

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

**DAVENPORT SCHOOL  
SUMMARY REPORT**

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Tara MacKillop, Regional and Program Director  
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**Chairpersons, Visiting Team:  
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Education Consultants**

**Site Visit Conducted on April 4, 2012  
Report Date: August 10, 2012**

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**I. TEAM MEMBERS**

Visiting Team Members:

<b>NAME</b>	<b>PROFESSIONAL ROLE</b>
Chairperson: Mary Anne Byrne	Education Consultant
Maryclare Heffernan	Education Consultant
Gretchen Cook	Coordinator of Education
Kelly Noland	Director of Student Services
Michael Harris	External Evaluator

Building Level Team Members from NFI Davenport School:

<b>NAME</b>	<b>PROFESSIONAL ROLE</b>
Lorraine Sanders	Director of Special Education
Cari Giddings	Teacher
Chasity Murphy	Teacher
Kirstan Lukasak	Title I Para-educator

## II. INTRODUCTION

The Davenport School, located in Jefferson, New Hampshire, is an all female residential intensive level treatment center and day school that includes a non-public school program for girls ages 13 to 18 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 who had IEPs. All of the present students have been court placed, however the Davenport School has begun 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.

### Mission Statement:

The Davenport School's mission is for each member to demonstrate: Care and commitment to self and others.

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

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

- Driven by membership
- Power shared at all levels
- United by common vision
- Unity through one mission
- Control is community responsibility
- Democratic

The result of this living mission is the promotion of a mutual desire to live in an environment in which healthy boundaries and safety are a reality. The program provides a setting that is educational, supportive, therapeutic, and individualized.

The Davenport School administrators and staff have worked hard to extend the students academic and social learning opportunities beyond the school walls. The students regularly engage in community service and school related experiences including Head Start, volunteering at the local soup kitchen and nursing home, among others.

**SCHOOL PROFILE**

<b>SCHOOL DEMOGRAPHICS</b>	<b>2010-2011</b>	<b>2011-2012</b>
Student Enrollment as of December 1	11	12
Do you accept out-of-state students? If so, list number from each state in 11-12	Yes	0
Number and Names of Sending New Hampshire LEAs (as of October 1, 2011)	Haverhill Cooperative Manchester Newport Winnisquam Regional	SAU 23 SAU 37 SAU 43 SAU 58
# of Identified Students Suspended One or More Times	0	0
Average Length of Stay for Students	6 months	6 months
<b><u>STAFF DEMOGRAPHICS</u></b>		
Student/Teacher Ratio (as of October 1, 2011)	5 to 1	2 to 1
# of Certified Administrators	1	1
# of Certified Teachers	1	2
# of Teachers with Intern Licenses	1	0
# of Related Service Providers	0	0
# of Paraprofessionals	2	2
# of Professional Days Made Available to Staff	9	9

<b>SPECIAL EDUCATION PROGRAM DATA</b>		
<b><u>Primary Disability Types:</u></b>	<b>2010-2011</b>	<b>2011-2012</b>
Autism		
Deaf / Blindness		
Deafness		
Developmental Delay		
Emotional Disturbance	8	2
Hearing Impairment		
Intellectual Disability		
Multiple Disabilities		
Orthopedic Impairment		
Other Health Impairment	1	1
Specific Learning Disabilities	3	2
Speech or Language Impairment	1(secondary)	1 (secondary)
Traumatic Brain Injury		
Visual Impairment		

### **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 4, 2012 for the purpose of reviewing the present status of programs and services made available to children and youth with educational disabilities. Program Approval Visits are conducted using a Case Study Model that is a focused review. This focused review permits the NHDOE to leverage its impact for change and improvement within private special education schools statewide, by focusing the attention of all educators on the following three areas of critical importance in the provision of FAPE for students with disabilities.

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

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

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

- ♦ All application materials submitted
- ♦ Status of corrective actions since the last NHDOE Special Education Program Approval Visit
- ♦ Personnel credentials for special education staff (verified by NHDOE)
- ♦ Program descriptions and NHSEIS verification reports
- ♦ All data collected during the visit
- ♦ Any new or changed special education programs seeking approval from the NHDOE

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 May 22, 2008 NHDOE Special Education Program Approval Report, the following patterns were identified as needing improvement:

Findings of Noncompliance	Status as of May 21, 2009	Status as of April 4, 2012
Ed. 1109.08 Equal Educational Opportunity; Ed. 1119.03 Full Access to the General Education Curriculum	Met The Davenport School has worked with the other NFI schools to develop a universal list of consultants in various subject matters.	Not Met All but consultants for Information and Communication Technology and High School Math are in place.

