

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

**GRANITE HILL SCHOOL
SUMMARY REPORT**

**MARK BISSELL, Executive Director
DANIELLE PARANTO, Principal**

Chairperson, Visiting Team:
Mary Anne Byrne
Education Consultant

Site Visit Conducted on November 17 and 18, 2009
Report Date, December 11, 2009

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I. TEAM MEMBERS

Visiting Team Members:

NAME	PROFESSIONAL ROLE
Chairperson: Mary Anne Byrne	Education Consultant
Shaun Bean	Teacher
Deborah Mahar	Teacher
Amy Sarsfield	Assistant Director of Student Services
Diane Lurvey	Director of Special Education

Building Level Team Members:

NAME	PROFESSIONAL ROLE
Kate Sargent	Teacher
Richard Robinson	Teacher
Joyce Wright	Special Education Coordinator
Danielle Paranto	Principal
Nash Reddy	Assistant Principal
Nicole Galloway	Teacher

II. INTRODUCTION

The Granite Hill School in Newport, New Hampshire serves 32 male and female students, grades 6-12/ ages 11-21, identified with Emotional Disturbances, Other Health Impairments, Specific Learning Disabilities and/or Autism (mild Aspergers). Currently 3 students reside in the nearby Orion House and are enrolled as day students at Granite Hill School. In addition to the day program, the school offers work study options and afternoon and evening classes to meet the varied needs of their students. The school has non-public school approval and is able to grant a high school diploma based on the New Hampshire required 20 credits.

The work study and vocational opportunities, supervised by a vocational trainer, are based on a model of experiential education and participatory learning in approved settings. The tiered approach to providing these opportunities includes: community service, volunteering, employment training, job-shadowing, internships and part-time employment. Students advance in the program based upon established criteria and on-going evaluation.

Social skills, education and behavior regulation skills are the foundation of the mission and vision of Granite Hill School. As a mission, Granite Hill School would like to expand the academic and social skills of each student. They strive to provide a quality, individualized educational program, and to develop the methodology and practices of an educational institution of the highest quality. As a vision, Granite Hill School would like to become a recognized leader in the field of private, social skills education.

SCHOOL DEMOGRAPHICS	2008-09	2009-10
Student Enrollment <u>as of December 1</u>	32	32
Do you accept out-of-state students? If so, list number from each state in 09-10	Yes, 1 Vermont	
Number and Names of Sending New Hampshire LEAs (as of October 1, 2009)	SAU #s: 38,46,6,29,71,62,60,47,23,29, 65	
# of Identified Students Suspended One or More Times	2	1
Average Length of Stay for Students	16 months	16 months
STAFF DEMOGRAPHICS		
Student/Teacher Ratio (as of Oct. 1)	3:1	3:1
# of Certified Administrators	3	4
# of Certified Teachers	7	7
# of Teachers with Intern Licenses	1	2
# of Non-certified Teachers	2	2
# of Related Service Providers	2	2
# of Paraprofessionals	1	1
# of Professional Days Made Available to Staff	10 days	10 days
SPECIAL EDUCATION PROGRAM DATA		
<u>Primary Disability Types:</u>	2008-09	2009-10
Autism	2	2
Deaf / Blindness		

Deafness		
Emotional Disturbance	14	19
Hearing Impairment		
Mental Retardation		
Multiple Disabilities		
Orthopedic Impairment		
Other Health Impairment	6	3
Specific Learning Disabilities	10	8
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 Granite Hill School on November 17 and 18, 2009 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 or changed special education programs seeking approval from the NHDOE (if applicable)

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 Granite Hill 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 August 29, 2007 NHDOE Special Education Program Approval Report, the following patterns were identified as needing improvement:

Findings of Noncompliance	Status as of August 25, 2008	Status as of November 17 &18, 2009
Ed. 1109.01 Elements of an IEP - The IEPs reviewed did not consistently contain coordinated, <u>measurable</u> , annual IEP goals and a description of transition services that will reasonably enable the student to meet the post-secondary goals.	Met	Although the annual IEP goals were written in measurable terms and the transition services were coordinated and addressed the students' interests and preferences, the post-secondary goals were not written in measurable terms.
CFR 300.347 Content of IEP – The IEP reviewed did not include a statement that the student had been informed of his/her rights that will transfer to the student at the age of majority.	Met	Met
Ed. 1119.08 Diplomas – The student record reviewed did not have a statement explaining how the student will earn credits toward a high school diploma.	Met	Met

