

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

**NASHUA CHILDREN'S HOME  
SUMMARY REPORT**

**David Villiotti, Executive Director  
Joanne Burdett Dion, Educational Director**

Chairperson, Visiting Team:  
Jennifer Dolloff  
Education Consultant

Site Visit Conducted on March 25 - 26, 2009  
Report Date, June 10, 2009

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## **I. TEAM MEMBERS**

### **Visiting Team Members:**

| <b>NAME</b>                   | <b>PROFESSIONAL ROLE</b> |
|-------------------------------|--------------------------|
| Chairperson: Jennifer Dolloff | Education Consultant     |
| Jane Bright                   | LD Specialist            |
| Jane Glines                   | Special Educator         |
| Kirke Olson                   | School Psychologist      |
| Patricia Rhodes               | Education Coordinator    |

### **Building Level Team Members:**

| <b>NAME</b>         | <b>PROFESSIONAL ROLE</b>       |
|---------------------|--------------------------------|
| Joanne Burdett Dion | Educational Director           |
| Dan Turcotte        | Assistant Educational Director |
| Kristi Casale       | Teacher                        |
| Diane Labonte       | Classroom Aide                 |
| Nia Normand         | Therapist                      |
| Kristin Morgenstern | Therapist                      |
| Maria Barry         | Teacher                        |
| Karen O'Donnell     | Classroom Aide                 |
| Stephanie Roy       | Teacher                        |
| Karen McDonald      | Classroom Aide                 |
| Natasha Arruda      | Therapist                      |

### **Participating Local Education Agencies (LEAs):**

| <b>NAME</b>   | <b>District</b> |
|---------------|-----------------|
| Dania Jackson | Manchester      |
| Amy Sarsfield | Mont Vernon     |

## II. INTRODUCTION

Nashua Children’s Home is a private agency located in Nashua, NH that provides educational services to children in grades 1-8, ages 6-15 and residential services for youth and young adults. Nashua Children’s Home was founded in 1903 as a private orphanage for homeless children of the greater Nashua area. In this tradition, Nashua Children’s Home (NCH) continues as a private, non-profit corporation committed to meeting the needs of Nashua area children and families. The school is governed by a board of directors who strive to maintain the original goals established by the founders, while responding to the evolving needs of the community.

To meet the current needs of the Nashua area, NCH operates three major programs. The first, a residential program, has been in continuous operation since 1903. The residential program now operates four separate residences for boys and girls who have fallen out of the mainstream of society and are in need of special care to resolve conflicts that have left them out of their homes. Student residences are located in the Main Building, which also includes the school program, the Girls Home, the Boys Independent Living Home and the Transitional Living Home. The Educational Program, located in the Main Building, is a special education school for students with educational disabilities in grades 1-8 within the ages of 6 to 15 years old. The NCH program provides services to students identified with Emotional Disturbance, Other Health Impairment, Specific Learning Disabilities and Mental Retardation. Day students and residential students attend the school program. Programming is available in the school 180 days per year. NCH does not run a summer school program.

NCH feels that it has met its goals when students successfully return to public school, when children in NCH residences successfully return to their families and when family reunification is achieved. The ultimate goal at NCH is help retain the integrity of the family where possible or to provide temporary out-of-home support where no other alternatives exist.

## BELIEFS AND MISSION

*Nashua Children’s Home is committed to the care, welfare and educational achievement of children and youth within its Residential and Educational Programs, and the successful transition to adult living of the young men and women in its Transitional Living Program. Nashua Children’s Home provides care and stability to boys and girls unable to remain with their families, special education services for students who have not been successful in public school settings, and supportive housing for youth that have “aged-out” of care.*

