

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

**SPAULDING YOUTH CENTER  
SUMMARY REPORT**

**James Clements, Executive Director  
Colleen Sliva, Director of Special Education**

Chairperson(s), Visiting Team:  
Jennifer Dolloff  
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Education Consultants

Site Visit Conducted on March 10 & 11, 2015  
Date of Report: May 15, 2015  
Date of Revised Report: June 12, 2015

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## **I. TEAM MEMBERS**

Visiting Team Members:

<b>NAME</b>	<b>PROFESSIONAL ROLE</b>
Chairperson: Jennifer Dolloff	Education Consultant
Chairperson: Robert Greenleaf	Education Consultant
Harold Jones	Teacher
Shelly Fagen	Director of Special Education
Tori Chapman	Coordinator of Student Services
Bridget Brown	NHDOE Education Consultant

Building Level Team Members from Spaulding Youth Center:

<b>NAME</b>	<b>PROFESSIONAL ROLE</b>
Colleen Sliva, MEd	Principal and Special Education Director
Garrett Lavallee	Special Education Coordinator
Denise Luneau	Special Educator
Tracey Tulley	Special Educator
Scott Dunlop	Special Educator
Pat Parmenter	Media Specialist
Megan Hecht	Media Specialist
Jaclyn Silva	Special Education Teacher
Theresa Hemmer	Special Education Teacher
Elizabeth Hahn	1:1 Aide
Gina O'Leary	Teacher
Brain Doyle	Physical Education Teacher
Doris Thebarga	Clinician
Jamie Capul	Associate Teacher
Melissa Blanock, PhD	Director Program Quality Assurance
Eric Johnson	Teacher
Sherry Farida	Teacher
Elizabeth Biron	Clinician
Dan Gilbert	Special Education Teacher
Barbara Lloyd	Clinician
Elizabeth Byron	Clinician
Jennifer Benjamin	Occupational Therapist
Rachel Goddu	Speech & Language Pathologist
Steve Walton	Physical Therapist

## II. INTRODUCTION

The Spaulding Youth Center is a nonprofit, non-public school located in Northfield, New Hampshire. The Spaulding Youth Center is composed of three New Hampshire Department of Education (NHDOE) Bureau of Special Education approved programs.

- **Neurobehavioral and Autistic Intensive Program** serves males and females, grades K through 12, ages 4 through 21 and is a day and residential program approved to accept students identified with Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Speech or Language Impairment, Multiple Disabilities, Developmental Delay, Specific Learning Disability and Traumatic Brain Injury. The approved capacity of the day program is 39 students.
- **Bridge Program** serves males and females, grades K through 12, ages 4 through 21, is a day and residential program, and is approved to accept students identified with Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment Speech or Language Impairment, Multiple Disabilities, Developmental Delay, Specific Learning Disability and Traumatic Brain Injury. The approved capacity of the day program is 30.
- **Emotionally Disturbed Program** serves males and females, grades K through 8, ages 4 through 15, is a day and residential program, and is approved for students identified with Emotional Disturbance, Other Health Impairments, Speech or Language Impairment, and Specific Learning Disability. The approved capacity of the day program is 17.

## OUR VISION

Spaulding Youth Center exists to foster life success for young people. As a recognized leader, we will provide superior educational and community-based services and treatment as well as professional development opportunities for our employees and other specialists in the field.

## OUR MISSION

Leverage our professional expertise to help young people with autism or other developmental and/or behavioral challenges learn the academic and life skills needed to be successful in their homes, schools and communities.

## VALUES AND PRINCIPLES

- We value the core principles of respect, responsibility and safety for our children, their families, and staff.
- We have a passion for our work with youth and their families.
- We offer our programs and services in quality, unique facilities designed to encourage excellence at every level.
- We are committed to celebrating the uniqueness of each child.
- We believe that each child deserves a childhood which includes opportunities to learn, grow and play.
- We work in a spirit of cooperation and collaboration.
- We are committed to professional development and growth of all staff.
- We embrace inclusivity and diversity.

