

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

**Easter Seals School
Robert B. Jolicoeur School
SUMMARY REPORT**

**Noel Sullivan, Executive Director
Michael O'Hara, Director/Coordinator of Special Education**

**Chairpersons, Visiting Team:
Kathryn L. Skoglund
Mary Anne Byrne
Education Consultants**

**Site Visit Conducted on November 2 & 3, 2010
Report Date, January 31, 2011
Revised Report Date March 1, 2011**

TABLE OF CONTENTS

- I. Team Members
- II. Introduction
- III. Purpose and Design of The Case Study Compliance Review Process
- IV. Status of Previous Program Approval Report and Corrective Actions
- V. November 2 & 3, 2010 Case Study Compliance Review Results
 - Local Education Agency (LEA) Survey
 - Parent Participation
 - Summary of Findings from the Three Focus Areas
 - New Special Education Programs Seeking Approval from the New Hampshire Department of Education (NHDOE)
 - Commendations
 - Issues of Significance
 - Findings of Noncompliance
 - Suggestions for Program Improvement
- VI. Building Level Summary Reports: Robert B. Jolicoeur School
 - Mammoth Road campus
 - Zachary Road campus

I. TEAM MEMBERS

Visiting Team Members:

NAME	PROFESSIONAL ROLE
Chairpersons:	
Kathryn L. Skoglund	Technical Assistant
Mary Anne Byrne	Technical Assistant
Kenneth Duesing	Assistant Director of Student Services
Patricia Hicks	Co-Director of School/Special Education
Violetta Lortie	Special Education Coordinator
Nancy Pierce	Special Education Teacher
Janet Reed	Associate Director/Vice Principal
Ann Roberts	Special Education Director
Santina Thibedeau	Administrator/Bureau of Special Education

Building Level Team Members from Easter Seals School:

NAME	PROFESSIONAL ROLE
Vesta Stenta	Lead Teacher/Special Ed Teacher
Vicky McGall	Clinician
Lindsey White	Case Manager/Dialectical Behavioral Therapy Unit
Raymond Caouette	Special Education Teacher
Ellen Riiska	Special Education/Home School Liaison
Laura Bertoncini	Special Education Teacher
Robert Giguere	Special Education Teacher
Gloria Lipnickas	Program Manager
Sue-Ellen Fischer	Special Education Teacher
Jaime Paris	Occupational Therapist
Ian McGarty	Speech/Language Pathologist
Suzanne Antoniadis	Coordinator of Education
Kimberly Capen	Special Education Teacher
Jack Kane	Clinician
Patricia Thibault	Occupational Therapist
Melissa Tara Gawrys	Special Education Teacher

II. INTRODUCTION

The Robert B. Jolicoeur School is a non-profit division of Easter Seal New Hampshire and is comprised of two campuses, Mammoth Rd. and Zachary Rd., both of which are located in Manchester, NH. (Easter Seals New Hampshire has another school located in Lancaster, NH.) At each of the Manchester campuses, the Jolicoeur School serves students with educational disabilities between the ages of 8-21 in grades 3-12. The campuses provide educational programming to students identified with Mental Retardation, Other Health Impairment, Emotional Disturbance, Autism, Developmental Delay, Multiple Disabilities, Specific Learning Disability, Speech/Language Impairment, and Traumatic Brain Injury.

The Easter Seals mission is to provide exceptional services to ensure that all people with disabilities or special needs and their families have equal opportunities to live, learn, work, and play in their communities. At the Robert B. Jolicoeur School, this means providing educational, medical, psychiatric and behavioral services to students, many of whom have multiple challenges.

As described in materials provided by Jolicoeur School, the school is committed to developing a learning environment that utilizes creative teaching strategies to engage students in the learning process and develop their skills, knowledge, and abilities. The program has a strong focus on preparing each child to be as successful and independent as possible in adulthood. Vocational and independent living skills are an important part of the curriculum. Social and behavioral skills are also a part of learning on a daily basis. Recognizing that Jolicoeur School is a restrictive level of educational placement, the staff works from the time the student is placed to develop their abilities and skills so that they can participate in or transition to a less restrictive environment.

