

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

**NFI Davenport School
SUMMARY REPORT**

**Paul Dann, Executive Director
Lorraine Sanders, Director of Special Education**

Chairpersons, Visiting Team:
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Education Consultants

Site Visit Conducted on March 25, 2015
Date of Report: June 10, 2015

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I. TEAM MEMBERS

Visiting Team Members:

NAME	PROFESSIONAL ROLE
Chairperson: Maryclare Heffernan	Education Consultant
Chairperson: Diane Lurvey	Education Consultant
Gretchen Cook	Education Director
Kyla Welch	Assistant Superintendent
Lori Noordergraaf	NHDOE Education Consultant

Building Level Team Members from NFI Davenport School:

NAME	PROFESSIONAL ROLE
Chasity Murphy	Teacher
Lorraine Sanders	Education Coordinator
Cari Giddings	Teacher
Jennifer Altieri	Program Director
Jan Williamson	Regional Director

II. INTRODUCTION

The Davenport School, located in Jefferson, New Hampshire, is currently an all female residential intensive level treatment center and day school that includes a non-public school program approved for males and females ages 11 to 21 in grades 7 through 12. The Davenport 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 15 students who may or may not have an Individual Education Program (IEP). Approximately 20 to 25 students are enrolled in the school each year. The year round school is currently approved to provide educational services to students identified with a Specific Learning Disability, Other Health Impairment or Emotional Disturbance. While the census changes regularly, at the time of the New Hampshire Department of Education (NHDOE) Special Education Program Approval visit there were a total of twelve girls enrolled at the school, seven of whom had IEPs. All of the present residentially based students have been court placed, however in 2012 the Davenport School began accepting day students placed by the local school district. While the length of stay at the school may vary a great deal the average length of stay is currently four to seven months. The school is designed to offer educational and therapeutic services 24 hours a day. The mission includes providing a strong supportive school environment that promotes learning while building character and self-esteem.

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 believe by adhering to the philosophy that all student can and will achieve if they are given the appropriate instruction. We believe if given the opportunity all students will achieve the necessary requirements for a high school diploma and go on to lead productive lives as contributing members of society. Our 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 everyday situations.

SCHOOL PROFILE

SCHOOL DEMOGRAPHICS	2013-2014	2014-2015
Total Student Enrollment <u>as of October 1</u>	6	10
Special Education Student Enrollment as of October 1	3	4
Do you accept out-of-state students? If so, list number from each state in 2014-15	Yes, VT – currently none registered in 2012-14 or 14-15	
Number and Names of Sending New Hampshire LEAs (as of October 1, 2014)	SAU 88 Lebanon SAU 6 Claremont SAU 85 Sunapee SAU 37 Manchester	
# of Identified Students Suspended One or More Times	none	none
Average Length of Stay for Students	117 days	96 days
<u>STAFF DEMOGRAPHICS</u>		
Student/Teacher Ratio (as of October 1, 2014)	2 to 1	3 to 1
# of Certified Administrators	1	1
# of Certified Teachers	2	2
# of Current Teachers with Certification through Alt 4	1	1
# of Related Service Providers	1	1

# of Paraprofessionals	1	1
# of Professional Days Made Available to Staff	20	20

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

SPECIAL EDUCATION PROGRAM DATA <i>(please put NA if not approved for the disability)</i>		
Primary Disability Types:	2013-2014	2014-2015
Autism	N/A	N/A
Deaf / Blindness	N/A	N/A
Deafness	N/A	N/A
Developmental Delay	N/A	N/A
Emotional Disturbance	7	1
Hearing Impairment	N/A	N/A
Intellectual Disability	N/A	N/A
Multiple Disabilities	N/A	N/A
Orthopedic Impairment	N/A	N/A
Other Health Impairment	3	1
Specific Learning Disabilities	4	2
Speech-Language Impairment	N/A	N/A
Traumatic Brain Injury	N/A	N/A
Visual Impairment	N/A	N/A

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 March 25, 2015 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
- All data collected during the visit

The New Hampshire Department of Education provided a visiting team of professional educators to work collaboratively with staff in each of the schools in conducting the Case Study Compliance Review and the varied data collection activities. Throughout the entire review process, the visiting team worked in collaboration with the staff of 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 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 August 10, 2012 NHDOE Special Education Program Approval Report, the following patterns were identified as needing improvement:

