

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

**ODYSSEY HOUSE
SUMMARY REPORT**

**ADOLESCENT TREATMENT PROGRAM,
PACE AND RECOVERY PROGRAM**

**Erik Johannessen, Executive Director
Amy Allen, Director of Special Education**

Chairperson, Visiting Team: Maryclare Heffernan

Education Consultant

Site Visit Conducted on December 4 & 5, 2007
Report Date, February 4, 2008

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I. TEAM MEMBERS

Visiting Team Members:

| NAME | PROFESSIONAL ROLE |
|---|---------------------------|
| Chairperson: Maryclare Heffernan, M.Ed. | Consultant |
| Roberta Avery | Teacher |
| Kevin Murphy | Director |
| Ann Roberts | Special Needs Coordinator |
| Bing Hawes | Home School Coordinator |

Building Level Team Members:

| NAME | PROFESSIONAL ROLE |
|-----------------|---------------------------------|
| Desiree Cho | English Teacher |
| Stephen Barry | Math Teacher |
| Jarrod Houghton | Special Education Teacher |
| Barry Kaplan | Science Teacher |
| Paul Kuligia | Special Education Teacher |
| Susan Hamman | Therapist |
| Terry Lemay | Residential Supervisor |
| Donna Longworth | Therapist |
| Erica MacNeil | Interim Special Ed. Coordinator |
| Eric Sullivan | Paraprofessional |
| Barry Timmerman | Therapist |
| Dan Tolini | Paraprofessional |

INTRODUCTION

Odyssey NH Academy is comprised of three educational programs; they are Odyssey Adolescent Therapeutic Center (ATC), Odyssey Prescriptive Assessment through Comprehensive Evaluation (PACE), and the Odyssey Recovery Program. The three school programs are located on the main campus on the seacoast in Hampton, NH. The school programs have recently relocated to a newly purchased and refurbished facility, allowing the administration to house all three programs in one setting for the first time, while maintaining two separate residences for students in Hampton and Rochester, NH. The building project represents a significant commitment to quality programming in that the expanded academic area allows staff and students to engage in instructional activities in a well designed and roomy facility.

| SCHOOL DEMOGRAPHICS | 2006-07 | 2007-08 |
|---|--|--|
| Student Enrollment <u>as of December 1</u> | 4 PACE-16-ATC | 7-ATC,3-PACE, 5-Recovery |
| Do you accept out-of-state students? If so, list number from each state in 07-08 | Yes 0 | |
| Number and Names of Sending New Hampshire LEAs (as of October 1) | Somersworth Winnacunnet Monadnock Exeter Epping Manchester Nashua Winnisquam Claremont | |
| # of Identified Students Suspended One or More Times | 0 | 0 |
| Average Length of Stay for Students | ATC-7 months PACE-45 days | ATC- 7 months PACE- 45 days Recovery Program approved this year |
| <u>STAFF DEMOGRAPHICS</u> | | |
| Student/Teacher Ratio (as of Oct. 1) | ATC-3:1 PACE: 6:1 | ATC/recovery Program 4:1 PACE: 6:1 |
| # of Certified Administrators | 1 | 1 |
| # of Certified Teachers | 6 | 6 |
| # of Teachers with Intern Licenses | 1 | 3- 1 Alt 5 with DOE-Art 1 Alt 5 at DOE- Biology 1-Alt 1 GSE |
| # of Non-certified Teachers | 0 | 0 |
| # of Related Service Providers | 1 | 1 |
| # of Paraprofessionals | 6 | 10 |
| # of Professional Days Made Available to Staff | 2 mandatory on average 4 additional days | 2 mandatory on average 4 additional days |

| SPECIAL EDUCATION PROGRAM DATA | | |
|---------------------------------------|-----------------|-------------------------------|
| Primary Disability Types: | 2006-07 | 2007-08 |
| Autism | 0 | 0 |
| Deaf / Blindness | 0 | |
| Deafness | 0 | |
| Emotional Disturbance | 3 ATC 1 PACE | ATC-3 Recovery 1 |
| Hearing Impairment | 0 | |
| Mental Retardation | 0 | 0 |
| Multiple Disabilities | 0 | 0 |
| Orthopedic Impairment | 0 | 0 |
| Other Health Impairment | 2 PACE 5 ATC | Recovery-2 PACE-1 |
| Specific Learning Disabilities | 1 PACE 3 ATC | ATC-4 PACE-2 Recovery-2 |
| Speech or Language Impairment | 1-ATC | 0 |
| Traumatic Brain Injury | 0 | 0 |
| Visual Impairment | 0 | 0 |
| Developmental Delay ages 3-9 | 0 | 0 |

BELIEFS AND MISSION

The school philosophy mirrors that of the OdysseyNH treatment programs. Odyssey embodies the idea that youth can be rehabilitated and returned to society as responsible, crime-free, drug-free members of their community. A critical aspect of the rehabilitation process for these students is their education. The students are instructed in all academic areas. They also learn respect for themselves and others.

