program. Three of the 14 students were identified with educational disabilities; one of these students arrived on the date of the visit. Two case studies were presented during the course of the visit. Both of the students involved in the case studies were identified with emotional disabilities.

LEA SURVEYS

Surveys were mailed to 44 LEAs throughout the state, 4 completed surveys were returned, resulting in a 9% response rate. Caution should be taken when interpreting these survey results given the low response rate. Survey results did indicate that LEAs would like to receive more information during the transition out process and more progress reporting during students stay at the shelter.

SUMMARY REPORT OF SENDING LEAs

Total number of surveys sent: 44	Total # of completed surveys received: 4	Percent of response: 9%
Number of students placed by: LEA:	Court: All	Parent:

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.	1	2			
2. I am satisfied with the educational program at the above school.	1	2			
3. The school consistently follows special education rules and regulations.	1	2			
4. The school has an effective behavioral program (if applicable).	2	1			
5. I am satisfied with the related services provided by the school.	1	1			
6. The school implements all parts of students' IEPs.	1	2			

7. I feel the school provides the necessary skills to allow the student to make progress on the IEP goals.	1	2			
8. The school program measures academic growth.	1	2			
9. The school program measures behavioral growth (if applicable).	1	2			
10. The school completes a minimum of 3 comprehensive reports per year on each child with a disability enrolled.	1	1	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.	1	1	1		
12. Progress reports are provided to the LEA and to the parent of the child.	1	1	1		
13. I am satisfied with the way the school communicates students' progress.	1	3			
14. The school communicates effectively with parents.	1	1			
15. The school communicates effectively with the LEA.	1	2			
16. The school involves parents in decision-making.	1	2			
17. The school actively plans for future transition to a less restrictive placement.	1	1	1		
18. If the school finds it necessary to change or terminate placement, they notify the LEA by convening the IEP team to: review the concerns, review/revise the IEP, discuss the placement and determine if the facility can fully implement the IEP and provide FAPE.	0	1	1		
19. The school team sets meeting times that are convenient for both parents and LEA.	1	2			
20. The school has met my expectations.	1	2			
21. I have a good relationship with the school.	1	2			
22. I would enroll other students at the school.	1	2			

PARENT PARTICIPATION

One of the defining features of effective schools is strong parent/community relations and open communication. Having parents as an active stakeholder in the NHDOE Special Education Program Approval Process ensures broader perspectives and brings forth new ideas. In addition, including the parent perspective enhances and strengthens the teams' case study presentations, and makes for stronger school/parent relationships. As such, parent participation and input is a required part of the NHDOE Special Education Program Approval Process. In order to ensure parent participation and feedback, the NHDOE, Bureau of Special Education involves parents in a variety of aspects of the Special Education Program Approval Process. First, parents are encouraged to be active participants in the case study presentations; second, parents of the children presented in the case study process are formally interviewed; and third, the school is required to send all parents of students with disabilities a written survey with a request to respond. Below is a summary of the results of the parent survey, along with a summary of the comments/feedback provided to the visiting team during the January 30, 2009 Case Study Compliance Review at the Antrim Girls Shelter.

Surveys were mailed to 48 parents of current and past students, only one survey was returned. Caution must be taken when interpreting results from such a small response to the survey. The respondent indicated satisfaction with the behavior strategies utilized within the program. The respondent indicated concern regarding the transition services provided when the child was returned to the public school setting. The Antrim Girls Shelter may want to consider alternative survey strategies in order to get a true measure of parent perceptions about participation and satisfaction with the program.

