

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

**GRANITE STATE HIGH SCHOOL
SUMMARY REPORT**

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Site Visit Conducted on March 22, 2011
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I. TEAM MEMBERS

Visiting Team Members:

NAME	PROFESSIONAL ROLE
Chairperson:	
Jane Bergeron-Beaulieu	Education Consultant
Dr. P Alan Pardy	Executive Director

Building Level Team Members from Granite State High School:

NAME	PROFESSIONAL ROLE
Kathleen Letts	Special Education Director
Daniel Tanguay	Education Director
Michael Higgins	Social Studies Teacher
Gail Hillsgrove	Curriculum Director
Jay Nagy	Career and Technology Education Director
Becky Stafford	English Teacher

II. INTRODUCTION

Granite State High School (GSHS) is a New Hampshire Department of Education approved Special Education program within the walls of the New Hampshire State Prison for Men. The Granite State High School administration is also responsible for the oversight and implementation of education services at the other NH state correctional facilities including Berlin and Goffstown (State Prison for Women). At the time of the March 22, 2011 NHDOE Special Education visitation there were approximately 232 men from the general prison population in Concord enrolled as students, of which 22 individuals were under the age of 21 years. Of the inmates under the age of 21, eight have been found eligible for and are receiving Special Education services. Of those enrolled in education classes at the NH State Prison for Women, there were 6 women inmates under the age of 21, however none of these 6 were found eligible to receive Special Education services.

The administrative structure within Granite State High School consists of the Program Director (position currently vacant), Education Director, Career and Technology Education Director, Special Education Supervisor, Curriculum Supervisor, Guidance Supervisor and the Records Clerk. Presently there are 23 staff members at Granite State High School which includes the counselors, career and technology education (CTE), and specialists, many of whom rotate to the Goffstown facility. GSHS is designed to offer a full continuum of services and full access to the core curriculum requirements outlined in the *Corrections Special School District and Granite State High School Interagency Agreement: Standards for Program Approval*, effective January 14, 2010. Noteworthy is that Granite State High School also offers, on-site, post secondary undergraduate course work through New England College. For inmates under the age of 21, Special Education services are only available at the Goffstown and Concord facilities; if there are inmates with educational disabilities in Berlin, and they desire special education services, they are transferred to the Concord facility.

Because of the uniqueness of operating a high school within a prison, there are significant differences between GSHS and a typical New Hampshire high school; some of these differences are listed below:

- Classes are non-graded which allows inmates to be placed in classes that best meet their needs without the stigma of social promotion or failure.
- GSHS is voluntary; inmates neither have to attend school, nor are they assigned to school by the prison.
- The scope and sequence of course offerings at GSHS ranges from basic literacy to GED preparations to high school diploma course offerings, which include career and vocational opportunities as well as special education services. Academic levels of inmates enrolled can range from non-readers to those who have been identified as having high academic potential.
- The Child Find and Eligibility Determinations at Granite State High School differ slightly from the public school setting. Upon initial intake, Granite State High School notifies all inmates under the age of 21 that Special Education services are available for those who meet eligibility requirements. In addition, housing units, programs, classification and wardens are notified annually; for inmates under age 21, a quarterly notification that Special Education services are available for eligible inmates is provided. This increases the potential that identified inmates will receive Special Education services.
- Students at GSHS have all been adjudicated as adults; therefore they are in control of all of their decisions, including those related to their education. There is no parental representation.
- GSHS operates year round and all education staff work year round.

- The policy and procedure directives of the NH Department of Corrections control the disciplinary processes of GSHS.
- Teaching in a state prison, in addition to security demands, is unique. The student population within any given classroom ranges from 17 years of age to those in their seventies or older.

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 State High School on March 22, 2011 for the purpose of reviewing the present status of programs and services made available to inmates under the age of 21 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 inmates' 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 (This does not apply to GSHS; there were no changes requested to the approved Special Education program.)

