

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

**NFI MIDWAY SHELTER
SUMMARY REPORT**

**Paul Dann, Executive Director
Jan Williamson, Regional Director**

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Education Consultants

Site Visit Conducted on March 19, 2015
Date of Report: ~~June~~ 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
Elisabeth Fowler	Special Education Coordinator
Danielle Paranto	Executive Director
Bridget Brown	NHDOE Education Consultant

Building Level Team Members from NFI Midway Shelter:

NAME	PROFESSIONAL ROLE
Randa Tenney	Program Director Midway
Linda Saleski	Education Coordinator
Ann Gratton	Program Director Bradford/Contoocook
Jan Williamson	Regional Director - NH
Lawrence Drysdale	Teacher
Thomas Mirando	Teacher

II. INTRODUCTION

The NFI Midway Shelter is a short-term residential shelter-care program in Bradford, New Hampshire owned and operated by NFI North, Inc. a non-profit human services agency with education and residence programs throughout Maine and New Hampshire. The Midway Shelter School is approved to provide community based residential and educational services to up to 15 adolescent males and females ages 11-17, in grades 5-12. The program has been in operation since 1992, and is a community based “secure” facility, meaning that staff must supervise residents at all times. The facility is a licensed childcare facility and is approved as a private special education and non-public school that serves students with Autism, Emotional Disabilities, Specific Learning Disabilities, Multiple Disabilities, Speech Language Impairments and Other Health Impairments. The youth are placed for 60 days or less while awaiting further placement, evaluation or court action. The average length of stay for residents at Midway is approximately 21 days. Upon release from the facility some students return home to their families, while others move on to another placement such as a foster or group home or a long-term placement facility. NFI Midway Shelter serves an average of 167 students per year, 70 of who are students with IEPs (43%).

NFI Midway Shelter’s mission statement is:

“Be Respectful and Responsible to Myself and the Community”. The Shelter’s philosophy comes from the agency-wide Normative Approach which is “a value based approach to building communities, based on the assumption that all people have a need to belong, want to have a sense of purpose, and want to experience success...and includes:

- *A normalized setting*
- *Emphasis on strengths*
- *De-emphasis of labels*
- *A safe environment*
- *Family involvement*
- *Open and honest communication*
- *Create a sense of belonging to a positive peer culture*
- *Provide evidence-based practice techniques.”*

The Mission of the Midway Shelter School is “Be respectful to myself and the community”. We teach to this mission everyday as we help students develop the social and community skills that will assist them in becoming more engaged and responsible human beings. Our primary goal is to help our students achieve academically, but given the nature of our students’ disabilities, we must simultaneously offer them a safe, therapeutic environment in which they will be able to take healthy risks necessary to learning. Our goal is to guide the student back into his/her sending school district or move on to another school district. The goal for all students is to experience a positive learning environment, identify and work toward successful completion of their short and long term goals.

Our educational beliefs are as follows:

- *We need to address all areas of a child’s growth simultaneously for long term change*
- *Students want to learn*
- *Addressing issues outside of the academic realm can enhance academic performance*
- *Process if far more important than product*
- *Experience enhances concept development*

- *Skills can be grasped more easily if experience provides content*
- *Every community member is a teacher and a learner*
- *People learn when they are having fun*
- *Family connection and communication is key for student success*
- *Encouragement and empowerment of every student to feel they have a voice*

SCHOOL DEMOGRAPHICS	2013-2014	2014-2015
Total Student Enrollment as of October 1	8	14
Special Education Student Enrollment as of October 1	4	3
Do you accept out-of-state students? If so, list number from each state in 2014-15	Yes: 1-Vermont	
Number and Names of Sending New Hampshire LEAs (as of October 1, 2014)	SAU 42-Nashua HS So. SAU 18-Franklin Middle School SAU 68-Lin-Wood HS SAU 37-Central HS SAU 46-Merrimack Valley Learning Ctr. SAU 16-Cooperative MS SAU 19-Goffstown HS	
# of Identified Students Suspended One or More Times	0	0
Average Length of Stay for Students	21	21
<u>STAFF DEMOGRAPHICS</u>		
Student/Teacher Ratio (as of October 1, 2014)	4:1	5:1
# of Certified Administrators	1	1
# of Certified Teachers	2	2
# of Current Teachers with Certification through Alt 4	1	1
# of Related Service Providers	0	0
# of Paraprofessionals	1	1
# of Professional Days Made Available to Staff	4	4
SPECIAL EDUCATION PROGRAM DATA <i>(please put NA if not approved for the disability)</i>		
Primary Disability Types:	2013-2014	2014-2015
Autism	0	0
Deaf / Blindness	NA	NA
Deafness	NA	NA
Developmental Delay	NA	NA
Emotional Disturbance	1	3
Hearing Impairment	NA	NA
Intellectual Disability	NA	NA
Multiple Disabilities	0	0
Orthopedic Impairment	NA	NA
Other Health Impairment	1	0
Specific Learning Disabilities	1	0