SCHOOL PROFILE

SCHOOL DEMOGRAPHICS	2009-10	2010-11
Student Enrollment <u>as of December 1, 2010</u>	122	130 (Oct. 1)
Do you accept out-of-state students? If so, list number from each state in 2010-11	yes	
Number and Names of Sending New Hampshire LEAs (as of October 1, 2010)	SAU #3 Berlin SAU # 4 Bristol SAU #8 Concord SAU #10 Derry Cooperative SAU #12 Londonderry SAU #14 Epping SAU #15 Hooksett SAU #16 Exeter SAU #17 Sanborn Regional Cooperative SAU # 18 Franklin SAU #19 Goffstown SAU #21 Hampton SAU # 26 Merrimack SAU # 27 Litchfield SAU #28 Pelham SAU #29 Keene	

Cont'd Number and Names of Sending New Hampshire LEAs (as of October 1, 2010)	SAU #30 Laconia SAU #34 Hillsborough-Deering Cooperative SAU 35, Lisbon SAU #37 Manchester SAU #38 Monadnock Regional SAU #42 Nashua SAU #43 Newport SAU #44 Northwood, Nottingham, Strafford SAU #46 Penacook SAU #48 Plymouth SAU #50 Greenland SAU #51 Pittsfield SAU #52 Portsmouth SAU #53 Pembroke SAU #55 Timberlane Regional SAU #56 Somersworth SAU #57 Salem SAU #61 Farmington SAU #64 Union SAU #71 Goshen-Lempster Cooperative SAU#72 Alton SAU #73 Gilford SAU # 80 Belmont SAU #84 Littleton SUA #87 New Ipswich SAU #88 Lebanon	
# of Identified Students Suspended One or More Times	2	0
Average Length of Stay for Students	24 months	24 months
<u>STAFF DEMOGRAPHICS</u>		
Student/Teacher Ratio (as of October 1, 2010)	8:1	8:1
# of Certified Administrators	3	3
# of Certified Teachers	9	11
# of Teachers with Intern Licenses	7	6
# of Related Service Providers	3	3
# of Paraprofessionals	48	51
# of Professional Days Made Available to Staff	6	6

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

SPECIAL EDUCATION PROGRAM DATA		
<u>Primary Disability Types:</u>	2009-2010	2010-2011
Autism	12	13
Deaf / Blindness	0	0
Deafness	0	0
Developmental Delay	0	0
Emotional Disturbance	66	68

Hearing Impairment	0	0
Mental Retardation	26	30
Multiple Disabilities	0	0
Orthopedic Impairment	0	0
Other Health Impairment	9	10
Specific Learning Disabilities	8	8
Speech or Language Impairment	1	1
Traumatic Brain Injury	0	0
Visual Impairment	0	0

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

The New Hampshire Department of Education (NHDOE) conducted a Special Education Program Approval Visit to the Robert B. Jolicoeur School for the purpose of reviewing the present status of programs and services made available to children and youth with educational disabilities. Program Approval Visits are conducted using a Case Study Model that is a focused review. This focused review permits the NHDOE to leverage its impact for change and improvement within private special education schools statewide, by focusing the attention of all educators on the following three areas of critical importance in the provision of FAPE for students with disabilities.

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

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

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

- ♦ All application materials submitted
- ♦ Status of corrective actions since the last NHDOE Special Education Program Approval Visit
- ♦ Personnel credentials for special education staff (verified by NHDOE)
- ♦ Program descriptions and NHSEIS verification reports
- ♦ All data collected during the visit
- ♦ Any new or changed special education programs seeking approval from the NHDOE. No requests were made for program changes.

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 the Robert B. Jolicoeur School. Their professionalism, active involvement in the process and cooperation were greatly appreciated and well recognized.