Findings of Noncompliance	Status as of March 19, 2013	Status as of March 25, 2015
Ed. 1109.01 Elements of an IEP	Met	Met as evidenced by review of IEPs.
Ed. 1102 Transition Services; CFR 300.43	Met	Met as evidenced by review of Transition goals and documents
Ed. 1119.03 Full Access to the General Education Curriculum	Met	Met as evidenced by the personnel roster submitted

V. MARCH 25, 2015 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.

The Davenport School is a private non-profit residential facility approved to provide full spectrum services for adjudicated youth ages 11-21. The school is designed to offer educational and therapeutic services 24 hours a day. At the current time the Davenport School enrolls only female students, although they are approved for both males and females. The mission includes providing a strong supportive school environment that promotes learning while building character and self-esteem. The Davenport School places a high priority on providing students with relevant community based experiences including a range of volunteer options to encourage students to give back to the community.

Two students were randomly selected for a Case Study as part of the NHDOE’s Program Approval process. One student is identified with an Emotional Disability and the other student with Specific Learning Disability, Emotional Disturbance and Other Health Impairment. Both students are in high school classes and are 16 and 17 years of age.

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, Davenport School distributed the LEA Survey to the contact people in all LEAs that have students currently enrolled in the school. They received a **75% response** from the LEAs.

LEA SURVEYS
SUMMARY REPORT OF SENDING LEAs

Name of Private School: Davenport School		
Total number of surveys sent: 4	Total # of completed surveys received: 3	Percent of response: 75
Number of students placed by: LEA:	Court: 4	Parent:

INSTRUCTIONS: PLEASE TYPE TOTAL NUMBER OF RESPONSES IN EACH BOX.

SCALE 4 STRONGLY AGREE 3 AGREE 2 DISAGREE 1 STRONGLY DISAGREE

	4	3	2	1	No Answer
1. The private school has a curriculum fully aligned to NH Curriculum Frameworks/Common Core State Standards.	3				
2. I am satisfied the student has made progress in the educational curriculum at the above school.	3				
3. There is evidence of effective instruction aligned with fidelity to the curriculum.	3				
4. The school consistently follows special education rules and regulations.	3				
5. The school has developed and implemented effective policies and procedures for management of student behavior including the use of aversives.	3				
6. The school has an effective behavioral management program.	3				
7. I am satisfied with the special education, related and other supplementary aids and services provided by the school.	3				
8. The school implements all parts of students’ IEPs including accommodations and modifications in both instruction and assessment.	3				
9. The school effectively uses data to measure academic growth and to inform	3				

instruction.					
10. The school uses data to measure behavioral growth and to inform instruction.	3				
11. A mid-year review and annual evaluation of the child's progress relative to the IEP are conducted.	3				
12. The school has a comprehensive progress monitoring system that is communicated and provided to LEA and parents at least as often as the sending district (minimum 3 times per year).	3				
13. The progress monitoring 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.	3				
14. I am satisfied with the way the school communicates students' progress to the parents and the LEA.	3				
15. The school actively plans for future transition to a less restrictive environment.	3				
16. The school implements all aspects of the transition services needs for students turning 14 during the IEP service period and Transition Services as outlined in Indicator 13 (16 years).	3				
17. 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.	2	1			
18. The school team sets meeting times that are convenient for both parents and the LEA.	3				
19. I would enroll other students at the school.	3				

Analysis of Response by Davenport School:

Four surveys were sent out and 3 were returned.

The following comments were included:

Outstanding school. Staff are wonderful. They do a terrific job with my students and are great to work with.

Would like notification when students run from the program to prepare for the next step.

Conclusion:

The LEA's rated the school and services highly as indicated by the 4 ratings in all areas with the exception of a 3 when a student is terminated. They would like to be informed when a student's behavior outside of the school setting may interfere with the placement at the Davenport. While a notification can be made, it is not up to the Davenport to make the final determination as to whether or not the student remains at the school for behavioral incidents which occur outside of the program or during home visits. The final determination is made by the court system.

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.

SUMMARY OF PARENT SURVEY DATA

Name of Private School: Davenport School		
Total number of surveys sent: 5	Total # of completed surveys received: 5	Percent of response: 100%

INSTRUCTIONS FOR SCHOOL:

PLEASE FILL IN ACTUAL NUMBER OF RESPONSES (NOT PERCENT) IN EACH BOX.

