

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

**The Birchtree Center
SUMMARY REPORT**

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and Director of Special Education**

Chairperson, Visiting Team:
Colleen Bovi, M.Ed.
Education Consultant

Site Visit Conducted on December 2-3, 2008
Report Date: April 9, 2009

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I. TEAM MEMBERS

Visiting Team Members:

NAME	PROFESSIONAL ROLE
Chairperson: Colleen Bovi	Education Consultant
Jocelyn Lister	Speech/Language Pathologist
Deb Sundheim	ASD Teacher/Special Educator
Glynn Talley	Program Director, JPS

Building Level Team Members:

NAME	PROFESSIONAL ROLE
Mary Bamford	Occupational Therapist
Cathy Booth	Speech/Language Pathologist
Erin Conlon	Behavior Analyst
Catherine Cote	Senior Behavior Analyst
Shelly Fagen	Senior Special Education Case Coordinator
Christine Guarino	Executive Director, Special Ed. Administrator
Blaire Luebke	Clinical Instructor
Stephanie Mariano	Behavior Analyst
Sandra Pierce-Jordan	Senior Behavior Analyst
Amy Roaf	Clinical Instructor
Rebecca Walsh	Behavior Analyst

II. INTRODUCTION

The Birchtree Center is a private, special education day school, established in 2002. Located in Portsmouth, New Hampshire, this 12-month program is designed to provide specialized educational services to children and youth with autism. The school is approved by the New Hampshire Department of Education, Bureau of Special Education for students diagnosed with autism from ages 3 to 18 and grades pre-K to 11 and also accepts students from other states. At the time of the visit there were 23 students enrolled in the program including 12 from New Hampshire school districts, 8 students from Maine and 3 students from Massachusetts. The school's approach to specifically designed instruction incorporates "best practices" in Applied Behavior Analysis, Communication Sciences, Sensory Integration and Social Skill Development. All student programs follow New Hampshire state education standards and frameworks. At The Birchtree Center, students receive one-to-one instruction designed to build strong foundation skills, maximize individual strengths, develop strategies for challenges, and facilitate functional communication systems. Clinical instructors rotate among the students in their classrooms in 45-90 minute-long blocks, so that each student works with several instructors over the course of the day. The Birchtree Center's location in Portsmouth provides ideal opportunities for students to interact with the local community and prepare for life. Students visit local playgrounds, museums, nature centers, and the public library, and work with instructors to learn life skills such as shopping, laundry, and more. Some of our children attend local school programs for "typical peer" exposure and experiences.

The mission of The Birchtree Center is to improve the quality of life, increase independence and productivity, and nurture the full potential of children and youth with autism. The goals of The Birchtree Center are to educate students to their fullest academic potential, advance the social competence of their students and to develop productive individuals who are capable of leading independent lives.

SCHOOL PROFILE

SCHOOL DEMOGRAPHICS	2007-08	2008-09
Student Enrollment <u>as of December 1</u>	18	23
Do you accept out-of-state students? If so, list number from each state in 08-09	Yes: NH (12), ME (8), MA (3)	
Number and Names of Sending New Hampshire LEAs (as of October 1)	10 LEAs: Salem (1), Raymond (2), Timberlane (1), Hampstead (1), Portsmouth (1), Somersworth (1), Milton-Wakefield (1), Dover (1), Hampton Falls (1), Northwood (1), Parent Placement (1)	
# of Identified Students Suspended One or More Times	0	0
Average Length of Stay for Students	3 years	3 years
<u>STAFF DEMOGRAPHICS</u>		
Student/Teacher Ratio (as of Oct. 1)	1.52:1	1.52:1
# of Certified Administrators	1	1
# of Certified Teachers	5	6
# of Teachers with Intern Licenses	0	0
# of Non-certified Teachers	0	3
# of Related Service Providers	2	2
# of Paraprofessionals	20	24
# of Professional Days Made Available to Staff	12 ½ days	12 ½ days

SPECIAL EDUCATION PROGRAM DATA		
<u>Primary Disability Types:</u>	2007-08	2008-09
Autism	18	23
Deaf / Blindness		
Deafness		

Emotional Disturbance		
Hearing Impairment		
Mental Retardation		
Multiple Disabilities		
Orthopedic Impairment		
Other Health Impairment		
Specific Learning Disabilities		
Speech or Language Impairment		
Traumatic Brain Injury		
Visual Impairment		
Developmental Delay ages 3-9		

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 Birchtree Center on December 2-3, 2008 for the purpose of reviewing the present status of programs and services made available to children and youth with educational disabilities. Program Approval Visits are conducted using a Case Study Model that is a focused review. This focused review permits the NHDOE to leverage its impact for change and improvement within private special education schools statewide, by focusing the attention of all educators on the following three areas of critical importance in the provision of FAPE for students with disabilities.