Summary of Parent Survey Data

Total number of surveys sent: 48	Total # of completed surveys received: 1	Percent of response: 2%
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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.	1			
My child has opportunities to interact with non-disabled peers on a regular basis.	1			
I am adequately informed about my child's progress.	1			
My child is informed about and encouraged to participate in school activities outside of the school day, and is offered necessary supports.	1			
My child feels safe and secure in school and welcomed by staff and students.	1			
A variety of information (observations, test scores, school work, parent input) was used in developing my child's IEP.	1			
I am satisfied with the progress my child is making toward his/her IEP goals.	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			
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.	1			
All of the people who are important to my child's transition were part of the planning.	1			
BEHAVIOR STRATEGIES AND DISCIPLINE:				
My child's classroom behaviors affect his/her ability to learn. <i>If the answer is yes, please answer the next two questions. If no, skip to OTHER.</i>		YES	NO	
	3	2	1	No Answer
I have been involved in the development of behavior interventions, strategies and supports for my child.	1			
I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs.	1			
OTHER:				
I fully participate in special education decisions regarding my child.	1			
I have been provided with a copy of the procedural safeguards (parental rights) at least once a year	1			

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 Antrim Girls Shelter provides all students enrolled in the program with access to the general education curriculum. Students are evaluated upon entering the program with the Test of Adult Basic Education (TABE) and a request for schoolwork, transcripts, disciplinary plans and Individual Education Plans is faxed to the sending school as soon as the shelter is aware a student will be arriving. This information assists the staff in planning the educational programming for each student. The teaching principal meets with the classroom teaching staff to review curriculum goals and objectives on a weekly basis. All activities, including the student behavior point system are tied into the curriculum and the work of the school. For example, when girls earn points they utilize the points to purchase items at the AGS (Antrim Girls Store). Students also calculate gross and net pay and participate in personal finance simulations to improve independent living skills.

In order for students to have full opportunities to earn a regular high school diploma and equal access to the general curriculum, the Antrim Girl's Shelter needs to provide consultants to the staff in areas where they are not certified. This

includes all of the requirements as listed in the “Minimum Standards for Public School Approval”. The following content area consultants were not in place at the time of the visit: Physical Education and Business.

Staff monitors the effectiveness of school programming by reviewing entrance and exit TABE results, daily student performance and student work samples. The educational facility provides an exceptional learning environment and includes ample classroom space, a computer lab, a recreation room, a conference room and an outdoor challenge course.

A comprehensive transcript is provided to sending schools to insure that students are awarded credit for the school work they have completed while at the shelter.

Transition

Transition Planning

Process: Provision of FAPE

Transition Services

Transitioning students into and out of shelters is very challenging given that students are often placed at the program and removed from the program with very little notice. The school is very proactive in trying to improve this process. A comprehensive “Request for Information” form has been developed by staff in the program. This form is faxed to sending schools as soon as the Shelter is aware a new student is arriving. Classroom teachers communicate with sending schools to gather information to assist with student transitions. When students exit the shelter a final transcript is provided to the sending school outlining the instructional hours, credits, and grades earned during the students stay at the shelter. Post testing is provided for students who stay at the shelter 30 or more days.

Behavior Strategies and Discipline

The Antrim Girls Shelter has a comprehensive behavioral support system that includes a comprehensive point system, daily group and individual counseling, data collection practices and individual student charting of behavior. Students are able to redeem their earned points at the Antrim Girls Shelter Store. All staff members are trained in SOLVE (Solutions for Limiting Violent Episodes) and work daily to provide a calm and supportive environment that allows students to gain control of their lives and develop stronger academic skills. All staff members are trained in SOLVE (Solutions for Limiting Violence) but report limited need for physical restraint.

COMMENDATIONS

1. The teaching principal is commended for the hard work done in preparation for the Case Study Compliance Review. She and the staff were helpful and were receptive to the reviewer’s observations and suggestions. The case studies were well organized and materials were easily accessed.

The Antrim Girls Shelter is commended for:

2. Providing students with a calm, consistent and supportive school climate
3. Utilizing a comprehensive point system understood and utilized by all members of the school community
5. Staff who are committed and dedicated to students who are experiencing extreme upheaval and uncertainty in their lives
6. Providing an exceptional learning facility
7. A comprehensive school-wide system of behavioral supports including behavioral data gathering and charting, individual and group rewards and individualization.