#### V. APRIL 4, 2012 CASE STUDY COMPLIANCE REVIEW RESULTS

Data collection is an important part of the NHDOE Special Education Case Study Compliance Review Process. In order to monitor whether or not special education programs are in compliance in the three focus areas, and determine any root causes of problems that may be identified through the case study process, it is essential that each case study team look deeply into the data that surrounds the three primary aspects of the Case Study Review. This process takes time, and the entire team working with the child being reviewed must be involved in collecting and analyzing the data, as well as presenting and summarizing the data with the visiting team. As such, NHDOE works with private schools to determine the number and type of case studies to be prepared and presented, and to ensure that building teams are not inundated with more data than can be fully analyzed, allowing them to reflect upon and generalize their newly found knowledge of their programs, practices, policies and procedures.

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

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

#### LEA SURVEYS

Private schools provide necessary options to New Hampshire students with educational disabilities. Effective partnerships with LEAs are an important part of establishing and implementing successful private special education programs that improve student outcomes. By surveying LEA perceptions of current program(s), private schools can self assess these relationships and determine if there are areas in need of improvement. To this end, Davenport School distributed the LEA Survey to the contact people in all LEAs that have students currently enrolled in the school. At the time of the survey the school had four IEP students enrolled. They received three of the four surveys back representing a 75% response from the LEAs. While this survey sample is small the survey results indicate overall positive satisfaction with the work of the Davenport School.

## 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: 0	Court: 5	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.	1	2			
2. I am satisfied with the educational program at the above school.	1	2			
3. The school consistently follows special education rules and regulations.	1	2			
4. The school has an effective behavioral program (if applicable).	1	2			
5. I am satisfied with the related services provided by the school.	1	2			
6. The school implements all parts of students' IEPs.	1	2			
7. I feel the school provides the necessary skills to allow the student to make progress on the IEP goals.	2	1			
8. The school program measures academic growth.	2	1			
9. The school program measures behavioral growth (if applicable).	2	1			
10. The school completes a minimum of 3 comprehensive reports per year on each child with a disability enrolled.	2	1			
11. Progress reports describe the child's progress toward meeting the IEP goals, include a record of attendance, and are written in terminology understandable to the parent.	2	1			
12. Progress reports are provided to the LEA and to the parent of the child.	2	1			
13. I am satisfied with the way the school communicates students' progress.	2	1			
14. The school communicates effectively with parents.	1	2			
15. The school communicates effectively with the LEA.	2	1			
16. The school involves parents in decision-making.	1	2			
17. The school actively plans for future transition to a less restrictive placement.	1	2			
18. If the school finds it necessary to change or terminate placement, they notify the LEA by convening the IEP team to: review the concerns, review/revise the IEP, discuss the placement and determine if the facility can fully implement the IEP and provide FAPE.	1	2			
19. The school team sets meeting times that are convenient for both parents and LEA.	1	2			
20. The school has met my expectations.	1	2			
21. I have a good relationship with the school.	1	2			
22. I would enroll other students at the school.	1	2			

**Analysis of Responses by Private School:**

Comments: It is a pleasure to work with the staff at Davenport. They go "beyond the call of duty" and we appreciate the options they provide for the education of the North Country students.

Overall the LEAs gave the Davenport School positive ratings for the work being done as all ratings were either Strongly Agree or Agree. It appears that while the response was favorable the LEAs would like more communication both with the parents and themselves. The Davenport has recently purchased a new phone system in order to do conference calls. In this manner distance and travel time will no longer be a barrier to both parents and LEAs participating in meetings. Transition planning has become a major focus in residential program throughout the state. Distance has played a huge factor in developing smooth transitions plans. Transition planning has become a focus for many residential programs. The Davenport team has been reviewing its current systems and working to assist both parents and school systems to implement systems which will allow the students to make a smooth transition back to the sending school. We are encouraging all parents to make early contact with sending schools. The Education Coordinator will then work with the parent and the receiving school to select courses, a mentor and any other in-school services that the student may need to be successful.