Speech-Language Impairment	0	0
Traumatic Brain Injury	NA	NA
Visual Impairment	NA	NA

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

The New Hampshire Department of Education (NHDOE) conducted a Special Education Program Approval Visit to NFI Midway Shelter on March 19, 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

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 NFI Midway Shelter. 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 15, 2012 NHDOE Special Education Program Approval Report, the following patterns were identified as needing improvement:

Findings of Noncompliance	Status as of January 16, 2013	Status as of March 19, 2015
Ed. 1119.03 Full Access to the General Education Curriculum – The Midway Shelter 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.	MET	MET as evidenced by personnel roster and application materials

V. MARCH 19, 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.

In preparation for the visit, Midway Shelter was asked to develop a presentation 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: number of students served since July 1, number of these students with IEPs, gender, grade levels, average length of stay and school districts from which the students come. They were asked to describe the intake process, the LEA contact/request for information procedures and the communication systems in place with parents, schools, JPPOs and outside agencies.

In order to afford students access to the general education curriculum, the Shelter explained the sources of coursework, multiple supports provided to students, and their involvement in community supports and services. Transition components of the program highlighted real life career awareness and planning activities, goal setting, independent living activities, and information provided to the receiving placement. The behavior management practices employed at Midway Shelter are consistent with the Normative Approach implemented throughout the NFI systems. The strength-based practice demonstrated show the consistently caring yet structured manner in which all students are cared for and the ways in which the mission and values of the organization translate into a safe, respectful, cooperative community.

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, NFI Midway Shelter distributed the LEA Survey to the contact people in all LEAs that have students currently enrolled in the school. They received a 12.5% response from the LEAs.

SUMMARY REPORT OF SENDING LEAs

Name of Private School: NFI North Midway Shelter School		
Total number of surveys sent: 64	Total # of completed surveys received: 8	Percent of response: 12.5%
Number of students placed by: LEA: 0%	Court: 100%	Parent: 0%

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.	0	6	1	0	1
2. I am satisfied the student has made progress in the educational curriculum at the above school.	1	5	1	0	1
3. There is evidence of effective instruction aligned with fidelity to the curriculum.	0	6	1	0	1
4. The school consistently follows special education rules and regulations.	3	3	1	0	1
5. The school has developed and implemented effective policies and procedures for management of student behavior including the use of aversives.	2	4	0	0	2
6. The school has an effective behavioral management program.	2	5	0	0	1
7. I am satisfied with the special education, related and other supplementary aids and services provided by the school.	1	5	1	0	1
8. The school implements all parts of students' IEPs including accommodations and modifications in both instruction and assessment.	2	3	2	0	1
9. The school effectively uses data to measure academic growth and to inform instruction.	0	6	1	0	1
10. The school uses data to measure behavioral growth and to inform instruction.	0	6	1	0	1
11. A mid-year review and annual evaluation of the child's progress relative to the IEP are conducted.	1	2	1	2	2
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).	2	3	1	0	2
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.	2	4	1	0	1
14. I am satisfied with the way the school communicates students' progress to the parents and the LEA.	1	5	1	0	1
15. The school actively plans for future transition to a less restrictive environment.	3	3	0	0	2
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).	1	4	2	0	1
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,	2	4	1	0	1

discuss the placement and determine if the facility can fully implement the IEP and provide FAPE.					
18. The school team sets meeting times that are convenient for both parents and the LEA.	2	4	1	0	1
19. I would enroll other students at the school.	2	3	0	1	2
Analysis of Response by Midway Shelter: Most LEAs (75%) agreed (A) and to a lesser extent, strongly agreed (SA) with the statements of the survey. Responses to #11 and #12 and #16 relate to schools that service an IEP year round. Midway does do progress monitoring on IEP goals for the length of time students are in placement (average 21 = approximately 3 school weeks).					