- We encourage a culture that promotes an appreciation of our natural resources and environment.
- We embrace the importance of family and youth voice so that families and youth are integral partners in helping youth achieve their full potential.
- We believe that all youth belong in their home communities.

<b>SCHOOL DEMOGRAPHICS</b>	<b>2013-2014</b>	<b>2014-2015</b>
Total Student Enrollment <u>as of October 1</u>	74	76
Special Education Student Enrollment as of October 1	74	76
Do you accept out-of-state students? If so, list number from each state in 2014-15	Yes: CT: 1, ME: 5	
Number and Names of Sending New Hampshire LEAs (as of October 1, 2014)	SAU10, SAU11, SAU13, SAU15, SAU18, SAU19, SAU23, SAU24, SAU25, SAU26, SAU29, SAU30, SAU33, SAU37, SAU4, SAU41, SAU42, SAU43, SAU44, SAU46, SAU47, SAU48, SAU51, SAU52, SAU53, SAU55, SAU57, SAU6, SAU60, SAU67, SAU68, SAU75, SAU8, SAU80, SAU85, SAU88, SAU93	
# of Identified Students Suspended One or More Times	0	0
Average Length of Stay for Students	2.9	5
<b>STAFF DEMOGRAPHICS</b>		
Student/Teacher Ratio (as of October 1, 2014)	7:1	7:1
# of Certified Administrators	1	1
# of Certified Teachers	11	10
# of Current Teachers with Certification through Alt 4	1	2
# of Related Service Providers	7	7
# of Paraprofessionals	39	43
# of Professional Days Made Available to Staff	5.8 Days Annually	5.8 Days Annually

<b>SPECIAL EDUCATION PROGRAM DATA</b> <i>(please put NA if not approved for the disability)</i>		
<b>Primary Disability Types:</b>	<b>2013-2014</b>	<b>2014-2015</b>
Autism	28	29
Deaf / Blindness	0	0
Deafness	0	0
Developmental Delay	1	2
Emotional Disturbance	21	22
Hearing Impairment	0	0
Intellectual Disability	5	3
Multiple Disabilities	4	4
Orthopedic Impairment	0	0
Other Health Impairment	11	13

Specific Learning Disabilities	3	2
Speech-Language Impairment	0	0
Traumatic Brain Injury	1	1
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 Spaulding Youth Center on March 10 & 11, 2015 for the purpose of reviewing the present status of programs and services made available to children and youth with educational disabilities. Program Approval Visits are conducted using a Case Study Model that is a focused review. This focused review permits the NHDOE to leverage its impact for change and improvement within private special education schools statewide, by focusing the attention of all educators on the following three areas of critical importance in the provision of FAPE for students with disabilities.

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

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

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

- All application materials submitted
- Status of corrective actions since the last NHDOE Special Education Program Approval Visit
- Personnel credentials for special education staff (verified by NHDOE)
- Program descriptions
- All data collected during the visit

The New Hampshire Department of Education provided a visiting team of professional educators to work collaboratively with staff in each of the schools in conducting the Case Study Compliance Review and the varied data collection activities. Throughout the entire review process, the visiting team worked in collaboration with the staff of Spaulding Youth Center. Their professionalism, active involvement in the process and cooperation were greatly appreciated and well recognized.

Evidence of the work conducted and results related to student outcomes were gathered throughout the process, guided by the materials and templates provided by the NHDOE, Bureau of Special Education. Examples of evidence included student individual education programs (IEPs), progress reports, samples of student work, grades, extracurricular involvement, permanent records, curriculum, etc. Input was gathered from key constituents, including interviews with professional staff, parents, administrators, and in some cases the students. In addition, classroom observations were conducted for each of the case studies being reviewed. The collective data were summarized by the visiting and building level teams. The summaries, included in the following pages, outline identified areas of strength and areas needing improvement for each school reviewed.