V. NOVEMBER 17 AND 18, 2009 CASE STUDY COMPLIANCE REVIEW RESULTS

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

Three students were randomly selected for the case studies presented by Granite Hill School. The students, each from a different sending district, were selected to represent program, grade level, disability, and gender differences. The case studies included two males and one female in 8th, 11th and 12th grades with emotional disturbances, other health impairments and/or speech/language impairments. Two students were in the regular day program and one was in the work study program, attending classes in the afternoon and evening.

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, Granite Hill School distributed the LEA Survey to the contact people in all LEAs that have students currently enrolled in the school. They received a **100% response** from the LEAs-a remarkable return.

SUMMARY REPORT OF SENDING LEAs

Total number of surveys sent: 11	Total # of completed surveys received: 11	Percent of response: 100%
Number of students placed by: LEA: 100%	Court:	Parent:

SCALE 4 STRONGLY AGREE 3 AGREE 2 DISAGREE 1 STRONGLY DISAGREE

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

19. The school team sets meeting times that are convenient for both parents and LEA.	5	2	1		3
20. The school has met my expectations.	8	2			1
21. I have a good relationship with the school.	8	3			
22. I would enroll other students at the school.	8	1			2

The following is the analysis of the LEA Survey (from 100% of the LEAs) that was submitted by Granite Hill School:

The survey findings suggest that some LEAs would prefer more communication around the scheduling of meetings; in particular the meetings held with regard to student discharges. One LEA would like Granite Hill School to be more proactive in transitioning students to less restrictive environments.

The survey results reflect relatively less satisfaction with the related services. In response to this, clarification with LEAs on the related services can be highlighted to offer further understanding in this area. Although the survey does not reflect any recommendations in this area, it would be prudent to highlight what related services are possible within the school. 80% of total survey answers were “Strongly Agree” suggesting that most LEA’s are very satisfied with the programming provided to their students while at Granite Hill School. Questions 1 and 2 both had the highest responses with “Strongly Agree” relative to Granite Hill School’s student expectations and educational program. In conclusion, all eleven surveys were returned to be included in this summary. We are very proud of the support given to our program from the local education agencies.

(See Suggestions Section below)

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.

SUMMARY OF PARENT SURVEY DATA

Total number of surveys sent: 30	Total # of completed surveys received: 12	Percent of response: 40%
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SCALE	3 = COMPLETELY	2 = PARTIALLY	1 = NOT AT ALL	No Answer
ACCESS TO THE GENERAL CURRICULUM:				
I am satisfied with my child's program and the supports that he/she receives.	11	1		
My child has opportunities to interact with non-disabled peers on a regular basis.	7	5		
I am adequately informed about my child's progress.	12			
My child is informed about and encouraged to participate in school activities outside of the school day, and is offered necessary supports.	10			2
My child feels safe and secure in school and welcomed by staff and students.	9	3		
A variety of information (observations, test scores, school work, parent input) was used in developing my child's IEP.	10	2		
I am satisfied with the progress my child is making toward his/her IEP goals.	9	1		2
FOR PARENTS OF HIGH SCHOOL STUDENTS ONLY:				
My child earns credits toward a regular high school diploma in all of his/her classes.	11			1
TRANSITION:				
I am satisfied with the planning and support provided for the moves my child has made from grade to grade and school to school.	11	1		
All of the people who are important to my child's transition were part of the planning.	11			1
FOR PARENTS OF STUDENTS AGE 16 OR OLDER ONLY:				
I am satisfied with the written secondary transition plan that is in my child's IEP.	9	1		2
BEHAVIOR STRATEGIES AND DISCIPLINE:				
My child's classroom behaviors affect his/her ability to learn. <i>If the answer is yes, please answer the next two questions. If no, skip to OTHER.</i>	YES 6		NO 3	
	3	2	1	No Answer
I have been involved in the development of behavior interventions, strategies and supports for my child.	5	3	1	3
I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs.	10			2
OTHER:				
I fully participate in special education decisions regarding my child.	11	1		
I have been provided with a copy of the procedural safeguards (parental rights) at least once a year	12			