Education at OdysseyNH addresses the importance of organizational, study, personal, and social skills. Students are treated in a positive manner. The premise for instruction and interaction is positive feedback and encouragement. The school environment is viewed as providing rewarding academic, personal, and cultural experiences. Family supports and after activities are offered to the students and families as part of our recovery community.

Daily assessment, learning tasks, and weekly progress meetings are used to manage students' behaviors. An effort is made to address behavioral issues at meaningful times, i.e. as they occur in the classroom, dining room, hallways, etc. Individual attention is provided when needed, and the establishment of daily expectations is set forth at the beginning of the school day.

OdysseyNH believes that in order for our students to be successful academically there must be strong collaboration between OdysseyNH and the students sending districts. When a student is admitted to the program, a meeting is scheduled with the home school, parents and OdysseyNH School staff. Communication is ongoing between these parties throughout the students stay. Prior to the students discharge from OdysseyNH a transition meeting takes place with the same parties.

OdysseyNH Academy is designed to provide its students with a traditional school environment with an added hands-on component. Student's education is individualized in order to allow them to learn in the way that comes naturally to them while continually challenging them at the same time. In every class and for every lesson students are able to make choices about the way they will work through the curriculum. This often incorporates activities, research projects, presentations, co-operative learning and experiences that support the new knowledge.

II. 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 the Odyssey NH Academy on December 4 & 5, 2007 for the purpose of reviewing the present status of programs and services made available to children and youth with educational disabilities. As part of the NHDOE Special Education Program Approval Visit, Case Study Compliance Reviews were conducted at all of the school programs within the Odyssey NH Academy. These include: ATC, PACE and the Odyssey Recovery Program.

The New Hampshire Department of Education, Bureau of Special Education conducts program approval visits using a Case Study Model that is a focused review. This focused review permits the NHDOE to leverage its impact for change and improvement within school districts and private special education schools statewide, by focusing the attention of all educators on the following three areas of critical importance in the provision of FAPE for students with disabilities.

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

As part of this compliance review, case studies were randomly selected by the NHDOE prior to the visit, and staff was asked to present these case studies to determine compliance with state and federal special education rules and regulations. Other activities related to this NHDOE Case Study Compliance Visit included the review of:

- ♦ All application materials submitted
- ♦ Status of corrective actions since the last NHDOE Special Education Program Approval Visit
- ♦ Personnel credentials for special education staff (verified by NHDOE)
- ♦ Program descriptions and SPEDIS verification reports
- ♦ 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 Odyssey NH Academy. Their professionalism, active involvement in the process and cooperation were greatly appreciated and well recognized.

Evidence of the work conducted and results related to student outcomes were gathered throughout the process, guided by the materials and templates provided by the NHDOE, Bureau of Special Education. Examples of evidence included student individual education plans (IEPs), progress reports, samples of student work, grades, extracurricular involvement, permanent records, curriculum, etc. Input was gathered from key constituents, including interviews with professional staff, 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 December 4 & 5, 2007 NHDOE Special Education Program Approval Report, the following patterns were identified as needing improvement:

| Citation | Status (as of 1-yr CA Follow Up Visit Date) | Status as of December 4 & 5, 2008 |
|---|---|-----------------------------------|
| Ed 1133.05 Program Requirements | Partially Met | Met |
| Ed 1133.13 Physical Facilities | In Process | Met |
| Ed 1133.08 Qualifications and Requirements for Instructional, Administrative and Support Personnel | Met | Met |

V. DECEMBER 4 & 5, 2007 CASE STUDY COMPLIANCE REVIEW RESULTS

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

The Odyssey NH Academy Case Study visit included the presentation of three student Case Studies representing each of the three programs, as well as both residential and day students, within the Odyssey NH Academy. The range of students included representation from grades 10, 11 and 12; male and female with both Emotional Disabilities and Other Health Impairments (Attention Deficit Disorder). Students participated in the Case Study presentations as appropriate, parents and/or guardians were interviewed by the visiting team and representatives from the sending districts were contacted by phone to gain a sense of satisfaction with the Odyssey programs.

