

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

**Crotched Mountain School  
SUMMARY REPORT**

**Donald L. Shumway, Executive Director  
William H. Cossaboon, Director of Special Education**

Chairperson, Visiting Team:  
Kathryn L. Skoglund,  
Education Consultant

Site Visit Conducted on February 1, 2, 2010  
Report Date, April 20, 2010  
Revised Report Date July 20, 2010

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## **I. TEAM MEMBERS**

Visiting Team Members:

### **NAME**

### **PROFESSIONAL ROLE**

**Chairperson:** Kathryn L. Skoglund

Education Consultant, SERESC

Janet Reed

Director, private school

Michael O'Hara

Director, private school

Amy Clauson-Gilmet

Special Education Coordinator

Catherine Gray

CEO, private school

David Armstrong

Administrator, private school

Elizabeth Fowler

Special Education Coordinator, public school

Building Level Team Members

### **NAME**

### **PROFESSIONAL ROLE**

Ellen Banning

Special Education Teacher

Jean Harding

Service Coordinator/Therapist

Stacy Fiske

Occupational Therapist

Elizabeth Pagnotta

Speech Therapy Assistant

Karin Thibedeau

Physical Therapist

Ami O'Keefe

Special Education Teacher

Gwen Rumberg

Occupational Therapist

Keith Wolsiefer

Physical Therapist

Karen Hoffman

Speech Therapist

Donald Tilton

Adaptive Physical Education Teacher

Brianna Etter

Special Education Teacher

Jennifer Cavalli

Director of Student Services

Joan Foraker

Occupational Therapist

Shelly Riel

Physical Therapist

Katrina Hannigan

Speech/Language Pathologist

Bonnie Arpin

General Music Education Teacher

Denise Lefebvre

Vocational Trainer

Jennifer Scott

Teacher Assistant I

## II. INTRODUCTION

Crotched Mountain Rehabilitation Center is a private, non-profit organization dedicated to serving individuals with disabilities and their families, embracing personal choice and development, and building communities of mutual support. The mission of the school at Crotched Mountain is to provide an optimal educational experience to students age 6 to 21, furthering their educational effort by providing state-of-the-art assistance for their individuals' needs.

Crotched Mountain is approved for 128 students and is currently serving 122. All students are involved in the education program, which is a school year and summer program presently seeking approval as a year-round program. Other programs available to the students are residential. Approximately 30 students come to the day program from surrounding communities. While the majority of students are from districts in New Hampshire, there are also students from Massachusetts, New York, Maine, Connecticut, Vermont, New Jersey and Virginia.

### SCHOOL PROFILE

#### INSTRUCTIONS:

In this section of the application, the NHDOE is requesting that the private special education school gather information to provide a profile of the school. The data collected and recorded in this section will be used in the Case Study Compliance Review Report to provide a comprehensive description of the school. Please provide the following data.

<b>SCHOOL DEMOGRAPHICS</b>	<b>2008-09</b>	<b>2009-10</b>
Student Enrollment <u>as of December 1</u>	124	122
Do you accept out-of-state students? If so, list number from each state in 09-10	NH-60, MA-39, PA-1, NY-10, CT-2, VT-4	
Number and Names of Sending New Hampshire LEAs (as of October 1, 2009)	see attached	
# of Identified Students Suspended One or More Times	0	0
Average Length of Stay for Students	8.7 years	7.4 years
<b><u>STAFF DEMOGRAPHICS</u></b>		
Student/Teacher Ratio (as of Oct. 1)	6:1	4:1
# of Certified Administrators	2	2
# of Certified Teachers	20	26
# of Teachers with Intern Licenses	6	4
# of Related Service Providers	22	25
# of Paraprofessionals	11	22
# of Professional Days Made Available to Staff	3	3

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

<b>SPECIAL EDUCATION PROGRAM DATA</b>		
<b><u>Primary Disability Types:</u></b>	<b>2008-09</b>	<b>2009-10</b>
Autism Spectrum	51	49
Deaf / Blindness	0	0
Deafness	0	0
Emotional Disturbance	29	23
Hearing Impairment	8	0
Mental Retardation	41	23
Multiple Disabilities	62	45

Orthopedic Impairment	0	4
Other Health Impairment	54	37
Specific Learning Disabilities	2	0
Speech or Language Impairment	7	5
Traumatic Brain Injury	8	5
Visual Impairment	21	6
Developmental Delay ages 3-9	25	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 Crotched Mountain School on February 1 and 2, 2010, for the purpose of reviewing the present status of programs and services made available to children and youth with educational disabilities. Program Approval Visits are conducted using a Case Study Model that is a focused review. This focused review permits the NHDOE to leverage its impact for change and improvement within private special education schools statewide, by focusing the attention of all educators on the following three areas of critical importance in the provision of FAPE for students with disabilities.

