

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

**SPAULDING YOUTH CENTER
SUMMARY REPORT**

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Colleen Sliva, Director of Special Education**

Chairperson, Visiting Team:
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Site Visit Conducted on March 24 & 25, 2010
Report Date, June 17, 2010
Revised Report Date July 8, 2010

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I. TEAM MEMBERS

Visiting Team Members:

NAME	PROFESSIONAL ROLE
Chairperson: Maryclare Heffernan, M.Ed.	Education Consultant
Kevin Murphy	Executive Director
Catherine Bergeron	Education Director
Jo Ellen Divoll	Superintendent

Building Level Team Members from Spaulding Youth Center:

NAME	PROFESSIONAL ROLE
Margaret Ewell	Out of District Facilitator
Randy Welch	Chief Program Officer
Tracey Tully	Special Education Teacher
Eric LeClerc	Family Worker
Gina O'Leary	Special Education Teacher
Susan Calegari	Chief Executive Officer
Colleen Sliva	Principal, Special Education Director

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 (NH DOE) approved programs that have been restructured since the previous program approval visit. They are:

- **Neurobehavioral and Autistic Intensive Program** for males and females in grades 1 through 12 and ages 6 to 21 is a day and residential program approved for students identified with Autism, Emotional Disturbance, Mental Retardation, Speech/Language Impairments, Other Health Impairments, Multiple Disabilities, Developmental Delay and Traumatic Brain Injury. The approved capacity of the day program is 29 students and the capacity of the residential program is 24 students.
- **Bridge Program** is for males in grades 1 through 12 and ages 6 to 21 is approved for students identified with Autism, Emotional Disturbance, Other Health Impairments, Speech/Language Impairments, Traumatic Brain Injury, Developmental Delay, Specific Learning Disability Multiple Disabilities and Mental Retardation. The approved capacity of the day program is 21 and the residential program is 16.
- **Emotionally Disturbed Program** is for males in grades 1 through 8 and ages 6 to 16 is approved for students identified with Emotional Disturbance, Other Health Impairments, Speech/Language Impairments, and Specific Learning Disability. The approved capacity of the day program is 14 and the residential is 12.

Spaulding Youth Center, founded in 1958 and one of the oldest private school programs in the country, offers educational services that are located in three school buildings on a 470 acre campus that also includes a gymnasium, dining hall, 5 residential cottages, a well maintained outdoor space for recreation, and an outdoor Challenge Course that is part of the Experiential Challenges Outdoors (EChO) Class.

In addition to academic programs and services, Spaulding Youth Center offers Speech/Language Therapy, individual and group counseling, nursing and psychiatric services, independent living skills, community integration and transition services for students. The school was one of the first two NH non-public schools to adopt Positive Behavior Interventions and Support (PBIS) as a school-wide model. They have also been an early adopter of technology in the classroom, equipping each classroom with a Smart Board where students have access to online learning programs.

The Spaulding Youth Center students are provided with numerous opportunities to participate in local community activities for both social and educational experiences. The school administrators have worked hard to weave together the various programs from the previous model of individual and separate programs to a collective community of learning and support for all of the students. Mentoring programs have been established between the older and younger students, one of the contributing factors impacting the cultural evolution that has resulted in a cohesive and unified school system.

VISION AND MISSION STATEMENTS

According to the application materials provided by Spaulding Youth Center their mission and vision is as follows:

Spaulding Youth Center will be a financially independent, recognized leader providing high quality programs and services designed to foster the promise of young people with specific developmental and behavioral challenges.

Our Mission

Spaulding Youth Center is dedicated to improving and enriching the lives of emotionally and/or intellectually challenged children, youth and their families.

Values:

We value the core principles of respect, responsibility, and safety for our children and staff.

- We have passion for our students and 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, teaching them self-respect and to become responsible citizens of society.
- We work in a spirit of cooperation and collaboration.
- We encourage a culture that promotes an appreciation of our natural resources and environment.
- We believe that each child deserves a childhood which includes opportunities to learn, grow, and play.