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 State High 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 were gathered throughout the process, guided by the materials and templates provided by the NHDOE, Bureau of Special Education. Examples of evidence included student individual education programs (IEPs), progress reports, samples of student work, schedules, grades, permanent records, curriculum, etc. Input was gathered from key constituents, including interviews with professional staff, administrators, and the inmates. The collective data were summarized by the visiting team and is included in the following pages, outlining identified areas of strength and any findings of noncompliance.

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

Based on review of the last corrective action visit conducted at Granite State High School on March 2, 2009, the following summary of findings of noncompliance was offered:

*Findings of Noncompliance	Findings as written in the March 2, 2009 report	Status as of March 22, 2011
Ed 1119.07 Personnel Standards CFR 300.23 Qualified Personnel	In Process: All of the education positions at both Goffstown and Concord are currently filled, and for the most part all individuals are certified and qualified for the position they hold. The exception is related to a change in the special education staffing, which included a new hire as a Special Educator. The individual hired is not currently certified as a Special Educator although is in process of seeking an intern license. Currently the individual has been issued a “permission to employ” by the NHDOE, Bureau of Credentialing. Although the Program Director position is currently vacant, the Program Director position is not considered a requirement under “Qualified Personnel”.	Met
Ed 1109.09 IEP Accountability Ed 1109.05 Evidence of IEP Implementation	In Process: As noted in the July 2009 findings, the Granite State High School special education programs continue to make progress in ensuring that all inmates with disabilities have IEPs that are being developed within state timelines, implemented appropriately and reviewed at least annually. Based on the two IEPs reviewed during the March 2009 visit, the documents did not include measurable annual IEP goals and the present level of performance was not connected to the annual goals. In order to best measure student progress, the IEPs should have measurable goals, and present levels of performance that are connected and aligned to the goals.	Not Met
Ed 1106.01 Special Education Process Sequence	In Process: At the March 2009 follow up corrective action visit, the administration reported that all Special Education policy and procedures had been revised and submitted to the NHDOE, Bureau of Special Education for review and approval.	Met
Ed 1119.04 Equipment, Materials and Technology	In Process: As of March 2009, Granite State High School continues to make improvements in this area. Perkins Grant monies have been utilized to upgrade technology at the	Not Met

	<p>Goffstown facility and the administration is still awaiting final approval for initiating technology systems that will allow for distance learning opportunities between Concord and Goffstown. GSHS has conducted a technology inventory and has identified what is needed to move forward to enable the prison system to provide delivery of required course content at both the Concord and Goffstown facilities. As previously noted, Granite State High School will benefit from the exploration and implementation of options for distance learning to include: available software for delivery of course offerings and sharing of curriculum, instruction and assessment strategies and materials between the three educational programs within the correctional facilities. As of March 2009, there continues to be a lack of full access to the general curriculum, specifically for the women inmates at the State Prison in Goffstown.</p>	
Ed 1119.08 Diplomas	<p>In Process: GSHS now has a well defined process of maintaining student transcripts and earning of high school credits leading toward a high school diploma. In addition, a comprehensive course of studies has been developed to align NHDOE high school requirements. All of these documents are in draft form and on hold until the Interagency Agreement has been approved. Granite State High School continues to fall short at the State Prison for Women. While a process continues to be evident, woman inmates in Goffstown are only able to earn high school credit for two academic content areas every eleven weeks.</p>	Not Met
Ed 500 Certification Standards for Educational Personnel Written Plan for Professional Development	<p>In Process: Granite State High School has submitted an updated Master Plan for Professional Development to the NHDOE for review and approval. As for the March 2009 visit to Granite State High School, the administration was awaiting feedback from the NHDOE.</p>	Met
Ed 1119.03 CFR 30.26 Full Access to the District's Curriculum Ed 1119.08 Equal Education Opportunity	<p>In Process: Based on the March 2009 follow up corrective action visit to Granite State High School it appears that inmates with disabilities, who are enrolled at the Concord Facility, do have full access to the course offering and requirements as outlined in the existing interagency agreement. Inmates at State Prison for Women do not have equal educational opportunities.</p>	Not Met (Goffstown Facility)