| <b>SCHOOL DEMOGRAPHICS</b>  | <b>2007-08</b>   | <b>2008-09</b>           |
|---|--|--------------------------|
| Student Enrollment as of December 1   | 26   | 18                       |
| Do you accept out-of-state students?<br>If so, list number from each state in 08-09 | No   |                          |
| Number and Names of Sending New Hampshire LEAs (as of October 1)                    | SAU10 Auburn, SAU82 Chester, SAU52 Epsom, SAU41 Hollis, SAU37 Manchester, SAU39 Mont Vernon, SAU42 Nashua, SAU51 Pittsfield, SAU57 Salem, SAU63 Wilton |                          |
| # of Identified Students Suspended One or More Times                                | 0  | 0                        |
| Average Length of Stay for Students   | 2 years  | 2.5 years                |
| <b>STAFF DEMOGRAPHICS</b>   |  |                          |
| Student/Teacher Ratio (as of Oct. 1)  | 8/1  | 6/1                      |
| # of Certified Administrators   | 1  | 1                        |
| # of Certified Teachers   | 3  | 3                        |
| # of Teachers with Intern Licenses  | 0  | 0                        |
| # of Non-certified Teachers   | 0  | 0                        |
| # of Related Service Providers  | 5  | 5                        |
| # of Paraprofessionals  | 3  | 3                        |
| # of Professional Days Made Available to Staff                                      | 4 full / 8 early release   | 4 full / 8 early release |

| <b>SPECIAL EDUCATION PROGRAM DATA</b> |                |                |
|---------------------------------------|----------------|----------------|
| <b>Primary Disability Types:</b>      | <b>2007-08</b> | <b>2008-09</b> |
| Autism                                | 0              | 0              |
| Deaf / Blindness                      | 0              | 0              |
| Deafness                              | 0              | 0              |
| Emotional Disturbance                 | 21             | 11             |
| Hearing Impairment                    | 0              | 0              |
| Mental Retardation                    | 0              | 0              |
| Multiple Disabilities                 | 0              | 0              |
| Orthopedic Impairment                 | 0              | 0              |
| Other Health Impairment               | 4              | 5              |
| Specific Learning Disabilities        | 1              | 2              |
| Speech or Language Impairment         | 0              | 0              |
| Traumatic Brain Injury                | 0              | 0              |
| Visual Impairment                     | 0              | 0              |
| Developmental Delay ages 3-9          | 0              | 0              |

### **III. PURPOSE AND DESIGN OF THE CASE STUDY COMPLIANCE REVIEW PROCESS**

The New Hampshire Department of Education (NHDOE) conducted a Special Education Program Approval Visit to Nashua Children's Home on March 25-26, 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

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 Nashua Children's Home. 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 plans (IEPs), progress reports, samples of student work, grades, extracurricular involvement, permanent records, curriculum, etc. Input was gathered from key constituents, including interviews with

professional staff, parents, administrators, and in some cases the students. In addition, classroom observations were conducted for each of the case studies being reviewed. The collective data were summarized by the visiting and building level teams. The summaries, included in the following pages, outline identified areas of strength and areas needing improvement for each school reviewed.

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

Based on review of the July 23, 2004 NHDOE Special Education Program Approval Report, no patterns were identified as needing improvement.

#### V. MARCH 25-26, 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 individual student case studies were conducted during the two day visit to Nashua Children’s Home. The case studies involved students identified with one or both of the following disabilities: emotional disabilities and other health impairment. One fourteen year old, one eleven year old and one ten year old student were reviewed in grades 8, 6, and 4 respectively.

#### LEA SURVEYS

Ten surveys were sent to Local Education Agency (LEA) representatives; 8 of the 10 were completed and returned. This is a very strong response rate; results reflect accurate levels of LEA satisfaction. None of the respondents indicated disagreement with the effective practices listed.

#### SUMMARY REPORT OF SENDING LEAs

|                                       |  |                          |
|---------------------------------------|--|--------------------------|
| Total number of surveys sent: 10      | Total # of completed surveys received: 8 | Percent of response: 80% |
| Number of students placed by: LEA: 19 | 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.   | 7 | 1 |   |   |           |
| 2. I am satisfied with the educational program at the above school.  | 7 | 1 |   |   |           |
| 3. The school consistently follows special education rules and regulations.                                | 7 | 1 |   |   |           |
| 4. The school has an effective behavioral program (if applicable).   | 7 | 1 |   |   |           |
| 5. I am satisfied with the related services provided by the school.  | 4 | 4 |   |   |           |
| 6. The school implements all parts of students’ IEPs.  | 7 | 1 |   |   |           |
| 7. I feel the school provides the necessary skills to allow the student to make progress on the IEP goals. | 7 | 1 |   |   |           |
| 8. The school program measures academic growth.  | 6 | 2 |   |   |           |