SCHOOL DEMOGRAPHICS	2008-09	2009-10
Student Enrollment <u>as of December 1</u>	60	56
Do you accept out-of-state students? If so, list number from each state in 09-10	CT:5, ME:5, VT:1, MA:1	
Number and Names of Sending New Hampshire LEAs (as of October 1, 2009)	See attached list.	
# of Identified Students Suspended One or More Times	0	0
Average Length of Stay for Students	1.95 years	1.25 years
STAFF DEMOGRAPHICS		
Student/Teacher Ratio (as of Oct. 1)	60:46	56:46
# of Certified Administrators	1	1
# of Certified Teachers	13	13
# of Teachers with Intern Licenses	1	1
# of Non-certified Teachers	0	0
# of Related Service Providers	6	6
# of Paraprofessionals	25	25
# of Professional Days Made Available to Staff	0	0

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

SPECIAL EDUCATION PROGRAM DATA		
Primary Disability Types:	2008-09	2009-10
Autism	17	13
Deaf / Blindness		
Deafness		
Emotional Disturbance	11	13
Hearing Impairment		
Mental Retardation	10	10
Multiple Disabilities	11	9
Orthopedic Impairment		
Other Health Impairment	8	6
Specific Learning Disabilities		3
Speech or Language Impairment	1	1
Traumatic Brain Injury		
Visual Impairment		
Developmental Delay ages 3-9	2	1

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 24 & 25, 2010, for the purpose of reviewing the present status of programs and services made available to children and youth with educational disabilities. Program Approval Visits are conducted using a Case Study Model that is a focused review. This focused review permits the NHDOE to leverage its impact for change and improvement within private special education schools statewide, by focusing the attention of all educators on the following three areas of critical importance in the provision of FAPE for students with disabilities.

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

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

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

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

The New Hampshire Department of Education provided a visiting team of professional educators to work collaboratively with staff in each of the schools in conducting the Case Study Compliance Review and the varied data collection activities. Throughout the entire review process, the visiting team worked in collaboration with the staff of 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 was 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 March 18 and April 28, 2005, NHDOE Special Education Program Approval Report, the following patterns were identified as needing improvement:

Findings of Noncompliance (These Findings were based on previous NH Rules effective July 1, 2002 and IDEA 2004. The numbers may be different than the current NH Administrative Rules of June 2008.)	Status as of March 22, 2006	Status as of March 24 & 25, 2010
<p><u>Access To The General Curriculum</u> ED 1109.05 CFR 300.342 Implementation of IEPs ED 1115.07 CFR 300.306 Provision of Non-Academic Services ED 1119.03 CFR 300.26 CFR 300.347 Full Access to the District's Curriculum ED 1119.08 CFR 300.304 Equal Education Opportunity Spaulding Youth Center students are not provided with full access to the general curriculum at the present time. The Spaulding Youth Center curriculum is neither complete nor comprehensive.</p>	Met	Met
<p><u>Transition</u> ED 1102.53 CFR 300.29 Transition Planning ED 1107.02 CFR 300.347 (b) (1) Process: Provision of FAPE ED 1109.01 CFR 300.132 Transition Services There is no clear and consistent process evident for creating and implementing comprehensive transition plans for students as they are placed at or discharged from Spaulding Youth Center. The administrators and staff at the Spaulding Youth Center need to review the present transition process for students and create a consistent process that provides all aspect of transition supports to the students and their families.</p>	Met	Met
<p><u>Behavior Strategies and Discipline</u></p>		

