

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

**DAVENPORT SCHOOL  
SUMMARY REPORT**

**Paul Dann, Executive Director  
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Nancy Pierce, NFI Principal**

Chairperson, Visiting Team:  
Mary Anne Byrne  
Education Consultant

Site Visit Conducted on April 9, 2008  
Report Date, May 22, 2008

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## **I. TEAM MEMBERS**

### Visiting Team Members:

<b>NAME</b>	<b>PROFESSIONAL ROLE</b>
Chairperson: Mary Anne Byrne	Education Consultant
Rebecca Hebert-Sweeny	Co-Director of Special Services
Karen Langley	Education Administrator
Marilyn Macarthur	Teacher

### Building Level Team Members:

<b>NAME</b>	<b>PROFESSIONAL ROLE</b>
Jeffrey Bergeron	Teacher
Tara MacKillop	NFI Regional Director
Nancy Pierce	NFI Principal
Joshua Smith	Title I Aide
Erika Langlais	Teacher
Heather Perry	Program Director
Lorraine Sanders	Education Coordinator

## II. INTRODUCTION

The Davenport School, located in Jefferson, NH, is a private residential facility which provides education for up to 15 adjudicated youth in grades 7-12/ages 13-18. At the time of the visit, 6 of the 15 students were students with disabilities. Davenport School is approved to provide special education programming for students with emotional disabilities, other health impairments and specific learning disabilities. The school is owned and operated by NFI North, Inc. a non-profit human services agency with programs throughout the states of Maine and New Hampshire.

Students are referred by the court system. Interviews are arranged to determine if the setting can meet the educational and emotional needs of the student. The sending district forwards a current IEP and it is reviewed and amended as necessary by the team, which consists of Davenport and sending district personnel, parents, court officials and the student. For the residential program, an individual service plan is developed for each student which targets the academic, behavioral, social, recreational and family needs of each student. Vocational and transitional services are determined on an individual and as needed basis. Davenport staff works closely with sending schools to provide services and future planning necessary for return to the community. When students are unable to return to their community they are assessed for appropriateness in either a satellite home or independent living program.

The mission statement of the Davenport School is “Care and Commitment to Self and Others”. Students demonstrate this philosophy by working to the best of their ability in all academic areas and by maintaining an atmosphere conducive to learning so that others may achieve. Staff and faculty demonstrate this belief by adhering to the philosophy that all students can and will achieve if they are given the appropriate instruction. An important school goal is to assist students in learning the skills necessary to function as a team member and to have the knowledge to problem solve in every day situations.

<b>SCHOOL DEMOGRAPHICS</b>	<b>2006-07</b>	<b>2007-08</b>
Student Enrollment as of December 1	12	15
Do you accept out-of-state students?	No	
# of Identified Students Suspended One or More Times	0	0
Average Length of Stay for Students	6 to 9 months	6 to 9 months
<b>STAFF DEMOGRAPHICS:</b>		
Student/Teacher Ratio (as of Oct. 1)	3 to 1	3 to 1
# of Certified Administrators	1	1
# of Certified Teachers	2	2
# of Teachers with Intern Licenses	1	2
# of Non-certified Teachers	1	0
# of Related Service Providers	0	0
# of Paraprofessionals	2	2
# of Professional Days Made Available to Staff	3	3
<b>SPECIAL EDUCATION PROGRAM DATA</b>		
<b>Primary Disability Types:</b>	<b>2006-07</b>	<b>2007-08</b>
Autism	0	0
Deaf / Blindness	0	0
Deafness	0	0
Emotional Disturbance	8	5
Hearing Impairment	0	0
Mental Retardation	0	0
Multiple Disabilities	0	0
Orthopedic Impairment	0	0
Other Health Impairment	1	1

Specific Learning Disabilities	3	0
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 Davenport School on April 9, 2008 for the purpose of reviewing the present status of programs and services made available to youth with educational disabilities. As part of the NHDOE Special Education Program Approval Visit, Case Study Compliance Reviews were conducted at Davenport School.