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

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

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

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

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 Crotched Mountain School. Their professionalism, active involvement in the process and cooperation were greatly appreciated and well recognized.

Evidence of the work conducted and results related to student outcomes was gathered throughout the process, guided by the materials and templates provided by the NHDOE, Bureau of Special Education. Examples of evidence included student individual education plans (IEPs), progress reports, samples of student work, grades, extracurricular involvement, permanent records, curriculum, etc. Input was gathered from key constituents, 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 July 5, 2005, NHDOE Special Education Program Approval Report, the following patterns were identified as needing improvement:

Findings of Noncompliance	Status as of May 15, 2006	Status as of February 1,2, 2010
<b>ED 1109.04 Formally invite all students over 14 to IEP meetings</b>	<b>MET</b>	<b>NOT MET:</b> There was no evidence of formal invitations to students over 14 to attend IEP meetings.
<b>ED 1133.05 Regular Education Certification</b>	<b>IN PROGRESS:</b> Crotched Mt. staff was to use distance learning opportunities and/or video conferencing for foreign language instruction as students required; also Crotched Mt. was to hire per diem certified educators in Math to consult with Crotched Mt. staff 4 times per year.	<b>NOT MET:</b> Crotched Mt. does not have staff certified in Business or World Language, nor is there a consultant available for these courses. Additionally, Crotched Mt. does not have curricula developed for Info/Communication Technology or Technical Education

#### V. FEBRUARY 1, 2, 2010 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 (schools or private settings) 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.

Three randomly selected case studies were conducted at Crotched Mountain School on order to have a broad view of the special education and related services provided by the school. The first student was a 13 year old female with an educational disability of Other Health Impaired. Her program was delivered in a classroom with Licensed Nursing Assistant (LNA) support from the Hospital Residence. Another student was a 9-year-old male identified with Multiple Disabilities. A student at Crotched Mountain School since 2008, his programming focuses on behaviors, as well as cognitive skills. The third case study was of a 20-year-old female again with Multiple Disabilities who is beginning the process of transitioning out of Crotched Mountain into Adult Services. These students received services ranging from academics, to related services (OT, PT, speech therapy, and behavioral counseling), to pre-vocational training as appropriate. Since these students were randomly selected, it so happened that each of them was being educated at Crotched Mountain and none were receiving any services in the community or with non-disabled peers. However, other students at Crotched Mountain are able to participate in activities in the public schools in near-by school districts, work in vocational areas such as the kitchen and maintenance, as well work on the farm owned and run by Crotched Mountain.

## LEA SURVEYS

Private schools provide necessary options to New Hampshire students with educational disabilities. Effective partnerships with LEAs are an important part of establishing and implementing successful private special education programs that improve student outcomes. By surveying LEA perceptions of current program(s), private schools can self assess these relationships and determine if there are areas in need of improvement. To this end, Crotched Mountain School (CMS) distributed the LEA Survey to the contact people in all LEAs that have students currently enrolled in the school. They received a **50% response** from the LEAs.

### SUMMARY REPORT OF SENDING LEAs

Name of Private School: <b>Crotched Mt. School</b>		
Total number of surveys sent: <b>32</b>	Total # of completed surveys received: <b>16</b>	Percent of response: <b>50%</b>

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

**Analysis of Responses: The following is information compiled by the Crotched Mountain staff from analyses of the surveys:**

Crotched Mountain staff distributed 32 surveys to their sending school districts in New Hampshire. The survey solicits information on areas such as student progress, communication, behavioral supports, and overall district satisfaction. The responses from the sending districts followed several themes: cost of the program, use of terminology for related services,

requests from Crotched Mountain team members to increase services (relative to costs), billing services and futures planning.