## PARENT PARTICIPATION

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

At the time of the survey the school had five IEP students enrolled. They received three of the five surveys back representing a 60% response from the parents. While this survey sample is small the survey results indicate that one of the three parents indicated only partial satisfaction with their student's program, progress toward IEP goals and transition planning. The other two responding parents indicated that were completely satisfied with the work of the Davenport School.

### SUMMARY OF PARENT SURVEY DATA

Name of Private School: Davenport School				
Total number of surveys sent: 5	Total # of completed surveys received: 3	Percent of response: 60%		
<b>SCALE</b>	<b>3 = COMPLETELY</b>	<b>2 = PARTIALLY</b>	<b>1 = NOT AT ALL</b>	
<b>ACCESS TO THE GENERAL CURRICULUM:</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>No Answer</b>
I am satisfied with my child's program and the supports that he/she receives.	2	1		
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.	2	1		
I am satisfied with the progress my child is making toward his/her IEP goals.	2	1		
<b>FOR PARENTS OF HIGH SCHOOL STUDENTS ONLY:</b>				
My child earns credits toward a regular high school diploma in all of his/her classes.	2			1
<b>TRANSITION:</b>				
I am satisfied with the planning and support provided for the moves my child has made from grade to grade and school to school.	2	1		
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.				

<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>	<u>YES 3</u>		<u>NO</u>	
	3	2	1	No Answer
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.	1	1		1
I have been provided with a copy of the procedural safeguards (parental rights) at least once a year	2			1

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

**Access to the General Curriculum**

**Implementation of Individual Education Programs (IEPs)**

**Provision of Non-Academic Services**

**Full Access to the District's Curriculum**

**Equal Education Opportunity**

The Davenport School provides access to the general curriculum through the implementation of the school's curriculum that is aligned to the NHDOE state curriculum frameworks. 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 currently determined through the administration of 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. The NFI agency is preparing to transition to an agency-wide use of the Northwest Evaluation Association (NWEA) MAP testing at all of their NH schools. This assessment will also provide baseline academic achievement information necessary in determining student learning levels to design student specific instruction.

Classroom observations showed students who were engaged in their instruction which included direct and supported instruction and the use of technology. Students were able to respond appropriately to questions about the learning targets and the related instruction. The students interviewed indicated that they were provided with challenging and interesting instruction that resulted in credits earned toward graduation. Students are given multiple opportunities to extend their learning through off campus,

community based experiences such as working at the local Head Start program, soup kitchen and a nursing home.

The school has developed a well-designed system of organizing student records and transcripts upon admission. A significant number of the students have been in multiple and often short term placements resulting in partial and incomplete credits, which may not be counted or 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 has a policy stating that course work and credits earned while at the school will lead to the issuing of a high school diploma from the Davenport School if relevant to the individual student.

The school works diligently to ensure that all student records and IEPs are updated and complete. They are commended for this work on the behalf of the students. The school culture emphasizes student excellence and achievement and has instituted a number of incentives including the school's Achievement Club, Meet the Challenge, Student of the week, Kindness Coins, Honor Roll and Academic Recognition.

The agency has plans to update the school curriculum for all of the NFI New Hampshire schools to align with the Common Core State Standards (CCSS) in the near future.

### **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. 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. Following the initial meeting the student is encouraged to go home on a regular basis and work towards gaining privileges outside of the home.

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.

Sixty days prior to the actual discharge a transition meeting is held to establish any additional supports the student will need after discharge. 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.

Review of IEP transition planning goals and service planning found that not all required elements of transition planning was included in the IEPs. Professional development to support increased staff capacity in the development of transition plans is suggested.

### **Behavior Strategies and Discipline**

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

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

### **Application Materials**

In addition to the above noted focus areas for the case study presentations, material submitted as part of the application for program approval included a review of: Health/Fire Facility Inspection Reports, the Private School Self Study, Special Education Policies and Procedures, Administrative Policy and Procedures, Current Program Information, Curriculum, and Personnel Roster and Consultant Roster. Review and verification of these documents found the Davenport School not to be in compliance with all applicable New Hampshire Rules and the Education of Students with Disabilities and requirements for Non-Public Approval in the areas of need for updated and aligned curriculum, lack of full complement of required content area Consultants (missing High School Math) and need to lengthen the instructional school day.