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

As part of this compliance review, 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
- ♦ Any new special education programs seeking approval from the NHDOE (expanding the program to Grade 11).

The New Hampshire Department of Education provided a visiting team of professional educators to work collaboratively with staff in each of the schools in conducting the Case Study Compliance Review and the varied data collection activities. Throughout the entire review process, the visiting team worked in collaboration with the staff of The Birchtree Center. Their professionalism, active involvement in the process and cooperation were greatly appreciated and well recognized.

Evidence of the work conducted and results related to student outcomes was gathered throughout the process, guided by the materials and templates provided by the NHDOE, Bureau of Special Education. Examples of evidence included student individual education plans (IEPs), progress reports, samples of student work, grades, extracurricular involvement, permanent records, curriculum, etc. Input was gathered from key constituents, 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 19-20, 2005 NHDOE Special Education Program Approval Report, the following patterns were identified as needing improvement:

Citation	Status June 2006	Status December 2008
Ed. 1119.08 CFR 300.304 EEO	Partially met	Met. The Executive Director is now a certified Special Education Administrator. A Physical Education/Health teacher is on staff. Art, Music and other content area consultants have been contracted.
Ed. 1119.07 Personnel Standards	Partially met	Met. Roles, credentials and supervision of personnel have been defined. Clinical instructors hold a minimum of a Bachelor's degree in special education or a related field. Certified special educators and Behavior Analysts supervise one-to-one instructional services. All programs are designed by the Behavior Analysts. There are three staff in the process for being certified general educators.

V. DECEMBER 2-3, 2008 CASE STUDY COMPLIANCE REVIEW RESULTS

Data collection is an important part of the NHDOE Special Education Case Study Compliance Review Process. In order to monitor whether or not special education programs are in compliance in the three focus areas, and determine any root causes of problems that may be identified through the case study process, it is essential that each case study team 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.

Two case studies were randomly selected for this visit. One student is an 11 year old 5th grader who enrolled in the Birchtree Center in December of 2006. The second student was a 13 year old student enrolled in the Birchtree Center since December of 2002. While both students are identified with autism, their cases presented the opportunity for a broad and unique view of the curriculum, behavioral supports, consultation, classroom management, communication development, and related services.

LEA SURVEYS

Eighteen surveys were sent, ten responses were received, a 56% return rate. The response rate for the LEA Survey was low and therefore the data may be biased. Two outlier LEAs, Maine and Massachusetts, are significant for their personal content and misunderstanding of the Likert Scale. All respondents think that the Birchtree Center has positive expectations for students and this includes the outliers. Respondents stated the educational programs are satisfactory and that the program strives to achieve excellence in student programming. The LEAs indicate that The Birchtree Center follows the special education rules and regulations. There was strong agreement that the behavioral program offered to students is effective and that the school's principals of ABA and positive behavioral supports are the hallmark of their program. The responses to the provision of related services received mixed reviews as their model imbeds all related services into their daily program. It is clear that the LEAs believe that all IEPs are implemented, that students are making progress and that measures of academic growth are clearly delineated. The majority of respondents indicate that the school effectively communicates with parents and the school districts. The Birchtree Center has identified improved communication as a goal with the LEAs.