<p>ED 1133.05 (I) CFR 300.347 (a) (5) RSA 193-C The area of behavior strategies and discipline remains one of significant concern and requires a specific and immediate plan for implementation of a comprehensive and effective behavior process. The plan must include providing the necessary staffing patterns; ensuring a comprehensive understanding of the plan by all staff, students and other relevant parties; ensuring and providing ongoing and embedded training and support for implementation; establishing a system of documentation of student behaviors and improvements, and a plan for evaluation of the effectiveness of the behavior program.</p>	Met	Met
<p>Ed 1133.07 – Child Management Techniques. Spaulding Youth Center did not submit revised discipline process or provide the necessary training to staff that assures students of all appropriate components detailed in the above rule.</p>	Met	Met
<p>Special Education Process: Policy And Procedure ED 1106.01 Special Education Process ED 1103.01 Child Find, Responsibilities of the LEA There is a need to review and revise the Spaulding Youth Center’s policies and procedures related to the provision of services offered to students with educational disabilities. A system of ongoing communication, support and evaluation of the policies and procedures must be provided to all relevant staff.</p>	Met	Met
<p>Ed 1133.08 – Qualifications and Requirements for Instructional, Administrative, and Support Personnel. All administrative, instructional, and related service staff shall hold appropriate certification for the position in which they function as required by the state of New Hampshire and in compliance with 34 CFR 300.23 and 34 CFR 300.136. In addition, the school must contract with consultants certified in the content areas not represented by present staff.</p>	Met	Met
<p>ED 1119.04 – Equipment, Materials and Assistive Technology While some improvements have been made, particularly at the NB program for the younger students, there is a need for an ongoing plan for and implementation of up-to-date equipment, materials, and assistive technology in all education programs.</p>	Met	Met
<p>CFR 300.347 (a)(4) Extent of Participation with Non-disabled Peers There continues to be no evidence that students enrolled in the NB programs are provided with learning and social opportunities with typically developing peers.</p>	Met	Met
<p>ED 1133.13 - Physical Facilities (a) Each private facility shall ensure that the grounds and all structures on the grounds of the program are maintained in good repair and are free from any danger to health or safety. (b) Each private facility shall develop a written schedule of maintenance and housekeeping activities to ensure that the grounds and facilities are safe and promote the health of</p>	Met	Met

children enrolled in the facility or program.		
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V. MARCH 24 & 25, 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 dig deeply into the data, and not just take a surface look. This process takes time, and the entire team working with the child being studied must be involved in collecting and analyzing the data, as well as presenting and summarizing the data with the visiting team. As such, the NHDOE works with educational communities (schools or private settings) to determine the number and type of case studies to be prepared and presented, to ensure that building teams are not inundated with much more data than they can possibly analyze, allowing them to reflect upon and generalize their newly found knowledge of their programs, practices, policies and procedures.

The NHDOE Special Education Case Study Compliance Review Process of Spaulding Youth Center's programs conducted two Case Studies randomly selected from the Emotionally Disturbed and Neurobehavioral programs. The students selected represented a grade 3 student identified as Developmentally Delayed and a grade 10 student who is identified with Autism. The Case Studies provided the visiting team an opportunity to learn about Spaulding Youth Center's provision of access to the general curriculum, transition planning and school-wide behavior management model. The age range of Case Study students from elementary to high school further allowed the school staff to illustrate the range of academic, social and independent living skills programming currently available, as well as the behavior management model that is implemented campus wide.

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, 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 47% response from the LEAs.

SUMMARY REPORT OF SENDING LEAs

Name of Private School: Spaulding Youth Center					
Total number of surveys sent: 45	Total # of completed surveys received: 21		Percent of response: 47%		
Number of students placed by: LEA: 15.5		Court: 6.5	Parent: 0		
SCALE 4 STRONGLY AGREE 3 AGREE 2 DISAGREE 1 STRONGLY DISAGREE					
	4	3	2	1	No Answer
1. The private school team has positive expectations for students.	11	10			
2. I am satisfied with the educational program at the above school.	9	11	1		
3. The school consistently follows special education rules and regulations.	11	9	1		
4. The school has an effective behavioral program (if applicable).	9	11			1

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

Analysis of Responses by Spaulding Youth Center administrator:

Areas of relative strength: Overall very positive responses to all areas: Behavior strategies and discipline, access to the general curriculum

Area of focus: 45-60% positive responses to actively planning for future transition to a LRE; 20% of LEAs indicate dissatisfaction with related service provision- investigate LEA concerns with related service providers; 15% of LEAs find that meeting times are not convenient

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.