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

At the time of the April 4, 2012 visit to the Davenport School the school was not seeking approval for any new programs.

### **COMMENDATIONS**

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

1. The school's philosophy as realized by the administrators and staff reveals a strong commitment to supporting individual student growth in both academic and social/behavioral areas.
2. The high degree of relevant community engagement and involvement for the Davenport School students is seen as effective and meaningful for the students.
3. The strength-based focus and embedded mission of "Care and Commitment to Self and Others" derived from the Normative Approach has created a welcoming, stable and proactive environment where students feel safe and secure.
4. The student specific individualized supports offered to each student by the school administrators and staff in academic achievement, social growth and behavior and real life experiences is commendable. The individual program design meets the student's needs in a wide range of creative ways, including job resume development, interviews and summer employment at a local venue as an example.
5. The anticipated adoption of the NWEA Measures of Academic Progress will serve to enhance the academic assessment and progress monitoring of all students.
6. Participation in the New Hampshire Youth Advisory Board for one of the current students offers her leadership and growth opportunities.
7. The development of the Transition Binder to gather and organize all relevant post-secondary information and materials (E.g. IEP, resume, transcript, evaluation information) is effective and meaningful document for the Davenport student to have as they leave the school and transition to the next school setting.
8. The school's administration is commended for the efforts and organization in efficiently gathering and storing student information. The school has worked very hard to not only meet compliance expectations but to develop a complete portfolio of student learning and transition planning information.

**NUMBER OF CASES REVIEWED DURING THE DAVENPORT SCHOOL APRIL 4, 2012  
NHDOE COMPLIANCE VISITATION**

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

**FINDINGS OF NONCOMPLIANCE IDENTIFIED AS A RESULT OF THE  
APRIL 4, 2012 CASE STUDY COMPLIANCE REVIEW**

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

**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.*

The following citations are not shared by the Davenport School as there was full documentation of efforts made to seek compliance and implement a new IEP as detailed by the NH Rules for the Education of Children with Disabilities. The following child specific findings of non-compliance are the responsibility of the Manchester School District alone.

**Ed. 1109.01 Elements of an IEP**

**Responsible LEA: Manchester School District**

All elements of the IEP are not met as IEP is out of date and fully out of compliance. Includes that student did not participate appropriately in state assessment.

**Ed. 1114.05 (g) Program Requirements; 34 CFR 300.320**

The need to revise and align the school's curriculum to ensure that all students have access to equal educational opportunities within the programs and access to and ability to progress in the general curriculum as required under 34 CFR 300.320.

**Ed. 1120, CRF 300.43 Transition Services**

**Responsible LEA: Manchester School District**

The IEP is out of date and does not include up to date transition statements in all areas including: a statement of current performance related to transition services and annual postsecondary goals were not written in measurable terms, among other elements.

**Ed. 1109 Program; Ed 1124 Disciplinary Procedures**

**Responsible LEA: Manchester School District**

The IEP is out of date and does not include up to date behavior strategies and discipline statements.

**Systemic Findings of Noncompliance to Be Addressed by the Private School Setting**

*Please Note: The NH Department of Education, Bureau of Special Education requires that Systemic Findings of Noncompliance be addressed in a corrective action plan and met within one year of the date of the report; a template and instructions for such planning will be provided.*

**Ed. 1109.01 Elements of an IEP**

The IEPs reviewed did not include all of the required components (i.e. Transition Services, student participates appropriately in state assessments)

**Ed. 1102 Transition Services; CFR 300.43**

For student who will turn 14 during the IEP service period the IEP did not include a statement of transition service needs that focuses on the students course of study, such as participation in advanced placement courses or a vocational education program.

**Ed. 1119.03 Full Access to the General Education Curriculum**

The Davenport School has worked with the other NFI schools to develop a universal list of consultants in various subject matters. All but a consultant in High School Math are in place.

## SUGGESTIONS FOR PROGRAM-WIDE IMPROVEMENT

Suggestions for improvement, simply stated, are recommendations provided by the visiting team that are intended to strengthen and enhance programs, services, instruction and professional development, and the NHDOE strongly encourages that serious consideration be given to the suggestions. However, discretion may be used in this area; suggestions for improvement are not considered to be required corrective actions and you may determine which suggestions most warrant follow up and address those in your corrective action plan. **System wide suggestions for improvement are listed below.** It should be noted that, in the Building Level Data Summary Report on the following pages, any suggestion made by a visiting team member that is actually a finding of noncompliance, has an asterisk (\*) before it, and it is also listed above with the findings of noncompliance.