The New Hampshire Department of Education, Bureau of Special Education conducts program approval visits using a Case Study Model that is a focused review. This focused review permits the NHDOE to leverage its impact for change and improvement within 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 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 special education programs seeking approval from the NHDOE

The New Hampshire Department of Education provided a visiting team of professional educators to work collaboratively with staff in each of the schools in conducting the Case Study Compliance Review and the varied data collection activities. Throughout the entire review process, the visiting team worked in collaboration with the staff of Davenport 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 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, board member, parents, administrators, and 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, 2008 NHDOE Special Education Program Approval Report, the following patterns were identified as needing improvement:

Citation	Status as of May 2006	Status as of April 2008
<p><b>ED 1109.05 CFR 300.342 Implementation of IEPs</b>  <b>ED 1115.07 CFR 300.306 Provision of Non-Academic Services</b>  <b>ED 1119.03 CFR 300.26 CFR 300.347 Full Access to the District's Curriculum</b>  <b>ED 1119.08 CFR 300.304 Equal Education Opportunity</b>            While the Davenport School has worked with NFI to establish an agency wide curriculum that is aligned to the NH State Curriculum Frameworks, students enrolled at the Davenport School do not always have full access to courses that they were enrolled in at their sending school. The Davenport School needs to explore alternative ways to continue course work for students to ensure that they have equal educational opportunities to earn credits leading toward a regular high school diploma.</p>	Partially Met	<p><b>Partially Met</b>            All required content area consultants are not in place.</p>
<p><b>ED 1109.06 Facilities and Location</b>  <b>ED 1133.13 Physical Facilities</b></p>	Partially Met	Met (January, 2007)
<p><b>ED 1102.53 CFR 300.29 Transition Planning</b>  <b>ED 1107.02 CFR 300.347 (b) (1) Process: Provision of FAPE</b>  <b>ED 1109.01 CFR 300.132 Transition Services</b>            The Davenport school needs to ensure that students with disabilities have complete transition plans within their IEPs and that goals outlined in the plan are measured on regular basis.</p>	Partially Met	Met

#### V. APRIL 9, 2008 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.

The Davenport School serves as many as 15 adjudicated youth in grades 7-12/ages 13-18. At the time of the visit, 6 of the 15 students were students with disabilities, 2 of whom were randomly selected for the Case Study Process. Davenport School is approved to provide special education programming for students with emotional disabilities, other health impairments and specific learning disabilities.

## SUMMARY REPORT OF SENDING LEAs

As part of the Program Approval process, private programs are required to survey their sending LEAs.

Name of Private School: Davenport		
Total number of surveys sent: 5	Total # of completed surveys received: 4	Percent of response: 80%
Number of students placed by: LEA: 0	Court: All/15	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.	4				
2. I am satisfied with the educational program at the above school.	4				
3. The school consistently follows special education rules and regulations.	4				
4. The school has an effective behavioral program (if applicable).	4				
5. I am satisfied with the related services provided by the school.	4				
6. The school implements all parts of students' IEPs.	4				
7. I feel the school provides the necessary skills to allow the student to make progress on the IEP goals.	4				
8. The school program measures academic growth.	4				
9. The school program measures behavioral growth (if applicable).	4				
10. The school completes a minimum of 3 comprehensive reports per year on each child with a disability enrolled.	4				
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.	4				
12. Progress reports are provided to the LEA and to the parent of the child.	4				
13. I am satisfied with the way the school communicates students' progress.	4				
14. The school communicates effectively with parents.	4				
15. The school communicates effectively with the LEA.	4				
16. The school involves parents in decision-making.	4				
17. The school actively plans for future transition to a less restrictive placement.	4				
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.	4				
19. The school team sets meeting times that are convenient for both parents and LEA.	4				
20. The school has met my expectations.	4				
21. I have a good relationship with the school.	4				
22. I would enroll other students at the school.	4				

Conclusion: Based on the results of the Survey, LEAs appear to be fully satisfied with the work of the Davenport School.

### 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 SAU/school is required to send all parents of students with disabilities a written survey with a request to respond. Below is a summary of the results of the parent survey, along with a summary of the comments/feedback provided to the visiting team during the April 9, 2008 Case Study Compliance Review in Davenport School.

