

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

**NFI CONTOOCOOK SCHOOL  
SUMMARY REPORT**

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**Chairpersons, Visiting Team:  
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**Site Visit Conducted on April 10, 2012  
Report Date, August 10, 2012**

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**I. TEAM MEMBERS**

Visiting Team Members:

<b>NAME</b>	<b>PROFESSIONAL ROLE</b>
Chairperson: Mary Anne Byrne	Education Consultant
Chairperson: Maryclare Heffernan	Education Consultant
Sherry Burbank	Special Education Coordinator
Nancy Pierce	Special Education Coordinator
Tim Goggin	English Teacher
Deborah Krajcik	NH Department of Education Consultant

Building Level Team Members from NFI Contoocook School:

<b>NAME</b>	<b>PROFESSIONAL ROLE</b>
Ann Gratton	Program Director
Gregg Magoon	Education Coordinator
Patricia Cash	Clinical Therapist
Melissa LoVetere	Special Educator
Dawn Blanchard	Special Educator
Lynne Clough	Special Educator
Julie Hughes	Teachers Assistant
Mark Meiser	Special Educator

## II. INTRODUCTION

### Private school description:

The NFI Contoocook School, located in Contoocook, New Hampshire, is a private day school for girls and boys ages 11 to 21 in grades 6 through 12. The Contoocook School is owned and operated by NFI North, Inc., a non-profit human services agency with education and residence programs throughout the states of Maine and New Hampshire. The school's maximum program capacity is for twenty students; however this capacity has been requested to change to 18 students as of July 1, 2012. The year round school "School Year" program and "Summer" program is currently approved to provide educational services to students identified with Autism, Emotional Disturbance, Other Health Impairment, and Specific Learning Disability. At the time of the New Hampshire Department of Education (NHDOE) Special Education Program Approval visit there were a total of fifteen girls and boys from ten NH school districts enrolled at the school. The average length of stay at the Contoocook School is two years.

### Mission Statement:

The Contoocook School's mission is: "Value and Respect Ourselves and the Community while Learning and Growing". The school community focuses on supporting academic achievement through a safe, therapeutic environment in which they are able to take healthy risks necessary to learning. Some of the Contoocook School students graduate with a diploma from the school while other students are transitioned back to their home school community.

This core mission is a commonly shared mission among all of the NFI programs.

The Contoocook School's educational beliefs are as follows:

- We need to address all areas of a child's growth simultaneously for long term changes
- Students want to learn
- Addressing issues outside of the academic realm can enhance academic performance
- Process is far more important than product
- Experience enhances concept development
- Skills can be grasped more easily if experience provides content
- Every community member is a teacher and a learner
- People learn when they are having fun
- Family connection and communication is key for student success
- Encouragement and empowerment of every student to feel they have a voice

Like the other NFI school programs the Contoocook School has embraced the NFI agency's model of behavior management through the Normative Approach that "stems from a belief that people are social and want to belong". By creating opportunities for community membership that are meaningful, positive and pro-social, people will join and adopt the behaviors, values and beliefs held by the membership. The Normative Approach emphasizes the following:

- A normalized setting
- Emphasis on strengths
- De-emphasis on labels, a safe environment, family involvement and youth voice

- Open and honest communication
- Creation of a strong and positive peer culture

The result of this living mission coupled with the implementation of the strength based Normative Approach is the promotion of a mutual desire to live in an environment in which healthy boundaries and safety are a reality. The program provides a setting that is educational, supportive, therapeutic, and individualized through a range of relevant learning experiences that extends the students academic and social opportunities beyond the school walls.

<b>SCHOOL DEMOGRAPHICS</b>	<b>2010-2011</b>	<b>2011-2012</b>
Student Enrollment as of December 1	20	15
Do you accept out-of-state students? If so, list number from each state in 11-12	No	
Number and Names of Sending New Hampshire LEAs (as of October 1, 2011)	SAU #8 Concord SAU #46 Andover SAU #18 Franklin SAU #48 Plymouth SAU # 15 Hooksett SAU #72 Alton SAU #63 Wilton SAU #46 Merrimack Valley SAU #53 Pembroke SAU #65 Kearsarge	
# of Identified Students Suspended One or More Times	3	1
Average Length of Stay for Students	2 yrs 2 mos	2 yrs
<b>STAFF DEMOGRAPHICS</b>		
Student/Teacher Ratio (as of October 1, 2011)	4:1	4:1
# of Certified Administrators	1	1
# of Certified Teachers	5	4
# of Teachers with Intern Licenses	1	1
# of Related Service Providers	0	0
# of Paraprofessionals	1	1
# of Professional Days Made Available to Staff	24	24