***Please note: Ed numbers referenced are those in use at time of the last visit per *New Hampshire Rules for the Education of Children with Disabilities*, effective July 1, 2002.**

V. MARCH 22, 2011 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 look deeply into the data that surrounds the three primary aspects of the Case Study Review. This process takes time, and the entire team working with the inmate being reviewed must be involved in collecting and analyzing the data, as well as presenting and summarizing the data with the visiting team. As such, NHDOE works with schools to determine the number and type of case studies to be prepared and presented, and to ensure that building teams are not inundated with more data than can be fully analyzed, allowing them to reflect upon and generalize their newly found knowledge of their programs, practices, policies and procedures.

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

Access to the General Curriculum

Implementation of Individual Education Programs (IEPs)
Provision of Non-Academic Services
Full Access to the District's Curriculum
Equal Education Opportunity

Based on the case studies presented at Granite State High School, it was evident that instruction for inmates with disabilities is individualized and that students are afforded the opportunity to progress at their own rate of learning. The GSHS administration and staff have created a number of intentional and effective means to placing inmates in charge of their own learning and to ensuring inmates are provided access to both available coursework and the requirements of Interagency Agreement. The instructional staff can clearly articulate course content through the established curriculum and competencies that are in the process of being developed.

At the time of the March 22, 2011 NHDOE Case Study Compliance Review at GSHS, evidence was provided of the school schedules, course offerings, and curriculum guides. Additionally there was evidence of a full array of required certified staff, most of who are housed at the men's prison in Concord. While it was evident that the inmates at the State Prison for Men have full access to the general curriculum, the inmates at the Women's Prison are not afforded the same educational opportunities. While the prison system has done the best they can do address this through a scheduled rotation of staff to the women's facility, it continues to be problematic that schedule and course offerings provided to the women is limited in scope. Currently GSHS does not provide for equal educational opportunities and full access to the general curriculum to the inmates enrolled at the State Prison for Women.

Transition

Transition Planning
Process: Provision of Free Appropriate Public Education (FAPE)
Transition Services

Transition planning for inmates with educational disabilities at Granite State High School vary significantly from students in traditional high schools and is particularly important to their future. The IEPs that were shared as part of the Case Study Compliance Review at GSHS lacked comprehensive transition plans and were generally not well documented. For inmates with disabilities, transition planning is critical, whether it be transitions that are happening within the prison walls, or transition planning directed toward release to a lesser restrictive environment (parole, half way house, jobs in the community etc.). Based on the case study presentations and conversations with staff and the inmates, it was clear that staff and administration recognize the importance of transition planning; however this was not clearly elaborated in the IEPs. The documents shared with the visiting team lacked well documented measurable transition goals as well as required components that would support inmates who need guidance in thinking about employment opportunities, post secondary education, or exploration of available work opportunities within the prison walls. At Granite State High School there is a demonstrated need to provide attention and resources to develop and implement consistent transition processes, procedures and documentation of such in the IEPs.

Behavior Strategies and Discipline

As a result of the March 22, 2011 Case Study Compliance Review, it is clear that staff and administration at GSHS have been provided with specialized training in the area of behavior management. Within the school there are well defined behavioral expectations that are consistently implemented by all staff. Policy and procedures are well developed and described and carefully monitored. Education services at GSHS are not compromised by the need for behavior management, the imposed system is well defined, consistently implemented and inmates are fully engaged in the learning process.