Spaulding Youth Center administration provided the following analysis of the Parent Survey:

Strengths identified are: Behavior Strategies and Discipline, indicating that they have been involved in the development of their student’s plan and they feel the school is supporting their child’s behavioral, social and developmental needs. Overall Access to the General Curriculum in all areas but particular strength was found in the variety of information that is used in developing the student’s IEP, that progress reports are adequate and that the students feel safe and secure. Additionally, transition planning from school to school, as well as the development of a secondary transition plan for students who are 16 years or older was found to be well done.

The school has identified several areas of focus as a result of the Parent Survey responses. They include opportunities: to interact with non-disabled peers and to participate in school activities outside the school day; to improve the communication to parents about the opportunities students do have to interact with non-disabled peers and to participate in school activities outside the school day and to assist parents in understanding transition planning.

SUMMARY OF PARENT SURVEY DATA

Name of Private School: Spaulding Youth Center				
Total number of surveys sent: 70	Total # of completed surveys received: 15		Percent of response: 21%	
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.	10	4		1
My child has opportunities to interact with non-disabled peers on a regular basis.	3	10	2	
I am adequately informed about my child’s progress.	13	2		
My child is informed about and encouraged to participate in school activities outside of the school day, and is offered necessary supports.	11	2	2	
My child feels safe and secure in school and welcomed by staff and students.	13	1		1
A variety of information (observations, test scores, school work, parent input) was used in developing my child’s IEP.	15			
I am satisfied with the progress my child is making toward his/her IEP goals.	10	3	1	1
FOR PARENTS OF HIGH SCHOOL STUDENTS ONLY:				
My child earns credits toward a regular high school diploma in all of his/her classes.	5		1	9
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.	9	3		3
All of the people who are important to my child’s transition were part of the planning.	10	2	1	2
FOR PARENTS OF STUDENTS AGE 16 OR OLDER ONLY:				
I am satisfied with the written secondary transition plan that is in my child’s IEP.	6	1		8
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 14		NO 1	
	3	2	1	No Answer
I have been involved in the development of behavior interventions, strategies and supports for my child.	12	1	1	1
I am satisfied with the way the school is supporting my child’s behavioral, social and developmental needs.	11	3		1

OTHER:				
I fully participate in special education decisions regarding my child.	14	1		
I have been provided with a copy of the procedural safeguards (parental rights) at least once a year	15			

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

Access To The General Curriculum

Implementation of Individual Education Plans (IEPs)

Provision of Non-Academic Services

Full Access to the District’s Curriculum

Equal Education Opportunity

The Spaulding Youth Center administrators and staff have made improvements in the quality of educational services and access to the general curriculum for all of their students since the last NH Department of Education Case Study Compliance visit. The revision of the curriculum; the adoption of NWEA Map testing to provide a common measure of student academic achievement; the acquisition of SMART Boards in each of the classrooms to provide students with a new, interactive medium for learning, and ongoing professional development for teachers and staff, have all contributed to a well designed and implemented educational program. Discussions with the visiting team acknowledged the fact that the SYC students need to make not only “annual growth” each year, but also “catch-up growth” as they arrive at the school with significant academic delays in reading, writing and math.

Students were found to be engaged in their education and able to speak to visitors about their learning targets and mastery or knowledge of the subjects being studied. Classrooms contained appropriate instructional materials and were well staffed and organized. The library/media center is well utilized and equipped with a bank of computers and continues to expand the collection of books, videos, periodicals and other materials.

Classroom instruction is designed to be as interdisciplinary and experiential as possible. Students participate in a Science Fair, Authors’ Tea, Special Olympics, and other well designed learning activities.

The administration and Board of Trustees are currently working to address the school facility which presents a number of challenges for both students and staff. There is a need to continue the plans for a new academic learning area in place of the current school buildings, an initiative in which the leadership is very committed.

It was clear to the visiting team that all students at Spaulding Youth Center are provided with Access to the General Curriculum.