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

<b>SPECIAL EDUCATION PROGRAM DATA</b>		
<b>Primary Disability Types:</b>	<b>2010-2011</b>	<b>2011-2012</b>
Autism	3	2
Deaf / Blindness	0	0
Deafness	0	0
Developmental Delay	0	0
Emotional Disturbance	16	9
Hearing Impairment	0	0

Intellectual Disability	0	0
Multiple Disabilities	0	0
Orthopedic Impairment	0	0
Other Health Impairment	5	3
Specific Learning Disabilities	3	1
Speech or Language Impairment	0	0
Traumatic Brain Injury	0	0
Visual Impairment	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 NFI Contoocook School on April 10, 2012 for the purpose of reviewing the present status of programs and services made available to children and youth with educational disabilities. Program Approval Visits are conducted using a Case Study Model that is a focused review. This focused review permits the NHDOE to leverage its impact for change and improvement within private special education schools statewide, by focusing the attention of all educators on the following three areas of critical importance in the provision of FAPE for students with disabilities.

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

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

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

- All application materials submitted
- Status of corrective actions since the last NHDOE Special Education Program Approval Visit
- Personnel credentials for special education staff (verified by NHDOE)
- Program descriptions and NHSEIS verification reports
- All data collected during the visit
- Any new or changed special education programs seeking approval from the NHDOE (No new programs but a change in student capacity from 20 to 18)

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 Contoocook 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, 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 April 9, 2007, NHDOE Special Education Program Approval Report, the following patterns were identified as needing improvement:

Findings of Noncompliance	Status as of March 13, 2008	Status as of April 10, 2012
Ed. 1109.01(b) IEP Measurable Annual Goals	Met	Met

**V. APRIL 10, 2012 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 child 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 private 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.

In preparation for the visit, the Contoocook School was asked to develop an overview of the program as well as two case study presentations describing the educational programs provided to students, with attention to the three focus areas of Access to the General Curriculum, Transition and Behavior Strategies and Discipline. In the overview, demographic information included: student and program demographics, academic program design, the behavioral approach employed including student incentives, off campus social and learning experiences, as well as transition services and processes utilized to support students' return to home and school.

During the visit the school presented two case studies of two randomly selected students with an IEP. The case studies included student participation. Additionally, the NHDOE program approval team conducted classroom observations, a parent interview, student interview, administrative team interview and review of student and program records.

## LEA SURVEYS

Private schools provide necessary options to New Hampshire students with educational disabilities. Effective partnerships with LEAs are an important part of establishing and implementing successful private special education programs that improve student outcomes. By surveying LEA perceptions of current program(s), private schools can self assess these relationships and determine if there are areas in need of improvement. To this end, Contoocook School distributed the LEA Survey to the contact people in all ten of the LEAs that have students currently enrolled in the school. They received nine of the ten surveys back representing a **90% response** from the LEAs. A review of the survey results indicate overall positive satisfaction with the work of the Contoocook School.

Analysis of the survey results conducted by the Contoocook staff found overall positive responses with the strongest areas (8 out of 9 "strongly agree") to be:

- ♦ Positive expectations for the students
- ♦ Effective behavioral program
- ♦ Successful implementation of IEPs
- ♦ Communicating progress to the LEA and Parents
- ♦ Convenient meeting times for the Parents and LEA
- ♦ LEAs would enroll other students in this program

There was one disagree response to two questions. They are:

- ♦ Completion of a minimum of three comprehensive reports per year
- ♦ Effective communication on student progress to LEAs

Positive comments from LEAs completing the survey included:

"Very creative problem solving! They have done a wonderful job." and "I have been very happy with placement and student outcomes. Parents of my students would concur."

Overall, responses indicate that all of the LEAs are satisfied with services provided for their students. The Contoocook School staff is always open to feedback and opportunities to improve the program in order to continue to provide services in a small, caring and supportive environment.

### SUMMARY REPORT OF SENDING LEAs

Name of Private School: The Contoocook School					
Total number of surveys sent: 10	Total # of completed surveys received: 9	Percent of response: 90%			
Number of students placed by: LEA: 15	Court:	Parent:			
<b>SCALE 4 STRONGLY AGREE 3 AGREE 2 DISAGREE1 STRONGLY DISAGREE</b>					
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>No Answer</b>
1. The private school team has positive expectations for students.	8	1			
2. I am satisfied with the educational program at the above school.	6	3			
3. The school consistently follows special education rules and regulations.	7	2			
4. The school has an effective behavioral program (if applicable).	8	1			
5. I am satisfied with the related services provided by the school.	7	2			
6. The school implements all parts of students' IEPs.	8	1			
7. I feel the school provides the necessary skills to allow the student to make progress on the IEP goals.	7	2			