COMMENDATIONS:

The Granite State High School staff and administration are commended for their hard working attention to the preparations for the Case Study Compliance Review, which was approached as a constructive opportunity to reflect upon the scope, relevance and strengths of their overall academic programs and special education services. This was most evident through the hospitality and proactive stance throughout the visit. The visitation team noted several commendations to include:

- The staff and administration were consistently regarded as skilled, caring and dedicated to working with a very challenging student population.
- Within the school there is a sense of teamwork, pride and spirit of enthusiasm.
- Since the last NHDOE Special Education visitation, there has been improved oversight of the Special Education process.
- There is strong collaboration between Career and Technology Education and the academic offerings.
- The respect and positive relationship between the inmates and the educators is commendable.
- All staff members were well prepared for the NHDOE Case Study Compliance Review visit.
- The administration is commended for their leadership, collaboration and ability to engage the staff.
- As reported by the school administration, communication systems within the school and with the corrections systems have improved.

Number of Cases Reviewed During the Granite State High School, March 22, 2011

NHDOE Compliance Visitation

Preschool	
Elementary School	
Middle School	
High School, Age below 16	
High School, Age 16 or above	2
Number of Noncompliance for Indicator 13	2
Total Number of Case Studies Reviewed	2

ISSUES OF SIGNIFANCE:

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, instructional and assessment. Other examples might be concerns related to inadequate facilities, ineffective communication systems within the educational community, leadership, deficiencies in policies and procedures, staff recruitment and retention or other important factors related to the learning organization.

At Granite State High School there were many praiseworthy strategies and programs provided to all inmates. As a result of the March 22, 2011 NHDOE Case Study Compliance Review, there were a few issues of significance that surfaced which warrant ongoing attention. These included documentation of transition planning for inmates with educational disabilities, writing of IEPs that meet full compliance with IDEA and State Special Education rules, and provision of equal educational opportunities and full access to the general curriculum for inmates at the State Prison for Women.

FINDINGS OF NONCOMPLIANCE IDENTIFIED AS A RESULT OF THE MARCH 22, 2011 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 noncompliance 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.

Student Specific Findings of Noncompliance to be Addressed by Granite State High School:

Please Note: *The NH Department of Education, Bureau of Special Education requires that Child Specific Findings of Noncompliance be addressed and resolved within 45 days of notification.*

Ed 1109.01 Elements of an IEP

CFR 300.320 (a) Definition of IEP - General

Both of the IEPs presented lacked annual goals that were measurable

Ed 1109.01 Elements of an IEP

CFR 300.320 (b) Definition of an IEP - Transition Services

Both of the IEPs presented lacked transition plans that meet compliance

Systemic Findings of Noncompliance to be Addressed by the Private School Setting:

Please Note: *The NH Department of Education, Bureau of Special Education requires that Systemic Findings of Noncompliance be addressed in a corrective action plan and met within one year of the date of the report; a template and instructions for such planning will be provided.*

Ed 1113.08 Curricula Full Access to the General Curriculum Equal Education CFR 300.320

Inmates at the New Hampshire State Prison for Women do not have full access to the general curriculum, thus they are not provided with equal educational opportunities as those inmates incarcerated at the NH State Prison for Men.

Ed 1113.09 Equipment, Materials and Assistive Technology

GSHS conducted a technology inventory and identified what is needed to move forward to enable the prison system to provide delivery of required course content at both the Concord and Goffstown facilities. As previously noted, Granite State High School will benefit from the exploration and implementation of options for distance learning to include: available software for delivery of course offerings and sharing of curriculum, instruction and assessment strategies and materials between the three educational programs within the correctional facilities. As of March 2011, there continues to be a lack of full access to the general curriculum, specifically for the women inmates at the State Prison in Goffstown.

Ed 1113.13 Diplomas

Granite State High School continues to fall short at the State Prison for Women. While a process for awarding of diplomas has been created and continues to be evident, woman inmates in Goffstown are not able to earn high school credits at the same rate as the inmates at the State Prison for Men.

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. Granite State High School will serve the inmate population well with continued focus upon curriculum, instruction and assessment strategies employed in all of their classrooms. Although it is recognized that curriculum development is ongoing, this does not preclude the necessity to provide a high standard of instruction and assessment in all required content areas for both the men and women inmates.
2. Granite State High School would benefit from a guided strategic planning process that is goal oriented and performance based and that opens other avenues for program development for the inmate population they serve.