ISSUES OF SIGNIFICANCE

Issues of significance are defined as systemic deficiencies that impact the effective delivery of services to all students, including those with educational disabilities. Examples of such may include system wide issues related to curriculum, instruction and assessment. Other examples might be concerns related to inadequate facilities, ineffective communication systems within the educational community, leadership, shared mission, vision and goals, deficiencies in policies and

procedures, staff recruitment and retention, professional development or other important factors related to the learning organization.

No issues of significance were identified during the visit.

CITATIONS OF NONCOMPLIANCE IDENTIFIED AS A RESULT OF THE JANUARY 30, 2009 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 listed below must be addressed in a corrective action plan and resolved within one year of this report. A template and instructions for such planning will be provided.**

Child Specific Citations to Be Addressed by Both the LEA and Private School Setting:

Manchester SAU 15

NHSEIS #647669

ED 1109.05 Implementation of IEP

ED 1109.01 Elements of IEP

CFR 300.320 Content of IEP

IEP goals are not written in measureable terms.

Merrimack SAU 26

NHSEIS # 1129559198

ED 1109.05 Implementation of IEP

ED 1109.01 Elements of IEP

CFR 300.320 Content of IEP

IEP Goals are not written in measureable terms.

Systemic/Program Specific Citations to Be Addressed by the Private School Setting:

Ed 1109.08 Equal Education Opportunity, Ed 1119.03 Access to the General Education Curriculum

Ed 1133.05 Program Requirements-Qualifications of staff

In order for students to have full opportunities to earn a regular high school diploma and equal access to the general curriculum, the Antrim Girl's Shelter needs to provide consultants to the staff in areas where they are not certified. This includes all of the requirements as listed in the "Minimum Standards for Public School Approval". The following content area consultants were not in place at the time of the visit: Physical Education and Business Administration.

Ed. 1114.04 Policies and Procedures

Each private provider of special education or other non-LEA program shall have written policies which comply with the provisions of the IDEA and RSA 186-C.

The policies and procedures provided for review are dated August of 1999 and reference Individuals with Disabilities Act (IDEA) of 1997. Current policies and procedures must comply with IDEA 2007.

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.

1. Continue to be proactive in seeking to obtain necessary information from sending schools. As discussed, it may be helpful to expand these efforts by including email requests and communicating with LEA s regarding the challenges shelters face receiving information in a timely manner. Also consider attending the regional special education directors' meetings to inform them of the need for timely transmission of materials.
2. Continue with the process of establishing content area consultants to insure equal access to the general curriculum in areas where the staffs are not certified. This includes all of the requirements as listed in the "Minimum Standards for Public School Approval".

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: ANTRIM GIRLS SHELTER	Date: 1/30/09
Programs:	Number of Cases Reviewed: 2
Recorder/Summarizer:	

Name: Jennifer Dolloff	Building Level or <u>Visiting</u>
Name: Bethany Plummer	<u>Building Level</u> or Visiting
Name: Linda Saleski	<u>Building Level</u> or Visiting

Based on data collected from the Data Collection Forms, Interview Forms, Classroom Observations, etc. the following summary is intended to provide a “snapshot” of the quality of services and programs in the school in the areas of: **Access to the General Curriculum, Transition and Behavior Strategies and Discipline.**