**IV. STATUS OF PREVIOUS NHDOE SPECIAL EDUCATION PROGRAM APPROVAL REPORT AND CORRECTIVE ACTIONS**

Based on review of the July 8, 2010, NHDOE Special Education Program Approval Report, the following patterns were identified as needing improvement:

<b>Findings of Noncompliance</b>	<b>Status as of (1-yr CA Follow Up Visit Date)</b>	<b>Status as of March 10 &amp; 11, 2015</b>
There were no findings of noncompliance	NA	NA

**V. MARCH 10 & 11, 2015 CASE STUDY COMPLIANCE REVIEW RESULTS**

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

**LEA SURVEYS**

Spaulding Youth Center’s analysis of the survey findings included the following: LEA response is positive overall regarding the breadth of services provided at Spaulding Youth Center. Continued efforts toward communication and collaboration with sending districts to keep these vested parties abreast of our efforts will be critical in maintaining and further enhancing these relationships.

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, Spaulding Youth Center distributed the LEA Survey to the contact people in all LEAs that have students currently enrolled in the school. They received a 51% response from the LEAs.

**SUMMARY REPORT OF SENDING LEAs**

Name of Private School: Spaulding Youth Center		
Total number of surveys sent: 37	Total # of completed surveys received: 19	Percent of response: 51%
Number of students placed by: LEA: 37	Court: 16	Parent: 0

SCALE 4 Strongly agree 3 agree 2 disagree 1 strongly disagree

	4	3	2	1	No Answer
1. The private school has a curriculum fully aligned to NH Curriculum Frameworks/Common Core State Standards.	6	10	1		2
2. I am satisfied the student has made progress in the educational curriculum at the above school.	7	12			
3. There is evidence of effective instruction aligned with fidelity to the curriculum.	7	12			
4. The school consistently follows special education rules and regulations.	11	7			1
5. The school has developed and implemented effective policies and procedures for management of student behavior including the use of aversives.	11	8			
6. The school has an effective behavioral management program.	12	7			
7. I am satisfied with the special education, related and other supplementary aids and services provided by the school.	9	10			
8. The school implements all parts of students' IEPs including accommodations and modifications in both instruction and assessment.	13	6			
9. The school effectively uses data to measure academic growth and to inform instruction.	15	4			
10. The school uses data to measure behavioral growth and to inform instruction.	14	4			1
11. A mid-year review and annual evaluation of the child's progress relative to the IEP are conducted.	15	4			
12. The school has a comprehensive progress monitoring system that is communicated and provided to LEA and parents at least as often as the sending district (minimum 3 times per year).	14	5			
13. The progress monitoring reports describe the child's progress toward meeting the IEP goals, include a record of attendance, and are written in terminology understandable to the parent.	14	5			
14. I am satisfied with the way the school communicates students' progress to the parents and the LEA.	15	4			
15. The school actively plans for future transition to a less restrictive environment.	6	10	1		2
16. The school implements all aspects of the transition services needs for students turning 14 during the IEP service period and Transition Services as outlined in Indicator 13 (16 years).	6	10			3
17. If the school finds it necessary to change or terminate placement, they notify the LEA by convening the IEP team to: review the concerns, review/revise the IEP, discuss the placement and determine if the facility can fully implement the IEP and provide FAPE.	4	8			7
18. The school team sets meeting times that are convenient for both parents and the LEA.	10	9			
19. I would enroll other students at the school.	11	8			

**The following is the Spaulding Youth Center Analysis of the LEA Survey results:**

Survey results indicate that LEAs strongly agree or agree with the majority of survey questions.

## PARENT PARTICIPATION

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

### SUMMARY OF PARENT SURVEY DATA

Name of Private School: Spaulding Youth Center		
Total number of surveys sent: 79	Total # of completed surveys received: 15	Percent of response: 19