8. The school program measures academic growth.	6	3			
9. The school program measures behavioral growth (if applicable).	7	2			
10. The school completes a minimum of 3 comprehensive reports per year on each child with a disability enrolled.	7	1	1		
11. Progress reports describe the child's progress toward meeting the IEP goals, include a record of attendance, and are written in terminology understandable to the parent.	7	2			
12. Progress reports are provided to the LEA and to the parent of the child.	8	1			
13. I am satisfied with the way the school communicates students' progress.	7	2			
14. The school communicates effectively with parents.	7	2			
15. The school communicates effectively with the LEA.	7	1	1		
16. The school involves parents in decision-making.	7	2			
17. The school actively plans for future transition to a less restrictive placement.	6	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	2			
19. The school team sets meeting times that are convenient for both parents and LEA.	8	1			
20. The school has met my expectations.	7	2			
21. I have a good relationship with the school.	7	2			
22. I would enroll other students at the school.	8	1			

**Analysis of Responses by Private School:**

**Comments:**

"I have been very happy with placement and student outcomes. Parents of my students would concur."

"Andover has had tremendous success with students (2) who attend NFI. The staff goes above and beyond and is exceptional!"

"Very creative problem solving! They have done a wonderful job!"

"Students have benefited from program and staff responsiveness to individual needs. Cultivates a sense of community and responsibility to self and others."

"I would like to see academics become more rigorous and transition programs into the post secondary world be more varied and rich in opportunity. Overall I feel the program is good, solid and a caring place to send needy kids."

**Analysis of LEA Survey Results**

Nine of the ten LEAs currently sending students to the Contoocook School responded to the request for survey response for this application. According to the LEA survey, our strongest areas (8 out of 9 "Strongly Agree") include the following:

- Positive expectations for the students
- Effective behavioral program
- Successful implementation of IEPs
- Communicating progress to the LEA and Parents
- Convenient meeting times for Parents and LEA
- LEA's would enroll other students in this program

The second strongest areas (7 out of 9 "strongly Agree") include the following:

- Consistently follows special education rules and regulations
- Satisfaction with related services provided
- Successful teaching of the skills necessary for students to meet IEP goals
- Measurement of behavioral growth
- Completion of a minimum of three comprehensive reports per year

- Thorough, understandable and attention to detail on progress reports
- LEA satisfaction with school communication with parents
- Effective communication on student progress to the Parents
- Effective communication on student progress to the LEAs
- Involves parents in all decision making
- Uses team approach to make decision about placement, concerns and IEP changes
- Meeting LEA expectations
- Meeting expectations of parents

All of the other responses from the LEAs were in the second category (Agree). Only two LEAs responded with area of concern (Disagree). This included:

- Completion of a minimum of three comprehensive reports per year
- Effective communication on student progress to the LEAs

Though these responses are in the minority, school administration will carefully look at the area of concern and discuss if individual LEAs need to consider how and what changes may need to occur.

Overall, responses indicate that all of the LEAs are satisfied with services provided for their students. The Contoocook School staff is always open to feedback and opportunities to improve the program in order to continue to provide services in a small, caring and supportive environment.

## PARENT PARTICIPATION

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

At the time of the survey the school had fourteen students with an IEP enrolled. They received five of the fourteen surveys back representing a **35% response** from the parents. While this survey sample is small the survey results indicate satisfaction with their child's school program and support; the use of varied information in developing IEPs; and that all credits earned are put towards a regular high school diploma. There was variation in the area of Transitions that may indicate that parents are unaware of the language involved in planning for the transition process or they do not feel a part of the planning process. Four of the five parents responding felt that their child's behavior affected their ability to learn. Three parents responded positively that they were involved in the development of behavioral interventions. Three parents were completely satisfied with the way the school is supporting all of their child's needs.

Overall results from the parent survey indicate that two areas of concern include:

1. Communication and involvement with parents in transition planning need more focus.
2. Increased parental involvement, training and support to help parents with understanding, support of behavioral interventions and strategies.

The Contoocook school staff had already identified parent communication as a focus area to target. Family voice and student involvement is seen as a key factor in students' success. There has always been an effort to include family and students in the process of developing IEPs and behavior plans. However, one of the parents who responded does not perceive inclusion in the process. The school's goal is to have every parent feel they are a major contributor to all aspects of their child's educational program.