SUMMARY OF BUILDING LEVEL DATA

ACCESS TO THE GENERAL CURRICULUM STATEMENTS					Filled in with the combined number of times a statement is marked on all Data Collection Forms for this school or building				
Ed. 1109.01 Elements of an IEP CFR 300.320 Content of IEP Ed. 1109.05, Implementation of IEP 20 U.S.C. 1414 (d) Ed. 1115.07, Ed 1119.01(f) Provision of Non-Academic Services/Settings CFR 300.320(a) CFR 300.34 Ed. 1113.08, Full Access to District's Curricula Ed. 1113.13, Diplomas Ed. 1107.04 (d) Qualified Examiner Ed. 1109.01 CFR 300.320 Program Requirements, Content of IEP Ed. 1119 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.					1		1		
A2.) All IEP goals are written in measurable terms.						2			
A3.) Student has made progress over the past three years in IEP goals. Goal 1							2		
A4.) Student has made progress over the past three years in IEP goals. Goal 2							2		
A5.) Student <u>has access to</u> the general curriculum (as outlined by the district, sending district or NH frameworks.)					2				
A6.) Student <u>participates in</u> the general curriculum <u>in a regular education setting with non-disabled peers</u> , as appropriate, with necessary supports.					2				
A7.) When participating in a regular education setting with non-disabled peers with necessary supports, student <u>has made progress in</u> the general curriculum.					2				
A8.) Student <u>participates</u> appropriately in state, district and school-wide assessments.							2		
A9.) Student <u>shows progress</u> in state, district and school-wide assessments.							2		
A10.) Student <u>has opportunities</u> to participate in general extracurricular and other non-academic activities with necessary supports.					2				
A11.) Student <u>does participate</u> in general extracurricular and other non-academic activities with necessary supports.					2				
A12.) Was the student's most recent individual evaluation (initial or reevaluation), including a written summary report and meeting, held within 45 days of parental permission to test? If not, was it due to: (check all that apply)							2		
a.) Extension in Place	b.) Lack of Qualified Personnel ___Psychologist ___Educator ___Related Services ___Other	c.) Evaluation Not Completed in Time	d.) Summary Report Not Written in Time	e.) Meeting Not Held in Time	f.) Other				
For High School Students:					YES	NO			
A13.) Student is earning credits toward a regular high school diploma.					1				
A14.) <i>IF YES:</i> within 4 years?					1				
A15.) Student will earn an IEP diploma or a certificate of competency.									
A16.) <i>IF YES:</i> within 4 years?									
A17.) Does this school have a clear policy for earning a high school diploma?						N/A			

Access Strengths	Access Suggestions for Improvement
<p>Students are evaluated upon entering the program with the Test of Adult Basic Education (TABE). This assists the staff in monitoring the effectiveness of instruction and student achievement.</p> <p>A request for schoolwork, transcripts, disciplinary plans and Individual Education Plans is faxed to the sending school as soon as a student is enrolled in the shelter.</p> <p>The teaching principal meets with the classroom teaching staff to review curriculum goals and objectives on a weekly basis.</p> <p>The educational facility provides an exceptional learning environment and includes ample classroom space, a computer lab, a recreation room, a conference room and an outdoor challenge course.</p>	<p>In order for students to have full opportunities to earn a regular high school diploma and equal access to the general curriculum, provide consultants to the staff in areas where they are not certified.</p>

