

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

**GRANITE HILL SCHOOL
SUMMARY REPORT**

**Dr. Mark Bissell, Executive Director
Danielle Paranto, Principal**

Chairperson, Visiting Team: Maryclare Heffernan
Education Consultant, SERESC

Visit Conducted on April 24 & 25, 2007
Report Date July 30, 2007
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I. TEAM MEMBERS

Visiting Team Members:

NAME	PROFESSIONAL ROLE
Chairperson: Maryclare Heffernan	Education Consultant
Barbara Cohen	NHDOE Bureau of Special Education
Leslie Higgins	NHDOE Bureau of School Approval
Barbara Logan	Special Education Director
Kathy McGhee	Special Educator

Building Level Team Members:

NAME	PROFESSIONAL ROLE
Nicole Galloway	Behavior Specialist / Teacher
Danielle Paranto	Principal
Richard Robinson	Teacher
Stephen Johnson	Teacher
Nancy Decoteau	Board Member / Administrative Assistant
Breanna Davis	Teacher
Kate Sargent	Teacher
Judith Jason	Teacher
Joyce Wright	Special Education Coordinator / Teacher
Mandy McMahan	Special Education Teacher
Justin McClelland	Work-Study Coordinator
Krista Lidman	Teacher

II. INTRODUCTION

Granite Hill School (formerly known as the DO-IT School) is a private school presently serving students identified with Emotional Disabilities, Other Health Impairments and Specific Learning Disabilities, ages 11 to 21 in grades 6 through 12. The school is located in the town of Newport, New Hampshire. At the time of the New Hampshire Department of Education's Special Education Program Approval and Improvement visit the school enrolled 27 male students from a wide number of sending NH school districts. While most the of the students are day students who are placed at the school by their sending school district, six of the students are residentially placed next door at Orion House but attend the school as day students.

The school is in the process of building a new facility that will complement the existing school and provide the administration, staff and students with a more effective and expansive instructional space. This addition will include four classrooms that will essentially double the present classroom space. The school's administration and staff have a vision for the school that includes a vocationally based experiential program to include both traditional classroom instruction with opportunities for career exploration and vocational experiences, as well as a flexible school day offering afternoon and evening classes to students who may prefer to work during the day and attend school after work to gain credits toward a high school diploma. The school is also requesting a change from an all male school to a school with both male and female students. The Granite Hill School is applying for non-public approval so that they can become a diploma granting high school.

SCHOOL DEMOGRAPHICS	2004-05	2005-06	2006-07
Student Enrollment as of December 1	22	25	27
Do you accept out-of-state students? If so, list number from each state in 06-07	1 student from Windsor VT		
# and Names of Sending New Hampshire LEAs (as of October 1)	SAU 29 Keene, SAU 88 Lebanon, SAU 43 Newport/Unity, SAU 38 Monadnock, SAU 6 Claremont, SAU 62 Mascoma, SAU 71 Lempster, SAU42 Nashua, SAU 60 Fall Mountain, SAU 47 Jaffrey/Rindge, SAU 15 Auburn, SAU 56 Somersworth		
DOE Approved Rate	193.39	193.39	199.19
Actual Expenditure per Pupil (Budget Divided by # of Students as of Oct 1)	39,873.50	39,873.50	33,463.92
# Identified Students Suspended One or More Times	0	1	2
Average Length of Stay for Students	16 months	15 months	16 months
STAFF DEMOGRAPHICS			
Student/Teacher Ratio (as of Oct. 1)	13:22	14:25	15:27
# of Certified Administrators	1	2	2
# of Certified Teachers	6	6	6
# of Teachers with Intern Licenses	2	2	2
# of Non-certified Teachers	0	0	0
# of Related Service Providers	1	1	3
# of Paraprofessionals	3	3	1
# of Professional Days Made Available to Staff	10	11	11
SPECIAL EDUCATION PROGRAM DATA			
	2004-05	2005-06	2006-07
Primary Disability Types:			
Autism			
Deaf / Blindness			
Deafness			
Emotional Disturbance	12	10	11
Hearing Impairment			
Mental Retardation			

Multiple Disabilities			
Orthopedic Impairment			
Other Health Impairment	4	5	6
Specific Learning Disabilities	6	10	10
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 April 24 and 25, 2007 for the purpose of reviewing the present status of programs and services made available to children and youth with educational disabilities. As part of the NHDOE Special Education Program Approval Visit, Case Study Compliance Reviews were conducted at Granite Hill School.