### SUMMARY OF PARENT SURVEY DATA

Name of Private School: the Contoocook School				
Total number of surveys sent: 14	Total # of completed surveys received: 5	Percent of response: 35%		
<b>SCALE            3 = COMPLETELY            2 = PARTIALLY            1 = NOT AT ALL</b>				
<b>ACCESS TO THE GENERAL CURRICULUM:</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>No Answer</b>
I am satisfied with my child's program and the supports that he/she receives.	4	1		
My child has opportunities to interact with non-disabled peers on a regular basis.	1	2	2	
I am adequately informed about my child's progress.	2	2	1	
My child is informed about and encouraged to participate in school activities outside of the school day, and is offered necessary supports.	3	1		1
My child feels safe and secure in school and welcomed by staff and students.	3	2		
A variety of information (observations, test scores, school work, parent input) was used in developing my child's IEP.	4	1		
I am satisfied with the progress my child is making toward his/her IEP goals.	2	2	1	
<b>FOR PARENTS OF HIGH SCHOOL STUDENTS ONLY:</b>				
My child earns credits toward a regular high school diploma in all of his/her classes.	4	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.	2	1	1	1
All of the people who are important to my child's transition were part of the planning.	2	1	1	1
<b>FOR PARENTS OF STUDENTS AGE 16 OR OLDER ONLY:</b>				
I am satisfied with the written secondary transition plan that is in my child's IEP.	1			4
<b>BEHAVIOR STRATEGIES AND DISCIPLINE:</b>				
My child's classroom behaviors affect his/her ability to learn. <i>If the answer is yes, please answer the next two questions. If no, skip to OTHER.</i>	<b>YES</b>		<b>NO</b>	
	<b>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.	3	1		1
I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs.	3	1		1
<b>OTHER:</b>				
I fully participate in special education decisions regarding my child.	5			
I have been provided with a copy of the procedural safeguards (parental rights) at least once a year	5			

## 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**

The Contoocook School provides access to the general curriculum through the implementation of the school's curriculum, adopted from the Hopkinton School District's curriculum, aligned to the NHDOE's state curriculum frameworks. They use an individualized instructional approach that effectively utilizes individual and small group instruction, real life learning experiences, technology and online learning tools, as relevant to each student's needs. Beyond the offering of traditional classes the school's Learning in Field Experience (L.I.F.E.) provides the students with opportunity to extend and apply their learning within the context of real life experiences.

The school is diligent in assuring that each student has access to the general curriculum and is earning credits toward a high school diploma. Students are able to extend the school's instruction by participating in Plato or Virtual Learning Academy Course (VLAC). High school students can take dual enrollment through access to college courses. Of the students who have graduated from NFI Contoocook School, approximately half of them have gone on to post secondary education.

Through the increased use of student outcome data the school staff is able to demonstrate that students are achieving academic growth and meeting IEP goals. NFI Contoocook School, like the other NFI programs, will be transitioning to the Northwest Evaluation Association (NWEA) Map test to the academic achievement assessment given to all of the students as a way to gain baseline and benchmark measures of student learning and design student specific instruction.

Classroom observations showed students who were engaged in their instruction which included direct and supported instruction, experiential applications and the use of technology. Students were able to respond appropriately to questions about the learning targets. Students interviewed indicated that they were provided with challenging and interesting instruction that resulted in credits earned toward graduation. Students are given multiple opportunities to extend their learning through off campus, community based experiences such as working at the local Head Start program, soup kitchen and a nursing home.

The school has developed a well-designed system of organizing student records and transcripts upon admission. The school administrator maintains careful records of courses completed and credit earned through a transcript process. The school works diligently to ensure that all student records and IEPs are updated and complete. They are commended for their work on the behalf of the students. The school culture emphasizes student excellence and achievement and has instituted a number of incentives including the school's Achievement Club, Meet the Challenge, Student of the Week, Kindness Coins, Honor Roll and Academic Recognition. Student recognition for academic achievement is part of the school's culture that supports student learning and goal setting.

The agency has plans to update the school curriculum to align to the Common Core State Standards (CCSS) within the near future.

## **Transition**

### **Transition Planning**

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

#### **Transition Services**

The Contoocook School considers planning as an essential component of each student's process starting from admission and continuing until after discharge. Much of their work has transition planning elements embedded within it.

Students and staff meet regularly to discuss student transition status and needs. Students are given multiple transition and vocational inventories to help establish interests and learning needs and provide information in the development of individual transition plans.

Review of IEP transition planning goals and service planning found that all required elements of transition planning were included in the IEPs.

### **Behavior Strategies and Discipline**

The school's mission statement "Respect and Responsibility for Self and Others" is posted in multiple places in the school and is readily reported by the student. The NFI agency-wide Normative Approach, based on the premise that all people desire to belong to a group/community, provides the basis for positive behavior interventions and supports at the Contoocook School. The model emphasizes the creation of a positive peer culture through open discussion, feedback and problem solving. Part of the process includes a Situation, Options, Disadvantages, Advantages and Solutions (SODAS). The daily point system self-assesses participation and behavior daily and is reviewed by staff for accuracy and agreement. The Student of the Week Awards are part of the incentives and clearly valued by students. The school's use of behavioral data to inform decisions is comprehensive and effectively utilized.