**SCALE**      **3** = Completely      **2** = PARTIALLY      **1** = Not At All

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

13. I am satisfied with the planning and support provided for my child as he/she moves from grade to grade, school to school, public school to private school.	10	3		2
14. All of the people who are important to my child's transition were part of the planning (grade appropriate).	11	3		1
15. All of the people/agencies who are required to be part of transition planning for my child were part of the transition process.	12	2		1
16. FOR PARENTS OF STUDENTS AGE 16 OR OLDER ONLY: I am satisfied that my child's IEP meets all the requirements of Secondary Transition: measureable post-secondary goals, necessary supports and services, age-appropriate transition assessments, specific invitation to the Transition meeting, etc. (DOE Indicator #13)	6	1		8
17. I am satisfied that the post-secondary Transition Goals for my child are reviewed on a regular basis, have the necessary supports and services to be accomplished, are connected to annual IEP goals, and can lead my child to productive participation/activities post-graduation or post-21 years as appropriate.	7	1		7
<b>BEHAVIOR STRATEGIES AND DISCIPLINE:</b>				
18. My child's classroom behaviors affect his/her ability to learn. <i>If the answer is yes, please answer the next two questions. If no, skip to OTHER.</i>	<b>YES 12</b>		<b>NO 2</b>	
	<b>3</b>	<b>2</b>	<b>1</b>	<b>No Answer</b>
19. I have been involved in the development of behavior interventions, strategies and supports for my child.	12	2		1
20. I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs.	13	1		1
<b>OTHER:</b>				
21. I fully participate in special education decisions regarding my child.	13	2		
22. I have been provided with a copy of the procedural safeguards (parental rights) at least once a year.	15			
The following is the Spaulding Youth Center Analysis of the Parent Survey results:  <u>Access to General Education:</u> Access to general education, parents informed on a regular basis of student progress, variety of information used to develop IEP, connection between student needs and supports and services calculated to provide educational benefit, child is educated to the maximum extent possible with non-disabled peers, contact person, collaboration with LEA, involvement in developing IEP, progress toward achieving goals, earns credits, working toward diploma <u>Transition:</u> Planning, important people are part of the process, IEP transition plan, reviewed annually <u>Behavior Strategies and Discipline:</u> involved in development, support of student's needs <u>Other:</u> Parent participation, receipt of procedural safeguards  Some parents did note that opportunity to interact with non-disabled peers was a challenge but wholly felt that their students were placed in the LRE, educated to the maximum extent possible with non-disabled peers.				

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

**Access to the General Curriculum**

**Implementation of Individualized Education Programs (IEPs)  
Provision of Non-Academic Services**

## **Full Access to the District’s Curriculum Equal Education Opportunity**

The curriculum is electronic and accessible to all staff in written form and on the program network. It contains content objectives, learning targets, skills and key terminology for all domains of study. The content areas include the Arts, Business Education, Career Exploration, Family & Consumer Sciences, across subject areas, Health, Information & Communications Technologies, Language Arts, Math, Physical Education, Science, Social Studies, and Technology Education. All curriculum requirements are met k-12 as outlined in the minimum state standards. The center offers a high school diploma.

The curriculum is vertically aligned and in part, assessed with the Northwest Educational Achievement Test (NWEA) three times each year. Additionally, the Descartes program within NWEA is utilized to track Response to Instruction RIT scores and skill levels of each student—indicating which skills/content has been learned and which skills/content is to be next in line as the student progresses toward their goals in that area.

Also, Odysseyware is in place. This is an interactive software program that provides on-line learning opportunities; it requires that student’s test-out of each level as they progress to successive levels of concepts and skills. Odysseyware is a tool used to instruct the curriculum in a supplementary manner. Odysseyware is aligned with Common Core and NH standards. Odysseyware is accessed electronically. Odysseyware course content is reviewed by certified educators, and is designed to assist students in achieving course credit

Staff members at Spaulding Youth Center are engaged in the education and support of students. All annual goals in the IEPs reviewed during the NHDOE Case Study Visitation included measureable goals.

### **Transition**

#### **Transition Planning**

##### **Process: Provision of Free Appropriate Public Education (FAPE) Transition Services**

Four students were reviewed during this Case Study Compliance Review required Transition Services as part of their IEPs. All of the IEPs contained measurable post-secondary goals. Evidence was reviewed indicating that all four students were invited to attend the planning meetings. Evidence of collaboration between regular and special education staff in support of Transition Planning was evident in student IEPs as documented in meeting minutes. Transition planning was evident.