1. Adopt the use of the state's NHSEIS IEP template and related forms when developing IEPs to ensure that all required components of the IEP are included.
2. Review the current grading system that puts emphasis on student participation and engagement to include clear measure of student learning outcomes as well.
3. Continue to develop the capacity to utilize student outcome data to determine instructional decisions. The access to the NHDOE's Performance Plus longitudinal data reports would be highly beneficial for all staff.
4. Increase access to technology for use in educating the students with the purchase of e-tablets (E.g. iPad) and increasing availability to PLATO and VLACS.
5. Formalize the development of Extended Learning Opportunities (ELO) so that the existing community based activities can become credit bearing. This will require consultation and support from the NHDOE or an experienced high school ELO consultant.
6. Consider providing Professional Development to increase awareness and facilitate the development of transition plans as they relate to Indicator 13.
7. Consider providing professional development in the areas of accommodations and modifications for students in IEP for instruction and assessment, the development of FBAs and related behavior plans, and the use of student outcome data to inform instructional decisions.
8. Consider providing professional development in the use of the new NWEA Map assessment data to support instructional decisions.

# 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: April 4, 2012	Number of Cases Reviewed: 2
Programs:	How many of the reviewed students are age 16+?	How many are noncompliant for Indicator 13?
Recorder/Summarizer: Kelly Noland		

Name: Lorraine Sanders	<u>Building Level</u>	or	<u>Visiting</u>
Name: Cari Giddings	<u>Building Level</u>	or	<u>Visiting</u>
Name: Chasity Murphy	<u>Building Level</u>	or	<u>Visiting</u>
Name: Kirstan Lukasak	<u>Building Level</u>	or	<u>Visiting</u>
Name: Michael Harris	<u>Building Level</u>	or	<u>Visiting</u>
Name: Mary Anne Byrne	<u>Building Level</u>	or	<u>Visiting</u>
Name: Kelly Noland	<u>Building Level</u>	or	<u>Visiting</u>
Name: Gretchen Cook	<u>Building Level</u>	or	<u>Visiting</u>
Name: Maryclare Heffernan	<u>Building Level</u>	or	<u>Visiting</u>

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



SUMMARY OF BUILDING LEVEL DATA

<u>ACCESS TO THE GENERAL CURRICULUM STATEMENTS</u>		Filled in with the combined number of times a statement is marked on all Data Collection Forms for this school or building	
		YES	NO
Ed. 1109.01 Elements of an IEP CFR 300.320 Content of IEP			2
Ed. 1109.05 Implementation of IEP 20 U.S.C. 1414 (d)		1	1
Ed. 1115.07 Ed 1119.01(f) Provision of Non-Academic Services/Settings CFR 300.320(a) CFR 300.34 Ed. 1113.08, Full Access to District's Curricula		1	1
Ed. 1113.13 Diplomas			
Ed. 1107.04 (d) Qualified Examiner			
Ed. 1109.01 CFR 300.320 Program Requirements, Content of IEP			
Ed. 1119 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)(1)(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.		
A2.)	All IEP goals are written in measurable terms.		
A3.)	Student's IEP has at least one functional goal.	1	1
A4.)	Student has made progress over the past three years in IEP goals. Goal 1		
A5.)	Student has made progress over the past three years in IEP goals. Goal 2	2	2
A6.)	Student has access to the general curriculum (as outlined by the district, sending district or NH frameworks.)		
A7.)	Student participates in the general curriculum in a regular education setting with non-disabled peers, as appropriate, with necessary supports.	1	1
A8.)	When participating in a regular education setting with non-disabled peers with necessary supports, student has made progress in the general curriculum.	1	1
A9.)	Student participates appropriately in state, district and school-wide assessments.		
A10.)	Student shows progress in state, district and school-wide assessments.	2	
A11.)	Student has opportunities to participate in general extracurricular and other non-academic activities with necessary supports.	1	1
A12.)	Student does participate in general extracurricular and other non-academic activities with necessary supports.		
A13.)	Was the student's most recent individual evaluation (initial or reevaluation), including a written summary report and meeting, held within 45 days of parental permission to test? If not, was it due to: (check all that apply)	1	1
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		
<b>For High School Students:</b>		YES	NO
A14.)	Student is earning credits toward a regular high school diploma.	1	
A15.)	IF YES: within 4 years?		
A16.)	Student will earn an IEP diploma or a certificate of completion.		1
A17.)	IF YES: within 4 years?		1
A18.)	Does this school have a clear policy for earning a high school diploma?	1	