PARENT PARTICIPATION

One of the defining features of effective schools is strong parent/community relations and open communication. Having parents as active stakeholders in the NHDOE Special Education Program Approval Process ensures broader perspectives and brings forth new ideas. In addition, including the parent perspective enhances and strengthens the teams' case study presentations, and makes for stronger school/parent relationships. As such, parent participation and input is a required part of the NHDOE Special Education Program Approval Process. In order to ensure parent participation and feedback, the NHDOE, Bureau of Special Education involves parents in a variety of aspects of the Special Education Program Approval Process. First, parents are encouraged to be active participants in the case study presentations; second, parents of the children presented in the case study process are formally interviewed; and third, the SAU/school is required to send all parents of students with disabilities a written survey with a request to respond. Below is a summary of the results of the parent survey, along with a summary of the comments/feedback provided to the visiting team during the December 4 & 5, 2007 Case Study Compliance Review in the Odyssey NH Academy.

The parent survey was sent to all of the parents of the students with educational disabilities at Odyssey during the fall of 2007. Of the 11 parents surveyed 6 completed and returned the survey. The parents responding reflected a very strong positive feeling with all parents saying they are completely satisfied with the overall programs and supports, opportunities to interact with non-disabled students, progress the students are making toward IEP goals and their child's ability to earn credits toward their high school diploma. Additionally, the parents feel they are kept informed of the progress their student is making. The parents also indicated strong satisfaction with the transition planning and with their participation in decisions regarding their child.

Two parents indicated that they are partially satisfied that all of the people important to their child's transition were part of the planning. The school administration has acknowledged that this is a struggle across the programs in that some of the people invited to meetings fail to call in or to attend. The challenge is particularly difficult for students placed in residential settings where students are sometimes moved (court ordered) to more secure units before a transition meeting, leaving participants feeling uninvolved.

The school's administration plans to continue the parent survey process on a quarterly basis and hopes to increase the responses thus identifying concerns of parents and responding to those concerns as they arise. The administration has worked hard to develop relationships with parents and guardians and will continue to seek new opportunities to do so.

PARENT SURVEY

New Hampshire Department of Education

Special Education Program Approval and Improvement Process

PLEASE RESPOND TO THE STATEMENTS BELOW USING THE FOLLOWING SCALE:

3 COMPLETELY

2 PARTIALLY

1 NOT AT ALL

| ACCESS TO THE GENERAL CURRICULUM: | 3 | 2 | 1 |
|---|----------|------------|-----------|
| I am satisfied with my child's program and the supports that he/she receives. | 6 | | |
| My child has opportunities to interact with non-disabled peers on a regular basis. | 6 | | |
| I am adequately informed about my child's progress. | 6 | | |
| My child is informed about and encouraged to participate in school activities outside of the school day, and is offered necessary supports. | 4 | | 2 |
| My child feels safe and secure in school and welcomed by staff and students. | 5 | 1 | |
| A variety of information (observations, test scores, school work, parent input) was used in developing my child's IEP. | 5 | | |
| I am satisfied with the progress my child is making toward his/her IEP goals. | 6 | | |
| FOR PARENTS OF HIGH SCHOOL STUDENTS ONLY: | | | |
| My child earns credits toward a regular high school diploma in all of his/her classes. | 6 | | |
| TRANSITION: | | | |
| I am satisfied with the planning and support provided for the moves my child has made from grade to grade and school to school. | 6 | | |
| All of the people who are important to my child's transition were part of the planning. | 4 | 2 | |
| FOR PARENTS OF STUDENTS AGE 16 OR OLDER ONLY: | | | |
| I am satisfied with the written secondary transition plan that is in my child's IEP. | 6 | | |
| BEHAVIOR STRATEGIES AND DISCIPLINE: | | | |
| 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 |
| I have been involved in the development of behavior interventions, strategies and supports for my child. | | | |
| I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs. | | | |
| OTHER: | | | |
| I fully participate in special education decisions regarding my child | 6 | | |
| I have been provided with a copy of the procedural safeguards (parental rights) at least once a year | 6 | | |

SUMMARY REPORT OF SENDING LEAs

| | | |
|---|--|--------------------------|
| Name of Private School: OdysseyNH Academy | | |
| Total number of surveys sent: 10 | Total # of completed surveys received: 8 | Percent of response: 80% |
| Number of students placed by: LEA: 5 | 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. | 6 | 2 | | | |
| 2. I am satisfied with the educational program at the above school. | 5 | 3 | | | |
| 3. The school consistently follows special education rules and regulations. | 6 | 2 | | | |
| 4. The school has an effective behavioral program (if applicable). | 6 | 2 | | | |
| 5. I am satisfied with the related services provided by the school. | 4 | 3 | 1 | | |
| 6. The school implements all parts of students' IEPs. | 4 | 4 | | | |
| 7. I feel the school provides the necessary skills to allow the student to make progress on the IEP goals. | 4 | 4 | | | |
| 8. The school program measures academic growth. | 4 | 3 | | | 1 |
| 9. The school program measures behavioral growth (if applicable). | 4 | 4 | | | |
| 10. The school completes a minimum of 3 comprehensive reports per year on each child with a disability enrolled. | 5 | 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. | 5 | 2 | | | 1 |
| 12. Progress reports are provided to the LEA and to the parent of the child. | 6 | 2 | | | |
| 13. I am satisfied with the way the school communicates students' progress. | 6 | 2 | | | |
| 14. The school communicates effectively with parents. | 5 | 3 | | | |
| 15. The school communicates effectively with the LEA. | 6 | 2 | | | |
| 16. The school involves parents in decision-making. | 5 | 3 | | | |
| 17. The school actively plans for future transition to a less restrictive placement. | 6 | 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. | 4 | 2 | | | 2 |
| 19. The school team sets meeting times that are convenient for both parents and LEA. | 5 | 3 | | | |
| 20. The school has met my expectations. | 5 | 3 | | | |
| 21. I have a good relationship with the school. | 7 | 1 | | | |
| 22. I would enroll other students at the school. | 7 | 1 | | | |