- Sending districts commented on the initial cost of a placement at Crotched Mountain School and the fact that requests from Crotched Mt. School team members to increase services after the student is placed increases already high costs. While Crotched Mt. School staff recognizes that the cost may be a burden to the district, they believe that students placed at Crotched Mt. School require a service delivery and intensity that school districts cannot generally provide. Crotched Mt. School staff feels their recommendations are based on student need and not driven by cost factors.
- Responding school districts commented on the confusion resulting from the use of terminology such as “psychological services” and “consultation”. Part of this confusion is related to entering services in NHSEIS (New Hampshire Special Education Information System); definitions of terms may be confusing between the two systems. To further complicate this issue, Crotched Mt. School receives both Case-e and EZ-IEP documents and in an attempt to have a common document for the Crotched Mt. School staff, a “Crotched Mountain” IEP was developed. The potential is there for inaccurate transfer of terms and services.
- The confusion of terminology and the billing system used by the Crotched Mt. School are connected. Language used in IEPs, in NHSEIS, and in billing statements may not be the same, and the billing statements confuse sending districts.
- A significant number of responding school districts felt that Crotched Mt. School does not adequately plan for potential transitions for their students. Crotched Mt. School students may remain at Crotched Mountain until their 21<sup>st</sup> birthday; parents and Crotched Mt. School staff feel that FAPE is being delivered in most of these circumstances and the student’s level of independence dictates the location of service delivery.

### PARENT PARTICIPATION

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

Crotched Mountain staff distributed 68 Parent Surveys and had a 34% return. Parents reported that their children felt safe and secure at Crotched Mountain. They also felt their children had access to the general curriculum and had opportunities to interact with non-disabled peers. The only concerns noted centered on receiving credits toward a high school diploma and planning for transitions. The parents reporting on these concerns had children of high school age. Additionally, there was a high number of parents leaving these responses blank rather than including a specific comment.

### SUMMARY OF PARENT SURVEY DATA

Name of Private School: <b>Crotched Mt. School</b>		
Total number of surveys sent: <b>61</b>	Total # of completed surveys received: <b>21</b>	Percent of response: <b>34%</b>

<b>ACCESS TO THE GENERAL CURRICULUM:</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>No Answer</b>
I am satisfied with my child's program and the supports that he/she receives.	15	6	0	0
My child has opportunities to interact with non-disabled peers on a regular basis.	11	6	4	0
I am adequately informed about my child's progress.	15	6	0	0
My child is informed about and encouraged to participate in school activities outside of the school day, and is offered necessary supports.	10	7	3	1
My child feels safe and secure in school and welcomed by staff and students.	17	0	3	1
A variety of information (observations, test scores, school work, parent input) was used in developing my child's IEP.	17	4	0	0
I am satisfied with the progress my child is making toward his/her IEP goals.	12	7	0	2
<b>FOR PARENTS OF HIGH SCHOOL STUDENTS ONLY:</b>				
My child earns credits toward a regular high school diploma in all of his/her classes.	5	3	5	8
<b>TRANSITION:</b>				
I am satisfied with the planning and support provided for the moves my child has made from grade to grade and school to school.	11	5	1	4
All of the people who are important to my child's transition were part of the planning.	13	4	0	4
<b>FOR PARENTS OF STUDENTS AGE 16 OR OLDER ONLY:</b>				
I am satisfied with the written secondary transition plan that is in my child's IEP.	7	7	1	6
<b>BEHAVIOR STRATEGIES AND DISCIPLINE:</b>				
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>	<b>YES</b>		<b>NO</b>	
				<b>No Answer</b>
I have been involved in the development of behavior interventions, strategies and supports for my child.	10	3	0	8
I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs.	9	6	0	0
<b>OTHER:</b>				
I fully participate in special education decisions regarding my child.	15	3	0	3
I have been provided with a copy of the procedural safeguards (parental rights) at least once a year	20	0	0	1

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

**Access To The General Curriculum**

**Implementation of Individual Education Plans (IEPs)**

**Provision of Non-Academic Services**

**Full Access to the District's Curriculum**

**Equal Education Opportunity**

A review of the curricula developed to date by the Crotched Mountain staff reveals an exemplary document. Based on the New Hampshire Frameworks, it provides the flexibility and accountability needed for the wide range of needs and abilities Crotched Mountain serves. The curriculum supports effective implementation of IEPs and permits full access. Although Crotched Mountain supplies a wide range of non-academic services on site, additional opportunities are available in nearby school districts and through pre-vocational and vocational work. Educational, medical, and residential staffs collaborate in assuring student access to all academic and non-academic opportunities. The IEPs reviewed addressed the needs of the individual students and reflected the wide range of options available at the school. It should be

noted, however, that Crotched Mountain still needs to develop curricula for Information/Communication Technology (all levels), Technology Education (high school), Business (high school), and World Languages (high school).