3. Staff and administration at Granite State High School are strongly encouraged to utilize multiple measures in the development and monitoring of IEPs (course competencies, work samples, assessment information).
4. Professional development is suggested in the areas of transition planning and writing IEPs that have measurable goals.
5. Continue the work on development of competencies to align with the courses offered.
6. Staff and administration may want to consider review of IEPs on a frequent basis, rather than limit to just convening the team on a yearly basis. Because inmate situations change frequently, the IEPs may need to be adjusted /modified throughout the school year.
7. As in the past, it is strongly suggested that Granite State High School continue to explore ways in which technology could be incorporated into the high school curriculum.
8. Consider additional professional development in differentiated instruction to better meet the varied learning styles and ability levels of all inmates.
9. Granite State High School may want to consider adopting a curriculum based assessment.

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 State High School	Date: March 22, 2011	Number of Cases Reviewed: 2
Programs: Special Education	How many of the reviewed students are age 16+? 2	How many are noncompliant for Indicator 13? 2
Recorder/Summarizer: Jane Bergeron-Beaulieu		

Name: Jane Bergeron-Beaulieu	Visiting Team
Name: P. Alan Pardy	Visiting Team
Name: Kathleen Letts	Building Level
Name: Daniel Tanguay	Building Level
Name: Jay Nagy	Building Level
Name: Michael Higgins	Building Level
Name: Gail Hillsgrove	Building Level
Name: Becky Stafford	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 <u>number</u> of times a statement is marked on all Data Collection Forms for this school or building				
								YES	NO
<u>Ed. 1109.01 Elements of an IEP CFR 300.320 Content of IEP</u> <u>Ed. 1109.05, Implementation of IEP 20 U.S.C. 1414 (d)</u> <u>Ed. 1115.07, Ed 1119.01(f) Provision of Non-Academic Services/Settings</u> <u>CFR 300.320(a) CFR 300.34 Ed. 1113.08, Full Access to District's Curricula</u> <u>Ed. 1113.13, Diplomas</u> <u>Ed. 1107.04 (d) Qualified Examiner</u> <u>Ed. 1109.01 CFR 300.320 Program Requirements, Content of IEP</u> <u>Ed. 1119 Protections Afforded to Children with Disabilities</u> <u>CFR 300.320(a)(1)(i)</u> "... general curriculum (i.e., the same curriculum as for nondisabled children)" <u>CFR 300.320(a)(4)(iii)</u> "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.						1	1		
A2.) All IEP goals are written in measurable terms.						2			
A3.) Student's IEP has at least one functional goal.					2				
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.)					2				
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.					2				
A8.) When <u>participating in a regular education setting with non-disabled peers</u> with necessary supports, student <u>has made progress</u> in the general curriculum.					2				
A9.) Student <u>participates</u> appropriately in state, district and school-wide assessments.								2	
A10.) Student <u>shows progress</u> in state, district and school-wide assessments.								2	
A11.) Student <u>has opportunities</u> to participate in general extracurricular and other non-academic activities with necessary supports.								2	
A12.) Student <u>does participate</u> in general extracurricular and other non-academic activities with necessary supports.								2	
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)					2				
a.) Extension in Place	b.) Lack of Qualified Personnel ___Psychologist ___Educator ___Related Services ___Other	c.) Evaluation Not Completed in Time	d.) Summary Report Not Written in Time	e.) Meeting Not Held in Time	f.) Other				
For High School Students:					YES	NO			
A14.) Student is earning credits toward a regular high school diploma.					2				
A15.) <i>IF YES:</i> within 4 years?					n/a				
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?					yes				