The OdysseyNH administrators sent LEA surveys to 10 school districts representing the New Hampshire sending districts they were working with during the fall of 2007. Eight of the district administrators returned the surveys.

The results were generally positive with 7 of the 8 replies indicating that they have a good relationship with the school and would enroll other students at the school. Other areas receiving strong support include feelings that the school has positive expectations for students, that they consistently follow special education rules and regulations, have an effective behavioral program and provide progress reports to parents and student and communicate in an effective manner with the district. Only one district indicated that they were not satisfied with the related services provided by the school. There was no pattern of concern identified by this survey.

The OdysseyNH staff and administrators have worked hard in recent years to build relationships with the sending districts in an effort to share information and communicate in a timely and effective manner and to share the responsibility for providing an appropriate educational experience for the students attending the school programs.

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

Access To The General Curriculum

Implementation of IEPs

Provision of Non-Academic Services

Full Access to the District's Curriculum

Equal Education Opportunity

The Odyssey NH Academy programs have made significant progress in recent years in the design and implementation of curriculum that is aligned to the NH State Curriculum Standards. The effort to provide all of the school's students with equal access to the general education curriculum involves not only a well designed curriculum but also well qualified instructors, professional development for those educators, supervision of the instruction occurring in each classroom and measurement of student progress to determine the effectiveness of the educational programs.

The Odyssey administrators, teachers and staff have demonstrated an impressive commitment to this goal and have demonstrated a significantly improved educational model in the recent years. This goal involves the development of professional relationships with the sending districts, engaging students in their own educational process and communicating with parents in an ongoing manner to report progress.

Additionally, the Odyssey programs now include a continuum of services within the agency so that students have the opportunity to set short term learning goals and move within the range of programming from the intensive programming to less restrictive models, including participation in the local public schools when the student is ready and able to do so.

Transition

Transition Planning

Process: Provision of FAPE

Transition Services

The Odyssey programs have developed a good transition planning process for the students, that involves the students in setting goals and understanding the credits earned and the credits required for graduation. The credit recovery process conducted by the Odyssey staff is commended as a way for students to identify partial credits they earned in short term placements and provide them with an accurate reflection of the past educational efforts. Odyssey students have an often complicated educational placement history that can be disruptive to the educational process. Odyssey ensures that the students earn credit for past successes and then shows the students the way to work toward their new goal, specifically toward graduation or transition to a new setting.

The school staff has worked hard to include those team members who should participate in the transition process and has often been successful in that regard. Their partnership with members of Vocational Rehabilitation and representatives of sending school districts is an example of this effort.

The school's Culinary Arts program and Job Shadow programs are examples of the successful vocational and transitional offerings. The Odyssey staff and administrators have indicated that they would also like to increase their vocational offerings in the near future thus providing students with a greater range of experiences than are presently available to them.

Behavior Strategies and Discipline

The Odyssey Academy educational program administrators and staff have worked hard to develop a positive culture that supports student behavior and provides a consistent response to inappropriate or other unacceptable behaviors. The school has been part of the state's Positive Behavior Intervention and Support (PBIS) initiative for three years providing a well established, consistently applied positive behavior model school wide.

The school programs provide educational, therapeutic and residential services from students who struggle with challenges such as drug and alcohol abuse, impulsivity, learning disabilities and previous school failures to students who are often court placed in this substantially separate setting. The implementation of the PBIS initiative, including the use of data generated via the SWIS data base has resulted in a well designed behavior model that supports a positive environment, improved student behaviors and increased academic success.

New Special Education Programs Seeking Approval from The NHDOE

Speech and Language

The OdysseyNH Academy has requested the addition of Speech and Language disability to the students accepted in the school program. While the vast majority of the students are identified with emotional and behavioral challenges, a number of students also demonstrate learning and language disabilities. The school has developed a policy that will be added to the admission materials provided to the sending districts.