Transition

Transition Planning

Process: Provision of Free Appropriate Public Education (FAPE)

Transition Services

There is a well developed process for transition of SYC students to the school from the previous school placement as well as back to the local school or next school placement that involves all relevant participants.

SYC has worked to improve the quality and detail of their Transition Plans and to support transition planning for students who are 14 as well as the development of transition services for students who are age 16 or older. They also acknowledge the need to continue a focused effort in this area to provide the staff with ongoing professional development which will strengthen the transition planning process.

Behavior Strategies and Discipline

SYC has a well developed and consistently implemented model of positive behavior and support for all students. An early adopter of the Positive Behavior Support and Intervention System (PBIS) model, the culture throughout the school is one of consistent and respectful response to student behavior. The students are well aware of the school's commitment to "Respect, Responsibility and Safety". There is a calm and supportive atmosphere school-wide that exists in part because of the shared language and practice used in response to student behavior. The use of School Wide Information System (SWIS) data to monitor student progress is also helpful in recognizing patterns of behavior and individual student progress in managing their own reactions to stressful situations.

The school is commended for their work in this critical area of support for all of the SYC students.

Special Education Policies

The Spaulding Youth Center administrators have submitted an updated Policies and Procedures manual that complies with the NH Rules for the Education of Students with Disabilities. The visiting team found that policies and procedures are being implemented effectively.

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

The SYC administration is seeking approval to extend the existing approved programs: Neurobehavioral and Autistic Intensive, Bridge Program, Emotionally Disturbed Program, day and residential to include grade level: Kindergarten and ages beginning at age 5. The reorganization from the previous two programs to the current three programs has been effectively and successfully accomplished. The addition of Kindergarten aged students to each of the programs is an appropriate and acceptable extension of age and grade.

COMMENDATIONS

The NHDOE's Program Approval process includes a two day on-site visit by New Hampshire certified educators who conduct a peer review of the school's curriculum, instruction and assessment models as well as program design, resources available, administrative structure and overall culture and climate. The following commendations were made by the visiting team.

1. The development of the "one campus" philosophy in the past several years has been well implemented since the previous NH DOE Program Approval visit. SYC clearly operates today as a collaborative educational community with evidence of shared responsibility for all of the school's members, students and adults alike. The school is comprised of many different learners who benefit from interaction, partnership and shared experiences with each other.
2. The development of the effective use of technology in the classroom to maximize the learning experiences for SYC students is commended. The classroom access to and use of interactive technology provides expanded learning opportunities for students as evidenced by visitations to classrooms and conversations with staff and students.

3. The early adoption of PBIS has played a significant role in the development of a collective culture of positive response and practice. The students and parents report a sense of safety and security at the school. This culture of calm support was evident to the visiting team and seen in a number of ways such as the school-wide weekly celebration, acknowledgement and awards for improved student growth and behavior.
4. The ongoing professional development provided to teachers and staff has been effective and is seen in the development of IEPs and transition plans that are well developed and include measurable goals.
5. The SYC administration, faculty and staff are professional, dedicated, well trained and committed to providing all of the SYC students with access to the general curriculum, positive behavioral supports and successful social experiences. There is a clear sense of pride in the school that is demonstrated by all SYC employees.
6. The SYC Board of Trustees is commended for their vision, support and commitment to supporting the SYC staff and programs. Their particular concern for developing a plan to improve the school building as well as their commitment to recognizing the valuable work of the staff is acknowledged.
7. SYC is commended for strengthening their connection to the local communities which has resulted in increased opportunities for students who benefit from participation in many community-based social and learning experiences.
8. There has been an intentional focus on providing the SYC students with as typical an educational experience as possible, given the self-contained school setting. The related transition planning and support of returning students to a less restrictive environment as appropriate are commended.
9. The increased number of parent/family and community on-campus events and activities are connected to the curriculum and have created a greater sense of accessibility and shared understanding of the student's school experience.
10. The SYC leadership, including the CEO, CPO and Principal, are commended for their collective vision and the persistence shown to implement the critical components necessary for the growth and development of the school program.
11. The administration is commended for their interest in seeking feedback from stakeholders and conducting a survey to gain perspective and ideas for future planning.