## **SPECIAL EDUCATION POLICIES/ NHDOE BUREAU OF SCHOOL APPROVAL/ NON-PUBLIC SCHOOL APPLICATION MATERIALS**

In addition to the above noted focus areas for the case study presentations, material submitted as part of the application for program approval included: Health/Fire Facility Inspection Reports, the Private School Self Study, Special Education Policies and Procedures, Curriculum, Administrative Policy and Procedures, Current Program Information, and Personnel Roster and Consultant Roster Review and verification of these documents found the Contoocook School to not be in compliance with all applicable New Hampshire Rules and the Education of Students with Disabilities and requirements for Non-Public Approval specifically in the area of full access to the general education curriculum due to a lack of full complement of certified consultants (high school math).

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

At the time of the April 10, 2012 visit to the NFI Contoocook School the school was not seeking approval for any new programs. However, capacity change is requested from 20 to 18 students as of July 1, 2012.

**NUMBER OF CASES REVIEWED DURING THE CONTOOCCOOK SCHOOL  
APRIL 10, 2012, NHDOE COMPLIANCE VISITATION**

Preschool	
Elementary School	
Middle School	
High School, Age below 16	1
High School, Age 16 or above	1
Number of Noncompliance for Indicator 13	
Total Number of Case Studies Reviewed	

The commendations below are a result of the visitors’ observations, student, parent and leadership interviews, record reviews and the two Case Study presentations given to the visitors.

**COMMENDATIONS**

1. The Contoocook School follows a clear vision and mission and all practices are aligned with the core values.
2. The school has a culture of reflection and review of their own programs to intentionally create an expectation for continuous improvement. The Total Quality Improvement (TQI) model utilized among all NFI programs is one highly effective way of formalizing this internal reflective practice.
3. The curriculum is aligned to state standards and instruction is built on curriculum to ensure students are receiving access to the general curriculum.
4. The staffs are highly professional and committed to student achievement at high levels. There is a sense of pride and ownership evident among all of the Contoocook staff in the work they are doing on behalf of the school’s students.
5. The experiential, outdoor learning (L.I.F.E.) and interdisciplinary work demonstrated at the school are seen as relevant and effective learning models.
6. The Normative strength based approach is a consistently implemented and highly effective behavior model.
7. The Contoocook School is a “no contact” facility and they are commended for the effective implementation of behavior models that create safety and no need for physical restraint.
8. The use of student data to inform decisions is well done in the area of student behaviors.
9. The engagement of peers in the climate and culture of the school is seen as well designed, meaningful and effective.
10. The point system employed by the school has shown good results and is a well-designed system.
11. There is a sense of calm and order within the school. The building is well maintained and well organized to meet the students’ learning needs.
12. There is a high quality and frequency of professional development in the area of student behavior management and support offered to all staff.

13. The school is commended for their genuine collaboration with the sending and neighborhood school districts.
14. The students are provided with multiple opportunities to experience and develop real life job/career skills through the field based and experiential activities offered at the school on a regular basis.
15. The Contoocook School does a very good job of meeting individual needs and effectively transitioning students back to their home school.
16. The transition plans developed for students are well designed with measurable goals.

**FINDINGS OF NONCOMPLIANCE IDENTIFIED AS A RESULT OF THE  
APRIL 10, 2012 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. **It is important to note that all findings of noncompliance 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.**

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.

**Child Specific Findings of Noncompliance to be Addressed by Both the LEA and Private School Setting:** *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.*

**Responsible LEA (District Only, not SAU)**

**Kearsarge School District**

**Ed. 1109 IEP Measurable Goal – Not all IEP Goals were written in measurable terms.**

**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. 1119.03 Full Access to the General Education Curriculum –** The Contoocook School has worked with the other NFI schools to develop a universal list of consultants in various subject matters. All but a consultant in High School Math are in place.