“Odyssey NH Academy accepts students with Speech and Language Disabilities. The LEA will be responsible for providing Speech and Languages Services as determined by the students IEP. Individual Education Plans will be provided to the Odyssey NH Academy by the referring LEA and upon acceptance, the LEA will determine how services will be provided.”

Recovery Program Facility

The Recovery Program, while approved provisionally has just opened the new attached facility at 150 High Street in Hampton, NH. The Health inspection has been submitted as well as the Certificate of Occupancy. The new building will house several classrooms, administrative offices as well as a kitchen and dining room. The extended space will provide the Recovery Students with well designed and very adequate instructional space. Based on the December 2008 program approval visit the recommendation is for approval of the Recovery Program.

COMMENDATIONS

1. The administrators, staff and Board of Directors are commended for their efforts to make improvements in a range of areas that have resulted in establishing stable and effective school programs.
2. The new school facility represents a significant improvement for the school programming. The school building is well designed, attractive and for, the first time, separate from the residences. Students report that the new facility is better and that the separation of the residence from the classroom areas has made a difference for them.
3. The Odyssey programs presently demonstrate the documentation of significant improvements in the implementation of state and federal procedures for students with educational disabilities.
4. The Odyssey staff is committed to their work and to supporting the students in their care. They are commended specifically for their adaptability and flexibility in meeting student needs.
5. The Board of Directors is commended for their commitment to ongoing improvements to the school's programs that benefit the Odyssey students.
6. The school's participation with various other agencies is seen as an important philosophical commitment to collaboration that will strengthen the school by creating a network of support.
7. The school has created a continuum of services within the Odyssey programs so that students can receive services ranging from intensive, residential, therapeutic supports to day programming, including opportunities to attend the local public school programs as appropriate.
8. The use of outcome data by administration and staff is effective, informs decision making and supports changes as they are made.
9. The school provides comprehensive pre and post assessments for students to measure student gains made while in programming.
10. The use of a teaming model to follow students and meet their individual needs is seen as an effective model.

ISSUES OF SIGNIFICANCE

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

1. There were no issues of Significance identified during this NHDOE program approval visit.

CITATIONS OF NONCOMPLIANCE IDENTIFIED AS A RESULT OF THE December 4 & 5, 2007 CASE STUDY COMPLIANCE REVIEW

Citations of noncompliance are defined as deficiencies that have been identified through the Case Study Compliance Review Process, which are in violation of state and federal special education rules and regulations. Citations of non-compliance may result from review of policies and procedures and related application materials, case study presentations, review of student records or any other program approval activity related to the visit. **It is important to note that all citations of non-compliance that are included in this section of the report will need to be addressed in a corrective action plan.**

As a result of the Case Study Compliance Review, the following citations of non-compliance were identified. Each citation 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.

This section will need to include those corrective actions listed as not resolved from the previous visit, as well as any citations noted in the three focus areas, issues of significance, building summaries, James O, Out of District, or general review of policy, procedures, personnel roster etc.

1. There were no issues of non-compliance identified during the December 4 & 5, 2007 Program Approval visit.

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. Suggestions for individual programs are included in the Building Level Case Study Data Summary Reports, pp. 14-21.** It should be noted that in the Building Level Data Summary Reports, any suggestion made by a visiting team member that is actually a citation of noncompliance, has an asterisk (*) before it, and it is also listed above with the citations of noncompliance.

1. The school administrators are encouraged to continue to seek options to secure an on-site or nearby gym facility.
2. Consider possible additions to the school's program offerings by increasing vocational education classes and mentorships for students. A video/media production option was suggested as one area to consider.
3. Continue to look forward to ensure the sustainability of the present level and quality of the curriculum and instruction provided to the Odyssey students.

4. Continue the efforts for consistency between the school and residence in the areas of behavior management and support.
5. Continue to provide professional development for all staff in the area of positive behavior management.
6. As the school programming grows and school staff members look forward, there is a sense that the school administration and staff should have an understanding of their budgetary allowance so that appropriate planning of materials, equipment and programming can take place in a timely manner.
7. Continue to review the communication needs within the agency to determine how information is shared and where there may be a need to improve the process of communication. Two areas that were identified during the visit included information shared by the HR department and information from the training/professional development committee.