SUMMARY REPORT OF SENDING LEAs

Name of Private School: The Birchtree Center		
Total number of surveys sent: 18	Total # of completed surveys received: 10	Percent of response: 56%
Number of students placed by: LEA: 22	Court: 0	Parent: 1

SCALE 4 STRONGLY AGREE 3 AGREE 2 DISAGREE 1 STRONGLY DISAGREE

	4	3	2	1	No Answer
1. The private school team has positive expectations for students.	7	3			
2. I am satisfied with the educational program at the above school.	6	3	1		
3. The school consistently follows special education rules and regulations.	5	4	1		
4. The school has an effective behavioral program (if applicable).	5	3	1		1
5. I am satisfied with the related services provided by the school.	6	1	3		
6. The school implements all parts of students' IEPs.	6	4			
7. I feel the school provides the necessary skills to allow the student to make progress on the IEP goals.	8	1	1		
8. The school program measures academic growth.	4	4	1	1	
9. The school program measures behavioral growth (if applicable).	6	3	1		
10. The school completes a minimum of 3 comprehensive reports per year on each child with a disability enrolled.	6	2	2		
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.	6	2	1	1	
12. Progress reports are provided to the LEA and to the parent of the child.	6	2	1	1	
13. I am satisfied with the way the school communicates students' progress.	6	2	2		
14. The school communicates effectively with parents.	6	2	2		
15. The school communicates effectively with the LEA.	5	3	1	1	
16. The school involves parents in decision-making.	5	3	1	1	
17. The school actively plans for future transition to a less restrictive placement.	4	2	2	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.	5	2	1	2	
19. The school team sets meeting times that are convenient for both parents and LEA.	6	2	1	1	
20. The school has met my expectations.	6	2	1	1	
21. I have a good relationship with the school.	6	2	1	1	
22. I would enroll other students at the school.	6	2	1	1	

PARENT PARTICIPATION

One of the defining features of effective schools is strong parent/community relations and open communication. Having parents as active stakeholders in the NHDOE Special Education Program Approval Process ensures broader perspectives and brings forth new ideas. In addition, including the parent perspective enhances and strengthens the teams' case study presentations, and makes for stronger school/parent relationships. As such, parent participation and input is a required part of the NHDOE Special Education Program Approval Process. In order to ensure parent participation and feedback, the NHDOE, Bureau of Special Education involves parents in a variety of aspects of the Special Education Program Approval Process. First, parents are encouraged to be active participants in the case study presentations; second, parents of the children presented in the case study process are formally interviewed; and third, the school is required to send all parents of students with disabilities a written survey with a request to respond. Below is a summary of the results of the parent survey, along with a summary of the comments/feedback provided to the visiting team during the December 2-3, 2008 Case Study Compliance Review in The Birchtree Center.

Of the twenty-six surveys sent to parents, 14 were returned (54% response rate). The Birchtree Center analyzed responses in three areas, access to general education curriculum, transition and behavior strategies and discipline. There was a 100% satisfaction rate for their children's school program and the supports provided. Parents feel their children have adequate opportunities to interact with non-disabled peers and that their children are encouraged to participate in after school activities. Parents indicated satisfaction with the progress their children are making in the program. Transition planning and support were viewed positively and that the appropriate individuals and agencies were involved in this planning. Parents report they are actively involved in behavior interventions for their children. While the responses in all areas were positive, The Birchtree Center believes that access to the general education curriculum and transition activities can be improved and plan to address these areas in an action plan.

SUMMARY OF PARENT SURVEY DATA

Name of Private School: The Birchtree Center		
Total number of surveys sent: 26	Total # of completed surveys received: 14	Percent of response: 54%

**COMPLETE ONE PAGE FOR PARENT RESPONSES FROM EACH LEVEL:
PRESCHOOL, ELEMENTARY, MIDDLE AND HIGH SCHOOL**

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.	14			
My child has opportunities to interact with non-disabled peers on a regular basis.	10	1	3	
I am adequately informed about my child's progress.	13	1		
My child is informed about and encouraged to participate in school activities outside of the school day, and is offered necessary supports.	11	2	1	
My child feels safe and secure in school and welcomed by staff and students.	13	1		
A variety of information (observations, test scores, school work, parent input) was used in developing my child's IEP.	13		1	
I am satisfied with the progress my child is making toward his/her IEP goals.	13	1		
FOR PARENTS OF HIGH SCHOOL STUDENTS ONLY:				14
My child earns credits toward a regular high school diploma in all of his/her classes.				
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.	13	1		
All of the people who are important to my child's transition were part of the planning.	12	2		
FOR PARENTS OF STUDENTS AGE 16 OR OLDER ONLY:				14
I am satisfied with the written secondary transition plan that is in my child's IEP.				
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.	12	1	1	
I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs.	13		1	
OTHER:				
I fully participate in special education decisions regarding my child.	13	1		
I have been provided with a copy of the procedural safeguards (parental rights) at least once a year	14			