**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. The planned implementation of the NWEA Map assessment tool will be helpful in providing staff and students with relevant academic achievement levels. Consider offering professional development that is embedded in the effective use of the student outcome data.
2. The school currently offers a range of field based experiences for students. They are encouraged to align this work to curriculum standards and course requirements to establish a formalized Extended Learning Opportunity (ELO) that is credit bearing.
3. Continue to review and revise the school's curriculum to reflect the Common Core State Standards (CCSS).
4. Consider providing professional development to clarify the understanding and use of accommodations and modifications as they relate to instruction and assessments.
5. Identify the instructional target in a clear and consistent manner in each class to identify the purpose of the instruction and the alignment to the curriculum standards.
6. Consider the addition of student led parent-teacher conferences as a way to further engage students in their own goal setting, progress monitoring and advocacy.
7. The parent survey results indicate that there is a need to further develop communication feedback and exchange systems with parents and families. The school administration indicates that they already plan to do this development and the visiting team supports that vision.
8. Consider how to gather and track student outcome data to analyze the long-term effectiveness of the Contoocook School program for students who have returned to their home school or graduated.
9. Consider what additional resources may be needed to develop and implement ELOs.
10. Consider what additional technology may be needed to provide students with access to universally designed individual learning tools.



## 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: Contoocook School	Date: April 10, 2012	Number of Cases Reviewed: 2
Programs:	How many of the reviewed students are age 16+? 1	How many are noncompliant for Indicator 13?
Recorder/Summarizer: Sherry Burbank		

Name: Ann Gratton	<u>Building Level</u> or <u>Visiting</u>
Name: Deborah Krajick	<u>Building Level</u> or <u>Visiting</u>
Name: Trish Cash	<u>Building Level</u> or <u>Visiting</u>
Name: Gregg Magoon	<u>Building Level</u> or <u>Visiting</u>
Name: Melissa LoVetere	<u>Building Level</u> or <u>Visiting</u>
Name: Tim Goggin	<u>Building Level</u> or <u>Visiting</u>
Name: Sherry Burbank	<u>Building Level</u> or <u>Visiting</u>
Name: Nancy Pierce	<u>Building Level</u> or <u>Visiting</u>
Name: Mary Anne Byrne	<u>Building Level</u> or <u>Visiting</u>
Name: Maryclare Heffernan	<u>Building Level</u> or <u>Visiting</u>

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	
		YES	NO
Ed. 1109.01 Elements of an IEP CFR 300.320 Content of IEP	2		N/A
Ed. 1109.05 Implementation of IEP 20 U.S.C. 1414 (d)	1	1	
Ed. 1116.07 Ed 1119.01(f) Provision of Non-Academic Services/Settings	2		
CFR 300.320(a) CFR 300.34 Ed. 1113.08. Full Access to District's Curricula	2		
Ed. 1113.13. Diplomas	2		
Ed. 1107.04 (d) Qualified Examiner	2		
Ed. 1109.01 CFR 300.320 Program Requirements, Content of IEP	2		
Ed. 1119 Protections Afforded to Children with Disabilities	2		
CFR 300.320(a)(1)(i) ... general curriculum (i.e., the same curriculum as for nondisabled children)"	1	1	1
CFR 300.320(a)(4)(iii) "To be educated and participate with other children with disabilities and non disabled children"	2		
A1.) Team uses multiple measures to design, implement and monitor the student's program.	2		
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 has access to the general curriculum (as outlined by the district, sending district or NH frameworks.)	1		1
A7.) Student participates in the general curriculum in a regular education setting with non-disabled peers, as appropriate, with necessary supports.	2		2
A8.) When participating in a regular education setting with non-disabled peers with necessary supports, student has made progress in the general curriculum.	2		
A9.) Student participates appropriately in state, district and school-wide assessments.	1	1	
A10.) Student shows progress in state, district and school-wide assessments.	2		
A11.) Student has opportunities to participate in general extracurricular and other non-academic activities with necessary supports.	2		
A12.) Student does participate 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)	1	1	1
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			
Student refused			
<b>For High School Students:</b>		<b>YES</b>	<b>NO</b>
A14.) Student is earning credits toward a regular high school diploma.	2		
A15.) IF YES: within 4 years?	1		1
A16.) Student will earn an IEP diploma or a certificate of competency.	2		
A17.) IF YES: within 4 years?	1		1
A18.) Does this school have a clear policy for earning a high school diploma?	1		18