FINDINGS OF NONCOMPLIANCE IDENTIFIED AS A RESULT OF THE MARCH 24 AND 25, 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.**

There were no Findings of Noncompliance observed during the Spaulding Youth Center New Hampshire Department of Education Special Education Program Approval Visitation Case Study Compliance Review March 24-25, 2010.

SUGGESTIONS FOR PROGRAM-WIDE IMPROVEMENT

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

1. The administration and Board are encouraged to continue their efforts to develop new classroom space. There are three academic areas. One new and well designed modular, which was added in recent years; one set of classrooms in the lower level of the Administration Building and the separate Pangburn building. The classroom instructional space in the Pangburn building was originally designed as an open concept building, but was renovated a number of years ago to construct temporary walls between classrooms. The walls are open at the top, as the ceiling is high; sound travels easily and traffic from room to room is a distraction. The library/media area is adjacent to the classrooms and is open and also subject to noise and traffic. The building does not offer a common area for students to gather or a confidential area for teachers to meet with parents or have a quiet place in which to plan together. The administration and Board have been concerned about the school facility and are working on a plan to create an improved learning environment. They are encouraged to continue this effort.

2. The administration has set a priority goal of staff recruitment and retention. They are commended for this focus and encouraged to continue work in this important area.
3. Consider the development of a Professional Learning Community (PLC) model that would provide the structure and time for administrators, teachers and staff to collaboratively review student outcome results and make instructional decisions based on the findings. While the use of data is evident at the school the development of PLCs would provide greater structure and focus to the use of student and program data.
4. Continue to provide high quality, embedded and research-based professional development to teachers and staff, particularly in the area of transition planning and services. While the IEPs reviewed were well designed and the transition planning currently taking place meets the basic expectations, an effort to further develop strategic and focused goals, with a functional focus as appropriate; and continue to evolve the transitional experiences and planning for students from the time of placement at SYC would be beneficial to students. An additional area of professional development may be in the area of multi-grade instruction and
5. Identify additional ways in which to communicate the current programs and services available at SYC to outside stakeholders to increase awareness of the changes and innovations that have occurred at the school in recent years.
6. Consider sharing best practices and lessons learned in areas of particular expertise (e.g., integration of positive behavior models and effective use of technology in the classroom) by presenting to external groups (e.g., state professional associations).
7. Consider developing outside consultation services to local schools in use of technology for instruction or for example, positive behavior support for students with behavioral challenges to support school districts that are in need of student specific or school-wide support.

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: March 24 & 25, 2010

Programs: ED and Neurobehavioral

Number of Cases Reviewed: 2

How many of the reviewed students are age 16+? (1)

Recorder/Summarizer: Kevin Murphy

Name: Margaret Ewell	<u>Building Level</u> or Visiting
Name: Catherine Bergeron	Building Level or <u>Visiting</u>
Name: Randy Welch	<u>Building Level</u> or Visiting
Name: Kevin Murphy	Building Level or <u>Visiting</u>
Name: Jo Ellen Divoll	Building Level or <u>Visiting</u>
Name: Tracey Tully	<u>Building Level</u> or Visiting
Name: Eric LeClerc	<u>Building Level</u> or Visiting
Name: Gina O'Leary	<u>Building Level</u> or Visiting
Name: Susan Calegari	<u>Building Level</u> or Visiting
Name: Colleen Sliva	<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.					2		
A2.) All IEP goals are written in measurable terms.					2		
A3.) Student's IEP has at least one functional goal.					2		
A4.) Student has made progress over the past three years in IEP goals. Goal 1					2		
A5.) Student has made progress over the past three years in IEP goals. Goal 2					2		
A6.) Student <u>has access to</u> the general curriculum (as outlined by the district, sending district or NH frameworks.)					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.							2
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.							2
A9.) Student <u>participates</u> appropriately in state, district and school-wide assessments.					2		
A10.) Student <u>shows progress</u> in state, district and school-wide assessments.					2		
A11.) Student <u>has opportunities</u> to participate in general extracurricular and other non-academic activities with necessary supports.					2		
A12.) Student <u>does participate</u> in general extracurricular and other non-academic activities with necessary supports.					2		
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)					2		
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.							1
A15.) <i>IF YES:</i> within 4 years?							
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?					1		