### **Analysis of Parent Survey Responses**

The following is an analysis of the results submitted by Davenport School:

#### **Access to the General Curriculum**

- All parents of both disabled and non-disabled students were satisfied with the program and supports for their children.
- Parents of the disabled students were pleased with their children's opportunity to interact with non-disabled peers. However; the parents of non-disabled students would have liked more opportunities for their children to have more access to non-disabled peers.
- All parents stated they were adequately informed about progress.
- 5 out of 6 parents were pleased with the availability of outside activities, only one was partially pleased. That was the parent of a non-disabled student.
- 50% of the parents (all coded students) reported that their child felt safe in the school environment. The non-disabled parents were only partially satisfied.
- All parents felt that the school used a variety of information to develop plans for their children to include both the IEP and ISP (Individual Service Plan).
- All parents of coded students were pleased with the IEP Progress.
- All parents report satisfaction with progress on earning high school credits.

Parents of the non-disabled students confused the acronym IEP for the ISP (Individual Service Plan) which is written for all students within 30 day of entering the program. Parents of the non-disabled students would like to see more opportunities for their children to interact with peers who are not in placement facilities. The Davenport is a residential treatment facility and students are court ordered to attend. In many cases the interactions are limited due to the court placement. Students are afforded the opportunity for interactions through various community service activities, youth groups and organizations utilized by Davenport within the local community.

#### **Transition**

- 5 out of 6 parents were pleased with the transitional moves from grade to grade and school to school. One parent had no answer.
- All parents of the coded students reported satisfaction with the attendance in transitional meetings of people pertinent to their child's case. Two of the non-disabled parents were satisfied.
- All parents of the coded students were satisfied with the secondary transition plan along with one parent of a non-disabled student. Two parents had no response.

Overall parents of Davenport students are pleased with the transitional services their children receive. There is a transitional component that has recently been added to our Individual Service Plans. This proved to be a good opportunity to get some feedback on the new addition.

#### **Behavior and Discipline**

- All parents report that their child's behaviors have affected their ability to learn in a classroom setting.
- All 6 parents report that the school supported their child's behavioral, social and developmental needs. Only one parent was partially satisfied with their opportunity to be involved with their child's behavioral interventions and supports. That parent had a non-disabled student.
- All three parents report that they have participated in their child's special education needs. Two parents of the non-disabled students reported that they were satisfied and one was partially satisfied. All parents were satisfied with the behavioral intervention strategies.
- 5 out of 6 parents were satisfied with their ability to participate in the educational decisions made for their child. One parent had no answer.

- All three parents of disabled students reported receiving procedural safeguards at least once a year. One parent of a non-disabled student reported receiving this, one reported that he/she was not satisfied and had not received any safeguards, one had no answer.

Overall parents are pleased with the behavioral interventions and discipline system utilized at the Davenport School.

The weakest responses were in the following areas:

**Access to the General Curriculum**

Parents reported that their children did feel safe within the school environment. At present, NFI is working on developing gender specific trainings for both staff and students. Part of these trainings will include working with the relational aggressions demonstrated by females.

Overall Davenport needs to include more information for parents on the specifics of the educational services offered at the school to include the differences between special and regular education programs. Parents are not aware of the differences between the residential component and educational component of the program and are confused by the acronyms as well as the services offered through each component (e.g. IEP vs. ITP)

**SUMMARY OF PARENT SURVEY DATA**

Total number of surveys sent: 9	Total # of completed surveys received: 6 3 from parents of students with disabilities, 3 from parents of non-disabled students	Percent of response: 67%
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**Scale            3 = Completely            2 = Partially            1 = Not At All**

**Responses from Parents of Students with Disabilities**

<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.	3			
My child has opportunities to interact with non-disabled peers on a regular basis.	3			
I am adequately informed about my child’s progress.	3			
My child is informed about and encouraged to participate in school activities outside of the school day, and is offered necessary supports.	3			
My child feels safe and secure in school and welcomed by staff and students.	3			
A variety of information (observations, test scores, school work, parent input) was used in developing my child’s IEP.	3			
I am satisfied with the progress my child is making toward his/her IEP goals.	3			
<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.	3			
<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.	3			
All of the people who are important to my child’s transition were part of the planning.	3			
<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.	3			
<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><u>YES</u></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			
I am satisfied with the way the school is supporting my child’s behavioral, social and developmental needs.	3			