Evidence of the work conducted and results related to student outcomes were gathered throughout the process, guided by the materials and templates provided by the NHDOE, Bureau of Special Education. Examples of evidence included student individual education plans (IEPs), progress reports, samples of student work, grades, extracurricular involvement, permanent records, curriculum, etc. Input was

gathered from key constituents, including interviews with professional staff, 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 June 19, 2008, NHDOE Special Education Program Approval Report the following patterns were identified as needing improvement:

Findings of Noncompliance	Status as of May 26, 2009	Status as of November 2 & 3, 2010
1. ED 1109.02, 1119.11,1113.07 (a)(b)(c)(d)(e) Program and Disciplinary Procedures. Behavior strategies and Discipline Assure FBAs are conducted and documented when appropriate, IEP teams address behaviors impacting student learning, and that behavior intervention plans are written to address behaviors.	MET	NOT MET Behavior/Discipline Policies have been cited in this document and need to be revised to be in full compliance.
2. ED 1109.03/CFR 300,344: Transition Services, IEP Team Jolicoeur School needs to ensure that students are invited to attend IEP/Transition meetings	MET	NOT MET

V. November 2 & 3, 2010 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.

Four students were randomly selected for the case studies at the Jolicoeur School; two at the Zachary Rd. campus and two at the Mammoth Rd. campus. Two were male, two female and ranged in age from 13 to 20 years. These students reflected the following disabilities: Autism, Other Health Impaired, Emotional Disturbance, and Mental Retardation. The students selected represented four different sending school districts and collectively reflected the wide range of educational, vocational, and behavioral supports offered by the Jolicoeur School. Additionally, these students demonstrated the work that the staff does in preparing students to transition into or out of the Jolicoeur School.

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, Robert B. Jolicoeur School distributed the LEA Survey to the contact people in all LEAs that have students currently enrolled in the school. They received a 42 % **response** from the LEAs.

The staff of the Jolicoeur School distributed 38 surveys to the sending districts responsible for the students enrolled in the Jolicoeur School and received 16 back. Responses from the districts included recognition of these strengths of the Jolicoeur School: having positive expectations of students, convenient meeting times for both parents and LEA sending districts, involving parents in decision making and sustaining positive relationships with sending districts. Areas for improvement ranged from improving communication regarding student progress, completing more comprehensive reports, and better measurement of academic progress. Based on the district feedback, the Jolicoeur staff will focus their efforts on measuring student academic growth, communicating student progress, and completing comprehensive reports.

SUMMARY REPORT OF SENDING LEAs

Name of Private School: Robert B Jolicoeur School		
Total number of surveys sent: 38	Total # of completed surveys received: 16	Percent of response: 42
Number of students placed by: LEA:	Court:	Parent:

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.	7	8	1		
2. I am satisfied with the educational program at the above school.	2	11	3		
3. The school consistently follows special education rules and regulations.	4	9	2		1
4. The school has an effective behavioral program (if applicable).	3	11	2		
5. I am satisfied with the related services provided by the school.	4	7	4		1
6. The school implements all parts of students' IEPs.	4	10	2		
7. I feel the school provides the necessary skills to allow the student to make progress	1	11	3		1

on the IEP goals.					
8. The school program measures academic growth.	1	11	4		
9. The school program measures behavioral growth (if applicable).	2	11	2		1
10. The school completes a minimum of 3 comprehensive reports per year on each child with a disability enrolled.	5	6	4		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.	3	11	2		
12. Progress reports are provided to the LEA and to the parent of the child.	3	11	2		
13. I am satisfied with the way the school communicates students' progress.	3	9	4		
14. The school communicates effectively with parents.	4	7	1		4
15. The school communicates effectively with the LEA.	5	8	3		
16. The school involves parents in decision-making.	5	9	2		
17. The school actively plans for future transition to a less restrictive placement.	4	8	2		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	6			6
19. The school team sets meeting times that are convenient for both parents and LEA.	7	9			
20. The school has met my expectations.	4	9	3		
21. I have a good relationship with the school.	5	11			
22. I would enroll other students at the school.	4	7	3		2

Analysis of Responses by Private School

Areas of Strength:

- Having positive expectations for students
- Meeting times are convenient for both parents and LEAs
- Involving parents in decision making
- Relationship with LEA

Areas of indicated for improvement:

- Communication of students' progress
- Completing comprehensive reports
- Measuring academic growth

Action areas to be considered based on survey results:

- Communication of measurement of academic growth
- Communication of students' progress
- Completing comprehensive reports

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.