The New Hampshire Department of Education, Bureau of Special Education conducts program approval visits 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 school districts and 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

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 SPEDIS verification reports
- ♦ All data collected during the visit
- ♦ Any new 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. The NHDOE Special Education Program Approval Process allowed the visiting and building level team members to conduct case studies of a representative sampling of the special education student population throughout the school district.

Evidence of the work conducted in-district 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 report that follows, outline identified areas of strength and areas needing improvement for each school reviewed.

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.

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

Based on review of the January 21-22, 2004 NHDOE Special Education Program Approval Report, and the 2005 follow-up visit, the following patterns were identified as needing improvement:

Citation	Status May 2005	Status April 2007
ED 1109.06(d) Facilities – The physical space used for classrooms and other instructional programs and school activities at the DO-IT School are not sufficient size to accommodate the program needs and modifications necessary to ensure implementation of children’s IEPs and to provide adequate space for other learning activities. – Now Granite Hill School is in the process of completing a four classroom addition to the existing school building. The school will open the new addition in September 2007.	Partially Met	Met
ED 1133.05 (k) Program Requirements - All personnel providing services to children with disabilities shall be qualified as required under 34CFR and 34 CFR 300.136. – Now Granite Hill School staff all hold appropriate certifications. In addition HQT status has been awarded to several staff.	Partially Met	Met
ED 306.04 Length of School Day – The DO-IT School needs to reorganize the school calendar to meet the 5 ½ hour instructional time requirement. – The Granite Hill School day meets 5.5 hours.	Met	Met

V. APRIL 24 & 25, 2007 CASE STUDY COMPLIANCE REVIEW RESULTS

Data collection is an important part of the NHDOE Special Education Case Study Compliance Review Process. The Granite Hill School staff and administrators worked with the NHDOE in the random selection of case studies to ensure that there was a representative sampling of data collected from the various programs located within the school. 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 conduct 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 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.

The Granite Hill School presented two case studies of students with emotional disabilities that included one 8th grade student and one 10th grade student.

PARENT PARTICIPATION

One of the defining features of effective schools is strong parent/community relations and open communication. Having parents as an active stakeholder in the NHDOE Special Education Program Approval Process ensures broader perspectives and brings forth new ideas. In addition, including the parent perspective enhances and strengthens the teams’ case study presentations, and makes for stronger school/parent relationships. As such, parent participation and input is a required part of the NHDOE Special Education Program Approval Process. In order to ensure parent participation and feedback, the NHDOE, Bureau of Special Education involves parents in a variety of aspects of the Special Education Program Approval Process. First, parents are encouraged to be active participants in the case study presentations; second, parents of the children presented in the case study process are formally interviewed; and third, the SAU/school is required to send all parents of students with disabilities a written survey with a request to respond. Below is a summary of the results of the parent survey, along with a summary of the comments/feedback provided to the visiting team during the April 24 & 25, 2007 Case Study Compliance Review in Granite Hill School.

The Granite Hill School parents who responded to the parent survey indicated an overall level of satisfaction with the program (12 of 14 parents responding, 86%), the progress their student is making (14 of 15, 93%) and the information from the school about that progress (100%), the variety of information used in developing the IEP (100%) and their ability to participate fully in the special education decisions regarding their child (14 of 15, 93%).

SUMMARY OF PARENT SURVEY DATA

Total number of surveys sent: 27	Total # of completed surveys received: 15	Percent of response: 55%
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Scale **3** = Completely **2** = Partially **1** = Not at all