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

ACCESS TO THE GENERAL CURRICULUM:	3	2	1	No Answer
1. I am satisfied that my child has access to the general education curriculum (Academic IEP goals and school curriculum aligned with Common Core State Standards /NH Curriculum Frameworks).	5			
2. My child has opportunities to interact with non-disabled peers on a regular basis unless the IEP team has determined that the interaction is not appropriate/reasonable.	4			1
3. I am informed on a regular basis and with clear evidence of my child's progress in the general education curriculum.	4	1		
4. I understand that a variety of information (observations, test scores, results of evaluations, school work samples, behavioral data, etc) was considered in developing my child's IEP for this placement.	3	1		1
5. I am satisfied that there is a direct connection between my child's needs and the components of his/her IEP and the supports and services ("reasonably calculated to provide educational benefit").	3	1		1
6. I am satisfied that the sending school district has fully considered the Least Restrictive Environment in recommending this placement for my child (to the maximum extent appropriate, my child is educated with non-disabled peers).	3	1		1
7. I know whom to contact if I have questions about my child's placement or progress in this program.	4	1		
8. I am satisfied that the staff of this placement worked collaboratively with my school district in developing my child's current IEP.	4	1		
9. I have been involved in the development of my child's IEP.	4	1		
10. I am satisfied that my child is making progress toward his/her IEP goals.	4	1		
FOR PARENTS OF HIGH SCHOOL STUDENTS ONLY:				
11. My child earns credits toward a regular high school diploma in all of his/her classes.	4	1		
12. My student will graduate with a high school diploma	3	1		1
TRANSITION:				
13. I am satisfied with the planning and support provided for my child as he/she moves from grade to grade, school to school, public school to private school.	3	1		1
14. All of the people who are important to my child's transition were part of the planning (grade appropriate).	3	1		1
15. All of the people/agencies who are required to be part of transition planning for my child were part of the transition process.	3	1		1

16. FOR PARENTS OF STUDENTS AGE 16 OR OLDER ONLY: I am satisfied that my child's IEP meets all the requirements of Secondary Transition: measureable post-secondary goals, necessary supports and services, age-appropriate transition assessments, specific invitation to the Transition meeting, etc. (DOE Indicator #13)	1			4
17. I am satisfied that the post-secondary Transition Goals for my child are reviewed on a regular basis, have the necessary supports and services to be accomplished, are connected to annual IEP goals, and can lead my child to productive participation/activities post-graduation or post-21 years as appropriate.	1			4
BEHAVIOR STRATEGIES AND DISCIPLINE:				
18. 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>	YES 5		NO	
	3	2	1	No Answer
19. I have been involved in the development of behavior interventions, strategies and supports for my child.	3	1		1
20. I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs.	3	1		1
OTHER:				
21. I fully participate in special education decisions regarding my child.	5			
22. I have been provided with a copy of the procedural safeguards (parental rights) at least once a year.	4	1		

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

Access to the General Curriculum

Implementation of Individualized Education Programs (IEPs)

Provision of Non-Academic Services

Full Access to the District's Curriculum

Equal Education Opportunity

The Davenport School provides access to the general curriculum through the implementation of the school's recently updated curriculum that is aligned to the NHDOE state standards. They offer 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. Student recognition for academic achievement is part of the school's culture that supports student learning and goal setting.

Upon admission to the Davenport School student levels of performance are assessed using the Norris Education Achievement Test (NEAT) that provides a brief, easy-to-administer diagnostic achievement measure used for educational placement and remediation decisions. The student is given the NEAT again at discharge to measure student-learning gains while at the Davenport School.

Classroom observations showed students engaged and the use of high interest, rigorous materials and instruction aligned to curriculum. The students interviewed expressed satisfaction with the learning and with the credits earned toward graduation. Students are given multiple opportunities to extend their learning through curriculum aligned off campus, community based experiences related to their learning

goals including the Lancaster Soup Kitchen, Hand in Hand, Youth Advisory Board and work at the local community center.

The school has adopted Engrade Pro, an online learning management system that supports the school's already well organized system of organizing student records, grades and transcripts. A number of the court order placed students have been in multiple and often short term placements resulting in partial and incomplete credits, which may not be counted or may be lost during transition from school to school. The school administrator has worked hard to establish a system of credit identification and recovery that grants the students the full or partial credits they've earned to meet NH Minimum Standards.

The school works diligently to ensure that all student records and IEPs are updated and complete.