Jolicoeur School staff also surveyed 64 parents of Jolicoeur School students and received a 28% return of surveys. Parents responding to the survey recognized the strong work of the staff in using a variety of information in developing IEPs, involving students in activities outside of the school day, making students feel safe and comfortable, having all appropriate staff present and involved in student transitions, and involving parents in developing student interventions and supports. Opportunities to interact with non-disabled peers, writing secondary Transition plans, and supporting students' behavioral, social, and developmental needs were areas that parents felt needed improvement. Jolicoeur staff will focus on interactions with non-disabled peers, communicating student supports to parents, and the Transition planning process.

SUMMARY OF PARENT SURVEY DATA

Name of Private School: Robert B Jolicoeur School		
Total number of surveys sent: 64	Total # of completed surveys received: 18	Percent of response: 28

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

ACCESS TO THE GENERAL CURRICULUM:	3	2	1	No Answer
I am satisfied with my child's program and the supports that he/she receives.	13	4	1	
My child has opportunities to interact with non-disabled peers on a regular basis.	7	6	2	3
I am adequately informed about my child's progress.	10	7	1	
My child is informed about and encouraged to participate in school activities outside of the school day, and is offered necessary supports.	12	4	2	
My child feels safe and secure in school and welcomed by staff and students.	12	6		
A variety of information (observations, test scores, school work, parent input) was used in developing my child's IEP.	15	3		
I am satisfied with the progress my child is making toward his/her IEP goals.	10	4	3	1
FOR PARENTS OF HIGH SCHOOL STUDENTS ONLY:				
My child earns credits toward a regular high school diploma in all of his/her classes.	9	2	2	5
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.	12	4	2	
All of the people who are important to my child's transition were part of the planning.	14	4		
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	5	1	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 12		NO 1
	3	2	1	No Answer

I have been involved in the development of behavior interventions, strategies and supports for my child.	14	3		1
I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs.	13	3	1	1
OTHER:				
I fully participate in special education decisions regarding my child.	14	4		
I have been provided with a copy of the procedural safeguards (parental rights) at least once a year	16		2	

Analysis of Parent Survey Responses by Private School:

Areas of relative strength:

Access to the General Curriculum

- Satisfaction with program and supports
- Variety of information used in IEP development
- Student involvement in activities outside of the school day
- Child feels safe, secure and welcome

Transitions

- All of the people important to the transition were part of the planning

Behavioral Strategies

- Parent involvement in development and interventions and supports
- Provided copy of parental rights

Areas indicated for improvement:

Access to the General Curriculum

- Opportunities to interact with non-disabled peers

Transitions

- Written secondary transition plan

Behavioral Strategies

- Satisfaction of support given to my child's behavioral, social and developmental needs

Actions areas to be considered based on survey results:

- Possibility for interaction with non-disabled peers
- Communication of supports given to the students
- Communication about transition planning process and documents

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

Access to the General Curriculum

The acceptable curriculum submitted for review as part of the application process included: Social Studies, Science, Mathematics, English/Language Arts/Reading, Physical Education and Pre-Vocational Life Skills. Resources to be used and, in some instances, assessments of learning in the content areas were incorporated into the various curricula. Connection to the New Hampshire Curriculum Frameworks was clear. The remainder of the required program areas/subjects did not have curriculum. These include Art, Music, Health, Business, Information and Communication Technologies, Family and Consumer Science, World Languages and Technology Education. As a result, at the very least, students earning credits for a high school diploma from their local high school are not able to access the general education curriculum in these areas and may not earn sufficient credits.

- Lesson plans (English/Language Arts and Geography) presented for review were exemplary for their connection to the New Hampshire Frameworks, Grade Level Expectations (GLEs), Grade Span Expectations (GSEs) and the inclusion of opening activities, group work, methods and materials, hands on projects, vocabulary connected to NWEA assessments, and time breakdown.
- The staff of the Jolicoeur School is thoroughly engaged in the education and support of students. It is a stable and capable staff. However, some concerns were noted with regard to appropriate certifications and the fact that staff having Statements of Eligibility did not appear to have Intern's Licenses.
- Annual goals in the IEPs reviewed during the NHDOE Case Study Visitation varied in quality and content and lacked consistency in regard to measurability.

Transition

Transition Planning

Process: Provision of Free Appropriate Public Education (FAPE)

Transition Services

Three of the four students reviewed during this case study required Transition Services as part of their IEPs. While the Jolicoeur School has a wealth of agency-wide resources in support of Transition plans and services, two of the three IEPs did not contain measurable post-secondary goals. Additionally, there was no evidence that the student was invited to attend the planning meetings. Evidence of collaboration between regular and special education in support of Transition plans was absent in one of the three IEPs.