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: NFI North Midway Shelter School		
Total number of surveys sent: 24	Total # of completed surveys received: 0	Percent of response: 0%

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).				
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.				
3. I am informed on a regular basis and with clear evidence of my child's progress in the general education curriculum.				
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.				

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").				
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).				
7. I know whom to contact if I have questions about my child's placement or progress in this program.				
8. I am satisfied that the staff of this placement worked collaboratively with my school district in developing my child's current IEP.				
9. I have been involved in the development of my child's IEP.				
10. I am satisfied that my child is making progress toward his/her IEP goals.				
FOR PARENTS OF HIGH SCHOOL STUDENTS ONLY:				
11. My child earns credits toward a regular high school diploma in all of his/her classes.				
12. My student will graduate with a high school diploma				
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.				
14. All of the people who are important to my child's transition were part of the planning (grade appropriate).				
15. All of the people/agencies who are required to be part of transition planning for my child were part of the transition process.				
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)				
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.				
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		NO	
	3	2	1	No Answer
19. I have been involved in the development of behavior interventions, strategies and supports for my child.				
20. I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs.				
OTHER:				
21. I fully participate in special education decisions regarding my child.				
22. I have been provided with a copy of the procedural safeguards (parental rights) at least once a year.				

Analysis of Parent Survey Responses by Midway Shelter:

No parent responses were returned.

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

NFI Midway Shelter School provides primarily individual instruction designed to meet student specific academic needs. As a result of the short-term placement (average length of stay is 21 days) the Midway Shelter School requests school work from the sending school district to support instructional continuity with the student's most recent school placement. However, in addition the Midway School curriculum is always available and provided to students as needed. Instruction is competency-based and designed to be interdisciplinary and experiential when possible. Formative, interim and summative measures are used to determine mastery. Information regarding student completion and mastery of content is entered into the Learning Management System (LMS) and is sent to the student's local school district. Digital portfolios of student work and progress is maintained via the Engrade Pro online LMS.

Upon admission, students are administered the Basic Achievement Skills Inventory (BASI) to determine age/grade achievement levels in math, reading and writing which is used as a baseline to determine instructional levels.

Through the Midway Shelter School's online learning lab students have access to a variety of computer-based instruction including Odysseyware, Kahn Academy, Virtual Learning Academy (VLAC) and PLATO for instruction and credit recovery as needed. HiSET preparation (formerly GED) is also available. Hands-on and experiential learning are a focus in the school. Paraprofessionals and teachers provide a 1:4 teacher/student ratio which supports students' engagement in their learning.

Multiple opportunities to provide community service are available to students, such as volunteering at the Senior Center, snow removal for local community members, animal shelters, Food Bank volunteering and writing letters to soldiers. Community resources are used extensively for enrichment and extracurricular activities; Seacoast Science Center, Monkey Trunks, Pat's Peak ski program, fitness workouts, hiking, bowling, movies, AA, local police for bullying informational sessions, New England College and Colby Sawyer College for guest speaking, poetry class, etc. The Midway School considers all of these opportunities as part of students' Learning in Field Experience (LIFE) training.

Transition

Transition Planning

Process: Provision of Free Appropriate Public Education (FAPE)

Transition Services

The Midway Shelter School focuses on providing students with skills necessary to be independent and successful in their next educational placement. The short-term nature of this shelter care placement

limits the extent to which in-depth transition planning can occur however the school focuses on quick and smooth transition both into and out of Midway School.

Within the first 24 hours of court placement a fax for information is sent to the students local school district requesting the student's most recent IEP and evaluations, transcript, current course schedule, SASID number and immunization records. A phone call is made to the local school's Guidance Department to confirm the receipt of request for information, discuss the student's education program at Midway and determine if the school will be sending the student work or if an online learning option is called for, participation in the Midway curriculum or any combination of these choices for access.

This efficient and timely request for student information is critical in providing the student with an appropriate curriculum and instruction to continue the access, participation and progress in the general education curriculum.

A 10-day placement meeting is held for students with an IEP to review the student's progress and individual educational needs. Completed schoolwork is sent to the student's school and progress is reported on a regular basis to both the JPPO and the school district. Ongoing communication between the Midway School staff and the student's parents/guardians and the local school district is provided. Upon discharge from Midway School the student's transcript is prepared and updated and sent to the local school district and the local school is called to confirm the student's discharge.