ACCESS TO THE GENERAL CURRICULUM:	3	2	1	No Answer
I am satisfied with my child's program and the supports that he/she receives.	12	2		1
My child has opportunities to interact with non-disabled peers on a regular basis.	10	1	1	3
I am adequately informed about my child's progress.	15			
My child is informed about and encouraged to participate in school activities outside of the school day, and is offered necessary supports.	9	1	3	2
My child feels safe and secure in school and welcomed by staff and students.	11	4		
A variety of information (observations, test scores, school work, parent input) was used in developing my child's IEP.	15			
I am satisfied with the progress my child is making toward his/her IEP goals.	14	1		
FOR PARENTS OF HIGH SCHOOL STUDENTS:	8	1		6
My child earns credits toward a regular high school diploma in all of his/her classes.				
TRANSITION:				
I am satisfied with the planning and support provided for the moves my child has made from grade to grade and school to school.	9	3	2	1
All of the people who are important to my child's transition were part of the planning.	11	2		2
FOR PARENTS OF STUDENTS AGE 16 OR OLDER:	4	3		8
I am satisfied with the written secondary transition plan that is in my child's IEP.				
BEHAVIOR STRATEGIES AND DISCIPLINE:				
My child's classroom behaviors affect his/her ability to learn. <i>If yes, please answer the next two questions. If no, skip to OTHER.</i>		YES 13		NO 2
I have been involved in the development of behavior interventions, strategies and supports for my child.	10	3		2
I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs.	8	4		3
OTHER:				
I fully participate in special education decisions regarding my child.	14	1		
I have been provided with a copy of the procedural safeguards (parental rights) at least once a year.	15			

LEA SURVEY

All private schools are required to survey their sending LEAs as part of the Special Education Program Approval process. The results of the Granite Hill School surveys from the LEA representatives were positive. Many LEAs commented that the school was flexible, focused on the individual student, driven to success and dependable within the Special Education Process. Respondents added that access to additional related services on site would be helpful. The school administration may want to follow up with LEAs on the responses to questions 4 (school has an effective behavioral program) and 5 (satisfied with the related services available) where districts indicated general agreement but didn't strongly agree to the level of other questions.

SUMMARY REPORT OF SENDING LEAs

Total number of surveys sent: 17	Total # of completed surveys received: 12	Percent of response: 71%
Number of students placed by: LEA: All	Court: 0	Parent: 0

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

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

Students attending the Granite Hill School are provided with access to the general curriculum through a well designed curriculum and effectively implemented instruction. The small class sizes allow for individualized lessons to meet the range of learning needs within the student population. The teachers are committed to their students and work hard to provide instruction that is relevant and engaging. The students observed in class demonstrated their willingness to participate in their own learning and were able to discuss the progress they have made since placement in Granite Hill School, as well as their increased level of self-confidence.

Transition

Transition Planning

Process: Provision of FAPE

Transition Services

The Granite Hill School begins to consider transition planning at the time of the students' placement into the school. While some students are able to make gains and transition back to either their local school or another school setting more quickly than previously anticipated, other students will remain in the Granite Hill School until the necessary skills and readiness for transition are met.

The school is commended for their work to provide a range of vocational experiences both in the school setting and in the community. The students express satisfaction in the real world learning that the vocational experiences provide and are better able to determine what their own individual work style and preferences may be. The school has also developed the summary of performance for students who are graduating from school so that their progress toward their goals and their post school goals can be described for the student as he moves beyond high school. However, the school is urged to continue to work with the sending school districts to develop comprehensive transition plans for students by age 16 that includes a coordinated set of activities and measurable post school goals.

Behavior Strategies and Discipline

The Granite Hill School has developed an appropriate and effective behavior management system that is implemented school wide. The calm and consistent approach to expectations for appropriate behavior and a process for responding to behavior that is not appropriate was clearly evident in the sense of a safe and secure environment that is found within the school. The RIGHT Track model utilized by the school staff is an effective model and the staff will continue to define student behaviors to ensure consistency in interpretation of the students' behaviors. The school has designed a Processing Room component that allows students to have a place and process to review their behavior and, with the guidance of a staff member, to consider what other options for response they could have used. The staff, students and parents all feel that this model is working well.

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

Granite Hill School is requesting two program changes. They would like to add a Summer Program and would like to extend their school day to accommodate students who may be working during the day but are interested and willing to return to school after work to earn credits toward graduation. They are also requesting a change from an all male school to a school with both male and female students.