Transition

Transition Planning

Process: Provision of Free Appropriate Public Education (FAPE)

Transition Services

The Davenport School considers that transition planning begins the moment a student is enrolled and is included in all aspects of the student's work until, and after discharge. The school administers the Harrington O'Shea interest inventory to all students. All of the school's work has transition planning elements embedded within it. Student led treatment meetings dovetail with the students IEP meetings and occur every three months with emphasis on skills and supports needed to return to the home community and school.

Students create a transition planning resource binder of important documents and information they will need after discharge. This binder is reviewed monthly with a staff member. Student's who are enrolled at the Davenport School often have a history of multiple, short term placements resulting in partial credits earned and, at times, lost in the transition from school to school. The Davenport School team has worked hard to establish a system to identify each student's credits earned and organize an updated transcript representing the cumulative credits earned and credits needed for graduation. Students are part of the transition planning and transcript review.

The Davenport School offers follow-up services for thirty days after discharge and can extend services into Independent Service Options (ISO) In-home services if needed for up to ninety additional days. The Davenport Education Coordinator will work with the individual school districts to facilitate visits to the school, ensure transcripts are available and make instructional /scheduling suggestions to ensure that the information gathered at the Davenport School is passed on to the receiving districts.

Additionally, the school has created an intentional focus on connecting with the student's parents and families through a range of activities including spaghetti dinners, Family Day and family training sessions. To increase participation the school has offered parents' gas cards and Wal-Mart gift cards to support the family's ability to attend and participate in their child's school experience.

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 guides the work of the school in creating a culture of positive behavior. 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 Davenport School. The model emphasizes the creation of a positive peer culture through open discussion, feedback and problem solving. 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, Administrative Policy and Procedures, Current Program Information, and Personnel Roster and Consultant Roster Review and verification of these documents found the Davenport School to be in compliance with all applicable New Hampshire Rules and the Education of Students with Disabilities and requirements for Non-Public Approval.

COMMENDATIONS

The commendations below are a result of the visitors' observations, student, parent and leadership interviews, LEA input and review of records and the two Case Study presentations given to the visitors.

- There is a clear sense of community established at the Davenport School, based on the Normative Approach and fostered by all staff in support of the students placed in their care.
- The curriculum and instruction observed was aligned to NH State Standards and designed to be engaging and relevant to the students. Learning objectives were clear and posted on the board.
- There is a focus on individualization to support all learners but also an emphasis on student ownership of their learning goals, progress and ultimate outcomes.
- The adoption of Engrade Pro as an online learning management mechanism aligned with the Common Core State Standards has standardized the gathering and sharing of student learning data. The ability to electronically organize and share students' grades has facilitated the communication process with the student, the local school district and with parents and guardians.
- There is a well-organized system of collaboration and communication among all school and residential staff so that academic and other student information is shared in a timely manner.
- The Davenport Transition binder collects all of the students' pertinent transition information in one place for them to use as they transition to a new setting.
- The Normative Approach is a well-established NFI system-wide belief and practice that creates a school-wide culture of positive behavior and respect for each other.
- Students have a voice in many aspects of their life while at the Davenport School.

**Number of Cases Reviewed During the Davenport School March 25, 2015,
NHDOE Compliance Visitation**

Preschool	
Elementary School	
Middle School	
High School, Age Below 16	
High School, Age 16 or Above	2
Number of Noncompliance for Indicator 13 (*District only finding)	1
Total Number of Case Studies Reviewed	2

**FINDINGS OF NONCOMPLIANCE IDENTIFIED AS A RESULT OF THE
MARCH 25, 2015 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.**

There were no issues of system-wide deficiencies found during the March 25, 2015 NHDOE Program Approval visit to the Davenport School.

The finding of Noncompliance is in regards to a single student who was court order placed at the Davenport School. The Davenport School has documentation of correspondence with the local district but there was a lack of documentation evident in the transition for this student. The Finding of Noncompliance is for the local school district and not for the Davenport School.

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.*

34 CRF 300.323(g) Transmittal of records – At the time of transition the evaluation summary and other related documents were not received in a timely manner.

ED 1109.05 IEPs for Children Placed in Private Providers of Special Education or other non-LEA Programs by Public Agencies; 34 CFR 300.325 Private school placements by public agencies. At the time of transition there is no evidence that information on this student has been shared between each transition including school to school, grade to grade and teacher to teacher including academic and behavior.

ED 1111.02 Placement Decisions; 34 CFR 300.116 Placements – At the time of transition the IEP team lacked all required members (i.e. general education).