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: Odyssey NH Academy | SAU: | Date: December 4 & 5, 2007 |
| Programs: ATC, PACE and Odyssey Recovery Program | | Number of Cases Reviewed: 3 |
| Recorder/Summarizer: Roberta Avery | | |

| | |
|-----------------------|--|
| Name: Paul Kuligio | <u>Building Level</u> or Visiting (circle one) |
| Name: Bing Hawes | Building Level or <u>Visiting</u> (circle one) |
| Name: Stephen Barry | <u>Building Level</u> or Visiting (circle one) |
| Name: Desiree Cho | <u>Building Level</u> or Visiting (circle one) |
| Name: Ann Roberts | Building Level or <u>Visiting</u> (circle one) |
| Name: Erica MacNeil | <u>Building Level</u> or Visiting (circle one) |
| Name: Roberta J Avery | Building Level or <u>Visiting</u> (circle one) |
| Name: | Building Level or Visiting (circle one) |
| Name: | Building Level or Visiting (circle one) |
| Name: | Building Level or Visiting (circle one) |

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

SUMMARIZE YOUR BUILDING LEVEL DATA

| ACCESS TO THE GENERAL CURRICULUM STATEMENTS | | | | | | Filled in with the combined number of times a statement is marked on all Data Collection Forms for this school or building | | | | | | |
|---|--|--------------------------------------|--|------------------------------|-----------|--|----|-----|--|-----------|---|--|
| Ed. 1109.01 Elements of an IEP CFR 300.320 Content of IEP Ed. 1109.05, Implementation of IEP 20 U.S.C. 1414 (d) Ed. 1115.07, Ed 1119.01(f) Provision of Non-Academic Services/Settings CFR 300.320(a) CFR 300.34 Ed. 1119.03, Full Access to District's Curricula Ed. 1119.08, Diplomas Ed. 1107.04 (d) Qualified Examiner Ed. 1133.05 (c)(h)(k) CFR 300.320 Program Requirements, Content of IEP Ed. 1133.20 Protections Afforded to Children with Disabilities CFR 300.320(a)(1)(i) "... general curriculum (i.e. ,the same curriculum as for nondisabled children)" CFR 300.320(a)(4)(iii) "To be educated and participate with other children with disabilities and non disabled children" | | | | | | YES | NO | N/A | | | | |
| A1.) Team uses multiple measures to design, implement and monitor the student's program. | | | | | | 3 | | | | | | |
| A2.) All IEP goals are written in measurable terms. | | | | | | 3 | | | | | | |
| A3.) Student has made progress over the past three years in IEP goals. Goal 1 | | | | | | 3 | | | | | | |
| A4.) Student has made progress over the past three years in IEP goals. Goal 2 | | | | | | 3 | | | | | | |
| A5.) Student <u>has access to</u> the general curriculum (as outlined by the district, sending district or NH frameworks.) | | | | | | 3 | | | | | | |
| A6.) Student <u>participates in</u> the general curriculum <u>in a regular education setting with non-disabled peers</u> , as appropriate, with necessary supports. | | | | | | 3 | | | | | | |
| A7.) When <u>participating in a regular education setting with non-disabled peers</u> with necessary supports, student <u>has made progress in the general curriculum</u> . | | | | | | 3 | | | | | | |
| A8.) Student <u>participates</u> appropriately in state, district and school-wide assessments. | | | | | | 3 | | | | | | |
| A9.) Student <u>shows progress</u> in state, district and school-wide assessments. | | | | | | 3 | | | | | | |
| A10.) Student <u>has opportunities</u> to participate in general extracurricular and other non-academic activities with necessary supports. | | | | | | 3 | | | | | | |
| A11.) Student <u>does participate</u> in general extracurricular and other non-academic activities with necessary supports. | | | | | | 3 | | | | | | |
| A12.) Was the student's most recent individual evaluation (initial or reevaluation), including a written summary report and meeting, held within 45 days of parental permission to test? If not, was it due to: (check all that apply) | | | | | | 3 | | | | | | |
| 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 | | | | | | | |
| For High School Students: | | | | | | YES | | | | NO | | |
| A13.) Student is earning credits toward a regular high school diploma. | | | | | | 3 | | | | | | |
| A14.) <i>IF YES:</i> within 4 years? | | | | | | 2 | | | | 1 | | |
| A15.) Student will earn an IEP diploma or a certificate of competency. | | | | | | | | | | | 3 | |
| A16.) <i>IF YES:</i> within 4 years? | | | | | | | | | | | 3 | |
| A17.) Does this school or district have a clear policy for earning a high school diploma? | | | | | | 3 | | | | | | |