The following is the analysis of the Parent Survey (from 40% of the parents) that was submitted by Granite Hill School:

- List **areas of relative strength** identified by parents in each of the three focus areas:

Access to the General Curriculum:

92% of parents are completely satisfied with the program and supports that their child receives from Granite Hill School. 100% of parents are completely satisfied with the process by which they are informed of their child's progress. 83% of parents are completely satisfied with the support that is offered to encourage participation in activities that fall outside of the school day itself. 83% of parents were completely satisfied with the variety of information that was used in developing their child's IEP.

Transitions:

100% of the parents that chose to answer this question reflected complete satisfaction with the school's ability to include all of the people who were important to their child in the transition process.

Behavior Strategies:

100% of the parents that chose to answer questions in this section are completely satisfied with the methods that Granite Hill School uses to meet their social and behavioral needs.

Lastly, every parent had received a copy of their safeguards.

2. List survey results in areas that may indicate **need for improvement**:

Based on the survey, it appears that parents are not aware that their feedback on the Achenbach checklist is utilized to create their child's daily point sheet, as well as interventions and goals that we create when working with the student.

As is typical, parents answered partial agreement with their child interacting with non-disabled peers.

3. What areas of focus would you target if you were developing an **action plan** based on this survey data?

GHS would focus on better educating parents of their role/opportunity in the development of supports provided.

(See **Suggestions Section** below)

**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

Granite Hill School has systems in place to assure that students are being provided access to the general education curriculum. Subject specific curriculum is well developed and aligned to the New Hampshire Grade Level/Span Expectations. Teachers are certified or highly qualified to teach their subjects or have certified consultants to support their instruction. Each teacher maintains an IEP binder where every student's work related to each goal in the IEP is collected; this assures ongoing attention to the areas requiring specialized instruction.

The visiting team members observed examples of individualized, differentiated instruction.

Community experiences are supported and include service opportunities, experiential education and intra-school sports. When appropriate, students take courses or participate in sports in public schools with nondisabled peers.

In order to meet the diverse needs of the students, Granite Hill School offers work study, night school and day school options. High school students earn credits toward a 20 credit diploma (state model).

The Granite Hill School Staff Development Master Plan is designed to continue to improve instructional practices and enhance student access to the general education curriculum. The goals are directed at:

- Providing the staff with a greater understanding of student disabilities and the learning challenges they present.
- Training staff in CPR, First Aid, CPI, Individual Social Development Plan (ISDP) data collection sheets, IEP notebooks and as Water Safety Instructors.
- Formulating units of differentiated instruction in the general education curriculum that meet state standards.
- Assisting students in transition preparation and planning.
- Familiarizing staff with the components and implications of the NECAP and Adequate Yearly Progress.

The Granite Hill Induction Program (GHIP) provides teacher induction/mentoring which has led to successful teacher retention. This staff continuity provides for consistency of programming and comprehensive professional development opportunities that increase the capacity of staff.

Transition

Transition Planning

Process: Provision of FAPE

Transition Services

Multiple measures are used to assess students' interests and aptitudes for the purpose of planning transition to a less restrictive environment, employment or higher education. Granite Hill School works closely with the sending LEAs and applicable agencies when planning for transitions. They expressed frustration in general with the lack of seamless supports and services available to students as they leave/graduate from Granite Hill School and are continuing to explore and develop a wider range of opportunities for their graduating students.

To support students in their transition to the work place, Granite Hill School provides "soft skill" employment training and supervised volunteer and employment opportunities that are monitored regularly with written progress reports and site visits.

Behavior Strategies and Discipline

The school emphasizes the development of the R.I.G.H.T. character; **R**espect – Treating all others with patience, understanding, and honor, **I**ntegrity – Acting in a manner that is responsible and accepting of responsibility, **G**ood Citizenship – Acting in a manner that promotes the common good, **H**onesty – Truthfulness in word and deed and **T**olerance – Willing to recognize and respect the differences between yourself and others. To support this, Granite Hill School has developed a comprehensive, tiered positive behavior intervention system that articulates expectations, rewards and consequences, that is worthy of replication in other sites. Teachers and students alike are well versed in this clearly defined system that integrates behavioral and academic expectations. The consistency of application of the system ultimately results in a safe and secure learning environment.