<p style="text-align: center;"><b>Access Strengths</b></p>	<p style="text-align: center;"><b>Access Suggestions for Improvement</b></p>
<ol style="list-style-type: none"> <li>1. The individualized and personalized approach to instruction and incentives is highly effective.</li> <li>2. The school's creativity in using individual student interests engage students in learning is found to be effective for the students.</li> <li>3. Using alternative online tools (e.g. Plato) to extend student-learning opportunities is seen to be helpful in filling in student learning and credit gaps.</li> <li>4. The use of technology in learning and career exploration is effective.</li> </ol>	<ol style="list-style-type: none"> <li>1. Continue to upgrade technology in the classrooms and incorporate the use of technology into all aspects of instruction.</li> <li>2. Formalize the development of Extended Learning Opportunities (ELO) so that the existing community based activities can become credit bearing. This will require consultation and support from the NHDOE or an experienced high school ELO consultant.</li> <li>3. Consider using online courses to extend the course offerings to include subjects such as foreign language.</li> <li>4. Review and revised the school class schedule as necessary to reflect that all students are participating in required courses.</li> <li>5. Review the current grading system to shift from current focus on student engagement to one of student learning mastery.</li> <li>6. Identify Instructional Targets (or Essential Learning) for each lesson and post publicly on the classroom board so that students and staff are aware of the specific learning goal.</li> <li>7. There is a need to determine if all staff have a clear understanding of the distinction between student accommodations and modifications and are able to provide each appropriately. Professional development in this area is recommended.</li> <li>8. Continue to develop the capacity to utilize student outcome data to determine instructional decisions. The access to the NHDOE's Performance Plus longitudinal data reports would be highly beneficial for all staff.</li> </ol>

**TRANSITION STATEMENTS**

**Ed. 1102 Transition Services CFR 300.43**  
**Ed. 1106 Process: Provision of FAPE CFR 300.124 Part C Transition**  
**Ed. 1109.01 Elements of an IEP (Transition Services)**  
**CFR 300.320(a)(7)(b) 20 U.S.C. 1402 (34)**  
**20 U.S.C. 1414 (d)(1)(A) and (d)(6)**  
**Ed. 1103 IEP Team CFR 300.320(b)**  
 This includes movement from (a) Early Supports and Services (ESS) to preschool, (b) preschool to elementary school, or (c) age 16 or older, as well as from grade to grade and school to school.

	Filled in with the combined number of times a statement is marked on all Data Collection Forms for this school or building	
	YES	NO
T1.) Transition planning from grade to grade takes place.	1	1
T2.) Transition planning from school to school takes place.	1	1
T3.) Collaboration has occurred between general and special education staff in IEP development and in transition planning.	1	1
T4.) For a student who will turn age 14 during the IEP service period (or younger if determined appropriate be the IEP team,) does the IEP include a statement of the transition service needs that focuses on the student's course of study, such as participation in advanced-placement courses or a vocational education program? Ed 1109.01 (10)	1	2
<b>For students under age 16, answer only the first 4 statements above. Then skip to the next page. If the student is age 16 or older during the course of the IEP, answer all statements on this page. (required data for federal statistics purposes)</b>		
T5.) Is there an appropriate measurable postsecondary goal or goals that covers education OR training AND employment, and, as needed, independent living?		1
Can the goal(s) be counted? Will the goal(s) occur after the student graduates from school? Based on the information available about this student, does (do) the postsecondary goal(s) seem appropriate for this student? • If yes to all three, then check Y OR if a postsecondary goal(s) is (are) not stated, check N.		
T6.) Is (are) the postsecondary goal(s) updated annually?		1
Was (were) the postsecondary goal(s) addressed/ updated in conjunction with the development of the current IEP? • If yes, then check Y OR if the postsecondary goal(s) was (were) not updated with the current IEP, check N		
T7.) Is there evidence that the measurable postsecondary goal(s) were based on age appropriate transition assessment?		1
Is the use of transition assessment(s) for the postsecondary goal(s) mentioned in the IEP or evident in the student's file? • If yes, then check Y OR if no, then check N		
T8.) Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goal(s)?		1
Is a type of instruction, related service, community experience, or development of employment and other post-school adult living objectives, and if appropriate, acquisition of daily living skills, and provision of a functional vocational evaluation listed in association with meeting the post-secondary goal(s)? • If yes, then check Y OR if no, then check N		