<p style="text-align: center;"><b>Access Strengths</b></p>	<p style="text-align: center;"><b>Access Suggestions for Improvement</b></p>
<ol style="list-style-type: none"> <li>1. The Contoocook School follows a clear vision and mission and all practices are aligned with the core values.</li> <li>2. The curriculum is aligned to state standards and instruction is built on curriculum to ensure students are receiving access to the general curriculum.</li> <li>3. The staffs are highly professional and committed to student achievement at high levels. There is a sense of pride and ownership evident among all of the Contoocook staff in the work they are doing on behalf of the school's students.</li> <li>4. The experiential, outdoor learning (L.I.F.E.) and interdisciplinary work demonstrated at the school are seen as relevant and effective learning models.</li> <li>5. The morning and afternoon meetings are valued and effective models benefiting both students and staff.</li> <li>6. The school is commended for their genuine collaboration with the sending and neighborhood school districts.</li> <li>7. The school puts a focus on helping students understand their own learning needs and knowing when and how they are most available for learning.</li> <li>8. The school offers a varied access to learning via small group, individual instruction as well as online and field based opportunities.</li> <li>9. The professional development offered to staff in a wide range of areas is well developed.</li> <li>10. The school's point system and school wide behavior model (Normative Approach) is very helpful in allowing students to access the general curriculum.</li> <li>11. There is a well implemented system of communication within the Contoocook School.</li> </ol>	<ol style="list-style-type: none"> <li>1. The planned implementation of the NWEA Map assessment tool will be helpful in providing staff and students with relevant academic achievement levels. There will be a need to offer professional development that is embedded in the effective use of the student outcome data.</li> <li>2. The school currently offers a range of field based experiences for students. They are encouraged to align this work to curriculum standards and course requirements to establish a formalized Extended Learning Opportunity (ELO) that is credit bearing.</li> <li>3. Consider the addition of dual enrollment opportunities for students such as Running Start program.</li> <li>4. Continue to review and revise the school's curriculum to reflect the Common Core State Standards (CCSS).</li> <li>5. There is a need to provide professional development to clarify the understanding and use of accommodations and modifications as they relate to instruction and assessments.</li> <li>6. Identify the instructional target in a clear and consistent manner in each class to identify the purpose of the instruction and the alignment to the curriculum standards.</li> <li>7. Consider the addition of student led parent-teacher conferences as a way to further engage students in their own goal setting progress monitoring and advocacy.</li> </ol>

**TRANSITION STATEMENTS**

**Ed. 1102 Transition Services** CFR 300.43  
**Ed. 1106 Process: Provision of FAPE** CFR 300.124 Part C Transition  
**Ed. 1109.01 Elements of an IEP (Transition Services)**  
CFR 300.320(a)(7)(b), 20 U.S.C. 1402 (34)  
20 U.S.C. 1414 (d)(1)(A) and (d)(6)  
**Ed. 1103 IEP Team** CFR 300.320(b)  
 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.

Filled in with the combined number of times a statement is marked on all Data Collection Forms for this school or building

YES	NO
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T1.) Transition planning from grade to grade takes place.	2	
T2.) Transition planning from school to school takes place.	2	
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 be 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? <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. (required data for federal statistics purposes)</b>		
T5.) Is there an appropriate measurable postsecondary goal or goals that covers education OR training AND employment, and, as needed, independent living?	1	
Can the goal(s) be counted? Will the goal(s) occur after the student graduates from school? Based on the information available about this student, does (do) the postsecondary goal(s) seem appropriate for this student? • If yes to all three, then check Y OR if a postsecondary goal(s) is (are) not stated, check N.		
T6.) Is (are) the postsecondary goal(s) updated annually?	1	
Was (were) the postsecondary goal(s) addressed/ updated in conjunction with the development of the current IEP? • If yes, then check Y OR if the postsecondary goal(s) was (were) not updated with the current IEP, check N		
T7.) Is there evidence that the measurable postsecondary goal(s) were based on age appropriate transition assessment?	1	
Is the use of transition assessment(s) for the postsecondary goal(s) mentioned in the IEP or evident in the student's file? • If yes, then check Y OR if no, then check N		
T8.) Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goal(s)?	1	
Is a type of instruction, related service, community experience, or development of employment and other post-school adult living objectives, and if appropriate, acquisition of daily living skills, and provision of a functional vocational evaluation listed in association with meeting the post-secondary goal(s)? • If yes, then check Y OR if no, then check N		

	YES	NO	N/A
T9.) Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goal(s)?	1		
Do the transition services include courses of study that align with the student's postsecondary goal(s)? • If yes, then check Y OR if no, then check N			
T10.) Is (are) there annual IEP goal(s) related to the student's transition services needs?	1		
Is (are) an annual goal(s) included in the IEP that is/are related to the student's transition services needs? • If yes, then check Y OR if no, then check N			
T11.) Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed?	1		
For the current year, is there documented evidence in the IEP or cumulative folder that the student was invited to attend the IEP Team meeting? • If yes, then check Y OR if no, then check N			
<b>Only the following statement may be answered N/A if appropriate. All statements above must be answered Yes or No.</b>			
T12.) If appropriate, is there evidence that a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority?  <i>For the current year, is there evidence in the IEP that representatives of any of the following agencies/services were invited to participate in the IEP development including but not limited to: postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living or community participation for this post-secondary goal?</i> <i>Was consent obtained from the parent (or student, for a student the age of majority)?</i> • If yes to both, then check Y • If no invitation is evident and a participating agency is likely to be responsible for providing or paying for transition services and there was consent to invite them to the IEP meeting, then check N • If it is too early to determine if the student will need outside agency involvement, or no agency is likely to provide or pay for transition services, check NA • If parent or individual student consent (when appropriate) was not provided, check NA			1
T13.) Does the IEP meet the requirements of Indicator 13? (Check one) Yes (all Ys or NAs for each item (1 – 8) on the Checklist or No (one or more Ns checked)	1		
T14.) Student is informed prior to age 17 of his/her rights under IDEA	1		