### **Behavior Strategies and Discipline**

A strong school-wide behavior intervention system is in evidence throughout the Spaulding Youth Center School. The school utilized a Positive Behavior Interventions and Supports (PBIS) behavioral system. The application of PBIS is clear through the data gathered and analyzed, the consistent training of the staff and the incorporation of positive intervention strategies. Time out or “time away” spaces are available to be used as needed. The visiting team did not observe the use of the “time away spaces” during the two-day visit. The behavior management policies were reviewed and found to be in compliance.

## **SPECIAL EDUCATION POLICIES/ NHDOE BUREAU OF SCHOOL APPROVAL**

## NON-PUBLIC SCHOOL APPLICATION MATERIALS

In addition to the above noted focus areas for the case study presentations, material submitted as part of the application for program approval included: Health/Fire Facility Inspection Reports, the Private School Self Study, Special Education Policies and Procedures, Administrative Policy and Procedures, Current Program Information, and Personnel Roster and Consultant Roster Review and verification of these documents found the Spaulding Youth Center to be in compliance with all applicable New Hampshire Rules and the Education of Students with Disabilities and requirements for Non-Public Approval.

### COMMENDATIONS

- As a result of visitor observations and input, the Spaulding Youth Center is commended for having a strong leadership team and staff who possess expertise in the education of children with complex needs.
- As a result of visitor observations, interviews and discussion, staff members are commended for being professional, dedicated, and committed to the school's mission and beliefs.

#### Number of Cases Reviewed During the Spaulding Youth Center, March 10 & 11, 2015, NHDOE Compliance Visitation

Preschool	0
Elementary School	1
Middle School	2
High School, Age Below 16	0
High School, Age 16 or Above	4
Number of Noncompliance for Indicator 13	0
Total Number of Case Studies Reviewed	7

### FINDINGS OF NONCOMPLIANCE IDENTIFIED AS A RESULT OF THE MARCH 10 & 11, 2015 CASE STUDY COMPLIANCE REVIEW

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

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

No Child Specific Findings of Noncompliance were identified during the visit.

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

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

No Systemic Findings of Noncompliance were identified during the 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.** It should be noted that, in the Building Level Data Summary Report on the following pages, any suggestion made by a visiting team member that is actually a finding of noncompliance, has an asterisk (\*) before it, and it is also listed above with the findings of noncompliance.

1. Consider providing staff with additional professional development in understanding the differences between accommodations and modifications.

## 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: Spaulding Youth Center	Date: 3-11-15	
Programs: Neurobehavioral and Autistic Intensive Program, Bridge Program, Emotionally Disturbed Program	Number of Cases Reviewed: 7	
Recorder/Summarizer: Shelly Fagen	Number of students reviewed age 16+:4	Number of students age 16+ cited for Indicator 13: 0

#### **CLEARLY PRINT NAMES OF ALL COLLABORATIVE TEAM MEMBERS**

Name: Jennifer Dolloff	Position: Chairperson Education Consultant	Visiting
Name: Robert Greenleaf	Position: Chairperson Education Consultant	Visiting
Name: Harold Jones	Position: Teacher	Visiting
Name: Shelly Fagen	Position: Director of Special Education	Visiting
Name: Tori Chapman	Position: Coordinator of Student Services	Visiting
Name: Bridget Brown	Position: NHDOE Education Consultant	Visiting
Name: Colleen Sliva, MSED	Position: Principal and Special Education Director	Building Level
Name: Garrett Lavallee	Position: Special Educator	Building Level
Name: Denise Luneau	Position: Special Educator	Building Level
Name: Tracey Tulley	Position: Special Educator	Building Level
Name: Scott Dunlop	Position: Special Educator	Building Level
Name: Pat Parmenter	Position: Media Specialist	Building Level
Name: Megan Hecht	Position: Media Specialist	Building Level
Name: Jaclyn Silva	Position: Special Education Teacher	Building Level