|  |   |   |  |  |                 |
|--|---|---|--|--|-----------------|
| 9. The school program measures behavioral growth (if applicable).  | 7 | 1 |  |  |                 |
| 10. The school completes a minimum of 3 comprehensive reports per year on each child with a disability enrolled.   | 5 | 2 |  |  | 1 (new student) |
| 11. Progress reports describe the child's progress toward meeting the IEP goals, include a record of attendance, and are written in terminology understandable to the parent.  | 6 | 2 |  |  |                 |
| 12. Progress reports are provided to the LEA and to the parent of the child.   | 6 | 2 |  |  |                 |
| 13. I am satisfied with the way the school communicates students' progress.  | 6 | 2 |  |  |                 |
| 14. The school communicates effectively with parents.  | 7 | 1 |  |  |                 |
| 15. The school communicates effectively with the LEA.  | 7 | 1 |  |  |                 |
| 16. The school involves parents in decision-making.  | 6 | 2 |  |  |                 |
| 17. The school actively plans for future transition to a less restrictive placement.   | 6 | 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. | 5 | 2 |  |  | 1               |
| 19. The school team sets meeting times that are convenient for both parents and LEA.   | 7 | 1 |  |  |                 |
| 20. The school has met my expectations.  | 6 | 2 |  |  |                 |
| 21. I have a good relationship with the school.  | 7 | 1 |  |  |                 |
| 22. I would enroll other students at the school.   | 7 | 1 |  |  |                 |

### 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 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 March 25-26 Case Study Compliance Review in Nashua Children's Home.

Nineteen surveys were mailed to parents of children currently attending Nashua Children's Home. Six surveys were returned, indicating a return rate of 31%. The majority of parent responses indicate complete satisfaction with the areas noted. At least two parents indicated partial satisfaction with practices listed. One parent indicated concern regarding the number of interactions their child has with non disabled peers and the number of activities students are encouraged to participate in outside of the school day.

#### SUMMARY OF PARENT SURVEY DATA

|                                  |  |                          |
|----------------------------------|--|--------------------------|
| Total number of surveys sent: 19 | Total # of completed surveys received: 6 | Percent of response: 31% |
|----------------------------------|--|--------------------------|

**SCALE            3 = COMPLETELY            2 = PARTIALLY            1 = NOT AT ALL**

| <b>ACCESS TO THE GENERAL CURRICULUM:</b>  | <b>3</b> | <b>2</b> | <b>1</b> | <b>No Answer</b> |
|---|----------|----------|----------|------------------|
| I am satisfied with my child's program and the supports that he/she receives.   | 5        | 1        |          |                  |
| My child has opportunities to interact with non-disabled peers on a regular basis.  | 4        |          | 1        | 1                |
| I am adequately informed about my child's progress.   | 5        | 1        |          |                  |
| My child is informed about and encouraged to participate in school activities outside of the school day, and is offered necessary supports. | 5        |          | 1        |                  |
| My child feels safe and secure in school and welcomed by staff and students.  | 5        | 1        |          |                  |

|   |                        |          |                       |                  |
|---|------------------------|----------|-----------------------|------------------|
| A variety of information (observations, test scores, school work, parent input) was used in developing my child's IEP.                                      | 6                      |          |                       |                  |
| I am satisfied with the progress my child is making toward his/her IEP goals.   | 5                      | 1        |                       |                  |
| <b>TRANSITION:</b>  |                        |          |                       |                  |
| I am satisfied with the planning and support provided for the moves my child has made from grade to grade and school to school.                             | 4                      | 2        |                       |                  |
| All of the people who are important to my child's transition were part of the planning.   | 5                      |          |                       | 1                |
| <b>BEHAVIOR STRATEGIES AND DISCIPLINE:</b>  |                        |          |                       |                  |
| My child's classroom behaviors affect his/her ability to learn.<br><i>If the answer is yes, please answer the next two questions. If no, skip to OTHER.</i> | <b>YES</b><br><b>5</b> |          | <b>NO</b><br><b>1</b> |                  |
|   | <b>3</b>               | <b>2</b> | <b>1</b>              | <b>No Answer</b> |
| I have been involved in the development of behavior interventions, strategies and supports for my child.  | 5                      |          |                       | 1                |
| I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs.   | 4                      | 1        |                       | 1                |
| <b>OTHER:</b>   |                        |          |                       |                  |
| I fully participate in special education decisions regarding my child.  | 6                      |          |                       |                  |
| I have been provided with a copy of the procedural safeguards (parental rights) at least once a year  | 6                      |          |                       |                  |

**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**

Staff members at NCH provide an extraordinary environment for students that is welcoming, warm, supportive and effectively meet student needs. All team members providing supports to students appear to work collaboratively with each other, with parents and local LEAs to develop and monitor specialized educational programming. Individual assistance is provided to students in the classrooms and throughout the program. A very intentional focus is placed on academic growth. Academic expectations are clearly defined for each student and individual achievement is graphed so that both students and staff can monitor learning growth. The facility provides ample room for program activities and includes an onsite gymnasium.