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

<b>Transition Strengths</b>	<b>Transition Suggestions for Improvement</b>
<ol style="list-style-type: none"> <li>1. The Transition Binder that is organized for each student provides an effective tool for gathering all relevant post-secondary information planning.</li> <li>2. The Davenport School provides multiple opportunities for students to participate in community experiences in relevant work related settings.</li> <li>3. The students are provided with support for developing resumes and learning how to navigate a job interview.</li> <li>4. The school works hard to create relationships with families and LEAs to create a network of support for transitioning students back into their home communities.</li> <li>5. The general focus on parent and family relationships and partnerships is important and effective.</li> </ol>	<ol style="list-style-type: none"> <li>1. Continue to offer professional development to staff related to transition services for students.</li> <li>2. Continue to explore the idea of instituting peer mentors.</li> </ol>

**SUMMARY OF BUILDING LEVEL DATA**

<u><b>BEHAVIOR STRATEGIES AND DISCIPLINE</b></u>	<u><b>Filled in with the combined number of times a statement is marked on all Data Collection Forms for this school or building</b></u>		
	<b>YES</b>	<b>NO</b>	<b>N/A</b>
Ed. 1109 Program Ed. 1124 Disciplinary Procedures 20 U.S.C. 1415 (K) <u>Child Management – Private Schools</u> <b>RSA 169-C Child Protection Act</b> CFR 300.324 CFR 300.530-300.536	1	1	
B1.) Data are used to determine impact of student behavior on his/her learning.		1	
B2.) Has this student ever been suspended from school?		1	
B3.) If yes, for how many days?			
B4.) If appropriate, a functional behavior assessment has been conducted.	1	1	
B5.) IEP team has addressed behaviors that are impacting student learning.		1	
B6.) A behavior intervention plan has been written to address behaviors.		1	
B7.) All individuals working with the student have been involved in developing behavior intervention strategies.	1	1	
B8.) Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.	1	1	
B9.) Results of behavior intervention strategies are evaluated and monitored.	1	1	
B10.) A school-wide behavior intervention model exists.	2		
<b>Behavior Strategy Strengths</b>	<b>Behavior Strategy Suggestions for Improvement</b>		
<ol style="list-style-type: none"> <li>The school's Normative Model form of behavior management is consistently implemented effectively supporting a climate of mutual respect and care.</li> <li>The token economy system with incentives has proven to be effective for students.</li> <li>The overall positive and respectful culture that has been established at the Davenport School is evident in all aspects of the school's work.</li> </ol>	<ol style="list-style-type: none"> <li>Ensure that there is a distinction between the residential and educational behavior consequences.</li> <li>When students are transitioning back to their home school review and recommend the necessary behavior supports that students will need to have a successful and smooth transition.</li> </ol>		

## Summary of Building Level Strengths and Suggestions

Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> <li>1. The Davenport administration and staff are caring and compassionate, bringing a strong understanding of their student's needs to the school work.</li> <li>2. The creative access to services such as speech and language therapy via Skype is seen as a good solution for a rural area with limited resources.</li> <li>3. The culture of the Davenport School is one of reflection and review that results in a willingness to implement change as needed.</li> </ol>	<ol style="list-style-type: none"> <li>1. Use the NHDOE NHSEIS system for the development of IEPs to retain the consistent components that are required for each student plan and to align with the majority of the state's IEP format.</li> <li>2. Increase of technology resources for instructional use is recommended.</li> <li>3. Professional development in the use of NWEA Map data will be crucial to making effective use of the results to inform instructional decisions.</li> <li>4. Continue to explore additional Professional Development opportunities for staff to ensure that they have access to up to date knowledge of state and federal rules and regulations as well as best practices.</li> </ol>