Name: Theresa Hemmer	Position: Special Education Teacher	Building Level
Name: Elizabeth Hahn	Position: 1:1 Aide	Building Level
Name: Gina O'Leary	Position: Teacher	Building Level
Name: Brain Doyle	Position: Physical Education Teacher	Building Level
Name: Doris Thebarge	Position: Clinician	Building Level
Name: Jamie Capul	Position: Associate Teacher	Building Level
Name: Melissa Blanock, PhD.	Position: Speech Language Pathologist	Building Level
Name: Eric Johnson	Position: Teacher	Building Level
Name: Sherry Farida	Position: Teacher	Building Level
Name: Elizabeth Biron	Position: Clinician	Building Level
Name: Dan Gilbert	Position: Special Education Teacher	Building Level
Name: Barbara Lloyd	Position: Clinician	Building Level
Name: Elizabeth Byron	Position: Clinician	Building Level
Name: Jennifer Benjamin	Position: Occupational Therapist	Building Level
Name: Rachel Goddu	Position: Speech & Language Pathologist	Building Level
Name: Steve Walton	Position: Physical Therapist	Building Level

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

## SUMMARIZE YOUR BUILDING LEVEL DATA

### ACCESS TO THE GENERAL CURRICULUM STATEMENTS

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

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

<sup>2</sup> Ed 1114.05(h) Program Requirements

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

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

<sup>5</sup> Ed. 1109.01 Elements of an IEP; 34 CFR 300.320 Content of IEP

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

<sup>7</sup> Ed 1109.01 Elements of an IEP

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

<sup>9</sup> Ed 1109.04 (b) Copies of the IEP and evidence of implementation

<sup>10</sup> Ed 1114.05 (g) Program Requirements 34 CFR 300.320 Content of IEP

9. There is evidence the student <u>has access to, is participating and progressing in the general education curriculum (aligned with NH Curriculum Frameworks/CCSS)</u> <sup>11</sup> .	7		
10. There is evidence that the accommodations <sup>12</sup> and/or modifications <sup>13</sup> , as described in the IEP allows the student to access, participate and show progress in the general curriculum <sup>14</sup> .	7		
11. There is evidence in the IEP of individual accommodations necessary to measure academic achievement or functional performance in state, school-wide or classroom assessments <sup>15, 16</sup> .	7		
12. There is evidence that supports and accommodations are provided to this student to allow participation in extracurricular and other non-academic activities <sup>17</sup> .	7		
13. There is evidence that the IEP team made the placement decision based on Free and Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE) <sup>18</sup> .	7		
14. There is evidence the student's IEP is reasonably calculated to result in educational benefit.	7		
<b>For High School Students:</b>			
Student is earning credits toward a regular high school diploma <sup>19</sup> .	0		
IF YES: within 4 years?	0		
Student will earn an IEP diploma or a certificate of completion <sup>19</sup> .	4		
IF YES: within 4 years?	0		
Does this school have a clear policy for earning a high school diploma <sup>20</sup> ?	Yes		

<sup>11</sup> Ed 1113.08 Curricula; Ed. 1109.01 Elements of an IEP; 34 CFR 300.320 Content of IEP

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

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

<sup>14</sup> Ed 1113.08 Curricula; Ed. 1109.01 Elements of an IEP; 34 CFR 300.320 Content of IEP

<sup>15</sup> Ed 1109.01 Elements of an IEP; 34 CFR 300.320 Content of IEP

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

<sup>17</sup> Ed 1113.08 Curricula; Ed 1109.01 Elements of an IEP; 34 CFR 300.320 Content of IEP

<sup>18</sup> Ed 1111.02 Placement Decisions; 34 CFR 300.116 Placements

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

<sup>20</sup> Ed 1114.05 Program Requirements (a)(b)

Access Strengths	Access Suggestions for Improvement
<p>The use of data to inform practice.</p> <p>The use of Odyssey ware and its alignment with the College and Career Ready Standards.</p> <p>Well-written IEPs and measureable goals.</p> <p>Individualized instruction and use of student specific modifications and accommodations is notable.</p> <p>The overall availability and use of technology was evident as visitors observed the classrooms.</p> <p>There are multiple opportunities for extended learning; ECO, Smart Table, Tablets, white boards, and video making.</p> <p>The Boards commitment to provide services for students in the program.</p> <p>Communication among staff, students, and parents is evident.</p>	<p>Consider providing staff with additional professional development in understanding the differences between accommodations and modifications.</p>