A component of the behavior system includes the use of a Planning Room staffed by a Masters level Behavior Analyst where students can self-refer or be referred. Students are given the opportunity to learn the benefit of brainstorming and identifying positive and negative outcomes to their choices.

They engage in a reflective planning process by developing a plan to respond differently and more appropriately in the future. The process is aimed at improving social and behavior skills.

Special Education Policies

In addition to the above noted focus areas for the case study presentations, all material submitted as part of the application for program approval included: demographic data, program descriptions, Program Manual, Student Handbook, Personnel Roster, Program of Studies and corresponding Curriculum, Emergency Response Guide and Granite Hill School's Behavioral Program were submitted. Review and verification of these documents found them to be in compliance with all the applicable New Hampshire Rules for the Education of Students with Disabilities.

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

Granite Hill School is not requesting approval for any new programs at the time of the visit.

COMMENDATIONS

1. The Leadership of Granite Hill School is clearly shared and equitable and they are recognized for their thoughtful, proactive problem solving approach that is student centered and focuses on results.
2. The dedicated, caring and skilled staff and administration have a common interest in continuous improvement and are committed to student success.
3. All at Granite Hill School are living their mission "to expand the academic and social skills of each student. We strive to provide a quality, individualized educational program, and to develop the methodology and practices of an educational institution of the highest quality."
4. The Granite Hill School's culture of mutual respect was evident to the Visiting Team members.
5. Students know the school routines and expectations and report that they feel safe and supported at Granite Hill School.
6. Granite Hill School's selective admissions process assures the match between student needs and the schools attributes.
7. The addition of a full time, certified substitute to allow for teacher collaboration and record keeping is to be commended.
8. Additional student supports, including a social worker/substance abuse counselor, Wilson Reading instructor and vocational trainer, are notable.
9. Staff and administrators effectively use data to inform instruction and identify the effectiveness of behavioral interventions.
10. The Granite Hill Induction Program (GHIP) provides teacher induction/mentoring and has contributed positively to successful teacher retention.
11. Each teacher maintains an IEP binder where every student's work related to each goal in the IEP is collected; this assures ongoing attention to the areas requiring specialized instruction.
12. Granite Hill School has earned the regard and respect of the LEAs whose students attend the school.

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 noted by the visiting team during the program approval visit.

FINDINGS OF NONCOMPLIANCE IDENTIFIED AS A RESULT OF THE NOVEMBER 17 AND 18, 2009 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 1102 (m)/CFR 300.43 Transition Services; Ed 1109.01 (a) (1), CFR 300.32 (b) Transition Services

Post-secondary goals were not written in measurable terms.

Responsible LEAs: SAU 43 and 23

Systemic/Program Specific Findings of Noncompliance to Be Addressed by the Private School Setting

Ed 1102 (m)/CFR 300.43 Transition Services; Ed 1109.01 (a) (1), CFR 300.32 (b) Transition Services

In two IEPs, the post-secondary goals were not written in measurable terms.

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. In an effort to actualize your vision for improved opportunities and outcomes for students leaving or graduating from Granite Hill School, it is suggested that you consider employing a Transition Coordinator to focus on this important work. As suggested in the LEA Surveys, Granite Hill School could then be more proactive in transitioning students to less restrictive environments and communication around scheduling discharge meetings could be improved.
2. You have successfully added a staff member to address the need for more significant intervention in reading. It is suggested that you add a Math Interventionist to support student successes in this content area.
3. The use of the normed NWEA MAP testing would serve to regularly assess students' knowledge of the curriculum and, when analyzed, could inform instruction and help when evaluating program strengths and weaknesses.
4. To continue to engage parents in their child's learning, provide targeted assistance to help them to understand and be involved in the transition process.
5. Develop and implement assessments and curriculum based measures to frequently (e.g. weekly/bi-weekly) assess student learning related to the taught curriculum and to monitor progress in a systematic way.
6. Set annual goal expectations high and align them more closely to the written/taught academic curriculum and expected/improved employment skills.
7. Consider adding the Armed Services Vocational Aptitude Battery (ASVAB) to your age appropriate transition assessments as a readily available and free tool to assess students' career aptitudes.
8. Clarify the status of related services with LEAs in the Admissions documents by including those services offered and the arrangements that are available for those not offered by the Granite Hill School, but are necessary to implement the agreed upon student IEP.
9. When working with parents, be more explicit in connecting the results of the Achenbach (in particular the parents' checklists) with the Individual Social Development Plan goals, daily point sheets and interventions. When reporting progress, highlight parent concerns as they are monitored in school and enlist information from parents as to home behavior.