In addition to the specific transition in-take and discharge process and procedures the Midway School provides a range of real life activities to support student transition plans including: working with students to create a plan and timeline about what students need to do to meet their career and transition goals; help students identify any barriers to success; consider post-secondary options and work on practical skills such as completing job applications and taking interest inventories. Students are also assisted in completing financial aid paperwork, college applications, and ACT/SAT preparation.

Behavior Strategies and Discipline

The behavior management practices employed at Midway Shelter School are consistent with the Normative Approach implemented throughout the NFI systems. The strength-based practices show the consistently caring yet structured manner in which all students are cared for and the ways in which the mission and values of the organization translate into a safe, respectful, cooperative community.

The Normative Approach is a value based approach to building communities, based on the assumption that all people have a need to belong, want to have a sense of purpose, and wants to experience success. The Midway Shelter School provides positive expectations and a culture of belonging to students who may have had unsuccessful behaviors in the past. The opportunity for students to thrive and learn respectful practices begins with the student's arrival at the school. Each student is presented with a "welcome bundle" filled with a journal, pen, personal grooming needs etc. and given a tour of the building. From the moment of arrival, often with nothing but the clothing they are wearing, the student is accepted and included in the Midway Shelter. This greeting and inclusion begin the experience at Midway which continues throughout the student's stay, no matter how brief that period of time may be. The positive strength-based behavior approach utilized throughout all of the NFI schools is evident in the engagement, appropriate behavior and respect observed in the classroom and on campus.

Progress monitoring of student behaviors is regular and ongoing and entered into Engrade Pro. The use of behavior data is used with students for personal goal setting and for reporting on progress to the judicial system as well as to the local school district and family.

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 NFI Midway Shelter 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.

- There is a strong sense of community and mutual respect observed at the Midway Shelter School that is 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 appropriately individualized and aligned to NH State Standards. Students are provided whatever they need to advance their learning and earn partial credits toward a high school diploma.
- The teachers observed provided instruction tailored to meet the learning needs of each student in the classroom. Student groups change, often on a daily basis, yet the teachers are able to maintain a sense of classroom community and seamless instruction.
- 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 effort to engage students in out of school community based experiences, particularly in the area of volunteerism is commended. Students experience giving back to the local community and express a sense of perspective they may not have had before.

Number of Cases Reviewed During the NFI Midway Shelter, March 19, 2015,
NHDOE Compliance Visitation

Preschool	
Elementary School	
Middle School	
High School, Age Below 16	
High School, Age 16 or Above	
Number of Noncompliance for Indicator 13	
Total Number of Case Studies Reviewed	0 *

* Because of the short length of stay at Midway Shelter it was determined that a Case Study would not be required. The review focused on the areas of Access to the General Curriculum, Transitions and Behavior Supports for all of the Midway students.

FINDINGS OF NONCOMPLIANCE IDENTIFIED AS A RESULT OF THE
MARCH 19, 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 findings of non-compliance identified during the NHDOE program approval visit to Midway Shelter School and no systemic deficiencies impacting the delivery of services to all students, including those with educational disabilities. Examples of such may include system wide issues related to curriculum, instruction and assessment.

Child Specific Findings of Noncompliance to be Addressed by Both the LEA and Private School Setting: *Please Note: The NH Department of Education, Bureau of Special Education requires that Child Specific Findings of Noncompliance be addressed and resolved within 45 days of notification.*

No child-specific findings of noncompliance found.

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.

No systemic findings of noncompliance found.

SUGGESTIONS FOR PROGRAM-WIDE IMPROVEMENT

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

1. The Midway Shelter School has a plan to increase follow up transition support to students transitioning back to their local school. This plan is reliant on Title I funding. At the time of the visit the Title I funds had not yet been approved. Given the appropriate funding the Midway Shelter is encouraged to continue with this well designed addition to support transitions for students upon discharge.