Access Strengths	Access Suggestions for Improvement
<ol style="list-style-type: none"> 1. Spaulding Youth Center is commended for the use of the NWEA Map testing to determine students' level of academic mastery and need in developing appropriate instruction. 2. The administration and staff is committed to using student outcome data and other relevant information to evaluate the effectiveness of the school programs and services. 3. The revised curriculum is well done, aligned to the GLEs and GSEs and well implemented through instructional practice. 4. There is a continuum of programs and services available to the SYC students within the school, including work with families. 5. The Spaulding Youth Center faculty and staff are qualified, professional and engaged in their instructional practice and committed to supporting their students' academic, emotional and social growth. 6. The continual acquisition of up-to-date resources (e.g., technology, curriculum materials, supplies, etc.) is commended. 7. The Spaulding Youth Center faculty and staff are offered high quality professional development. 8. There is a very clear sense of teamwork and collaboration among all Spaulding Youth Center staff. A culture of a collective sense of responsibility is well established throughout the school and agency. The intentional effort to merge different student and faculty groups on campus into a common educational community with shared mission and practices has been highly effective and is commended. 9. There has been a greater connection established between the school and the local communities through opportunities, such as the EChO outdoor education experience and after school social and volunteer efforts. 10. The EChO's rubric that was developed to assess student mastery is impressive and effective. 11. The consultation model between EChO and speech and language therapy is commended. 	<ol style="list-style-type: none"> 1. Continue to develop and offer additional and advanced training to staff in delivering instruction to students in multi-age classrooms. 2. Provide staff with additional and ongoing professional development in the continued use of data and assessment results for writing measurable IEP Goals and Benchmarks/Objectives. 3. Focus on further development of targeted and intensive instructional supports in reading and math for students who are significantly delayed in those subjects.

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.		2	
T2.) Transition planning from school to school takes place.		2	
T3.) Collaboration has occurred between general and special education staff in IEP development and in transition planning.		2	
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.			
T5.) Transition planning is designed as a results oriented process that promotes movement from school to the student's desired post-school goals.		1	
T6.) IEP team includes parent as part of transition planning.		1	
T7.) IEP team and process includes student as part of transition planning.		1	
T8.) IEP includes current level of performance related to transition services.		1	
T9.) There is documentation that the student has been invited to attend IEP meetings.		1	
T10.) A statement of the transition service needs is included in the IEP.		1	
T11.) The statement of transition service needs focuses on the student's course of study (e.g. vocational programming, advanced placement).			1
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. (required data for federal statistics purposes)		1	
T13.) Statement of needed transition services is presented as a coordinated set of activities.		1	
T14.) The IEP includes a statement of needed transition services and considers instruction.		1	
T15.) The IEP includes a statement of needed transition services and considers community experiences.		1	
T16.) The IEP includes a statement of needed transition services and considers development of employment skills.		1	
T17.) Student is informed prior to age 17 of his/her rights under IDEA.		1	
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.		1	
T19.) The IEP includes a statement of needed transition services and considers related services.		1	
T20.) The IEP includes a statement of needed transition services and considers development of daily living skills.		1	

T21.) If the student is preparing to graduate this year, there is a summary of the student's academic achievement and functional performance , which includes recommendations on how to assist the student in meeting his or her post-secondary goals.			1
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Transition Strengths	Transition Suggestions for Improvement
<ol style="list-style-type: none"> 1. The SYC vocational program provides students with many relevant opportunities related to employment and independent living. 2. Transition planning from school to school is well coordinated with the sending school district. 3. School-wide activities promote structured opportunities for students to learn daily living skills. 4. The SYC staff has worked and successfully on the development of improved and measurable transition goals. 5. Student driven vision statements are valued and respected. 6. Continue to focus on the goal of returning students to a less restrictive environment as appropriate to each student's readiness. 	<ol style="list-style-type: none"> 1. Continue to develop and offer professional development in a results-oriented transition planning process. This can include the connection of a student's vision to a documented set of activities and supports. 2. Consider the development of a structure for student transition portfolios.