Behavior Strategies and Discipline

A strong school-wide behavior intervention system is in evidence throughout the Jolicoeur School. The school has adopted Positive Behavior Interventions and Supports (PBIS) and its application is clear through the data gathered and analyzed, the consistent training of the staff and the incorporation of positive intervention strategies in IEPs. Time out or "time away" spaces are available to be used as needed, although criteria for their use need to be developed and applied consistently. Another area that needs attention is the development and use of "Focus of Treatment" (FOTs) plans. These plans are

developed to assist in behavior management between the school and the residence, but are not always incorporated into the IEP, which could affect their implementation during the school day.

On a related note, The Jolicoeur School has adopted a “No Rejection” practice that assures that, in spite of inappropriate behaviors, no student will be expelled from the School. The practice increases the need for consistent behavior intervention practices and communication between the Jolicoeur School and the sending school district. Additionally, it increases the need for the school staff to be hyper-vigilant in intervening with behaviors that might be harmful or threatening to others. Although this is Jolicoeur’s practice, the school staff works with the IEP team when it is decided by the team that a more restrictive placement is needed .

Special Education Policies

A Special Education Policy Manual was submitted for review as a part of the Program Approval process. All policies complied with federal and state requirements with the following exceptions: a statement regarding the conducting of evacuation/shelter-in-place drills (ED 1114.21(c) and Behavior Intervention.(ED 1114.07(b). Since the visit, Easter Seal Administration has continued to work collaboratively with Program Approval consultants on the Behavior Policies to assure full compliance with requirements.

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

A request for a change in capacity for Easter Seals was approved by the DOE on August 19, 2010. At the time of the November 2 and 3, 2010 visit it was confirmed that the change in capacity had been approved and that Easter Seals was in compliance with the revised capacity.

COMMENDATIONS

The following commendations are based on the observations made by the members of the visiting team during the November 2 & 3, 2010 Case Study visit:

1. Collaboration and communication in support of students was notable between the school, residential, and treatment services.
2. Easter Seals/Jolicoeur School has developed a wealth of agency-wide expertise and resources in support of the students.
3. Jolicoeur School reflects a commitment to continuous improvement that is clearly “student-driven”.
4. The adoption of PBIS system and the related analysis and application of data trends reflects hard work on the part of the staff and provides a consistent behavioral base of support for the students.
5. Jolicoeur School staff has recognized the importance of focus on curriculum, instruction and assessment. The lesson planning evident in the English/Language Arts and Geography was exemplary.

Number of Cases Reviewed During the Jolicoeur School November 2, 3, 2010 NHDOE Compliance Visitation: 4

Preschool	0
Elementary School	0
Middle School	1
High School, Age below 16	0
High School, Age 16 or above	3
Number of Noncompliance for Indicator 13	3

FINDINGS OF NONCOMPLIANCE IDENTIFIED AS A RESULT OF THE NOVEMBER 2 &3, 2010 CASE STUDY COMPLIANCE REVIEW

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

CHILD SPECIFIC FINDINGS OF NONCOMPLIANCE TO BE ADDRESSED BY BOTH THE LEA AND PRIVATE SCHOOL SETTING:

ED 1109.01 Elements of an IEP, CRF 300.320 Contents of an IEP

Responsible LEA: SAU55 Timberlane; SAU 16 Exeter; SAU 44 Nottingham; SAU 10 Derry

The IEPs presented to the visiting team varied and upon review of annual goals, there was a pattern of noncompliance as not all of the annual goals were written in measurable terms.

ED 1109.01 Elements of an IEP: Transition Services, CRF 300.43 Transition Services

Two of the three IEPs (Exeter, Derry) reviewed for compliance with Transition requirements did not contain measurable post-secondary goals; One of the three IEPs (Derry) reviewed for compliance with Transition requirements did not contain evidence of collaboration between regular and special education; one of the three IEPs (Derry) reviewed for compliance with Transition requirements did not contain evidence that the student was invited to the meeting.