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 behavior analysts, special educators, a speech-language pathologist and an occupational therapist, along with general educators, local education agencies and parents, design and implement Individualized Education Programs for students utilizing the principles of Applied Behavior Analysis. Students enrolled at The Birchtree Center receive one-to-one and small group instruction designed to build strong foundation skills, maximize individual strengths, develop strategies for challenges and facilitate functional communication systems. Student programs follow the New Hampshire State Education Frameworks and Grade Level Expectations and are designed to meet the unique strengths, challenges, and Individualized Education Program of each student. Most of the students at The Birchtree Center participate in the NH Alternate Assessment and the IEPs reviewed provided evidence of connecting assessment objectives to the frameworks. The Individualized Education Programs reviewed are well written. The IEPs reviewed provide evidence that multiple measures are reviewed to design, implement and monitor individual programs. Current levels of academic and functional performance clearly define the needs of each student and goals are written in measurable terms. Data is collected and reviewed and drives each student's instructional program. The Birchtree Center's clinical instructors provide instruction under the direction and supervision of certified staff and several instructors are pursuing their teacher certification. The administration has been diligent and successful in securing the required certified educators for content-specific offerings at The Birchtree Center. While there are limited opportunities for students within the center to participate with non-disabled peers, a strong community component provides integration in functional settings such as the library, shopping and restaurants and enables students to generalize and transfer knowledge from school to community.

Transition

Transition Planning

Process: Provision of FAPE

Transition Services

Transitions into The Birchtree Center are carefully planned based on individual student needs. A thorough intake is completed, observations of the student in the current setting and at home, opportunities to visit the school and observations of the student in the new setting. Once it is decided that the program is appropriate, an individual transition plan is developed. At the Center, transitions commence when the students arrive each morning on the school campus and continue throughout the day as students move from specialist to specialist, one-to-one instruction, group work and community experiences. Behavior analysts design each student's program and transition needs and consideration is given to the prompting, shaping and reinforcement of specific behaviors. As students transition from grade to grade and staff to staff, background, historical and behavioral information is shared. Training on best practices for individual students is arranged. The average length of stay at The Birchtree Center is 3 years. One of the school's beliefs is that the "least restrictive environment is an achievable end goal given appropriate modifications and accommodations. The Birchtree Center also has an Outreach Services for Schools Program that provides Functional Behavior Assessments, assistance with Behavior Support Plans, Educational, Therapeutic & Behavioral Program Design, Applied Behavior Analysis Therapy and Instruction, IEP Formulation and Curriculum Development, Educator Seminars and Workshops, Teacher In-Service Presentations, Assessment and Evaluation, Staff and Parent Training, all in an effort to maintain the student in the least restrictive environment.

Behavior Strategies and Discipline

There is a clear and consistent school-wide behavior model in place at the Birchtree Center that is based on the principles of Applied Behavior Analysis (ABA). Each student has a positive behavior support plan that includes antecedent-based and consequence-based strategies. Interventions are informed by the function of each behavior. Five Board Certified Behavior Analysts provide the program model and are instrumental in designing, monitoring and evaluating individual

student behavior plans. Data collection is evident and all program decisions related to student progress, or lack of progress, are based on an analysis of all data. The data are also used over time so the staff and parents can observe the progress made throughout the year in a clearly visual model.

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

On October 22, 2008, The Birchtree Center submitted an application and supporting documentation to expand the grade levels to include both grade 10 and 11. The Special Education Program Approval Team reviewed the information, and a recommendation was made to the NHDOE that approval for grades 10 and 11 be granted through the end of the 2008-09 school year, and that upon completion of the NHDOE Case Study Compliance Review, scheduled for December 2-3, 2008, further approval status will be determined. Based on the visit conducted in December, evidence of appropriate curriculum linked to the NH Curriculum Frameworks and appropriately credentialed staff were provided.