| Access Strengths | Access Suggestions for Improvement |
|--|--|
| <ol style="list-style-type: none"> 1. The school programs have certified staff in content areas as well as a complete list of consultants, which strengthens the student's access to the general curriculum. 2. The school has added paraprofessionals to the education programs to provide additional support to students. 3. The Odyssey programs are aligned with the NH State Standards and curriculum expectations. 4. There has been an increase in the use of technology in the classrooms, for example the Skills Tutor. 5. The credit recovery process which involves a close and careful transcript review often resulting in identifying partial credit is commended. 6. The Odyssey students were observed to be engaged in their learning in the classrooms. 7. The professional development opportunities are well designed and are available for all staff members. 8. The move to a new school facility, which now separates the school from the residences, has made a significant improvement in the quality of the educational setting for both students and staff. 9. The staff are commended for their work to write grants and seek additional funding in order to enhance opportunities for students. 10. The small class size is an important factor for both students and staff. 11. The Odyssey programs are commended for their collaboration with the students' sending school districts. | <ol style="list-style-type: none"> 1. The school administrators are encouraged to continue to seek options to secure an on-site or nearby gym facility. 2. Consider other possible additions to the school's offerings, for example a media production area, vocational education and mentorships for students. 3. Continue to look forward to ensure the sustainability of the present level and quality of the curriculum and instruction provided to the Odyssey students. |

SUMMARIZE YOUR BUILDING LEVEL DATA

| <u>TRANSITION STATEMENTS</u> | Filled in with the combined <u>number</u> of times a statement is marked on all Data Collection Forms for this school or building | | |
|---|--|-----------|------------|
| <p>Ed .1102.53 Transition Services CFR 300.43 Ed. 1107.02 Process; Provision of FAPE CFR 300.124 Part C Transition Ed. 1109.01, Elements of an IEP (Transition Services) CFR 300.320(a)(7)(b) 20 U.S.C. 1402 (34) 20 U.S.C. 1414 (d)(1)(A) and (d)(6) Ed. 1109.03, IEP Team CFR 300.320(b) Ed. 1133.05</p> <p>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.</p> | YES | NO | |
| If the student is under age 16, answer the following 3 statements only: (If the student is 16 or over, skip to question 4.) | | | |
| T1.) Transition planning from grade to grade takes place. | 3 | | |
| T2.) Transition planning from school to school takes place. | 3 | | |
| T3.) Collaboration has occurred between general and special education staff in IEP development and in transition planning. | 3 | | |
| If the student is age 16 or older during the course of the IEP answer all of the following statements (do not answer the 3 statements above): | | | |
| T4.) Transition planning is designed as a results oriented process that promotes movement from school to the student's desired post-school goals. | 3 | | |
| T5.) IEP team includes parent as part of transition planning. | 3 | | |
| T6.) IEP team and process includes student as part of transition planning. | 3 | | |
| T7.) IEP includes current level of performance related to transition services. | 3 | | |
| T8.) There is documentation that the student has been invited to attend IEP meetings. | 3 | | |
| T9.) A statement of the transition service needs is included in the IEP. | 3 | | |
| T10.) The statement of transition focuses on the student's course of study (e.g. vocational programming, advanced placement). | 3 | | |
| T11.) Transition plan includes coordinated, measurable, annual IEP goals and includes transition services that will reasonably enable the student to meet the post-secondary goals. | 3 | | |
| T12.) Statement of needed transition services is presented as a coordinated set of activities. | 3 | | |
| T13.) The statement of transition focuses on the student's course of study (e.g. vocational programming, advanced placement). | 3 | | |
| T14.) The IEP includes a statement of needed transition services and considers instruction. | 3 | | |
| T15.) The IEP includes a statement of needed transition services and considers community experiences. | 3 | | |
| T16.) The IEP includes a statement of needed transition services and considers development of employment skills. | 3 | | |
| T17.) Student is informed prior to age 17 of his/her rights under IDEA. | 3 | | |
| Only the following 4 statements may be answered N/A if appropriate. All statements above must be answered Yes or No. | YES | NO | N/A |
| T18.) There is documentation that representatives of other agencies have been invited to IEP meetings. | 3 | | |
| T19.) The IEP includes a statement of needed transition services and considers related services. | 3 | | |
| T20.) The IEP includes a statement of needed transition services and considers development of daily living skills. | 3 | | |
| T21.) If the student is preparing to graduate this year, there is a summary of the student's academic achievement and functional performance , which includes recommendations on how to assist the student in meeting his or her post-secondary goals. | 1 | | 2 |

| Transition Strengths | Transition Suggestions for Improvement |
|---|--|
| <ol style="list-style-type: none"> 1. The Job Shadows provided to students is a successful approach to career exploration. 2. The staff and administration are commended for encouraging and supporting students to consider and engage in post secondary opportunities (e.g. SAT participation, taking students for college tours) 3. The Outreach workers are an effective model to support students. 4. The Reintegration planning for students as they prepare to transition to a different location is commended. 5. The interagency collaboration with Vocational Rehabilitation is commended. 6. The IEPs reviewed included very clear, sequential transitioning plans. 7. The Culinary Arts program is well designed and beneficial to the students. | <ol style="list-style-type: none"> 1. Consider ways to increase student opportunities for vocational programming. |