## TRANSITION STATEMENTS<sup>21</sup>

<b>Fill in the combined <u>number</u> of times a statement is marked on all Data Collection Forms for this school or building.</b>		
	<b>YES</b>	<b>NO</b>
1. There is evidence that at the time of transition the evaluation summary and other related documents were received in a timely manner <sup>22</sup> .	7	
2. There is evidence and documentation that special education; supplementary aids and/or related services described in the IEP were delivered at the time of transition <sup>23</sup> .	7	
3. There is evidence that the information on this student has been shared between each transition including school to school, grade to grade and teacher to teacher including academic and behavior <sup>24</sup> .	7	
4. There is evidence that the placement decision is made at least annually by the IEP team with consideration that the student is placed in the least restrictive environment <sup>25</sup> .	7	
5. There is evidence that there is collaboration between the LEA and the non-public school in the development, review and revision of the IEP <sup>26</sup> .	7	
6. There is evidence of a collaboration process between general and special education staff in the development, review and revision of IEPs, including transition planning for this student <sup>27</sup> .	7	
7. There is evidence that the student and parents have been involved in transition discussions and activities <sup>28</sup> .	7	
8. If the student turned 14 during the IEP period (or younger if determined by the IEP team), there is evidence that the IEP includes a statement of transition service needs that focuses on the students courses of study <sup>29</sup> .	4	
9. If the student turned 16 during the IEP period, there is evidence that the transition plan is designed within a results-oriented process focused on improving academic and functional improvement to facilitate his or her movement from school to post-school goals and activities <sup>30</sup> .	4	

<sup>21</sup> 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.

<sup>22</sup> 34 CFR 300.323(g) Transmittal of records

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

<sup>24</sup> Ed 1114.05 Program Requirements

<sup>25</sup> Ed 1111.02 Placement Decisions; 34 CFR 300.116 Placements

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

<sup>27</sup> Ed 1103.01 IEP Team; 34 CFR 300.321 IEP Team

<sup>28</sup> Ed 1103.01 IEP Team; 34 CFR 300.321 IEP Team

<sup>29</sup> Ed 1109.01 (10) Elements of the individualized education program

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

10. There is evidence that outside agencies who are involved with this student's transition have participated in transition planning (e.g. DCYF, DJJS, and Area Agency) <sup>31</sup> .	4	
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<b>TRANSITION STATEMENTS</b>	<b>YES</b>	<b>NO</b>
<b>(Transition questions must be answered Yes or No, not N/A)</b>		
<b>For a student who will turn age 14</b> during the IEP service period (or younger if determined appropriate by the IEP team): The IEP includes a <b>statement of the transition service needs</b> that focuses on the student's course of study, such as participation in advanced-placement courses or a vocational education program	4	
<b>For students under age 16, answer only the first 4 statements above. Then skip to the next page. If the student is age 16 or older during the course of the IEP, answer all statements on this page. (required data for federal statistics purposes)</b>		
1. Is there an appropriate measurable postsecondary goal or goals that covers education OR training AND employment, and, as needed, independent living?	4	
<i>Can the goal(s) be counted? Will the goal(s) occur after the student graduates from school? Based on the information available about this student, does (do) the postsecondary goal(s) seem appropriate for this student? • If yes to all three, then check Y OR if a postsecondary goal(s) is (are) not stated, check N.</i>		
2. Is (are) the postsecondary goal(s) updated annually?	4	
<i>Was (were) the postsecondary goal(s) addressed/ updated in conjunction with the development of the current IEP? • If yes, then check Y OR If the postsecondary goal(s) was (were) not updated with the current IEP, check N.</i>	4	
3. Is there evidence that the measurable postsecondary goal(s) were based on age appropriate transition assessment?	4	
<i>Is the use of transition assessment(s) for the postsecondary goal(s) mentioned in the IEP or evident in the student's file? • If yes, then check Y OR if no, then check N.</i>	4	
4. Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goal(s)?	4	
<i>Is a type of instruction, related service, community experience, or development of employment and other post-school adult living objectives, and if appropriate, acquisition of daily living skills, and provision of a functional vocational evaluation listed in association with meeting the post-secondary goal(s)? • If yes, then check Y OR if no, then check N.</i>		
5. Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goal(s)?	4	