COMMENDATIONS

1. The Birchtree Center has strong leadership and staff who possess expertise in the education of children with autism.
2. All staff are highly professional, dedicated and committed to the school's mission and beliefs.
3. True collaboration, support and respect among all school staff are evident.
4. The program fosters freedom to seek and implement best practices.
5. Related services of speech and occupational therapy are imbedded into the daily programs of each student with consultation being provided weekly for each student.
6. Monthly staff development activities are of high quality and cover diverse topics.
7. Parent engagement is valued and support is provided to families within their home environments.
8. Students are engaged in their learning and are making progress, as evidenced by the data.
9. Data collection, analysis and application is commendable.
10. The consultation model is well established with highly credentialed staff.
11. IEPs are well written and are linked to the curriculum frameworks.
12. The Behavior Analysts and the ABA model utilized at The Birchtree Center provide consistent programming that is responsive to individual student needs.
13. Outreach services to public schools are comprehensive and help support students in the least restrictive environment.
14. Parents are pleased with their children's programs and supports, their involvement in the development of the behavior plans and the progress their children are making.
15. Regularly scheduled management and clinical team meetings provide opportunities to review data, assess student progress, identify program adjustments and review staff rotations.
16. There is good use of appropriate assessments to measure student progress.
17. The Birchtree Center is commended for hiring a Director of Development and Community Relations and a Strategic Planning Consultant to review current status and to plan future growth and expansion of the facility.

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 this Case Study Compliance Review visit.

CITATIONS OF NONCOMPLIANCE IDENTIFIED AS A RESULT OF THE DECEMBER 2-3, 2008 CASE STUDY COMPLIANCE REVIEW

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

As a result of the Case Study Compliance Review, there were no citations of non-compliance identified. All policies and procedures meet the requirements established in the *NH Rules for Students with Disabilities*, Ed 1114.

SUGGESTIONS FOR PROGRAM-WIDE IMPROVEMENT

Suggestions for improvement, simply stated, are recommendations provided by the visiting team that are intended to strengthen and enhance programs, services, instruction and professional development, and the NHDOE strongly encourages that serious consideration be given to the suggestions. However, discretion may be used in this area; suggestions for improvement are not considered to be required corrective actions and you may determine which suggestions most warrant follow up and address those in your corrective action plan. **System wide suggestions for improvement are listed below.** It should be noted that, in the Building Level Data Summary Report on the following pages, any suggestion made by a visiting team member that is actually a citation of noncompliance, has an asterisk (*) before it, and it is also listed above with the citations of noncompliance.

1. Explore ways to expand instructional space to assist students with functional skill development.
2. Consider methods to enhance communication and involvement of the LEAs.
3. Research best practices and curricula for the program development of students to age 21 and transition planning for adult services.
4. Continue with your action plan to transition students to their local schools by developing transition contracts and timelines.
5. Continue working on increased access to the general education curriculum and greater participation with non-disabled peers by working with local school districts to develop joint ventures and activities.
6. Investigate options for providing transportation to and from schools to support better training of bus drivers and support effective transitions from home to school.

ING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT

BUILDING LEVEL CASE STUDY DATA SUMMARY

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

School: The Birchtree Center	Date: December 3, 2008
Programs: Specialized Day Program	Number of Cases Reviewed: 2
Recorder/Summarizer: Colleen Bovi	

Name: Deb Sundheim	Building Level or <u>Visiting</u> (circle one)
Name: Jocelyn Lister	Building Level or <u>Visiting</u> (circle one)
Name: Stephanie Mariano	<u>Building Level</u> or Visiting (circle one)
Name: Christine Guarino	<u>Building Level</u> or Visiting (circle one)
Name: Glynn Talley	Building Level or <u>Visiting</u> (circle one)
Name: Catherine Cote	<u>Building Level</u> or Visiting (circle one)
Name: Shelly Fagen	<u>Building Level</u> or Visiting (circle one)
Name: Rebecca Walsh	Building Level or Visiting (circle one)
Name: Erin Conlan	<u>Building Level</u> or Visiting (circle one)
Name: Sandra Pierce-Jordan	<u>Building Level</u> or Visiting (circle one)
Name: Colleen Bovi	Building Level or <u>Visiting</u> (circle one)

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

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.						2					
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 <u>participating in a regular education setting with non-disabled peers</u> with necessary supports, student <u>has made progress in</u> the general curriculum.									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.											
A14.) <i>IF YES:</i> within 4 years?											
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?											