ED 1103.01 IEP Team; CFR 300.321 IEP Team - At the time of placement there is no evidence that all required members of the IEP Team were present (i.e. general education). There is no evidence that the student was invited to attend the IEP meeting.

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.*

There were no systemic Findings of Noncompliance.

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. Consider options to extend the use of technology for teaching and learning at the Davenport School.
2. Consider opportunities to formalize the extensive community based experiences into Extended Learning Opportunities as a way for students to earn high school credits in a real world experience.
3. Continue to pursue the planned position of Transition Coordinator. This Title I funded position has the potential to further increase the transition supports to students, families and local school districts.

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: Davenport School	Date: March 25, 2015	
Programs: Davenport School Day Program	Number of Cases Reviewed: 2	
Recorder/Summarizer: Gretchen Cook	Number of students reviewed age 16+: 2	Number of students age 16+ cited for Indicator 13: 1

CLEARLY PRINT NAMES OF ALL COLLABORATIVE TEAM MEMBERS

Name: Gretchen Cook	Position: Education Director	Visiting
Name: Chasity Murphy	Position: Teacher	Building Level
Name: Lorraine Sanders	Position: Education Coordinator	Building Level
Name: Kyla Welch	Position: Assistant Superintendent	Visiting
Name: Lori Noordergraaf	Position: NHDOE Ed Consultant	Visiting
Name: Maryclare Heffernan	Position: Education Consultant	Visiting
Name: Diane Lurvey	Position: Education Consultant	Visiting
Name: Cari Giddings	Position: Teacher	Building Level
Name: Jennifer Altieri	Position: Program Director	Building Level
Name: Jan Williamson	Position: Regional Director	Building Level

Based on data collected from the Data Collection Forms, Interview Forms, Classroom Observations, etc. the following summary is intended to provide a “snapshot” of the quality of services and programs in the school in the areas of: **Access to the General Curriculum, Transition and Behavior Strategies and Discipline.**

SUMMARIZE YOUR BUILDING LEVEL DATA

ACCESS TO THE GENERAL CURRICULUM STATEMENTS

Fill in the combined <u>number</u> of times a statement is marked on all Data Collection Forms for this school or building.			
	YES	NO	N/A
1. There is evidence that when developing the IEP the IEP Team considers: the strengths of the child; (ii) The concerns of the parents for enhancing the education of their child; (iii) The results of the initial or most recent evaluation of the child; and (iv) The academic, developmental, and functional needs of the child ¹ .	2		
2. There is evidence of a system among <i>all</i> staff members who provide direct services for the child, including instructional and residential, of their participation in the process of planning for that child and knowing the contents of the IEP and all other reports and evaluations, as appropriate to their roles and responsibilities ² .	2		
3. There is evidence that the Team uses multiple measures to design, implement and monitor the student's program ^{3,4} .	2		
4. All IEP goals are written in measurable terms ⁵ .	2		
5. Student's IEP has at least one functional goal (as applicable) ⁶ .	2		
6. There is evidence that the student has made progress in IEP Goals over the past three years ^{7,8} .	2		
7. There is evidence that the special education, supplementary aids and/or related services described in the IEP have been delivered ⁹ .	2		
8. There is evidence that NH Minimum Standards for required subjects (credits) are met and provided to the student ¹⁰ .	2		

¹ Ed 1109.03 When an IEP Is in Effect; IEP Meetings; Development, Review, and Revision of an IEP; Transition Services; 34 CFR 300.324 Development, review, and revision of IEP

² Ed 1114.05(h) Program Requirements

³ Ed 1109.01 (a)(1) Elements of an Individualized Program; 34 CFR 300.320 (a) Definition of IEP

⁴ Ed. 1109.01 Elements of an Individualized Program; 34 CFR 300.320 (3)(i)(ii); Definition of IEP

⁵ Ed. 1109.01 Elements of an IEP; 34 CFR 300.320 Content of IEP

⁶ Ed 1102.01(u) Definitions Functional Goal *Functional goal* means a measurable outcome that is developed by the IEP team to address a need detailed in the analysis of the student's functional performance

⁷ Ed 1109.01 Elements of an IEP

⁸ Ed 1109.03 When an IEP Is in Effect; IEP Meetings; Development, Review, and Revision of an IEP; Transition Services; 34 CFR 300.324 Development, review, and revision of IEP