During the visit it was noted that IEP goals are not consistently written in measureable terms. Staff members will benefit from additional guidance in writing goals that include a baseline measure and are specific, measureable and detail how progress will be measured.

In order for students to have equal access to the general curriculum, NCH needs to provide consultants to the staff in areas where they are not certified. This includes all of the requirements as listed in the "Minimum Standards for Public School Approval".

Within the last few years, staff members of NCH revised their academic curriculum in the four major content areas and aligned their curriculum with the NH state frameworks. NCH may want to consider the use of a computer based curriculum as curriculum is updated and revised in the future.

## **Transition**

### **Transition Planning**

#### **Process: Provision of FAPE**

#### **Transition Services**

Students, parents, LEAs and staff members at NCH work collaboratively to coordinate student transitions. School wide meetings, referred to as “Rounds”, are held regularly to discuss individual student needs. As a result of the size and individual nature of the program, students typically transition smoothly into the NCH setting. Transitioning out of the program after eighth grade, or earlier when appropriate, appears to increase anxiety in some of the students who would prefer to remain at NCH. To assist in this process and to relieve student and family anxiety, NCH holds regular meetings with sending and receiving districts and appropriate area agency members.

One student IEP did not include a statement of transition service needs. During the course of the IEP period one eighth grade student turned fourteen years old. NCH plans to establish stronger guidelines in this area to assure all IEPs of students who turn fourteen during the IEP service period 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.

### **Behavior Strategies and Discipline**

A very comprehensive behavioral program is in place at NCH that clearly defines and models expected program –wide and classroom behaviors. Behavioral guidelines are clearly written and shared with staff and students. All behavioral data reviewed during the visit indicates significant behavioral improvement in each student case. It was also noted during the visit that staff remain committed to students in spite of the often significant challenges presented by students. Staff members demonstrate a strong understanding of student needs and issues and provide appropriate engaging activities to meet those individual needs. Both parents and students report very positive experiences and relationships in the school setting.

Staff members track the number of occasions students visit the “quiet room”. It may be useful to chart whether each student visit was made voluntarily versus involuntarily.

### **COMMENDATIONS**

1. The Educational Director is commended for the hard work done in preparation for the Case Study Compliance Review. She and the staff were helpful and receptive to the reviewer’s observations and suggestions. The case studies were well organized and materials were easily accessed.
2. NCH staff members are commended for providing students with a calm, consistent and supportive school climate and utilizing a comprehensive behavioral system understood and utilized by all members of the school community.
3. Staff members are also commended for being committed and dedicated to students who are often experiencing major life challenges and upheaval.

### **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 systemic deficiencies were identified during the visit.

**CITATIONS OF NONCOMPLIANCE IDENTIFIED AS A RESULT OF THE  
MARCH 25-26, 2009 CASE STUDY COMPLIANCE REVIEW**

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

**Child Specific Citations to Be Addressed by Both the LEA and Private School Setting:**

**Manchester SAU 37**

NHSEIS # 615195 and NHSEIS #634702

**ED 1109.05 Implementation of IEP**

**ED 1109.01 Elements of IEP**

**CFR 300.320 Content of IEP**

IEP goals are not written in measureable terms.

**Manchester SAU 37**

NHSEIS #634702

**CFR 300.43**

**ED 1102 Transition Services**

**ED 1109.01 Elements of IEP**

**CFR 300.320 Content of IEP**

One student IEP did not include a statement of transition service needs.

**Mont Vernon, SAU 39**

NHSEIS #677763

**ED 1109.05 Implementation of IEP**

**ED 1109.01 Elements of IEP**

**CFR 300.320 Content of IEP**

IEP goals are not written in measureable terms.