## **Transition**

### **Transition Planning**

#### **Process: Provision of Free Appropriate Public Education (FAPE)**

#### **Transition Services:**

Although general transition planning is a thoughtful and focused process at Crotched Mountain, the documentation of that work needs to be frequent and more thorough. Because transition services are abundant at Crotched Mountain, it is easy to see them as integrated into the daily routine; the grade-to-grade and program-to-program movement is seamless and students are supported throughout the process. Transition for those students at ages 14 and 16 respectively and those moving to adult programming needs to be more deliberate, more clearly involve the sending school district, and reflect clearer documentation. Transition planning, as required by state and federal regulations, needs to be formalized and clearly documented. As noted in both the Parent and LEA Survey Summaries, both parents and school districts had concerns regarding Transition Planning. Parents specifically commented on confusion around the receipt of credits for high school students.

## **Behavior Strategies and Discipline**

Behavioral supports are clearly integrated into the day-to-day operations at Crotched Mountain School. The school-wide behavior model of Gentle Teaching is used consistently and reflects an atmosphere of mutual respect and caring. Data are consistently used in monitoring for Gentle Teaching and all staff working with students are given copies of individual student behavior programs. There is little disruption to the school routine since students are supported through the practices noted above. Although Functional Behavioral Assessments (FBA) are utilized for modifying and/or developing behavior plans, it is recommended that written criteria for requesting an FBA be developed.

## **Special Education Policies**

The Crotched Mountain Policies and Procedures Manual was submitted along with the Application materials for the Crotched Mountain School Case Study process. Additionally, Current Program Information, a Staff Roster, and the Self Study were provided. Review and verification of these documents found them to be in compliance with “New Hampshire Rules for the Education of Children with Disabilities” with the exception of having certified staff/ consultants and/or curricula for Business, World Languages, Tech Ed and Info/Communication Technology at the high school level.

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

At the time of the Case Study Compliance Review, Crotched Mt. submitted a request for approval of a new preschool program, as well as a request to add Developmental Delay to the list of disabilities for which they are approved. This request will be processed as soon as staff are hired for the program and their certifications are verified.

## **COMMENDATIONS**

Upon the conclusion of the Case Study at Crotched Mountain School the building and visiting team members combined their feedback and observations over the two days. Team members considered the case study presentations, IEPs, classroom observations, interviews of parents, administrators, and board members, as well as informal conversations with faculty, staff and students. What follows is a list of commendations, findings of non-compliance, and suggestions for improving program operations compiled by the visiting team.

1. The curriculum document prepared to date by the Crotched Mountain staff is exemplary. Based on the New Hampshire Curriculum Frameworks, it provides an extensive scope and sequence appropriate for the wide range of abilities and needs of the Crotched Mountain population. Crotched mountain staff is aware that additional work needs to be done to expand the document to include all required content areas.

2. Data is consistently gathered, analyzed, and applied to program development or correction. Crotched Mountain School is a data-rich environment and faculty and staff use data to drive decisions about supports and services to students.
3. The Crotched Mountain student population is a challenging one and requires significant skills and commitment from those who support them. Every staff member we met reflected high quality training, but more importantly reflected the compassionate nature necessary to move these students forward in an atmosphere of mutual respect and caring.
4. The use of innovative technology is evident throughout the school. Wherever possible, technology is integrated into the daily work of students. One shining example is of a young person residing in the hospital complex at Crotched Mountain who was “Skyping” into a classroom in her sending school district.
5. Teachers trained in the techniques of Project READ bring strong instructional skills to all students in Literacy.
6. Behavioral management is fully integrated into the daily operations of Crotched Mountain School. All staff is fully informed regarding techniques for intervention and understands the behavioral requirements of their students.
7. Classroom operations are seamless. Student transitions for related services, change of classrooms, and movement throughout the large plant are smooth and assure little disruption of student schedules.
8. The teaching faculty at Crotched Mountain makes a supreme effort to plan collaboratively and cross-train staff. These practices allow a student’s schedule to proceed uninterrupted if there are staff changes or illnesses.
9. The process of transitioning students into Crotched Mountain from the sending school district is thorough and deliberate. Students and their families are engaged in the process as the new student is introduced to his/her new classmates and routine.
10. The Crotched Mountain staff is supportive of their students in a variety of ways, not the least of which is in planning for them to leave the Crotched Mountain campus. Staff works with parents and students in developing a vision of a student’s future that is practical, appropriate, and caring. Students are urged to step outside of their comfort zone and take (appropriate) risks to stretch themselves and increase their options.