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: NFI Midway Shelter	Date: March 19, 2015	
Programs: School Program	Number of Cases Reviewed: 0	
Recorder/Summarizer:	Number of students reviewed age 16+:	Number of students age 16+ cited for Indicator 13:

CLEARLY PRINT NAMES OF ALL COLLABORATIVE TEAM MEMBERS

Name: Randa Tenney	Position: Program Director Midway	<u>Building Level</u>
Name: Linda Saleski	Position: Education Coordinator	<u>Building Level</u>
Name: Ann Gratton	Position: Program Director Contoocook/Bradford	<u>Building Level</u>
Name: Jan Williamson	Position: Regional Director NH	<u>Building Level</u>
Name: Bridget Brown	Position: Ed. Consultant NHDOE	<u>Visiting</u>
Name: Nicollette Mannion	Position: Intern - SERESC	<u>Visiting</u>
Name: Betsy Fowler	Position: Special Ed Coordinator	<u>Visiting</u>
Name: Diane Lurvey	Position: Technical Assistant	<u>Visiting</u>
Name: Danielle Paranto	Position: Program Director	<u>Visiting</u>
Name: Maryclare Heffernan	Position: Technical Assistant	<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.**

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. 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 .			
3. There is evidence that the Team uses multiple measures to design, implement and monitor the student's program ^{3,4} .			
4. All IEP goals are written in measurable terms ⁵ .			
5. Student's IEP has at least one functional goal (as applicable) ⁶ .			
6. There is evidence that the student has made progress in IEP Goals over the past three years ^{7,8} .			
7. There is evidence that the special education, supplementary aids and/or related services described in the IEP have been delivered ⁹ .			
8. There is evidence that NH Minimum Standards for required subjects (credits) are met and provided to the student ¹⁰ .			

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 .			
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 .			
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} .			
12. There is evidence that supports and accommodations are provided to this student to allow participation in extracurricular and other non-academic activities ¹⁷ .			
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 .			
14. There is evidence the student's IEP is reasonably calculated to result in educational benefit.			
For High School Students:			
Student is earning credits toward a regular high school diploma ¹⁹ .			
IF YES: within 4 years?			
Student will earn an IEP diploma or a certificate of completion ¹⁹ .			
IF YES: within 4 years?			
Does this school have a clear policy for earning a high school diploma ²⁰ ?			

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

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 .		
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 .		
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 .		
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 .		
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 .		
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 .		
7. There is evidence that the student and parents have been involved in transition discussions and activities ²⁸ .		
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 .		

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

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

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 .		
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 .		
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? <i>Can the goal(s) be counted?</i> <i>Will the goal(s) occur after the student graduates from school?</i> <i>Based on the information available about this student, does (do) the postsecondary goal(s) seem appropriate for this student?</i> • If yes to all three, then check Y OR if a postsecondary goal(s) is (are) not stated, check N.		
2. Is (are) the postsecondary goal(s) updated annually? <i>Was (were) the postsecondary goal(s) addressed/ updated in conjunction with the development of the current IEP?</i> • If yes, then check Y OR If the postsecondary goal(s) was (were) not updated with the current IEP, check N.		
3. Is there evidence that the measurable postsecondary goal(s) were based on age appropriate transition assessment? <i>Is the use of transition assessment(s) for the postsecondary goal(s) mentioned in the IEP or evident in the student's file?</i> • If yes, then check Y OR if no, then check N.		
4. Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goal(s)? <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)? <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.		
6. Is (are) there annual IEP goal(s) related to the student's transition services needs?		

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

<p><i>Is (are) an annual goal(s) included in the IEP that is/are related to the student's transition services needs?</i> <ul style="list-style-type: none"> • If yes, then check Y OR if no, then check N. </p>			
<p>7. Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed?</p>			
<p>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> <ul style="list-style-type: none"> • If yes, then check Y OR if no, then check N. </p>			
<p>Only the following statement may be answered N/A if appropriate. <u>All statements above must be answered Yes or No.</u></p>	YES	NO	N/A
<p>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?</p>			
<p>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> <ul style="list-style-type: none"> • 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. </p>			
<p>11. Student is informed prior to age 17 of his/her rights under IDEA³².</p>			
<p>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)</p>			
<p>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 goals³³.</p>			

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

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

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. There is evidence that data are used to determine impact of student behavior on his/her learning.		
3. There is evidence that the IEP team conducted a functional behavior assessment of the student's behavior ³⁵ .		
4. If appropriate, there is evidence that the IEP team developed a behavior intervention plan that described strategies and supports ³⁶ .		
5. There is evidence that the interventions, strategies and supports have been developed to address the student's behavior ³⁷ .		
6. There is evidence that positive interventions, strategies and supports been communicated to the student, parents and key school personnel ³⁸ .		
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 .		
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} .		
9. There is evidence that that the team uses data to demonstrate the results of the behavioral interventions, strategies and supports ⁴² .		
10. A school-wide behavior intervention model exists.		

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