**Systemic/Program Specific Citations to Be Addressed by the Private School Setting:**

**Ed 1109.08 Equal Education Opportunity, Ed 1119.03 Access to the General Education Curriculum**

**Ed 1133.05 Program Requirements-Qualifications of staff**

In order for students to have full opportunities to earn a regular high school diploma and equal access to the general curriculum, Nashua Children's Home needs to provide consultants to the staff in areas where they are not certified. This includes all of the requirements as listed in the "Minimum Standards for Public School Approval". Several content area consultants were not in place at the time of the visit:

**CFR 300.43**

**ED 1109.05 Implementation of IEP**

**ED 1109.01 Elements of IEP**

**CFR 300.320 Content of IEP**

IEP goals are not written in measureable terms.

**ED 1102 Transition Services**

**ED 1109.01 Elements of IEP**

**CFR 300.320 Content of IEP**

One student IEP did not include a statement of transition service needs.

**Ed. 1114.04 Policies and Procedures**

**Each private provider of special education or other non-LEA program shall have written policies which comply with the provisions of the IDEA and RSA 186-C.**

The policies and procedures provided for review referenced Individuals with Disabilities Act (IDEA) of 1997. Current policies and procedures must comply with IDEA 2007.

**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 also in the following Building Level Summary.

1. Consider adopting an intensive and systematic reading program to more directly address academic deficits. Some suggestions made by visiting members included the “Saxon” and “Spires” academic resources.

## VI. BUILDING LEVEL SUMMARY REPORT

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: **Nashua Children's Home**

Date: March 26, 2009

Programs: Educational Day Program

Number of Cases Reviewed: 3

Recorder/Summarizer: Pat Rhodes

|                           |                |
|---------------------------|----------------|
| Name: Jen Dolloff         | Visiting       |
| Name: Jane Glines         | Visiting       |
| Name: Pat Rhodes          | Visiting       |
| Name: Kirke Olson         | Visiting       |
| Name: Jane Bright         | Visiting       |
| Name: Joanne Burdett Dion | Building Level |
| Name: Dan Turcotte        | Building Level |
| Name: Dave Villioti       | Building Level |
| Name: Kristen Morgenstern | Building Level |
| Name: Maria Barry         | Building Level |
| Name: Karen O'Donnell     | Building Level |
| Name: Stephanie Roy       | 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

| <b>ACCESS TO THE GENERAL CURRICULUM STATEMENTS</b>   |  |   |  |                              | Filled in with the combined number of times a statement is marked on all Data Collection Forms for this school or building |    |     |   |  |
|--|--|---|--|------------------------------|--|----|-----|---|--|
| <u>Ed. 1109.01 Elements of an IEP CFR 300.320 Content of IEP</u><br><u>Ed. 1109.05, Implementation of IEP 20 U.S.C. 1414 (d)</u><br><u>Ed. 1115.07, Ed 1119.01(f) Provision of Non-Academic Services/Settings</u><br><u>CFR 300.320(a) CFR 300.34 Ed. 1113.08, Full Access to District's Curricula</u><br><u>Ed. 1113.13, Diplomas</u><br><u>Ed. 1107.04 (d) Qualified Examiner</u><br><u>Ed. 1109.01 CFR 300.320 Program Requirements, Content of IEP</u><br><u>Ed. 1119 Protections Afforded to Children with Disabilities</u><br><u>CFR 300.320(a)(1)(i)</u> "... general curriculum (i.e. ,the same curriculum as for nondisabled children)"<br><u>CFR 300.320(a)(4)(iii)</u> "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 has made progress over the past three years in IEP goals. Goal 1  |  |   |  |                              | 3  |    |     |   |  |
| A4.) Student has made progress over the past three years in IEP goals. Goal 2  |  |   |  |                              | 3  |    |     |   |  |
| A5.) Student <u>has access to</u> the general curriculum (as outlined by the district, sending district or NH frameworks.)   |  |   |  |                              | 2  |    |     | 1 |  |
| A6.) Student <u>participates in</u> the general curriculum <u>in a regular education setting with non-disabled peers</u> , as appropriate, with necessary supports.  |  |   |  |                              |  |    |     | 3 |  |
| A7.) When participating in a regular education setting with non-disabled peers with necessary supports, student <u>has made progress in</u> the general curriculum.  |  |   |  |                              |  |    |     | 3 |  |
| A8.) Student <u>participates</u> appropriately in state, district and school-wide assessments.   |  |   |  |                              | 3  |    |     |   |  |
| A9.) Student <u>shows progress</u> in state, district and school-wide assessments.   |  |   |  |                              | 3  |    |     |   |  |
| A10.) Student <u>has opportunities</u> to participate in general extracurricular and other non-academic activities with necessary supports.  |  |   |  |                              | 3  |    |     |   |  |
| A11.) Student <u>does participate</u> in general extracurricular and other non-academic activities with necessary supports.  |  |   |  |                              | 2  |    |     | 1 |  |
| A12.) Was the student's most recent individual evaluation (initial or reevaluation), including a written summary report and meeting, held within 45 days of parental permission to test? <b>If not, was it due to:</b> (check all that apply)  |  |   |  |                              | 2  |    | 1   |   |  |
| a.) Extension in Place   | b.) Lack of Qualified Personnel<br>___Psychologist ___Educator<br>___Related Services ___Other | <input checked="" type="checkbox"/> c.) Evaluation Not Completed in Time<br><b>Waiting for Parents to complete Med Evaluation</b> | d.) Summary Report Not Written in Time | e.) Meeting Not Held in Time | f.) Other  |    |     |   |  |