PROGRAM SPECIFIC FINDINGS OF NONCOMPLIANCE TO BE ADDRESSED BY THE PRIVATE SCHOOL SETTING:

ED 1114.05 (c) Program Requirements

Prior to enrollment, the sending LEA shall send a copy of the child's IEP that meets all the requirements of ED 1109 to each private provider of special education or other non- LEA program. Easter Seals NH must work in collaboration with all LEAs to ensure that all IEPs meet compliance requirements. Although some goals were found to be measurable at the November 2 & 3, 2010 NHDOE case study visit, the 4 IEPs reviewed at the Robert B. Jolicoeur Mammoth Rd. and Zachary Rd. schools did not meet all the requirements for measurable annual goals.

ED 1113.08, CRF 300.320/300.34: Access to the General Curriculum

Easter Seals Jolicoeur School must expand its middle and high school curriculum offerings to include the following: Art, Music, Health, Business, Information and Communication Technologies, Family and Consumer Science, World Languages, and Technology Education.

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

Not all personnel hold appropriate certification for the position in which they function.

ED 1114 Standards for Approval of Private Providers of Special Education and Non-LEA programs

At the time of the November 2 and 3, 2010 visit the policies regarding behavior were in revision and not yet fully developed. Therefore, it could not be determined that they were in full compliance.

ED 1103.01/34 CFR 300.321 IEP Team Composition

Easter Seals administration must assure that classroom teachers attend IEP meetings as required by the regulations above.

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. Increasing the communication with the sending districts and families of day students may help those students to feel more included and a greater part of the community.
2. Assure that a sufficient number of text books are purchased in a timely manner so that no student has to wait for his/her own book.
3. Develop a list of course offerings to be included in the student/parent handbook.
4. Continue to develop the library and technology programs, including digital and audio books as well as stress-reducing materials.
5. Assure that the residential and school programs are balanced components of the child's program. At times, it appeared that the residential program overshadowed the school program. Ensuring that the behavior plans are a part of the IEP will assist in this process.
6. Although it is evident that the Jolicoeur School staff collect and analyze data in support of students' programming, the staff are encouraged to develop user-friendly "data catchers" and use those data to inform IEP goals and progress monitoring.

7. Since some students at Jolicoeur School may legitimately change locations during the school day, it is suggested that school staff clarify that fact with the sending school district to avoid any confusion regarding where a student is spending his time.

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: Jolicoeur School	Date: November 2, 3, 2010	Number of Cases Reviewed: 4
Programs: Mammoth Rd, Zachary Rd.	How many of the reviewed students are age 16+? 3	How many are noncompliant for Indicator 13? 3
Recorder/Summarizer: Kathy Skoglund, Technical Ass't Mary Anne Byrne, Technical Ass't		

Name: Santina Thibedeau	Building Level or <u>Visiting</u>
Name: Nancy Pierce	Building Level or <u>Visiting</u>
Name: Patty Hicks	Building Level or <u>Visiting</u>
Name: Violetta Lortie	Building Level or <u>Visiting</u>
Name: Ann Roberts	Building Level or <u>Visiting</u>
Name: Ken Duesing	Building Level or <u>Visiting</u>
Name: Janet Reed	Building Level or <u>Visiting</u>
Name: Colleen Sliva	Building Level or <u>Visiting</u>
Name: Melissa Gawrys	<u>Building Level</u> or Visiting
Name: Vesta Stenta	<u>Building Level</u> or Visiting

Name: Lindsey White	<u>Building Level</u> or Visiting
Name: Raymond Caouette	<u>Building Level</u> or Visiting
Name: Ellen Riiska	<u>Building Level</u> or Visiting
Name: Laura Bertoncini	<u>Building Level</u> or Visiting
Name: Robert Giguere	<u>Building Level</u> or Visiting
Name: Gloria Lipnickas	<u>Building Level</u> or Visiting
Name: Sue-Ellen Fischer	<u>Building Level</u> or Visiting
Name: Jaime Paris	<u>Building Level</u> or Visiting
Name: Ian McGarty	<u>Building Level</u> or Visiting
Name: Suzanne Antoniadis	<u>Building Level</u> or Visiting
Name: Kimberly Capen	<u>Building Level</u> or Visiting
Name: Jack Kane	<u>Building Level</u> or Visiting
Name: Patricia Thibault	<u>Building Level</u> or Visiting