⁹ Ed 1109.04 (b) Copies of the IEP and evidence of implementation

¹⁰ Ed 1114.05 (g) Program Requirements 34 CFR 300.320 Content of IEP

9. There is evidence the student <u>has access to, is participating and progressing in the general education curriculum (aligned with NH Curriculum Frameworks/CCSS)</u> ¹¹ .	2		
10. There is evidence that the accommodations ¹² and/or modifications ¹³ , as described in the IEP allows the student to access, participate and show progress in the general curriculum ¹⁴ .	2		
11. There is evidence in the IEP of individual accommodations necessary to measure academic achievement or functional performance in state, school-wide or classroom assessments ^{15, 16} .	2		
12. There is evidence that supports and accommodations are provided to this student to allow participation in extracurricular and other non-academic activities ¹⁷ .	2		
13. There is evidence that the IEP team made the placement decision based on Free and Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE) ¹⁸ . (*Students are court order placed)			2*
14. There is evidence the student's IEP is reasonably calculated to result in educational benefit.	1	1	
For High School Students:			
Student is earning credits toward a regular high school diploma ¹⁹ .	2		
IF YES: within 4 years?	2		
Student will earn an IEP diploma or a certificate of completion ¹⁹ .			
IF YES: within 4 years?			2
Does this school have a clear policy for earning a high school diploma ²⁰ ?			2

¹¹ Ed 1113.08 Curricula; Ed. 1109.01 Elements of an IEP; 34 CFR 300.320 Content of IEP

¹² "Accommodation" means any change in instruction or evaluation determined necessary by the IEP team that does not impact the rigor and/or validity of the subject matter being taught or assessed.

¹³ "Modification" means any change in instruction or evaluation determined necessary by the IEP team that impacts the rigor and validity or rigor or validity, of the subject matter being taught or assessed.

¹⁴ Ed 1113.08 Curricula; Ed. 1109.01 Elements of an IEP; 34 CFR 300.320 Content of IEP

¹⁵ Ed 1109.01 Elements of an IEP; 34 CFR 300.320 Content of IEP

¹⁶ Ed 1109.01 Elements of an IEP; 34 CFR 300.320 (6)(i) Definition of Individualized Education Program

¹⁷ Ed 1113.08 Curricula; Ed 1109.01 Elements of an IEP; 34 CFR 300.320 Content of IEP

¹⁸ Ed 1111.02 Placement Decisions; 34 CFR 300.116 Placements

¹⁹ Ed 1113.13 Diplomas (a)(b)(c); 34 CFR 300.102 Limitation-Exception to FAPE for certain ages

²⁰ Ed 1114.05 Program Requirements (a)(b)

Access Strengths	Access Suggestions for Improvement
<ul style="list-style-type: none"> • There is a clear sense of community established at the Davenport School, based on the Normative Approach and fostered by all staff in support of the students placed in their care. • The curriculum and instruction observed was aligned to NH State Standards and designed to be engaging and relevant to the students. Learning objectives were clear and posted on the board. • There is a focus on individualization to support all learners but also an emphasis on student ownership of their learning goals, progress and ultimate outcomes. • The adoption of Engrade Pro as an online learning management mechanism aligned with the Common Core State Standards has standardized the gathering and sharing of student learning data. The ability to electronically organize and share students' grades has facilitated the communication process with the student, the local school district and with parents and guardians. • There is a well organized system of collaboration and communication among all school and residential staff so that academic and other student information is shared in a timely manner. • The commitment to supporting families is evident in the regular home visits and family activities, often organized around specific learning opportunities for parents/guardians. • There is a clear use of data gathering, analysis and use in decision making for all aspects of the teaching and learning taking place. • The school has a community service expectation for all students and ensures that all students participate in a range of volunteer activities. The community service is often able to meet the local district's requirement for graduation. • The school staffs have a "whatever it takes" attitude about supporting individual students in learning and earning the necessary credits required to graduate. The high value on high school graduation was evident in all aspects of the school. 	<ul style="list-style-type: none"> • Explore additional ways to increase the use of technology for teaching and learning. • Consider additional Professional Development in the areas of use of technology and additional instructional strategies in content areas. • Consider how to formalize the current community centered experiences into Extended Learning Opportunities that are credit bearing. • Consider additional options for physical education classes (e.g. yoga).