| Access Strengths  | Access Suggestions for Improvement  |
|---|---|
| <ol style="list-style-type: none"> <li>1. All team members worked collaboratively with parents and LEA's to develop IEP's to include OT and related service personnel.</li> <li>2. Individual assistance provided to students is ongoing in the classroom and throughout the program.</li> <li>3. Very intentional focus on academics graphing and fluency so that both student and staff can see growth.</li> <li>4. Physical facility provides ample room/space for program activities including on-site gymnasium.</li> <li>5. Academic expectations are clearly defined.</li> </ol> | <ol style="list-style-type: none"> <li>1. Consider adopting graphing for all content areas.</li> <li>2. Redefine measurement strategies for IEP goals.</li> <li>3. Explore use of more current academic resources.</li> <li>4. Systematic/consistent program that staff are fluent in to more intensely address remediation and regaining academic deficits.</li> <li>5. Math ("Saxon") and Reading ("Spires") are some examples of suggested academic resources.</li> <li>6. Computer based curriculum.</li> <li>7. Write goals that have starting baseline, are specific, measurable, detailed, and document how progress will be measured specifically.</li> </ol> |

## SUMMARY OF BUILDING LEVEL DATA

| <b><u>TRANSITION STATEMENTS</u></b>   |  | Filled in with the combined <b>number</b> of times a statement is marked on all Data Collection Forms for this school or building |           |            |
|---|--|---|-----------|------------|
|   |  | YES   | NO        |            |
| <b><u>Ed .1102 Transition Services CFR 300.43</u></b><br><b><u>Ed. 1106 Process: Provision of FAPE CFR 300.124 Part C Transition</u></b><br><b><u>Ed. 1109.01 Elements of an IEP (Transition Services)</u></b><br><b><u>CFR 300.320(a)(7)(b) 20 U.S.C. 1402 (34)</u></b><br><b><u>20 U.S.C. 1414 (d)(1)(A) and (d)(6)</u></b><br><b><u>Ed. 1103 IEP Team CFR 300.320(b)</u></b><br>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.) <b>For a student who will turn age 14 during the IEP service period</b> (or younger if determined appropriate by the IEP team,) does the IEP include <b>a statement of the transition service needs</b> that focuses on the student's course of study, such as participation in advanced-placement courses or a vocational education program? <b>Ed 1109.01 (10)</b>   |  |   |           | 1          |
| <b>For students under age 16, answer only the first 4 statements above. Then skip to the next page. If the student is age 16 or older during the course of the IEP, answer all statements on this page.</b>   |  |   |           |            |
| T5.) Transition planning is designed as a results oriented process that promotes movement from school to the student's desired post-school goals.   |  |   |           |            |
| T6.) IEP team includes parent as part of transition planning.   |  |   |           |            |
| T7.) IEP team and process includes student as part of transition planning.  |  |   |           |            |
| T8.) IEP includes current level of performance related to transition services.  |  |   |           |            |
| T9.) There is documentation that the student has been invited to attend IEP meetings.   |  |   |           |            |
| T10.) A statement of the transition service needs is included in the IEP.   |  |   |           |            |
| T11.) The statement of transition service needs focuses on the student's course of study (e.g. vocational programming, advanced placement).   |  |   |           |            |
| T12.) Transition plan includes coordinated, <u>measurable</u> , annual IEP goals and includes transition services that will reasonably enable the student to meet the post-secondary goals. <b>(required data for federal statistics purposes)</b>  |  |   |           |            |
| T13.) Statement of needed transition services is presented as a coordinated set of activities.  |  |   |           |            |
| T14.) The IEP includes a statement of needed transition services and considers instruction.   |  |   |           |            |
| T15.) The IEP includes a statement of needed transition services and considers community experiences.   |  |   |           |            |
| T16.) The IEP includes a statement of needed transition services and considers development of employment skills.  |  |   |           |            |
| T17.) Student is informed prior to age 17 of his/her rights under IDEA.   |  |   |           |            |
| <b>Only the following 4 statements may be answered N/A if appropriate. All statements above must be answered Yes or No.</b>   |  | <b>YES</b>  | <b>NO</b> | <b>N/A</b> |
| T18.) There is documentation that representatives of other agencies have been invited to IEP meetings.  |  |   |           |            |
| T19.) The IEP includes a statement of needed transition services and considers related services.  |  |   |           |            |
| T20.) The IEP includes a statement of needed transition services and considers development of daily living skills.  |  |   |           |            |
| T21.) If the student is preparing to graduate this year, there is a summary of the student's <b>academic achievement and functional performance</b> , which includes recommendations on how to assist the student in meeting his or her post-secondary goals.   |  |   |           |            |