**FINDINGS OF NONCOMPLIANCE IDENTIFIED AS A RESULT OF THE  
FEBRUARY 1, 2, 2010 CASE STUDY COMPLIANCE REVIEW**

Findings of noncompliance are defined as deficiencies that have been identified through the Case Study Compliance Review Process, which are in violation of state and federal special education rules and regulations. Findings of 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 findings 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 Findings of Noncompliance to Be Addressed by Both the LEA and Private School Setting:**

**ED 1109.01; CFR 300.320: Contents of an IEP**

**Responsible School District: Kearsarge**

IEP goals are not written in measurable terms. (1 out of 3 IEPs)

**ED 1107.01(a)/34CFR 300.305(a-d) Re-evaluation Requirements**

**Responsible School District: Milford**

Although IEP teams had agreed, upon review of existing information, that additional evaluation was not required to confirm that these students continued to be children with disabilities, no documentation of that process was available. (1 out of 3 IEPs)

## **Program Specific Findings of Noncompliance to Be Addressed by the Private School Setting:**

### **ED 1114.05(j): Required content areas/certified staff (or consultants) for required areas;**

#### **ED 306.15 Certified Staff or Consultants:**

For those students at Crotched Mountain School who are earning a high school diploma, consultants must be available to the school if certified teachers in the required content areas are not on staff. Neither consultants nor certified teachers are available in Business or World Languages. Additionally, Crotched Mountain School must develop curricula in the following content areas: Information/Communication Technology (all grade levels), Technology Education (high school), Business (high school), and World Languages (high school).

## **SUGGESTIONS FOR PROGRAM-WIDE IMPROVEMENT**

Suggestions for improvement, simply stated, are recommendations provided by the visiting team that are intended to strengthen and enhance programs, services, instruction and professional development, and the NHDOE strongly encourages that serious consideration be given to the suggestions. However, discretion may be used in this area; suggestions for improvement are not considered to be required corrective actions and you may determine which suggestions most warrant follow up and address those in your corrective action plan.

**System wide suggestions for improvement are listed below.** It should be noted that, in the Building Level Data Summary Report on the following pages, any suggestion made by a visiting team member that is actually a finding of noncompliance, has an asterisk (\*) before it, and it is also listed above with the Findings Of Noncompliance.

1. Crotched Mountain is to stop immediately the practice of developing a “Crotched Mountain” IEP. It is the responsibility of the sending district to develop the IEP and to provide the agreed-upon IEP to Crotched Mountain. Both Crotched Mountain and the sending district should understand that the services called for in the IEP cannot begin until the document is agreed to. It is suggested that Crotched Mountain include in their admissions policy a plan of not allowing the student to enroll until an agreed-upon IEP is in place.

2. It is suggested that the Crotched Mountain School staff develop a written protocol to determine the need for a Functional Behavioral Analysis (FBA). In the review of case study files, it was found that the use of FBAs was inconsistent and, if used more frequently, would be useful in developing the IEP and/or behavior management plans.

\*3. In the files reviewed by the visiting team, it was common to see that the IEP team had determined that formal re-evaluations were not required. While it may have been appropriate to proceed without a re-evaluation, documentation of this decision must be created, provided to parents, and be included in the meeting minutes in the student’s file.

\*4. It is critical that documentation of all persons attending an IEP Transition Planning meeting be included in the meeting minutes.

5. Crotched Mountain staff is strongly urged to develop protocols for Transition procedures. Such protocols could address issues of timelines, attendance at meetings, involvement of outside agencies, vision planning, and all other Transition criteria under Indicator #13 of the State Performance Plan. In addition, periodic meetings to review Transition Plans and their components will assist in assuring that all elements of transition planning are addressed.

6. While the visiting team found that communication among and between IEP teams and IEP team members was good, it is suggested that a routine and regular system of communication be established and followed by all IEP team members. These are complicated IEP programs and Crotched Mountain offers many levels of care and support; coordinating these services in a clear and transparent manner will be supportive of all students.

7. By nature of their disabling conditions, most students at Crotched Mountain will participate in the NECAP-ALT. A more deliberate design of the ALT assessment may result in additional useful information for the IEP team.

\*8. The teaching staff at Crotched Mountain has made good strides toward writing measurable goals. It is suggested that formal training continue toward this end.