COMMENDATIONS

The Granite Hill School is finishing an addition to the school building and in the process is considering a range of program developments and changes. The administration is commended for the vision and leadership that is presently seen as the school establishes itself as a school that is able to successfully meet the range of adolescent educational and social emotional needs of the students in their care. Among the areas noted as successful are the following:

1. The administration, staff and Board Members are commended for the ability to see the positive, recognize growth potential and to implement effective instructional models to meet the needs of all of their students.
2. There is a strong sense of a cohesive team among the Granite Hill staff. The level of professionalism, collegiality, support for one another and flexibility in approach is commended. There is a sense that ideas are converted into practice and that a clear sense of future possibilities exists within the Granite Hill School.
3. The increasing use of data to identify outcomes and the plan to continue to increase the use of technology and data as a way to inform both outcomes and needs is recognized.
4. The creative approach to curriculum alignment is commended. The Granite Hill School has incorporated pro-social skills into the curriculum design. They are also in a continual process of review and revision to their curriculum including alignment with the state's GLEs and GSEs and in the development of integrated curriculum units in English and History.
5. There is a well planned professional development model in place that is provided to all staff.
6. The addition of intramural sports activities that includes playing sports with other private schools is seen as an excellent way to provide the students with a sense of community and socializing activities.
7. There is a sense of safety and security in the school and both students and parents expressed a sense of belonging, support and inclusion with the Granite Hill School.
8. The school's expanding vocational and work study programs allow students to experience a range of job explorations and develop appropriate work related skills.
9. The school's Right Track behavior model provides good structure to the positive climate and behavior expectations within the school. In addition, the use of the Planning Room to provide students with a structure and system of assessment and planning for future behavior challenges is effective and well implemented.
10. The staff supervision and evaluation model implemented by the administration is well designed and highly effective.

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.

There are no systemic deficiencies identified at this time at Granite Hill School.

CITATIONS OF NONCOMPLIANCE IDENTIFIED AS A RESULT OF THE APRIL 24 & 25, 2007 CASE STUDY COMPLIANCE REVIEW

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

Each citation 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.

Ed. 1109.01 Elements of an IEP - The IEPs reviewed did not consistently contain coordinated, measurable, annual IEP goals and a description of transition services that will reasonably enable the student to meet the post-secondary goals.

As a result of the James O compliance review conducted during the Case Study Compliance Review, the following citations of non-compliance were identified.

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.

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.

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 and are included in the Building Level Case Study Data Summary Report, pp.13-19.** It should be noted that in the Building Level Data Summary Report, any suggestion made by a visiting team member that is actually a citation of noncompliance, has an asterisk (*) before it, and it is also listed above with the citations of noncompliance.

1. Continue to design data collection tools to ensure that data is used to evaluate the success of programming, make data informed decisions and support consistency among staff.
2. Continue to provide ongoing professional development to all staff in the understanding and consistent implementation of state and federal requirements for students with educational disabilities.
3. Continue to explore additional technology and software needs for staff and students to expand the capacity and range of curriculum, instruction and assessment for the day program as well as the newly designed evening program.
4. Consider additional approaches to the collection of post school outcome data to determine if the students who graduate or leave the Granite Hill School experience success following discharge.
5. Continue to work on the expansion of the reading curriculum and programs so that a wider range of student reading needs can be addressed when necessary.

6. Continue to work on the expansion of the library/media center so that students have the opportunity for working in a library setting and have access to the resources they may need.
7. Continue to consider how to expand the physical education components now offered by the Granite Hill School.
8. Continue to explore additional opportunities for social experiences for both students and their families.

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

Private School: Granite Hill School	Date: 4/25/07
Programs:	Number of Cases Reviewed: 2
Recorder/Summarizer:	

Collaborative Team Members:

Name: Nicole Galloway	<u>Building Level</u> or Visiting
Name: Danielle Paranto	<u>Building Level</u> or Visiting
Name: Barbara Logan	Building Level or <u>Visiting</u>
Name: Kathy McGhee	Building Level or <u>Visiting</u>
Name: Richard Robinson	<u>Building Level</u> or Visiting
Name: Stephen Johnson	<u>Building Level</u> or Visiting
Name: Nancy Decoteau	<u>Building Level</u> or Visiting
Name: Breanna Davis	<u>Building Level</u> or Visiting
Name: Kate Sargent	<u>Building Level</u> or Visiting
Name: Judith Jason	<u>Building Level</u> or Visiting
Name: Joyce Wright	<u>Building Level</u> or Visiting
Name: Mandy McMahan	<u>Building Level</u> or Visiting
Name: Justin McClelland	<u>Building Level</u> or Visiting
Name: Barbara Cohen	Building Level or <u>Visiting</u>
Name: Krista Lidman	<u>Building Level</u> or Visiting

Based on data collected from the Data Collection Forms, Interview Forms, Classroom Observations, etc. the following summary is intended to provide a “snapshot” of the quality of services and programs in the school/private facility in the areas of:

Access to the General Curriculum, Transition and Behavior Strategies and Discipline.