Please see the Building Level Case Study Data Collection Form below for additional Commendations/Strengths and Suggestions.

VI. BUILDING LEVEL SUMMARY REPORTS

USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT

BUILDING LEVEL CASE STUDY DATA SUMMARY

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

School: **GRANITE HILL SCHOOL**

Date: 11/18/09

Programs:

Number of Cases Reviewed: 3

How many of the reviewed students are age 16+? 2

Recorder/Summarizer:

Name: Kate Sargent	Building Level
Name: Richard Robinson	Building Level
Name: Shaun Bean	Visiting Team
Name: Deborah Mahar	Visiting Team
Name: Joyce Wright	Building Level
Name: Danielle Paranto	Building Level
Name: Amy Sarsfield	Visiting Team
Name: Nash Reddy	Building Level
Name: Diane Lurvey	Visiting Team
Name: Mary Anne Byrne	Visiting Team
Name: Nicole Galloway	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.**

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.					3				
A2.) All IEP goals are written in measurable terms.					3				
A3.) Student's IEP has at least one functional goal.					3				
A4.) Student has made progress over the past three years in IEP goals. Goal 1					2				
A5.) Student has made progress over the past three years in IEP goals. Goal 2					2				
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.					1			2	
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? If not, was it due to: (check all that apply)					1			2 unknown	
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			
A14.) Student is earning credits toward a regular high school diploma.					2				
A15.) <i>IF YES:</i> within 4 years?					2				
A16.) Student will earn an IEP diploma or a certificate of competency.									
A17.) <i>IF YES:</i> within 4 years?									
A18.) Does this school have a clear policy for earning a high school diploma?					2				

Access Strengths	Access Suggestions for Improvement
<ul style="list-style-type: none"> • Education at Granite Hill School is a true coaching process. • The facility and classrooms are clean and well organized. • Each teacher has a binder with all the students' IEP goals in them. Teachers insert student work connected to the goals in order to track progress and to assure all goals are addressed in each class. • The use of multi-modality, differentiated instruction and Understanding by Design (UBD) lesson planning is emphasized in the teachers' professional development. • The Granite Hill Induction Program (GHIP) provides a carefully designed and implemented instructional coaching and mentorship for new teachers. • Many staff members have either dual certification or are highly qualified to teach content areas. • The employment of a full time, certified substitute teacher has provided much needed planning and record keeping opportunities. • The low student-teacher ratio allows for individualized instruction. • Granite Hill School has done effective work in aligning the curriculum to the New Hampshire standards and grade level/span expectations. The use of Skills Tutor as a supplement to instruction broadens the offerings. • For students placed by LEAs, the admissions process has become a strength; GHS has become more selective in admitting students for which the school is suitable. • Granite Hill School evaluates student needs on an ongoing basis and adds/ adjusts staffing to address these needs, e.g. Reading Interventionist. 	<ul style="list-style-type: none"> • Consider adding a Math Interventionist to the staff to improve options for students with needs in this content area. • Work to increase information-gathering opportunities and access to materials prior to entry for students who enter from Orion House. • Incorporate more curriculum based/formative assessments that correlate with instruction and standards, and that measure student learning/growth more frequently (NWEA for example). • Increase collaboration with local LEAs to establish strong alignment of curriculum for students who are transitioning back to their sending district.