<b>OTHER:</b>				
I fully participate in special education decisions regarding my child.	3			
I have been provided with a copy of the procedural safeguards (parental rights) at least once a year	3			

**Responses from Parents of Non-Disabled Students**

<b>ACCESS TO THE GENERAL CURRICULUM:</b>	<b>3</b>	<b>2</b>	<b>1</b>
I am satisfied with my child's program and the supports that he/she receives.	3		
My child has opportunities to interact with non-disabled peers on a regular basis.	1	1	1
I am adequately informed about my child's progress.	3		
My child is informed about and encouraged to participate in school activities outside of the school day, and is offered necessary supports.	2	1	
My child feels safe and secure in school and welcomed by staff and students.		3	
A variety of information (observations, test scores, school work, parent input) was used in developing my child's IEP.	3		
I am satisfied with the progress my child is making toward his/her IEP goals. 1 - NA	2		
<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.	3		
<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. 1- NA	2		
All of the people who are important to my child's transition were part of the planning.	2		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. 2-NA	1		
<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><u>YES</u></b>	<b><u>NO</u></b>	
	<b>3</b>	<b>2</b>	<b>1</b>
I have been involved in the development of behavior interventions, strategies and supports for my child.	2	1	
I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs.	3		
<b>OTHER:</b>			
I fully participate in special education decisions regarding my child 1 NA	2		
I have been provided with a copy of the procedural safeguards (parental rights) at least once a year 1 NA	1		1

**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**

Davenport School has a full compliment of curriculum with accompanying materials that provide opportunities for students to access the general education curriculum. Individualized course work and differentiated instruction to meet the diverse student needs and levels were observed during the visit. The extensive PLATO offerings supplement needed areas. A comprehensive transcript review process and course planning are done upon admission in order to assure that

students are earning high school credits. Upon discharge, the transcript, developed for use agency-wide, is sent to parents and sending schools.

The addition of class participation (e.g. leading/initiating) to the behavior points system has provided incentives for students to engage in their studies. Student self-reflection and evaluation are incorporated into the system. There is an after school study group provided for those students who require support to complete their homework assignments and projects.

Many community service opportunities are provided; for example in the local animal shelter, nursing home and Head Start programs. An additional opportunity at a local beauty salon may be an option in the future as a result of discussions between the visiting team and staff. Physical Education occurs at a local gym, where students are members. The on-site ropes course and nearby mountain hiking trails are used for recreation and leisure activities. Drivers Education is available to students, as well.

The new facility, opened in January 2007, provides a positive learning environment for staff and students and rather than conducting classes in the residence, the separate setting serves to better delineate the academic portion of the students' day.

## **Transition**

### **Transition Planning**

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

#### **Transition Services**

Transitions to and from the school are orchestrated by the Education Coordinator. She assures that all students entering Davenport at the high school level are administered the Harrington-O'Shea Career Decision Making assessment to assist in both career choices and planning towards their future, and to ensure that needed services are in place. The Department of Health and Human Services' NH Trails (NH Teen Responsibility and Independent Living Skills) curriculum is used to teach adult living skills in the areas of Personal and Social Growth, Education and Career Development, and Daily Living Skills. As part of this program, students take a needs assessment and a skills assessment and prepare an adult living preparation plan and transition plan.

Transition planning, as well as IEP goals and transition activities, are incorporated into every student's Individual Treatment Plan (ITP) to ensure that the services needed for success are in place prior to leaving the program. Before discharge, the Education Coordinator contacts the receiving school district to arrange a school visit, locate a mentor from that staff, select and schedule courses and assist the student in planning for extracurricular activities, if interested. When proximity allows, gradual transitions are made to the sending school so that the success in a least restrictive environment can be assessed prior to discharge, and alternative plans can be developed if needed.