SUMMARY OF BUILDING LEVEL DATA

Filled in with the number of times a statement was marked from all Data Collection Forms:

<u>ACCESS TO THE GENERAL CURRICULUM STATEMENTS</u>							
Ed. 1109.01 Elements of an IEP CFR 300.347 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 300.553 Ed. 1119.03, Full Access to District's Curricula CFR 300.24, CFR 300.347 Ed. 1119.08, Diplomas Ed. 1107.04 (d) Qualified Examiner Ed. 1133.05 (c)(h)(k) CFR 300.347 Program Requirements, Content of IEP Ed. 1133.20 Protections Afforded to Children with Disabilities CFR 300.347(a) (1) (i) ". . . general curriculum (i.e. ,the same curriculum as for nondisabled children)" CFR 300.347 (a) (3) (iii) "To be educated and participate with other children with disabilities and non disabled children"					YES	NO	N/A
Team uses multiple measures to design, implement and monitor the student's program.					2		
IEP goals are written in measurable terms.					1	1	
Student has made progress over the past three years in IEP goals. Goal 1					2		
Student has made progress over the past three years in IEP goals. Goal 2					2		
Student <u>has access to</u> the general curriculum (as outlined by the district, sending district or NH frameworks.)					2		
Student <u>participates in</u> the general curriculum in a regular education setting with non-disabled peers, as appropriate, with necessary supports.							2
When participating in a regular education setting with non-disabled peers with necessary supports, student <u>has made progress in</u> the general curriculum.							2
Student participates appropriately in state, district and school-wide assessments.					2		
Student <u>shows progress</u> in state, district and school-wide assessments.					2		
Student <u>has opportunities</u> to participate in general extracurricular and other non-academic activities with necessary supports.					2		
Student <u>does participate</u> in general extracurricular and other non-academic activities with necessary supports.					2		
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		
Extension in Place	Lack of Qualified Personnel Psychologist Educator Related Services Other	Evaluation Not Completed in Time	Summary Report Not Written in Time	Meeting Not Held in Time	Other		
<i>For High School Students:</i>					YES	NO	NA
Student is earning credits toward a regular high school diploma.					1		
<i>IF YES:</i> within 4 years?					1		
Student will earn an IEP diploma or a certificate of competency.						1	
<i>IF YES:</i> within 4 years?							
Does this school / district have a clear policy for earning a high school diploma?					1		

Access to the General Curriculum

Strengths

1. The Granite Hill curriculum is aligned to the NH Curriculum Frameworks and designed with full range and breadth and provides access to the general curriculum to the students.
2. The students observed were fully engaged in their instruction.
3. The use of the Understanding by Design (UBD) backwards model has been an important approach in instructional implementation.
4. The incorporation of pro-social skills into the school's literacy curriculum is seen as very effective.
5. Granite Hill staff members are committed to their work with students and feel a sense of ownership of the curriculum.
6. The Professional Development Plan and activities offered to staff are ongoing and comprehensive.
7. The Granite Hill students are provided with opportunities to participate in extracurricular activities through school sponsored activities (e.g. intramural sports program). Through these activities students have improved motor skills, sportsmanship and, as a result of confidence building, at least one student is considering trying out for a sport at their local school.

Suggestions for Improvement

1. There is a need to further align the Granite Hill curriculum to the NHDOE GLE's and GSE's. Curriculum mapping is suggested to identify the strengths of the present curriculum as well as the potential areas in need of expansion.
2. The school administration and staff are encouraged to continue to work on the design of vocational programs.
3. Continue to explore additional reading programs to provide a range of reading instruction based on individual student needs.
4. Consider integrating the instructional units so that content areas are inter-related.
5. Explore the possibility of adopting a computer based tutorial program to meet the range of student needs.
6. Consider purchasing sports uniforms to further the sense of school community in extracurricular situations.