9. Crotched Mountain has completed a strong integrated curriculum providing access for all students. It is important that all teaching staff is introduced to the new curriculum and that it is implemented as intended in every classroom.

10. While the program descriptions reflect opportunities beyond the Crotched Mountain campus that provide access to non-disabled peers, the students in our case studies did not necessarily participate in off-campus activities. It is important to assure that all students have access to non-disabled peers as appropriate.

# 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: Crotched Mountain School

Date: February 1,2, 2010

Programs:

Number of Cases Reviewed:3

How many of the reviewed students are age 16+? 1

Recorder/Summarizer:

K.L. Skoglund, Chair, Visiting Team

Name: Janet Reed	Visiting
Name: Michael O'Hara	Visiting
Name: Amy Clausen-Guillmette	Visiting
Name: Catherine Gray, CEO	Visiting
Name: David Armstrong	Visiting
Name: Elizabeth Fowler	Visiting
Name: Ellen Banning	Building Level
Name: Jean Harding	Building Level
Name: Stacey Fiske	Building Level
Name: Elizabeth Pagnotta	Building Level
Name: Karin Thibedeau	Building Level
Name: Ami O'Keefe	Building Level
Name: Gwen Rumberg	Building Level
Name: Keith Wolsiefer	Building Level
Name: Kara Hoffman	Building Level
Name: Donald Tilton	Building Level
Name: Brianna Etter	Building Level
Name: Jennifer Cavalli	Building Level
Name: Joan Foraker	Building Level
Name: Shelly Riel	Building Level
Name: Katrina Hannigan	Building Level

Name: Bonnie Arpin	Building Level
Name: Denise Lefebvre	Building Level
Name: Jennifer Scott	Building Level
Name: Jean Harding	Building Level
Name: Stacey Fiske	Building Level

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

<b>ACCESS TO THE GENERAL CURRICULUM STATEMENTS</b>						Filled in with the combined <u>number</u> 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"								
A1.) Team uses multiple measures to design, implement and monitor the student's program.						3		
A2.) All IEP goals are written in measurable terms.						2	1	
A3.) Student's IEP has at least one functional goal.								X
A4.) Student has made progress over the past three years in IEP goals. Goal 1						3		
A5.) Student has made progress over the past three years in IEP goals. Goal 2						3		
A6.) Student <u>has access to</u> the general curriculum (as outlined by the district, sending district or NH frameworks.)						3		
A7.) Student <u>participates in</u> the general curriculum <u>in a regular education setting with non-disabled peers</u> , as appropriate, with necessary supports.								3
A8.) When <u>participating in a regular education setting with non-disabled peers</u> with necessary supports, student <u>has made progress in</u> the general curriculum.								3
A9.) Student <u>participates</u> appropriately in state, district and school-wide assessments.						3		
A10.) Student <u>shows progress</u> in state, district and school-wide assessments.						3		
A11.) Student <u>has opportunities</u> to participate in general extracurricular and other non-academic activities with necessary supports.						3		
A12.) Student <u>does participate</u> in general extracurricular and other non-academic activities with necessary supports.						3		
A13.) 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? <b>If not, was it due to:</b> (check all that apply)						<b>See below</b>		
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 : 2 re-evals waived; 1: info not available			
<b>For High School Students:</b>						<b>YES</b>	<b>NO</b>	
A14.) Student is earning credits toward a regular high school diploma.							3	
A15.) <i>IF YES:</i> within 4 years?								
A16.) Student will earn an IEP diploma or a certificate of competency.						3		
A17.) <i>IF YES:</i> within 4 years?							3	
A18.) Does this school have a clear policy for earning a high school diploma?						X		