Transition Strengths	Transition Suggestions for Improvement
<ol style="list-style-type: none"> <li>1. The Contoocook School does a very good job of meeting individual needs and effectively transitioning students back to their home school.</li> <li>2. The transition plans developed for students are well designed with measurable goals.</li> <li>3. The students are provided with multiple opportunities to experience and develop real life job/career skills through the field based and experiential activities offered at the school on a regular basis.</li> </ol>	<ol style="list-style-type: none"> <li>1. Consider adding PSAT and SAT assistance for students as part of the preparation for post secondary transition.</li> <li>2. Consider how to gather and track student outcome data to analyze the long-term effectiveness of the Contoocook School program for students who have returned to their home school or graduated.</li> <li>3. Consider adding Project Renew, a model that may be a program that would further support individual student transition planning.</li> <li>4. Formalize the extended learning opportunities into credit bearing courses.</li> </ol>

**SUMMARY OF BUILDING LEVEL DATA**

<u><b>BEHAVIOR STRATEGIES AND DISCIPLINE</b></u>	<b>Filled in with the combined number of times a statement is marked on all Data Collection Forms for this school or building</b>		
	<b>YES</b>	<b>NO</b>	<b>N/A</b>
Ed. 1109 Program Ed. 1124 Disciplinary Procedures 20 U.S.C. 1415 (K) Child Management – Private Schools RSA 169-C Child Protection Act CFR 300.324 CFR 300.530-300.536			
B1.) Data are used to determine impact of student behavior on his/her learning.	2		
B2.) Has this student ever been suspended from school?	1	1	
B3.) If yes, for how many days?	2		
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 parents, providers 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		
<b>Behavior Strategy Strengths</b>	<b>Behavior Strategy Suggestions for Improvement</b>		
<ol style="list-style-type: none"> <li>The Normative strength based approach is consistently implemented and highly effective behavior model.</li> <li>The Contoocook School is a “no contact” facility and they are commended for the effective implementation of behavior models that create safety and no need for physical restraint.</li> <li>The use of student data to inform decisions is well done in the area of student behaviors.</li> <li>The engagement of peers in the climate and culture of the school is seen as well designed, meaningful and effective.</li> <li>The point system employed by the school has shown good results and is a well-designed system.</li> <li>There is a sense of calm and order within the school. The building is well maintained and well organized to meet the students learning needs.</li> <li>There is a high quality and frequency of professional development in the area of student behavior management and support offered to all staff.</li> </ol>	<ol style="list-style-type: none"> <li>Continue to be reflective and evaluate the behavior management program as you have been doing. This ongoing review will continue to inform you of any changes needed as student population’s change and needs evolve.</li> <li>The growing complexity of student social/emotional needs may require additional training and supports in the near future. Continue to review staffing patterns and support staff needs relevant to this issue.</li> </ol>		

- |   |  |
|---|--|
| <ol style="list-style-type: none"><li>8. Realistic expectations and goals are set for students in the area of behavior and discipline.</li><li>9. There is very well developed collaboration with outside therapists, physicians and other treatment providers.</li></ol> |  |
|---|--|



## Summary of Building Level Strengths and Suggestions

Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> <li>1. The staffs are highly professional and committed to student achievement at high levels. There is a sense of pride and ownership evident among all of the Contoocook staff in the work they are doing on behalf of the school's students.</li> <li>2. There is a high level of embedded and relevant professional development offered to all staff on an ongoing basis.</li> <li>3. The school is rooted in a clear set of beliefs and practices that are consistently applied and effective in creating as safe and productive school environment.</li> <li>4. The students are respectful and engaged in their own learning and feel part of the school community.</li> <li>5. There is an increased use of student outcome and demographic data to inform decisions.</li> <li>6. The school administrators and staff work hard to establish and support collaborative relationships with sending districts and the local community.</li> <li>7. The school has a culture of reflection and review of their own programs to intentionally create an expectation for continuous improvement.</li> </ol>	<ol style="list-style-type: none"> <li>1. Consider what additional resources may be needed to develop and implement ELLOs.</li> <li>2. Consider what additional technology needs may be needed to provide students with access to universally designed individual learning tools.</li> </ol>