In those situations when courts unexpectedly order a change in placement, these transition activities are not able to be done. While at Davenport School, students develop an "Unsupervised Plan" in anticipation of transitions to less restrictive settings. In some instances, the school conducts a "Possibility of Discharge Meeting". Both of these activities help to support students when an unexpected change of placement occurs.

## **Behavior Strategies and Discipline**

Davenport School uses the NFI North's Normative Approach as their school and residential positive behavior support system that challenges students to join with a strong, positive community. The model is proactive, includes a variety of behavior management techniques and focuses on students' strengths. Using a points earned system, rewards are social, status related, symbolic, interpersonal and tangible. In addition, goal-setting, behavior contracts and IEP behavior goals support students to exhibit appropriate, positive, responsible and respectful behavior. Wherever possible the IEP goals are tied into the Individual Treatment Plan Goals.

All staff has had Crisis Prevention Institute's Non-Violent Crisis Intervention training and has had training in counseling techniques, behavior management and group process. Each student is assigned an advocate who has a range of responsibilities that personalizes and supports the student.

## COMMENDATIONS

1. The staff and administrators at Davenport are dedicated to the success of their students and demonstrate their mission of “Care and Commitment to Self and Others”. The longevity of the staff is a credit to the positive work environment.
2. The Education Coordinator works closely with the LEAs developing measurable annual and transition goals and effective transition plans and in obtaining needed documents.
3. The after school study group supports homework completion and at the same time, promotes responsibility and positive study habits in the students.
4. The activities for Futures Planning are valuable for students’ successful transitions from Davenport and for post-school success.
5. The Davenport capitalizes on community and state resources to enhance students’ experiences while at the school. Participation in DCYF’s Youth Leadership Program, DJJS’s Express Yourself program, Adopt-a-Highway and the Bretton Woods ski program are examples.
6. The NFI Agency Empowerment Fund provides scholarships to assist students to access post-high school opportunities.
7. Plans for an agency-wide summer Educators’ Retreat are underway to provide training and networking among school staff.
8. A communication book is useful in facilitating communication among the 30+ staff members in the house and school.
9. Davenport’s Policy Manual is thorough, complete and meets the requirements of the NHDOE.
10. Davenport encourages family involvement with a monthly Family Day, weekly contacts from their child’s advocate and regular progress reporting. To increase communication, they plan to have students write a newsletter.

## ISSUES OF SIGNIFICANCE

Issues of significance are defined as systemic deficiencies that impact the effective delivery of services to all students, including those with educational disabilities. Examples of such may include system wide issues related to curriculum, instruction and assessment. Other examples might be concerns related to inadequate facilities, ineffective communication systems within the educational community, leadership, shared mission, vision and goals, deficiencies in policies and procedures, staff recruitment and retention, professional development or other important factors related to the learning organization.

**There were no issues of significance at the time of the NHDOE Program Approval visit.**

### CITATIONS OF NONCOMPLIANCE IDENTIFIED AS A RESULT OF THE APRIL 9, 2008 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.

As a result of the Case Study Compliance Review, the following citation of non-compliance was identified. The citation 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.

**1. Ed 1109.08 Equal Education Opportunity; Ed 1119 03 Full Access to the General Education Curriculum**

NFI Agency is in the process of establishing content area consultants to be shared across programs; the core content area consultants are in place, some have been identified and are in the hiring process, and some did not appear on the submitted personnel roster. At the time of the visit, the following content area consultants were in process: Library Media Specialist, Family and Consumer Science and World Languages. The following consultants were not in place: Information and Communication Technology, Technology Education, and Business.

## **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. Additional suggestions may be included in the Building Level Case Study Data Summary Reports, pp 14-19.** It should be noted that in the Building Level Data Summary Reports, any suggestion made by a visiting team member that is actually a citation of noncompliance, has an asterisk (\*) before it, and it is also listed above with the citations of noncompliance.