TRANSITION STATEMENTS²¹

Fill in the combined <u>number</u> of times a statement is marked on all Data Collection Forms for this school or building.		
	YES	NO
1. There is evidence that at the time of transition the evaluation summary and other related documents were received in a timely manner ²² .	1	1
2. There is evidence and documentation that special education, supplementary aids and/or related services described in the IEP were delivered at the time of transition ²³ .	1	1
3. There is evidence that the information on this student has been shared between each transition including school to school, grade to grade and teacher to teacher including academic and behavior ²⁴ .	1	1
4. There is evidence that the placement decision is made at least annually by the IEP team with consideration that the student is placed in the least restrictive environment ²⁵ .	1	1
5. There is evidence that there is collaboration between the LEA and the non-public school in the development, review and revision of the IEP ²⁶ .	1	1
6. There is evidence of a collaboration process between general and special education staff in the development, review and revision of IEPs, including transition planning for this student ²⁷ .	1	1
7. There is evidence that the student and parents have been involved in transition discussions and activities ²⁸ .	2	

²¹ 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.

²² 34 CFR 300.323(g) Transmittal of records

²³ Ed 1114.06 Responsibilities of Private Providers of Special Education or Other Non- LEA Programs in the Implementation of IEPs.

²⁴ Ed 1114.05 Program Requirements

²⁵ Ed 1111.02 Placement Decisions; 34 CFR 300.116 Placements

²⁶ Ed 1109.05 IEPs for Children Placed in Private Providers of Special Education or other non-LEA Programs by Public Agencies; 34 CFR 300.325 Private school placements by public agencies

²⁷ Ed 1103.01 IEP Team; 34 CFR 300.321 IEP Team

²⁸ Ed 1103.01 IEP Team; 34 CFR 300.321 IEP Team

8. If the student turned 14 during the IEP period (or younger if determined by the IEP team), there is evidence that the IEP includes a statement of transition service needs that focuses on the students courses of study ²⁹ .		
9. If the student turned 16 during the IEP period, there is evidence that the transition plan is designed within a results-oriented process focused on improving academic and functional improvement to facilitate his or her movement from school to post-school goals and activities ³⁰ .	1	1
10. There is evidence that outside agencies who are involved with this student's transition have participated in transition planning (e.g. DCYF, DJJS, and Area Agency) ³¹ .	2	

TRANSITION STATEMENTS	YES	NO
(Transition questions must be answered Yes or No, not N/A)		
For a student who will turn age 14 during the IEP service period (or younger if determined appropriate by the IEP team): The IEP includes 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		
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)		
1. Is there an appropriate measurable postsecondary goal or goals that covers education OR training AND employment, and, as needed, independent living?	2	
<i>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.</i>	2	
2. Is (are) the postsecondary goal(s) updated annually?	2	
<i>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.</i>	1	1
3. Is there evidence that the measurable postsecondary goal(s) were based on age appropriate transition assessment?	1	1
<i>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.</i>	1	1

²⁹ Ed 1109.01 (10) Elements of the individualized education program

³⁰ Ed 1109.01 (a)(10) Elements of an IEP; 34 CFR 300.320 Definition of an IEP (b); 34 CFR 300.43 Transition Services (a)(1)

³¹ Ed 1103.01 IEP Team; 34 CFR 300.321 IEP Team

4. Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goal(s)?	2		
<i>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)?</i> • If yes, then check Y OR if no, then check N.			
5. Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goal(s)?	2		
<i>Do the transition services include courses of study that align with the student's postsecondary goal(s)?</i> • If yes, then check Y OR if no, then check N.	2		
6. Is (are) there annual IEP goal(s) related to the student's transition services needs?	2		
<i>Is (are) an annual goal(s) included in the IEP that is/are related to the student's transition services needs?</i> • If yes, then check Y OR if no, then check N.	2		
7. Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed?	1		1
8. <i>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?</i> • If yes, then check Y OR if no, then check N.	1		1
Only the following statement may be answered N/A if appropriate. <u>All statements above must be answered Yes or No.</u>	YES	NO	N/A
9. 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?	2		
10. <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.	2		
11. Student is informed prior to age 17 of his/her rights under IDEA ³² .	2		

³² Ed 1120.01 Applicability; Transfer of Rights 34 CFR 300.320 (c) Transfer of Rights at age of majority

12. Does the IEP meet the requirements of Indicator 13? (Check one) Yes (all Ys or NAs for each item (1 – 10) on the Checklist or No (one or more Ns checked)	1	1	
13. There is evidence of the summary of the student's academic achievement and functional performance , which includes recommendations on how to assist the student in meeting his or her post-secondary goals ³³ .			2

³³ Ed 1109.04 Copies of the IEP and Evidence of Implementation (c) 34 CFR 300.305 (e)(2)