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

SUMMARY OF BUILDING LEVEL DATA

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				
<u>Ed. 1109.01 Elements of an IEP CFR 300.320 Content of IEP</u> <u>Ed. 1109.05, Implementation of IEP 20 U.S.C. 1414 (d)</u> <u>Ed. 1115.07, Ed 1119.01(f) Provision of Non-Academic Services/Settings</u> <u>CFR 300.320(a) CFR 300.34 Ed. 1113.08, Full Access to District's Curricula</u> <u>Ed. 1113.13, Diplomas</u> <u>Ed. 1107.04 (d) Qualified Examiner</u> <u>Ed. 1109.01 CFR 300.320 Program Requirements, Content of IEP</u> <u>Ed. 1119 Protections Afforded to Children with Disabilities</u> <u>CFR 300.320(a)(1)(i) "... general curriculum (i.e., the same curriculum as for nondisabled children)"</u> <u>CFR 300.320(a)(4)(iii) "To be educated and participate with other children with disabilities and non disabled children"</u>					YES	NO	N/A		
A1.) Team uses multiple measures to design, implement and monitor the student's program.					4				
A2.) All IEP goals are written in measurable terms.						4			
A3.) Student's IEP has at least one functional goal.					4				
A4.) Student has made progress over the past three years in IEP goals. Goal 1					2	1	1		
A5.) Student has made progress over the past three years in IEP goals. Goal 2					1	1	2		
A6.) Student <u>has access to</u> the general curriculum (as outlined by the district, sending district or NH frameworks.)					2		2		
A7.) Student <u>participates in</u> the general curriculum <u>in a regular education setting with non-disabled peers</u> , as appropriate, with necessary supports.						1	3		
A8.) When <u>participating in a regular education setting with non-disabled peers</u> with necessary supports, student <u>has made progress in</u> the general curriculum.					1		3		
A9.) Student <u>participates</u> appropriately in state, district and school-wide assessments.					4				
A10.) Student <u>shows progress</u> in state, district and school-wide assessments.					3	1			
A11.) Student <u>has opportunities</u> to participate in general extracurricular and other non-academic activities with necessary supports.					4				
A12.) Student <u>does participate</u> in general extracurricular and other non-academic activities with necessary supports.					4				
A13.) Was the student's most recent individual evaluation (initial or reevaluation), including a written summary report and meeting, held within 45 days of parental permission to test? If not, was it due to: (check all that apply)					4				
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			
A14.) Student is earning credits toward a regular high school diploma.					2	1			
A15.) <i>IF YES:</i> within 4 years?					1	2			
A16.) Student will earn an IEP diploma or a certificate of competency.					1				
A17.) <i>IF YES:</i> within 4 years?						1			
A18.) Does this school have a clear policy for earning a high school diploma?					X				

Access Strengths	Access Suggestions for Improvement
<ol style="list-style-type: none"> 1. Professional Development and training opportunities are available for the staff. 2. There are excellent “wrap-around” services that support students in their academic work. 3. For the Staffing pattern: there is an adequate number of committed staff to support student population; staff is stable with little turn over. 4. Lesson plans and curriculum mapping (vertical alignment of curriculum) support strong academic instruction. 5. There is good collaboration among all departments and related services. 6. Many opportunities for social integration with typical peers are made available. 	<ol style="list-style-type: none"> 1. Continue to develop required content areas with a focus on library and technology offerings. 2. Assure all students have access to required text books.