SUMMARIZE YOUR BUILDING LEVEL DATA

| <u>BEHAVIOR STRATEGIES AND DISCIPLINE</u> | | Filled in with the combined <u>number</u> of times a statement is marked on all Data Collection Forms for this school or building | | |
|--|--|--|----|-----|
| <u>Ed. 1109.02 Program</u> <u>CFR 300.324</u> <u>Ed. 1119.11 Disciplinary Procedures</u> <u>CFR 300.530-300.536</u> <u>Ed. 1133.07 (a) (b) (c) (d) (e)</u> <u>CFR 300.530-300.536</u> <u>20 U.S.C. 1415 (K)</u> <u>Child Management – Private Schools</u> <u>RSA 169-C Child Protection Act</u> | | YES | NO | N/A |
| B1.) Data are used to determine impact of student behavior on his/her learning. | | 3 | | |
| B2.) Has this student ever been suspended from school? | | | 3 | |
| B3.) If yes, for how many days? | | | | |
| B4.) If appropriate, a functional behavior assessment has been conducted. | | | | 3 |
| B5.) IEP team has addressed behaviors that are impacting student learning. | | 3 | | |
| B6.) A behavior intervention plan has been written to address behaviors. | | | | 3 |
| B7.) All individuals working with the student have been involved in developing behavior intervention strategies. | | 2 | | 1 |
| B8.) Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate. | | 3 | | |
| B9.) Results of behavior intervention strategies are evaluated and monitored. | | 3 | | |
| B10.) A school-wide behavior intervention model exists. | | 3 | | |
| Behavior Strategy Strengths | Behavior Strategy Suggestions for Improvement | | | |
| <ol style="list-style-type: none"> 1. The school is commended for their commitment to the Positive Behavior Intervention and Supports (PBIS) model school wide. The initiative has helped to provide a consistent structure to the behavior model as well as give staff and administration a method for gathering behavior management data via the SWIS data collection system. 2. The inclusion of therapists in the Odyssey programs is a strong support to students. 3. The Saturday detentions appear to be an effective response in providing students with a reason to avoid negative behavior. 4. The professional development in the area of positive behavior management is seen as effective. 5. The approach to processing behavior with students is working. 6. The plan to begin student and family retreats is an innovative one and has the potential to become a model for family centered supports. | <ol style="list-style-type: none"> 1. Continue the efforts for consistency between the school and residence in the areas of behavior management and support. 2. Continue to identify areas for professional development for all staff in the area of positive behavior management. | | | |

Summary of Building Level Strengths and Suggestions

| Strengths | Suggestions for Improvement |
|--|---|
| <ol style="list-style-type: none"> 1. The newly acquired school facility is seen as a significant improvement in the instructional setting for the Odyssey students and staff. Additionally, the facility allows the staff to provide a range of student programming within one building. 2. The staff input in ideas and decision making is appreciated and respected by the school's administrators. 3. The Odyssey staff is committed to their work and to supporting the students, specifically for their adaptability and flexibility in meeting student needs. 4. The Board of Directors is commended for their commitment to future growth and ongoing improvements for the Odyssey students. 5. The school's administration is commended for the implementation of state and federal policies in a consistent and effective manner. 6. The school's collaboration with various other agencies is seen as an important philosophical approach that will strengthen the school by creating a network of support. 7. There is a holistic approach to the students within the Odyssey programs. 8. The school has created a continuum of services within the Odyssey programs so that students can receive services ranging from intensive, residential, therapeutic supports to day programming that includes participation within the local public school programs. 9. The use of outcome data by administration and staff is effective, informs decision making and supports changes as they are made. 10. The school provides pre and post assessments for students to measure student gains made while in programming. 11. The use of the "team" to follow students and meet their individual needs is seen as an effective model. | <ol style="list-style-type: none"> 1. As the school programming grows and school staff members look forward, there is a sense that the school administration and staff should have an understanding of their budgetary allowance so that appropriate planning of materials, equipment and programming can take place in a timely manner. 2. Continue to review the communication needs within the agency to determine how information is shared and where there may be a need to improve the process of communication. Two areas that were identified during the visit included information shared by the HR department and information from the training/professional development committee. |

James O File Review Summary

School / Odyssey NH

Date: December 5, 2007

Reviewer: Maryclare Heffernan

Number of Files Reviewed: 3

COMMENDATIONS

There has been a significant improvement in the organization and completion of the student files reviewed during the December 4 & 5, 2007 NHDOE Program Approval visit. The school's administrators and staff are commended for their focused and dedicated efforts to meet requirements and develop professional relationships with the sending school districts. As a result the services for students are provided in a timely, appropriate and meaningful manner.

CITATIONS OF NONCOMPLIANCE

There were no citations identified at the time of the December 4 & 5, 2007 NHDOE Program Approval visit.