| Transition Strengths   | Transition Suggestions for Improvement  |
|--|---|
| <ol style="list-style-type: none"><li data-bbox="163 207 968 277">1. Parents, LEAs, and all team members work collaboratively together.</li><li data-bbox="163 318 1010 388">2. “Rounds”/ “Grand Rounds” – school wide meetings to discuss students.</li></ol> | <p data-bbox="1125 207 1604 245">Start the transitioning process earlier.</p> |

## SUMMARY OF BUILDING LEVEL DATA

| <b>BEHAVIOR STRATEGIES AND DISCIPLINE</b>   |  | <b>Filled in with the combined number of times a statement is marked on all Data Collection Forms for this school or building</b>  |    |     |
|---|--|--|----|-----|
| <u>Ed. 1109 Program</u> <u>CFR 300.324</u><br><u>Ed. 1124 Disciplinary Procedures</u> <u>CFR 300.530-300.536</u><br><u>20 U.S.C. 1415 (K)</u><br><u>Child Management – Private Schools</u> <u>RSA 169-C Child Protection Act</u>  |  | YES  | NO | N/A |
| B1.) Data are used to determine impact of student behavior on his/her learning.   |  | 3  |    |     |
| B2.) Has this student ever been suspended from school?  |  |  | 3  |     |
| B3.) If yes, for how many days?   |  |  |    |     |
| B4.) If appropriate, a functional behavior assessment has been conducted.   |  | 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  |    |     |
| 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  |    |     |
| <b>Behavior Strategy Strengths</b>  |  | <b>Behavior Strategy Suggestions for Improvement</b>   |    |     |
| <ol style="list-style-type: none"> <li>1. Excellent behavioral program is in place.</li> <li>2. Should be commended for having a building/program wide, classroom, and individual behavior guidelines.</li> <li>3. All behavioral data suggests significant behavior improvement in each case.</li> </ol> |  | <p style="text-align: center;">Track more distinctly when students choose to go versus having to go to “quiet room”.</p> <p>(Program does keep track of reasons why student goes to quiet room; might be useful to chart voluntary versus involuntary attendance in quiet room.)</p> |    |     |

## Summary of Building Level Strengths and Suggestions

| Strengths  | Suggestions for Improvement |
|--|-----------------------------|
| <ol style="list-style-type: none"><li>1. Impressive connections between staff and students.</li><li>2. Staff staying committed in spite of challenges.</li><li>3. Staff understanding of student issues and providing “fun” activities to meet those needs.</li><li>4. Parent and students all report positive experiences to the school.</li><li>5. Staff provides an extraordinary environment for students that is welcoming, warm, supportive, and effectively meets students’ needs.</li><li>6. The trucker buddy – adopt a pilot and visits with the Ansley Place elderly residents.</li></ol> |                             |