1. Continue to expand vocational opportunities.
2. Slight adjustments to the transcript are necessary regarding the credits in some of the subjects to align with the NH Minimum Standards requirements, e.g. Health-.5 credits, not .25.
3. Consider gender specific training.
4. Increase parent education regarding programs and services for youth with and without disabilities.
5. Written protocols for both the normal and short-notice discharge/transition procedures would formalize these processes.
6. Consider employing personnel to transport students to necessary appointments, thereby increasing the time the Title I Aide spends supporting students in the school setting.

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: Davenport	SAU: N/A	Date: April 9, 2008
Programs: Residential, Self Contained		Number of Cases Reviewed: 2
Recorder/Summarizer: Karen Langley		

Name: Rebecca Hebert-Sweeny	<u>Building Level</u> or <u>Visiting</u> (circle one)
Name: Mary Anne Byrne	<u>Building Level</u> or <u>Visiting</u> (circle one)
Name: Marilyn MacArthur	<u>Building Level</u> or <u>Visiting</u> (circle one)
Name: Karen Langley	<u>Building Level</u> or <u>Visiting</u> (circle one)
Name: Tara MacKillop	<u>Building Level</u> or <u>Visiting</u> (circle one)
Name: Lorraine Sanders	<u>Building Level</u> or <u>Visiting</u> (circle one)
Name: Jeffrey Bergeron	<u>Building Level</u> or <u>Visiting</u> (circle one)
Name: Heather Perry	<u>Building Level</u> or <u>Visiting</u> (circle one)
Name: Erika Langlais	<u>Building Level</u> or <u>Visiting</u> (circle one)
Name: Joshua Smith	<u>Building Level</u> or <u>Visiting</u> (circle one)
Name: Nancy Pierce	<u>Building Level</u> or <u>Visiting</u> (circle one)

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>						<b>Filled in with the combined <u>number</u> of times a statement is marked on all Data Collection Forms for this school or building</b>		
Ed. 1109.01 Elements of an IEP CFR 300.320 Content of IEP Ed. 1109.05, Implementation of IEP 20 U.S.C. 1414 (d) Ed. 1115.07, Ed 1119.01(f) Provision of Non-Academic Services/Settings CFR 300.320(a) CFR 300.34 Ed. 1119.03, Full Access to District's Curricula Ed. 1119.08, Diplomas Ed. 1107.04 (d) Qualified Examiner Ed. 1133.05 (c)(h)(k) CFR 300.320 Program Requirements, Content of IEP Ed. 1133.20 Protections Afforded to Children with Disabilities CFR 300.320(a)(1)(i) "... general curriculum (i.e. ,the same curriculum as for nondisabled children)" CFR 300.320(a)(4)(iii) "To be educated and participate with other children with disabilities and non disabled children"								
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 has made progress over the past three years in IEP goals. Goal 1						1		1
A4.) Student has made progress over the past three years in IEP goals. Goal 2						1		1
A5.) Student <u>has access to</u> the general curriculum (as outlined by the district, sending district or NH frameworks.)						2		
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.						2		
A7.) When <u>participating in a regular education setting with non-disabled peers</u> with necessary supports, student <u>has made progress</u> in the general curriculum.						2		
A8.) Student <u>participates</u> appropriately in state, district and school-wide assessments.						2		
A9.) Student <u>shows progress</u> in state, district and school-wide assessments.						1		1
A10.) Student <u>has opportunities</u> to participate in general extracurricular and other non-academic activities with necessary supports.						2		
A11.) Student <u>does participate</u> in general extracurricular and other non-academic activities with necessary supports.						2		
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)						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 court order prior to placement at Davenport, documentation not available			
<b>For High School Students:</b>						<b>YES</b>	<b>NO</b>	
A13.) Student is earning credits toward a regular high school diploma.						2		
A14.) <i>IF YES:</i> within 4 years?						1		1
A15.) Student will earn an IEP diploma or a certificate of competency.								2
A16.) <i>IF YES:</i> within 4 years?								2
A17.) Does this school or district have a clear policy for earning a high school diploma?						2		