SUMMARY OF BUILDING LEVEL DATA

Filled in with the number of times a statement was marked from all Data Collection Forms:

<u>TRANSITION STATEMENTS</u>						
Ed. 1102.53, Transition Services CFR 300.29 Ed. 1107.02 CFR 300.132 Part C Transition Ed. 1109.01, Elements of an IEP (Transition Services) CFR 300.347 (b) (1) (2) 20 U.S.C. 1401 (34) 20 U.S.C. 1414 (d)(1)(A)(i)(VIII)(aa)(bb)(cc) Ed. 1109.03, IEP Team CFR 300.344 (b) (1) Ed. 1133.05 CFR 300.347 (b)(1)(2) Program Requirements This includes movement from (a) Early Supports and Services (ESS) to preschool, b) preschool to elementary school, (c) age 14 or younger, or (d) age 16 or older, as well as from grade to grade and school to school.				YES	NO	
For all students, respond to the following 3 statements:						
Transition planning from grade to grade takes place.	2					
Transition planning from school to school takes place.	2					
Collaboration has occurred between general and special education staff in IEP development and in transition planning.	2					
For middle or high school students, <u>also</u> respond to the following 4 statements:						
Transition planning is designed as a results oriented process that promotes movement from school to the student's desired post-school goals.	2					
IEP team includes parent as part of transition planning.	2					
IEP team and process includes student as part of transition planning.	2					
IEP includes current level of performance related to transition services.		2				
If the student is age 14 or older during the course of the IEP, <u>also</u> respond to the following 3 statements:						
There is documentation that the student has been invited to attend IEP meetings.	2					
A statement of the transition service needs is included in the IEP.	2					
The statement of transition focuses on the student's course of study (e.g. vocational programming, advanced placement).	2					
If the student is age 16 or older during course of the IEP, <u>also</u> respond to the following 11 statements:						
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.		NO	N/A			
There is documentation that representatives of other agencies have been invited to IEP meetings.	1					
Statement of needed transition services is presented as a coordinated set of activities.	1					
The statement of transition focuses on the student's course of study (e.g. vocational programming, advanced placement).	1					
The IEP includes a statement of needed transition services and considers instruction.	1					
The IEP includes a statement of needed transition services and considers related services.	1					
The IEP includes a statement of needed transition services and considers community experiences.	1					
The IEP includes a statement of needed transition services and considers development of employment skills.	1					
The IEP includes a statement of needed transition services and considers development of daily living skills.	1					
Student is informed prior to age 17 of his/her rights under IDEA.						
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			

Transition

Strengths

1. The Granite Hill School is commended for their work in the area of providing high school students with vocational related work placements in the local community.
2. When students are placed in a work setting there is good communication between the school, the students and the employer as a result of the Work/School Coordinator.
3. The job shadowing component of the vocational programming is seen as very effective in providing students with a range of experiences.
4. The summary of performance written for seniors is done well.
5. The vocational assistant carries important information from student placements back to the school.

Suggestions for Improvement

1. Consider expanding the prevocational programming so that younger students are offered career exploration experiences.
2. *Continue to work to develop comprehensive transition plans that include coordinated, measurable, annual IEP goals and includes transition services that will reasonably enable the student to meet the post-secondary goals.

* This is a citation

SUMMARY OF BUILDING LEVEL DATA

Filled in with the number of times a statement was marked from all Data Collection Forms:

<u>BEHAVIOR STRATEGIES AND DISCIPLINE</u>		YES	NO	N/A
<u>Ed. 1109.02 Program</u> <u>CFR 300.346</u> <u>Ed. 1119.11 Disciplinary Procedures</u> <u>CFR 300.519-300.529</u> <u>Ed. 1133.07 (a) (b) (c) (d) (e)</u> <u>CFR 300.510-300.529</u> <u>20 U.S.C. 1415 (K)</u> <u>Child Management – Private Schools</u> <u>RSA 169-C Child Protection Act</u>				
Data are used to determine impact of student behavior on his/her learning.		2		
Has this student ever been suspended from school?		1	1	
If yes, for how many days? (11 days over a two year period)		11		
If appropriate, a functional behavior assessment has been conducted.				2
IEP team has addressed behaviors that are impacting student learning.		2		
A behavior intervention plan has been written to address behaviors.		2		
All individuals working with the student have been involved in developing behavior intervention strategies.		2		
Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.		2		
Results of behavior intervention strategies are evaluated and monitored.		2		
A school-wide behavior intervention model exists.		2		
Strengths	Suggestions for Improvement			
<ol style="list-style-type: none"> 1. The school uses a positive approach to behavior management that is individualized and flexible but consistently implemented. 2. There is a feeling of safety and security in the Granite Hill School. 3. The school does a good job of maintaining behavior data to determine patterns of student progress and also areas that may require review and adjustment to individual programs. 4. There is a clear sense of team effort and commitment from all staff in supporting all of the Granite Hill students. 5. The Granite Hill staff members and administration are supportive of each other. 6. The use of peer mediation is seen as an effective approach. The staff reports that use of peer mediation has increased. 7. Having the R.I.G.H.T. Track program has made a big difference in the school climate. 8. Consultation with school psychologist Dr. Connery is seen by staff members as very helpful. 9. The Planning Room model used for debriefing student behaviors is seen as an effective model for students to identify their behaviors and make decisions about how to react in the future. 	<ol style="list-style-type: none"> 1. Develop and formalize an approach to writing Functional Behavior Assessments (FBA) when needed. The school presently maintains a record of functional behavior in the meeting minutes but the FBA should be designed as a separate document designed specifically for that purpose. 2. * Continue to develop measurable IEP goals using Achenbach Behavioral Checklist data and align with IEP dates. 3. The staff indicates that there is a need to further define behaviors so that all staff are able to identify the seriousness of a behavior and respond in a consistent manner. Consider developing a behavior rubric that would show the progression of a behavior from minor to significant as a measurement tool for staff, students and parents. <p style="margin-top: 20px;">* This is a citation</p>			

SUMMARY OF BUILDING LEVEL STRENGTHS AND SUGGESTIONS FOR IMPROVEMENT

Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> 1. The Granite Hill staff members are professional, committed to the mission of the school and to the sense of teamwork that is necessary in order to provide a successful school experience to the students. 2. The administrative support and supervision provided is strong and effective. 3. There is a clear sense of collaboration and communication among the staff and administration. 4. The Professional Development Plan and implementation is comprehensive. 5. The teacher evaluation process is commended. 6. The ongoing curriculum review and evaluation is commended. 7. The planned addition of a social worker position to the Granite Hill staff is seen as an important role and the school is commended for this decision. 8. The school has identified the student needs that they are successful in addressing and they have stayed true to their admission criteria so that the student population is well serviced and the students, as a result, meet with success. 	<ol style="list-style-type: none"> 1. Continue to build and expand technology resources to extend the school's curriculum offerings. 2. Continue to explore the addition of reading programs and resources to complement the programs already in place. 3. Continue to work on the expansion of the school's library and media center. 4. Continue to increase the school's vocational opportunities. 5. Continue to increase the school's outdoor and indoor physical education areas. 6. Consider how to encourage students to explore the possibilities of attending college as a post school goal. (e.g. Possibly work with the Claremont Technical College to seek opportunities for students to participate in college course experiences.) 7. There is a need to expand the development of transition planning so that all aspects of transition planning are included in IEPs by age 16, or younger if appropriate.

VI. ADDENDUM: JAMES O SUMMARY

ADDENDUM

JAMES O. MONITORING PROGRAM

Granite Hill School

Student File Review

Case Study Document

Reimbursement Claim Form

Case Study Addendum Form

Date: April 25, 2007

Reviewer: Maryclare Heffernan

ADDENDUM
JAMES O. MONITORING PROGRAM

Granite Hill School

Number of files reviewed: 1 File reviewed

COMMENDATIONS:

The Granite Hill administration and staff are commended for their concern about individual students who are court placed in the school. Their advocacy on behalf of student's educational and social/emotional needs is an important component in the development of programs for each student.

CITATIONS OF NONCOMPLIANCE:

The student reviewed was a Keene School District student and the IEP and related forms were the district forms. There is a shared responsibility between the public and private schools to ensure that all required procedures are implemented.

Ed. 1109.01 Elements of an IEP - The IEP reviewed did not include measurable annual goals.

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.

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.