<sup>31</sup> Ed 1103.01 IEP Team; 34 CFR 300.321 IEP Team

<i>Do the transition services include courses of study that align with the student's postsecondary goal(s)?</i> • If yes, then check Y OR if no, then check N.	Yes 4		
6. Is (are) there annual IEP goal(s) related to the student's transition services needs?	4		
<i>Is (are) an annual goal(s) included in the IEP that is/are related to the student's transition services needs?</i> • If yes, then check Y OR if no, then check N.			
7. Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed?	4		
8. <i>For the current year, is there documented evidence in the IEP or cumulative folder that the student was invited to attend the IEP Team meeting?</i> • If yes, then check Y OR if no, then check N.			
<b>Only the following statement may be answered N/A if appropriate. All statements above must be answered Yes or No.</b>	<b>YES</b>	<b>NO</b>	<b>N/A</b>
9. If appropriate, is there evidence that a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority?	4		
10. <i>For the current year, is there evidence in the IEP that representatives of any of the following agencies/services were invited to participate in the IEP development including but not limited to: postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living or community participation for this post-secondary goal?</i> <i>Was consent obtained from the parent (or student, for a student the age of majority)?</i> • If yes to both, then check Y. • If no invitation is evident and a participating agency is likely to be responsible for providing or paying for transition services and there was consent to invite them to the IEP meeting, then check N. • If it is too early to determine if the student will need outside agency involvement, or no agency is likely to provide or pay for transition services, check NA. • If parent or individual student consent (when appropriate) was not provided, check NA.	4		
11. Student is informed prior to age 17 of his/her rights under IDEA <sup>32</sup> .	4		
12. <b>Does the IEP meet the requirements of Indicator 13?</b> (Check one) <b>Yes</b> (all Ys or NAs for each item (1 – 10) on the Checklist or <b>No</b> (one or more Ns checked)	4		
13. There is evidence of the summary of the student's <b>academic achievement and functional performance</b> , which includes recommendations on how to assist the student in meeting his or her post-secondary goals <sup>33</sup> .	4		

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

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

Transition Strengths	Transition Suggestions for Improvement
<p>Spaulding Youth Center develops comprehensive transition plans, including data and observations necessary for transition.</p> <p>The school staff mindset “All students should return to home schools” is remarkable and evident.</p>	<p>Continue to pursue information from sending districts when students transition into the program.</p>

## BEHAVIOR STRATEGIES AND DISCIPLINE

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

<sup>34</sup> Ed 1114.07 Behavioral Interventions; Ed 1109.01 Elements of an IEP; 34 CFR 300.320 Content of IEP

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

<sup>36</sup> Ed 1102.01 Definitions (n)

<sup>37</sup> Ed 1114.07 Behavioral Interventions

<sup>38</sup> Ed 1114.05 Program Requirements

<sup>39</sup> Ed 1114.10 Qualifications and Requirements for Instructional, Administrative, and Support Personnel

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

<sup>41</sup> Ed 1114.09 Use of Aversive Behavioral Interventions

<sup>42</sup> Ed 1114.07 (a) Behavioral Interventions

Behavior Strategy Strengths	Behavior Strategy Suggestions for Improvement
<p>The relationships staff has developed with students and families in commendable.</p> <p>The number of staff available to assist with students is a positive.</p> <p>Staff demeanor is positive, calm, and professional.</p> <p>The culture and clear expectations are visible.</p> <p>The PBIS system and “Gotcha” Cards appear to be very effective.</p> <p>Emphasis on proactive approach to behavior is resulting in success.</p> <p>The system of data collection relative to behavior is extensive.</p>	