Access Strengths	Access Suggestions for Improvement
<ol style="list-style-type: none"> <li>1. Goals were well written and measureable.</li> <li>2. Community service component is strong.</li> <li>3. Additional PLATO offerings are a plus.</li> <li>4. Cross curricular and interdisciplinary instruction is strong.</li> <li>5. After school study hall and homework opportunity is positive.</li> <li>6. Post lesson evaluations are given.</li> <li>7. Very multi-modal, experiential instruction is evident.</li> <li>8. Access to the gym in the community is a positive.</li> <li>9. The new facility enhances access to the general curriculum.</li> <li>10. Strong professional development is offered and includes in house and summer training.</li> <li>11. Students can access courses at local schools.</li> <li>12. Transcript review and credit recovery is strong.</li> <li>13. Texts and materials are current and aligned with the curriculum.</li> <li>14. Involvement in Express Yourself and Youth Leadership programs is commendable.</li> </ol>	<ol style="list-style-type: none"> <li>1. Consider using 11<sup>th</sup> grade assessment and district assessments to further evaluate progress.</li> <li>2. Consider establishing behavior plans/goals around homework completion.</li> <li>3. Consider providing more opportunities aligned with results of vocational assessments.</li> <li>4. Expand PLATO (or something similar) to include foreign language.</li> <li>5. Try to incorporate the student's self evaluation of work at the end of lessons more consistently.</li> <li>6. Provide access to vocational programming at local school (e.g. Berlin).</li> <li>7. Teachers may want to pursue Special Education certification and those that are certified may possibly obtain an ED endorsement.</li> <li>8. Consider decreasing the out-of -classroom responsibilities of paraprofessionals.</li> </ol>

## SUMMARY OF BUILDING LEVEL DATA

<u>TRANSITION STATEMENTS</u>	Filled in with the combined <u>number</u> of times a statement is marked on all Data Collection Forms for this school or building		
Ed .1102.53 Transition Services CFR 300.43 Ed. 1107.02 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. 1109.03, IEP Team CFR 300.320(b) Ed. 1133.05 This includes movement from (a) Early Supports and Services (ESS) to preschool, (b) preschool to elementary school, or (c) age 16 or older, as well as from grade to grade and school to school.	YES	NO	
<b>If the student is under age 16, answer the following 3 statements only: (If the student is 16 or over, skip to question 4.)</b>			
T1.) Transition planning from grade to grade takes place.	1		
T2.) Transition planning from school to school takes place.	1		
T3.) Collaboration has occurred between general and special education staff in IEP development and in transition planning.	1		
<b>If the student is age 16 or older during the course of the IEP answer all of the following statements (do not answer the 3 statements above):</b>			
T4.) Transition planning is designed as a results oriented process that promotes movement from school to the student's desired post-school goals.	1		
T5.) IEP team includes parent as part of transition planning.	1		
T6.) IEP team and process includes student as part of transition planning.	1		
T7.) IEP includes current level of performance related to transition services.	1		
T8.) There is documentation that the student has been invited to attend IEP meetings.	1		
T9.) A statement of the transition service needs is included in the IEP.	1		
T10.) The statement of transition focuses on the student's course of study (e.g. vocational programming, advanced placement).	1		
T11.) Transition plan includes coordinated, measurable, annual IEP goals and includes transition services that will reasonably enable the student to meet the post-secondary goals.	1		
T12.) Statement of needed transition services is presented as a coordinated set of activities.	1		
T13.) The statement of transition focuses on the student's course of study (e.g. vocational programming, advanced placement).	1		
T14.) The IEP includes a statement of needed transition services and considers instruction.	1		
T15.) The IEP includes a statement of needed transition services and considers community experiences.	1		
T16.) The IEP includes a statement of needed transition services and considers development of employment skills.	1		
T17.) Student is informed prior to age 17 of his/her rights under IDEA.	1		
<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.	1		
T19.) The IEP includes a statement of needed transition services and considers related services.	1		
T20.) The IEP includes a statement of needed transition services and considers development of daily living skills.	1		
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.			1