Transition Strengths	Transition Suggestions for Improvement
<ul style="list-style-type: none"> • The Davenport Transition binder collects all of the students’ pertinent transition information in one place for them to use as they transition to a new setting. • Transition planning begins at the time of enrollment at Davenport and continues on a constant basis. • The work of the school team intentionally broadens the options that are available for each student in making college and career decisions. • The range of relevant community experiences contributes to the students’ exposure to a variety of occupations and life interests. • The support to parents in understanding their student’s educational transition needs and the special education processes is well done. Parents are provided with a binder of all of their student’s records and reports that have been generated while at Davenport School. • At the time of placement each student is assigned a Davenport “advocate” who is responsible for paying particular attention to and supporting their assigned students as they navigate transitions. • The school team works hard to include parents and guardians. They offer incentives for attending school activities/family meetings (e.g. gas cards, Walmart gift card) and hold gatherings in two different locations in NH to meet travel needs. • The school has plans for a Transition Coordinator, pending approval of funding. This individual would further support the seamless transition from Davenport School to the student’s next placement. 	<ul style="list-style-type: none"> • Consider how to better include the results of transition assessments in the development of the IEP. • Explore local vocational options for student internships. • Explore individual student participation in courses of interest at the White Mountain Regional HS Tech Ed Center.

BEHAVIOR STRATEGIES AND DISCIPLINE

Fill in the combined <u>number</u> of times a statement is marked on all Data Collection Forms for this school or building		
	YES	NO
1. There is evidence that, where it has been determined that a child's behavior impedes learning, the use of positive behavioral interventions and supports, and other strategies to address that behavior have been implemented ³⁴ .	2	
2. There is evidence that data are used to determine impact of student behavior on his/her learning.	2	
3. There is evidence that the IEP team conducted a functional behavior assessment of the student's behavior ³⁵ .	2	
4. If appropriate, there is evidence that the IEP team developed a behavior intervention plan that described strategies and supports ³⁶ .	2	
5. There is evidence that the interventions, strategies and supports have been developed to address the student's behavior ³⁷ .	2	
6. There is evidence that positive interventions, strategies and supports been communicated to the student, parents and key school personnel ³⁸ .	2	
7. There is evidence that professional development, and specialized training has been provided to staff, parents, providers and others as appropriate to support the implementation of the behavior plan and strategies ³⁹ .	2	
8. If aversive behavioral interventions were used, there is evidence that they were authorized in writing by a physician, and the IEP team, and included in the student's IEP ^{40,41} .	2	
9. There is evidence that that the team uses data to demonstrate the results of the behavioral interventions, strategies and supports ⁴² .	2	
10. A school-wide behavior intervention model exists.	2	

³⁴ Ed 1114.07 Behavioral Interventions; Ed 1109.01 Elements of an IEP; 34 CFR 300.320 Content of IEP

³⁵ Ed 1124.01 (f)(1)(i)(ii) Disciplinary Procedures; 34 CFR 300.530 Authority of school personnel

³⁶ Ed 1102.01 Definitions (n)

³⁷ Ed 1114.07 Behavioral Interventions

³⁸ Ed 1114.05 Program Requirements

³⁹ Ed 1114.10 Qualifications and Requirements for Instructional, Administrative, and Support Personnel

⁴⁰ Ed 1113.06 (a)(b) Use of Aversive Behavioral Interventions "Aversive Behavioral Interventions" mean (1) A non-medical mechanical restraint that physically restricts student's movement; and (2) physical restraint, not in response to a threat of imminent, serious, physical harm.

⁴¹ Ed 1114.09 Use of Aversive Behavioral Interventions

⁴² Ed 1114.07 (a) Behavioral Interventions

Behavior Strategy Strengths	Behavior Strategy Suggestions for Improvement
<ul style="list-style-type: none"> • The Normative Approach is a well established NFI system-wide belief and practice that creates a school-wide culture of positive behavior and respect for each other. • The Davenport staffs are well trained in the area of positive behavior management strategies and practices. • The “Meet the Challenge” school-wide practice is effective in encouraging students to grow and progress. • There is a sense of order and safety throughout the school. • Students have a voice in many aspects of their life while at Davenport. • The school has demonstrated a willingness to examine practices, using data, and to adapt and make adjustments based on outcomes. (e.g. recently eliminated a point/level system). • There is a culture of individualized approach to problem solving and supports for students in the area of behavior management. 	