Access Strengths	Access Suggestions for Improvement
<ol style="list-style-type: none"> 1. The staff at Granite State High School (GSHS) continues to refine/update curriculum and are looking toward development of competencies. 2. The special education teacher works in collaboration with the general education staff. 3. Most all staff is able to make appropriate accommodations to the curriculum to meet the needs of varied learning styles and ability levels of the inmates. 4. Granite State High School has a full array of certified staff. 5. Professional development opportunities are made available to staff. 	<ol style="list-style-type: none"> 1. Granite State High School should continue to work on the high school competencies to align with the curriculum. 2. GSHS should consider utilization of curriculum based/formative assessment measures. 3. Multiple measures should be used in development of IEPs. 4. Provide staff with professional development opportunities in such areas as Professional Learning Community Concepts, use of data to inform instruction and to inform decisions made regarding student progress. 5. Continue to explore ways in which technology can be better integrated into the curriculum. 6. Professional development is recommended in the writing of IEPs that are aligned to the curriculum, have measurable annual goals, and transition plans that meet compliance, are functional and directed toward the unique needs of students enrolled at the Granite State High School.

TRANSITION STATEMENTS		Filled in with the combined number of times a statement is marked on all Data Collection Forms for this school or building		
<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.		YES	NO	
T1.) Transition planning from grade to grade takes place.		2		
T2.) Transition planning from school to school takes place.		n/a		
T3.) Collaboration has occurred between general and special education staff in IEP development and in transition planning.		2		
T4.) For a student who will turn age 14 during the IEP service period (or younger if determined appropriate by the IEP team,) does the IEP include a statement of the transition service needs that focuses on the student's course of study, such as participation in advanced-placement courses or a vocational education program? Ed 1109.01 (10)				
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. (required data for federal statistics purposes)				
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.			n/a	
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.			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.		n/a	2	
T17.) Student is informed prior to age 17 of his/her rights under IDEA.				
Only the following 4 statements may be answered N/A if appropriate. All statements above must be answered Yes or No.		YES	NO	N/A
T18.) There is documentation that representatives of other agencies have been invited to IEP meetings.				2
T19.) The IEP includes a statement of needed transition services and considers related services.				2
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.				2

Transition Strengths	Transition Suggestions for Improvement
<ol style="list-style-type: none"> 1. Inmates are given the opportunity to explore many different career opportunities. 2. There are a range of transition supports available, however many are not documented in the IEP. 3. Inmates are able to enroll in course work offered through New England College. 	<ol style="list-style-type: none"> 1. Professional development is recommended in the writing of transition plans that are meaningful to the unique student population at Granite State High School. 2. Increase student participation on transition planning.

SUMMARY OF BUILDING LEVEL DATA

BEHAVIOR STRATEGIES AND DISCIPLINE		Filled in with the combined number of times a statement is marked on all Data Collection Forms for this school or building		
<u>Ed. 1109 Program</u> <u>CFR 300.324</u> <u>Ed. 1124 Disciplinary Procedures</u> <u>CFR 300.530-300.536</u> <u>20 U.S.C. 1415 (K)</u> <u>Child Management – Private Schools</u> <u>RSA 169-C Child Protection Act</u>		YES	NO	N/A
B1.) Data are used to determine impact of student behavior on his/her learning.		2		
B2.) Has this student ever been suspended from school?			2	
B3.) If yes, for how many days?				
B4.) If appropriate, a functional behavior assessment has been conducted.				2
B5.) IEP team has addressed behaviors that are impacting student learning.				2
B6.) A behavior intervention plan has been written to address behaviors.				2
B7.) All individuals working with the student have been involved in developing behavior intervention strategies.				2
B8.) Specialized training for implementing interventions, strategies and supports has been provided to staff and others as appropriate.		2		
B9.) Results of behavior intervention strategies are evaluated and monitored.				2
B10.) A school-wide behavior intervention model exists.		2		
Behavior Strategy Strengths		Behavior Strategy Suggestions for Improvement		
<ol style="list-style-type: none"> 1. There is a clear sense of behavioral expectations. 2. There is respect between staff and students at Granite State High School. 3. The environment in the classrooms is productive and has high expectations for positive behaviors. 				