Access Strengths	Access Suggestions for Improvement
<ol style="list-style-type: none"> 1. The curriculum is tied to grade level expectations (GLEs) and the curriculum frameworks. 2. There is ongoing and accurate assessment to ensure access and progress. 3. Data are collected in every aspect of the program and used to report progress. 4. The IEPs and curriculum are focused on student needs. 5. The team is creative with their instruction utilizing Applied Behavior Analysis. 6. All programs are designed to enable students to transfer and generalize their skills and knowledge to various environments. 7. IEP development is truly collaborative. 8. Students' programs are enhanced by family and community support. 	<ol style="list-style-type: none"> 1. While there are opportunities for students at The Birchtree Center to be integrated within the Portsmouth community, the program is encouraged to increase opportunities for students to participate with typical peers.

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	
<u>Ed .1102 Transition Services CFR 300.43</u> <u>Ed. 1106 Process: Provision of FAPE CFR 300.124 Part C Transition</u> <u>Ed. 1109.01 Elements of an IEP (Transition Services)</u> <u>CFR 300.320(a)(7)(b) 20 U.S.C. 1402 (34)</u> <u>20 U.S.C. 1414 (d)(1)(A) and (d)(6)</u> <u>Ed. 1103 IEP Team CFR 300.320(b)</u> This includes movement from (a) Early Supports and Services (ESS) to preschool, (b) preschool to elementary school, or (c) age 16 or older, as well as from grade to grade and school to school.				
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		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. <i>(required data for federal statistics purposes)</i>				
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
<ol style="list-style-type: none"> 1. Daily program transitions begin as soon as the student steps on the bus. Staff may ride the bus if necessary. Students are greeted by the staff, including the Executive Director, as soon as the bus arrives on the campus. 2. The staff pre-teach skills and utilize visual supports to help students transition during the day. Staff fades prompts as appropriate. 3. Tasks are broken down into small steps and with verbal and gestural cues. 4. All field trips and community experiences are thoroughly planned. 5. Activities are designed to look as typical as possible. 6. Prior to enrollment, students visit the program. Staff prepares pictures and develops a book to assist with transition. 7. The Birchtree Center works closely with the family and the sending LEA to ensure a smooth transition into the program. 8. Data is collected and recorded beginning on the very first day. 	<ol style="list-style-type: none"> 1. Consider ways to engage parents and school districts in developing more formal transition plans to return students to their home schools when appropriate.

SUMMARY OF BUILDING LEVEL DATA

BEHAVIOR STRATEGIES AND DISCIPLINE		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.		2		
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			
<ol style="list-style-type: none"> 1. Data are collected in every aspect of the students' programs and all decisions are data driven. 2. Hypotheses are developed for the functions of behavior identified and defined by the team. 3. All intervention strategies are functionally based. 4. There is a strong focus on Applied Behavior Analysis and all instructors are supervised and trained by board certified behavior analysts. 5. There is a commitment to communicate regularly with all staff relative to the individual behavior programs. 6. The Birchtree Center has an exceptional home component that provides for consistency in programming. 				

Summary of Building Level Strengths and Suggestions

Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> 1. The Birchtree Center's staff is highly qualified, confident in their work, supportive of every team member and truly collaborative. 2. The strength of the team is their ability to implement best practices. 3. Behavioral approaches reduce unwanted behaviors by replacing with appropriate behaviors. 4. Parent training and support are provided. 5. The program runs for 12 months. 6. The Birchtree Center has an outreach program and specialists will travel to homes, schools and other community-based programs in New England to support students in more inclusive settings. 7. The administration of The Birchtree Center is exceptional in supporting best practices, providing ongoing professional development and creating a culture and climate of staff, student, family and community engagement. 	<ol style="list-style-type: none"> 1. The Birchtree Center is encouraged to increase physical space for academic and functional instructional programs. 2. The Birchtree Center is encouraged to investigate expanding early intervention/preschool services. 3. Expand opportunities to collaborate with the sending LEAs and the local school district regarding access to the general education curriculum.