Access Strengths	Access Suggestions for Improvement
<ol style="list-style-type: none"> <li>1. The teaching assistants employed at Crotched Mountain are actively involved in planning and implementation of instruction, making them an integral part of the education process in support of the students. Further, the teaching assistants participate in numerous professional development activities.</li> <li>2. The parents of the students reviewed through the case study process expressed great faith in the Crotched Mountain staff and program and felt like an integral part of the IEP and school team.</li> <li>3. The use of technology, specifically communication devices, is integrated into the structure of the classroom as well as the school community, enabling students to participate fully in the school experience.</li> <li>4. All teaching staff observed at Crotched Mountain have the ability to teach curriculum flexibly, modifying and adapting to meet individual student needs as indicated.</li> <li>5. There is a wealth of resources available to enhance the education process and enrich student learning.</li> <li>6. The amount of positive and constructive reinforcement is noticeable in the school setting and contributes to the positive atmosphere.</li> </ol>	<ol style="list-style-type: none"> <li>1. Although the teaching assistants at Crotched Mountain are skilled and an integral part of the education system, it is suggested that the process for evaluating and monitoring their work be more transparent. The “incidental” teaching they do should be captured and credited in a formal manner.</li> <li>2. It appears that 3 year re-evaluations are often waived and it is the prerogative of the full IEP team to do this. However, it is suggested that those decisions be carefully discussed and fully documented in order to clarify the rationale behind the decision.</li> <li>3. It has been suggested that the work Crotched Mountain has begun on writing measurable goals continue. In addition, staff should assure that measurable goals are written across all domains and services. Developing IEPs by domain (rather than academic content area or related services) may make these complicated IEPs somewhat clearer and easier to implement and measure.</li> </ol>

<b>TRANSITION STATEMENTS</b>		<b>Filled in with the combined number of times a statement is marked on all Data Collection Forms for this school or building</b>	
<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.		<b>YES</b>	<b>NO</b>
T1.) Transition planning from grade to grade takes place.		3	
T2.) Transition planning from school to school takes place.		3	
T3.) Collaboration has occurred between general and special education staff in IEP development and in transition planning.		3	
T4.) <b>For a student who will turn age 14 during the IEP service period</b> (or younger if determined appropriate by the IEP team,) does the IEP include <b>a statement of the transition service needs</b> that focuses on the student's course of study, such as participation in advanced-placement courses or a vocational education program? <b>Ed 1109.01 (10)</b>			3: NA
<b>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.</b>			
T5.) Transition planning is designed as a results oriented process that promotes movement from school to the student's desired post-school goals.		1	
T6.) IEP team includes parent as part of transition planning.		1	
T7.) IEP team and process includes student as part of transition planning.		1	
T8.) IEP includes current level of performance related to transition services.			1
T9.) There is documentation that the student has been invited to attend IEP meetings.			1
T10.) A statement of the transition service needs is included in the IEP.			1
T11.) The statement of transition service needs focuses on the student's course of study (e.g. vocational programming, advanced placement).			1
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. <b>(required data for federal statistics purposes)</b>			1
T13.) Statement of needed transition services is presented as a coordinated set of activities.			1
T14.) The IEP includes a statement of needed transition services and considers instruction.		1	
T15.) The IEP includes a statement of needed transition services and considers community experiences.			1
T16.) The IEP includes a statement of needed transition services and considers development of employment skills.			1
T17.) Student is informed prior to age 17 of his/her rights under IDEA.** Student is under legal parental guardianship.			**
<b>Only the following 4 statements may be answered N/A if appropriate. All statements above must be answered Yes or No.</b>		<b>YES</b>	<b>NO</b>
T18.) There is documentation that representatives of other agencies have been invited to IEP meetings.			1
T19.) The IEP includes a statement of needed transition services and considers related services.			1
T20.) The IEP includes a statement of needed transition services and considers development of daily living skills.			1
T21.) If the student is preparing to graduate this year, there is a summary of the student's <b>academic achievement and functional performance</b> , which includes recommendations on how to assist the student in meeting his or her post-secondary goals.			1

Transition Strengths	Transition Suggestions for Improvement
<ol style="list-style-type: none"> <li>1. When transitioning students into Crotched Mountain, the staff implement any special training needed to support the child and make his/her transition into the school as smooth as possible.</li> <li>2. It is evident that much work is being done by all school staff (as well as medical and residential staff) to enhance the students' independence.</li> <li>3. Good communication is evident in managing the transitions between the school, the hospital, and the residence for those students who are in all three settings.</li> </ol>	<ol style="list-style-type: none"> <li>1. *It is critical that: <u>Either</u> a Statement of Transition Service Needs <u>Or</u> a Transition Plan be included in the development of IEPs for all students turning 14 or 16 respectively.</li> <li>2. Holding periodic meetings to review student Transition Plans would encourage frequent reviews of transition issues for students coming into, or leaving, Crotched Mountain. Such practice would also provide routine benchmarking of Transition Goals for students while attending Crotched Mountain.</li> </ol>