Transition Strengths	Transition Suggestions for Improvement
<ol style="list-style-type: none"> <li>1. There are solid, detailed transition plans.</li> <li>2. There is use of a transition checklist.</li> <li>3. The opportunity to transition to satellite programs for residence is a strength.</li> <li>4. There is a very heightened sensitivity to transition including a family component.</li> <li>5. The transcript review process has assisted at least 4 students to meet their graduation requirements.</li> </ol>	<ol style="list-style-type: none"> <li>1. Develop job shadowing opportunities for students who are transitioning out of Davenport.</li> <li>2. Put a system in place and communicate with the JPPO necessary information for placement. Connect with Education Specialists at DCYF to clarify expectations.</li> <li>3. Formalize the transition process protocol for situations when court ordered placements change unexpectedly.</li> </ol>

## SUMMARY OF BUILDING LEVEL DATA

<b><u>BEHAVIOR STRATEGIES AND DISCIPLINE</u></b>		<b>Filled in with the combined <u>number</u> of times a statement is marked on all Data Collection Forms for this school or building</b>		
<u>Ed. 1109.02 Program</u> <u>CFR 300.324</u> <u>Ed. 1119.11 Disciplinary Procedures</u> <u>CFR 300.530-300.536</u> <u>Ed. 1133.07 (a) (b) (c) (d) (e)</u> <u>CFR 300.530-300.536</u> <u>20 U.S.C. 1415 (K)</u> <u>Child Management – Private Schools</u> <u>RSA 169-C Child Protection Act</u>		<b>YES</b>	<b>NO</b>	<b>N/A</b>
B1.) Data are used to determine impact of student behavior on his/her learning.		2		
B2.) Has this student ever been suspended from school?				2
B3.) If yes, for how many days?				
B4.) If appropriate, a functional behavior assessment has been conducted.			2	
B5.) IEP team has addressed behaviors that are impacting student learning.		2		
B6.) A behavior intervention plan has been written to address behaviors.			2	
B7.) All individuals working with the student have been involved in developing behavior intervention strategies.		2		
B8.) Specialized training for implementing interventions, strategies and supports has been provided to 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>1. The Normative Approach is strong among all staff.</li> <li>2. Point system and goal setting is strong.</li> <li>3. There is a strong advocate process.</li> </ol>		<ol style="list-style-type: none"> <li>1. Consider the formalized use of data more consistently.</li> <li>2. Analyze what the data is telling you.</li> </ol>		

## Summary of Building Level Strengths and Suggestions

Strengths	Suggestions for Improvement
<ol style="list-style-type: none"><li>1. There is an Empowerment Fund to provide scholarships to students in need who qualify.</li><li>2. The mission of care and commitment to others is evident.</li><li>3. The caring and committed staff goes above and beyond.</li><li>4. There is staff longevity.</li><li>5. There are strong communications among personnel.</li><li>6. There is a great new facility for classrooms and library.</li><li>7. In the residence the rooms are warm and welcoming.</li><li>8. The parental involvement connection is strong.</li></ol>	<ol style="list-style-type: none"><li>1. Consider more gender responsive training for staff, both behavioral and academic.</li><li>2. Arrange teacher swapping to add variety.</li><li>3. Continue to work on communicating between house and school.</li><li>4. Include opportunities to include day program students.</li><li>5. Develop parent newsletter written by the students.</li><li>6. Consider adding additional certified teachers to enhance opportunities for students.</li><li>7. Maintain and increase community involvement.</li></ol>

## **James O. File Review Summary**

School: Davenport School

Date: March 11, 2008

Reviewer: Mary Anne Byrne

Number of Files Reviewed: 2

### **COMMENDATIONS**

1. The Education Coordinator was well-prepared and organized for the file reviews. She was most helpful in the process and open to ideas/suggestions provided by the reviewer.
2. The Education Coordinator is to be commended for her knowledge and understanding of the James O. regulations.
3. It is challenging for private facilities to obtain needed documentation from LEAs when students are court ordered to a placement. The Education Coordinator has been very successful in her persistence to get information.
4. The IEP and transition goals in the 2 IEPs were written in measurable terms. The Education Coordinator is to be credited for her collaborative work with the LEAs in developing these goals.

### **CITATIONS OF NONCOMPLIANCE**

There are no citations resulting from review of these files.