SUMMARY OF BUILDING LEVEL DATA

TRANSITION STATEMENTS		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.	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.)	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)			
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.	2		
T6.)	IEP team includes parent as part of transition planning.	2		
T7.)	IEP team and process includes student as part of transition planning.	2		
T8.)	IEP includes current level of performance related to transition services.	2		
T9.)	There is documentation that the student has been invited to attend IEP meetings.	2		
T10.)	A statement of the transition service needs is included in the IEP.	2		
T11.)	The statement of transition service needs focuses on the student's course of study (e.g. vocational programming, advanced placement).	2		
T12.)	Transition plan includes coordinated, <u>measurable</u> , annual IEP goals and includes transition services that will reasonably enable the student to meet the post-secondary goals. (required data for federal statistics purposes)			2
T13.)	Statement of needed transition services is presented as a coordinated set of activities.	2		
T14.)	The IEP includes a statement of needed transition services and considers instruction.	2		
T15.)	The IEP includes a statement of needed transition services and considers community experiences.	2		
T16.)	The IEP includes a statement of needed transition services and considers development of employment skills.	2		
T17.)	Student is informed prior to age 17 of his/her rights under IDEA.	2		
Only the following 4 statements may be answered N/A if appropriate. All statements above must be answered Yes or No.		YES	NO	N/A
T18.)	There is documentation that representatives of other agencies have been invited to IEP meetings.	2		
T19.)	The IEP includes a statement of needed transition services and considers related services.	1		1
T20.)	The IEP includes a statement of needed transition services and considers development of daily living skills.			2
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.	1		1

Transition Strengths	Transition Suggestions for Improvement
<ul style="list-style-type: none"> • Parents and students have developed trusting relationships with the Granite Hill School. • Staff and administration are open to new ideas to continue to improve transitions. 	<ul style="list-style-type: none"> • Consider the addition of a Transition Coordinator to address the complexity of students' needs and the multitude of communities and school districts to which students transition. • Increase efforts to involve the community when planning transition services and opportunities. • Work with home schools more closely to connect students more closely to their home communities. • Increase involvement of parents in the transition planning process. • * Write measureable post-secondary goals in students' IEPs. <p>* This is a citation</p>

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.		3		
B2.) Has this student ever been suspended from school?		1	2	
B3.) If yes, for how many days? Last year 2 in, 7 out, none this year				
B4.) If appropriate, a functional behavior assessment has been conducted.				3
B5.) IEP team has addressed behaviors that are impacting student learning.		3		
B6.) A behavior intervention plan has been written to address behaviors.		3 (ISDP)		
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.		3		
Behavior Strategy Strengths	Behavior Strategy Suggestions for Improvement			
<ul style="list-style-type: none"> • Granite Hill School has a very comprehensive behavioral program that is implemented with consistency. • Staff and administrators know the students well. • They have clear behavioral expectations of students and share a common language. • Student behavior is continuously monitored and evaluated using a well established data management system. 	<ul style="list-style-type: none"> • While the current practice is to notify LEAs by email when a behavior incident occurs, the template used when recording the behavior incidents should include the step of contacting the LEA so that this is not overlooked. 			

Summary of Building Level Strengths and Suggestions

Strengths	Suggestions for Improvement
<ul style="list-style-type: none"> • Administrators and staff are clearly invested in the success of the students. They demonstrate a complete knowledge of students’ “stories”, which provides the context for their work. • Granite Hill School builds on students’ strengths across all areas – social, academic, etc. • Student success is defined individually. • Because they stay true to their admissions process and criteria, Granite Hill School has been able to more accurately identify appropriate students for their programs. • The school is seen as a very cohesive community with open communication within/among staff, family, administration and students. • The climate and culture of Granite Hill School exemplify a focus on continuous learning and improvement. Leadership and staff alike have a problem-solving approach to everything and welcome constructive feedback. • To demonstrate their appreciation, administrators recognize and reward faculty on a regular basis. • The Granite Hill Induction Program (GHIP) has contributed positively to successful teacher retention. • Board members are actively involved and invested in the success of the students and the school. • Administrators and staff maintain regular contact with parents and are seen as supportive and caring. 	<ul style="list-style-type: none"> • Increase community involvement, community service opportunities and positive public relations in a systematic and purposeful manner. • Communicate high expectations for success by setting rigorous academic IEP goals, knowing that students need to make more than a year’s growth in one year to narrow the gap compared to their peers.