## SUMMARY OF BUILDING LEVEL DATA

<b>BEHAVIOR STRATEGIES AND DISCIPLINE</b>		<b>Filled in with the combined number of times a statement is marked on all Data Collection Forms for this school or building</b>		
<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.		3		
B2.) Has this student ever been suspended from school?			3	
B3.) If yes, for how many days?				
B4.) If appropriate, a functional behavior assessment has been conducted.		2		1
B5.) IEP team has addressed behaviors that are impacting student learning.		3		
B6.) A behavior intervention plan has been written to address behaviors.		2	1	
B7.) All individuals working with the student have been involved in developing behavior intervention strategies.		3		
B8.) Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.		3		
B9.) Results of behavior intervention strategies are evaluated and monitored.		3		
B10.) A school-wide behavior intervention model exists.		x		
<b>Behavior Strategy Strengths</b>		<b>Behavior Strategy Suggestions for Improvement</b>		
<p>1. Crotched Mountain has adopted the practices of “Gentle Teaching” throughout the institution. This not only provides a systematic approach to behavior management, but also contributes to the atmosphere of mutual respect and caring.</p> <p>2. The combination of “Gentle Teaching” and “Mandt System” (a discipline approach) results in a calm and orderly feeling throughout the school.</p> <p>3. It is clear that all staff have been trained in the above techniques; any student who displayed any behavioral issues was quickly and appropriately addressed by any staff who were with the student or nearby.</p>		<p>1. Although it is clear that behavior management is a strength at Crotched Mountain, the application of ABA (Applied Behavioral Analysis) may be helpful with certain students.</p>		

### Summary of Building Level Strengths and Suggestions

Strengths	Suggestions for Improvement
<p>1. The teaching assistants employed at Crotched Mountain are actively involved in planning and implementation of instruction, making them an integral part of the education process in support of the students. Further, the teaching assistants participate in numerous professional development activities.</p> <p>2. The parents of the students reviewed through the case study process expressed great faith in the Crotched Mountain staff and program and felt like an integral part of the IEP and school team.</p> <p>3. The use of technology, specifically communication devices, is integrated into the structure of the classroom as well as the school community, enabling students to participate fully in the school experience.</p> <p>4. All teaching staff observed at Crotched Mountain have the ability to teach curriculum flexibly, modifying and adapting to meet individual student needs as indicated.</p> <p>5. There is a wealth of resources available to enhance the education process and enrich student learning.</p> <p>6. The amount of positive and constructive reinforcement is noticeable in the school setting and contributes to the positive atmosphere</p> <p>7. When transitioning students into Crotched Mountain, the staff implement any special training needed to support the child and make his/her transition into the school as smooth as possible.</p> <p>8. It is evident that much work is done by all school staff (as well as medical and residential staff) to enhance the students' independence.</p> <p>9. Good communication is evident in managing the transitions between the school, the hospital, and the residence for those students who are in all three settings.</p> <p>10. Crotched Mountain has adopted the practices of "Gentle Teaching" throughout the institution. This not only provides a systematic approach to behavior management, but also contributes to the atmosphere of mutual respect and caring.</p> <p>11. The combination of "Gentle Teaching" and "Mandt System" (a discipline approach) results in a calm and orderly feeling throughout the school.</p> <p>12. It is clear that all staff have been trained in the above techniques; any student who displayed any behavioral issues was quickly and appropriately addressed by any staff who were with the student or nearby.</p>	<p>1. Although the teaching assistants at Crotched Mountain are skilled and an integral part of the education system, it is suggested that the process for evaluating and monitoring their work be more transparent. The "incidental" teaching they do should be captured and credited in a formal manner.</p> <p>2. It appears that 3 year re-evaluations are often waived and it is the prerogative of the full IEP team to do this. However, it is suggested that those decisions be carefully discussed and fully documented in order to make clear the rationale behind the decision.</p> <p>3. It has been suggested that the work Crotched Mountain has begun on writing measurable goals continue. In addition, staff should assure that measurable goals are written across all domains and services. Developing IEPs by domain (rather than academic content area or related services) may make these complicated IEPs somewhat clearer and easier to implement and measure.</p> <p>4. It is critical that all elements of Indicator # 13 (New Hampshire's Special Education State Performance Plan) be met in the development of IEPs for all students turning 14 or 16 respectively.</p> <p>5. Holding periodic meetings to review student Transition Plans would encourage frequent reviews of transition issues for students coming into, or leaving Crotched Mountain. Such practice would also provide routine benchmarking of Transition Goals for students while at Crotched Mountain.</p> <p>6. Although it is clear that behavior management is a strength at Crotched Mountain, the application of ABA (Applied Behavioral Analysis) may be helpful with certain students.</p>