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.		2		
B2.) Has this student ever been suspended from school?				2
B3.) If yes, for how many days?				
B4.) If appropriate, a functional behavior assessment has been conducted.		1		1
B5.) IEP team has addressed behaviors that are impacting student learning.		2		
B6.) A behavior intervention plan has been written to address behaviors.		1		1
B7.) All individuals working with the student have been involved in developing behavior intervention strategies.		2		
B8.) Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.		2		
B9.) Results of behavior intervention strategies are evaluated and monitored.		2		
B10.) A school-wide behavior intervention model exists.		2		
Behavior Strategy Strengths		Behavior Strategy Suggestions for Improvement		

1. SYC was one of two non-public schools to participate in the adoption of PBIS school-wide. They model continues to be embedded within the school and has had a positive impact on improved climate and student behavior.
2. Professional development in child management strategies and supports is established and ongoing.
3. Students clearly understand the school-wide rules and respond well to the system in place.
4. The consistent use of student behavior data to inform behavior decisions is commended.
5. The Family Worker serves as a valuable and effective liaison between home and school.
6. There is a consistent and respectful administration, faculty and staff approach and response to challenging student behaviors.

1. Continue to explore ways to manage, coordinate and investigate the application of student outcome data.

Summary of Building Level Strengths and Suggestions

Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> 1. The development of the “one campus” philosophy in the past several years has been well implemented. The evidence that SYC operates as one educational community comprised of many different learners who benefit from interaction and shared experiences with each other, was clearly evident to the visiting team. 2. The SYC administration, faculty and staff are professional, dedicated, well trained and committed to providing all of the SYC students with access to the general curriculum, positive behavioral supports and successful social experiences. There is a clear sense of pride in the school that is demonstrated by the SYC employees. 3. The SYC Board of Trustees is commended for their vision, support and commitment to supporting the SYC staff and programs. 4. SYC has strengthened their connection to the local communities which has resulted in increased opportunities for students to benefit from participation in many community-based social and learning experiences. 5. There has been an intentional focus on providing the SYC students with as typical an educational experience as possible, given the self-contained school setting. 6. The SYC leadership, including the CEO, CPO and Principal, are commended for their collective vision and the persistence shown to implement the critical components necessary for the growth and development of the school program. 7. The administration is commended for their interest in seeking feedback from stakeholders and conducting a survey to gain perspective and ideas for future planning. 	<ol style="list-style-type: none"> 1. The administration and Board are encouraged to continue their efforts to develop new classroom space. There are three academic areas. One new and well designed modular, that was added in recent years; one set of classrooms in the lower level of the Administration Building and the separate Pangburn building. The classroom instructional space in the Pangburn building was originally designed as an open concept building but was renovated a number of years ago to construct temporary walls between classrooms. The walls are open at the top, as the ceiling is high, and sound travels and traffic from room to room is a distraction. The library/media area is adjacent to the classrooms and is open and also subject to noise and traffic. The building does not offer a common area for students to gather or a confidential area for teachers to meet with parents or have a quiet place in which to plan together. The administration and Board have been concerned about the school facility and are working on a plan to create an improved learning environment. They are encouraged to continue this effort. 2. The administration has set a priority goal of staff recruitment and retention. They are commended for this focus and encouraged to continue work in this important area. 3. Identify additional ways in which to communicate the current programs and services available at SYC to outside stakeholders. 4. Consider sharing best practices and lessons learned by presenting to external groups (e.g. state professional associations). 5. Consider developing outside consultation services to local schools in use of technology for instruction or positive behavior support for students with behavioral challenges, for example.