TRANSITION STATEMENTS		Filled in with the combined number of times a statement is marked on all Data Collection Forms for this school or building	
Ed .1102 Transition Services CFR 300.43 Ed. 1106 Process; Provision of FAPE CFR 300.124 Part C Transition Ed. 1109.01 Elements of an IEP (Transition Services) CFR 300.320(a)(7)(b) 20 U.S.C. 1402 (34) 20 U.S.C. 1414 (d)(1)(A) and (d)(6) Ed. 1103 IEP Team CFR 300.320(b) This includes movement from (a) Early Supports and Services (ESS) to preschool, (b) preschool to elementary school, or (c) age 16 or older, as well as from grade to grade and school to school.		YES	NO
T1.) Transition planning from grade to grade takes place.		4	
T2.) Transition planning from school to school takes place.		3	1
T3.) Collaboration has occurred between general and special education staff in IEP development and in transition planning.		3	1
T4.) For a student who will turn age 14 during the IEP service period (or younger if determined appropriate by the IEP team,) does the IEP include a statement of the transition service needs that focuses on the student's course of study, such as participation in advanced-placement courses or a vocational education program? Ed 1109.01 (10)			
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)			
T5.) Transition planning is designed as a results oriented process that promotes movement from school to the student's desired post-school goals.		3	
T6.) IEP team includes parent as part of transition planning.		3	
T7.) IEP team and process includes student as part of transition planning.		3	
T8.) IEP includes current level of performance related to transition services.		3	
T9.) There is documentation that the student has been invited to attend IEP meetings.		3	
T10.) A statement of the transition service needs is included in the IEP.		3	
T11.) The statement of transition service needs focuses on the student's course of study (e.g. vocational programming, advanced placement).		3	
T12.) Transition plan includes coordinated, <u>measurable</u> , annual IEP goals and includes transition services that will reasonably enable the student to meet the post-secondary goals.		1	2
T13.) Statement of needed transition services is presented as a coordinated set of activities.		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
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.			3

Transition Strengths	Transition Suggestions for Improvement
<ol style="list-style-type: none"> 1. The resources available to the students at the Jolicoeur School are rich and varied and allow a broad range of opportunities in pre-vocational and vocational planning. 2. Collaboration among the school, the residence and the clinical staff is supportive of Transition planning. 	<ol style="list-style-type: none"> 1. Jolicoeur School staff needs to be more attentive to all steps required in Transition planning.

SUMMARY OF BUILDING LEVEL DATA

BEHAVIOR STRATEGIES AND DISCIPLINE		Filled in with the combined number of times a statement is marked on all Data Collection Forms for this school or building		
<u>Ed. 1109 Program</u> <u>CFR 300.324</u> <u>Ed. 1124 Disciplinary Procedures</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.		4		
B2.) Has this student ever been suspended from school?		1	3	
B3.) If yes, for how many days?		(4)		
B4.) If appropriate, a functional behavior assessment has been conducted.		2	1	1
B5.) IEP team has addressed behaviors that are impacting student learning.		4		
B6.) A behavior intervention plan has been written to address behaviors.		3		1
B7.) All individuals working with the student have been involved in developing behavior intervention strategies.		4		
B8.) Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.		4		
B9.) Results of behavior intervention strategies are evaluated and monitored.		4		
B10.) A school-wide behavior intervention model exists.		4		
Behavior Strategy Strengths	Behavior Strategy Suggestions for Improvement			
<p>1. Use of data in behavioral planning is evident.</p> <p>2. Adoption of PBIS (Positive Behavioral Intervention and Supports) is positive.</p> <p>3. Professional development for staff in behavioral management techniques resulting in consistent interventions is delivered in a positive and constructive atmosphere.</p> <p>4. There is the availability of “Time Away” spaces where students can have respectful privacy as well as support.</p> <p>5. Good collaboration among education, residential and clinical staff creates a supportive environment.</p>	<p>1. Use available data in ways to inform IEP goals as well as aid in progress monitoring</p> <p>2. Assure that positive data is being gathered and shared with students as well as disciplinary data.</p>			

Summary of Building Level Strengths and Suggestions

Strengths	Suggestions for Improvement
<p>1. There is excellent collaboration between residential and educational programs and program staff; Teaching Assistants being available in the residences is supportive to students.</p> <p>2. A wealth of agency-wide expertise and resources is available to the students.</p> <p>3. Staff is very stable and highly committed to continuous improvement.</p> <p>4. Teachers at the Jolicoeur School have access to quality professional development in support of their work and Easter Seals priorities.</p> <p>5. The Krol House is a remarkable accomplishment and reflects not only Easter Seals commitment to students, but the involvement and education of the community as well.</p> <p>6. Jolicoeur School staff are open to new ideas and suggestions.</p>	<p>1. Integrating the behavior plans into IEPs will aid in balancing the work of the clinical and educational programs.</p> <p>2. Developing a list of course offerings and including it in the student/parent handbook will be helpful to potential students and their sending districts.</p>