SUMMARY OF BUILDING LEVEL DATA

<u>TRANSITION STATEMENTS</u>	Filled in with the combined <u>number</u> of times a statement is marked on all Data Collection Forms for this school or building		
	YES	NO	
<p>Ed .1102 Transition Services CFR 300.43 Ed. 1106 Process: Provision of FAPE CFR 300.124 Part C Transition Ed. 1109.01 Elements of an IEP (Transition Services) CFR 300.320(a)(7)(b) 20 U.S.C. 1402 (34) 20 U.S.C. 1414 (d)(1)(A) and (d)(6) Ed. 1103 IEP Team CFR 300.320(b)</p> <p>This includes movement from (a) Early Supports and Services (ESS) to preschool, (b) preschool to elementary school, or (c) age 16 or older, as well as from grade to grade and school to school.</p>			
T1.) Transition planning from grade to grade takes place.	2		
T2.) Transition planning from school to school takes place.	2		
T3.) Collaboration has occurred between general and special education staff in IEP development and in transition planning.	2		
T4.) For a student who will turn age 14 during the IEP service period (or younger if determined appropriate by the IEP team,) does the IEP include a statement of the transition service needs that focuses on the student's course of study, such as participation in advanced-placement courses or a vocational education program? Ed 1109.01 (10)	1		
For students under age 16, answer only the first 4 statements above. Then skip to the next page. If the student is age 16 or older during the course of the IEP, answer all statements on this page.			
T5.) Transition planning is designed as a results oriented process that promotes movement from school to the student's desired post-school goals.			
T6.) IEP team includes parent as part of transition planning.			
T7.) IEP team and process includes student as part of transition planning.			
T8.) IEP includes current level of performance related to transition services.			
T9.) There is documentation that the student has been invited to attend IEP meetings.			
T10.) A statement of the transition service needs is included in the IEP.			
T11.) The statement of transition service needs focuses on the student's course of study (e.g. vocational programming, advanced placement).			
T12.) Transition plan includes coordinated, <u>measurable</u> , annual IEP goals and includes transition services that will reasonably enable the student to meet the post-secondary goals. (required data for federal statistics purposes)			
T13.) Statement of needed transition services is presented as a coordinated set of activities.			
T14.) The IEP includes a statement of needed transition services and considers instruction.			
T15.) The IEP includes a statement of needed transition services and considers community experiences.			
T16.) The IEP includes a statement of needed transition services and considers development of employment skills.			
T17.) Student is informed prior to age 17 of his/her rights under IDEA.			
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.			
T19.) The IEP includes a statement of needed transition services and considers related services.			
T20.) The IEP includes a statement of needed transition services and considers development of daily living skills.			
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.			

Transition Strengths	Transition Suggestions for Improvement
<p>The school is very proactive in trying to gather student information when students are enrolled in the program. A comprehensive “Request for Information” form has been developed by staff in the program. This form is faxed to sending schools as soon as the Shelter is aware a new student is arriving.</p> <p>Classroom teachers communicate with sending schools to gather information to assist with student transitions.</p> <p>Post testing is provided for students stay at the shelter 30 or more days.</p> <p>A comprehensive transcript is provided from Antrim Girls Shelter to sending schools to insure that students are awarded credit for the school work they have completed while at the shelter.</p>	<p>Continue to work with LEAs to insure student materials are forwarded in a timely manner when students are placed in the program.</p>

SUMMARY OF 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 Program</u> <u>CFR 300.324</u> <u>Ed. 1124 Disciplinary Procedures</u> <u>CFR 300.530-300.536</u> <u>20 U.S.C. 1415 (K)</u> <u>Child Management – Private Schools</u> <u>RSA 169-C Child Protection Act</u>		YES	NO	N/A
B1.) Data are used to determine impact of student behavior on his/her learning.		2		
B2.) Has this student ever been suspended from school?			2	
B3.) If yes, for how many days?				
B4.) If appropriate, a functional behavior assessment has been conducted.				2
B5.) IEP team has addressed behaviors that are impacting student learning.		2		
B6.) A behavior intervention plan has been written to address behaviors.			1	1
B7.) All individuals working with the student have been involved in developing behavior intervention strategies.		2		
B8.) Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.		2		
B9.) Results of behavior intervention strategies are evaluated and monitored.		2		
B10.) A school-wide behavior intervention model exists.		2		
Behavior Strategy Strengths		Behavior Strategy Suggestions for Improvement		
<p>The shelter utilizes a comprehensive behavioral support system that includes a point system. This system appears to be very effective.</p> <p>Students participate in daily group and individual counseling.</p> <p>Data regarding student behavior is collected and analyzed. This enables staff to continually monitor the effectiveness of the behavior system and student behavior patterns.</p>		<p>Continue to monitor student behavior and evaluate the need for individual behavioral intervention plans.</p>		

Summary of Building Level Strengths and Suggestions

Strengths	Suggestions for Improvement
<p>Use of pre and post achievement testing to inform instruction.</p> <p>A comprehensive behavioral system that results in a positive and consistent climate.</p> <p>The educational facility provides an exceptional learning environment and includes ample classroom space, a computer lab, a recreation room, a conference room and an outdoor challenge course.</p>	<p>Provide consultants to the staff in areas where they are not certified.</p>