

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

**SPURWINK NEW HAMPSHIRE
SUMMARY REPORT**

**Dawn Stiles, LCSW, Executive Director
Bill Miller, Director of Special Education**

Chairperson, Visiting Team:
Maryclare J Heffernan, M.Ed.
Education Consultant(s)

Site Visit Conducted on February 13 and 14, 2013
Report Date, May 29, 2013

TABLE OF CONTENTS

- I. Team Members
- II. Introduction
- III. Purpose and Design of The Case Study Compliance Review Process
- IV. Status of Previous Program Approval Report and Corrective Actions
- V. February 13 and 14, 2013 Case Study Compliance Review Results
 - Local Education Agency (LEA) Survey
 - Parent Participation
 - Summary of Findings from the Three Focus Areas
 - New Special Education Programs Seeking Approval from the New Hampshire Department of Education (NHDOE)
 - Commendations
 - Issues of Significance
 - Findings of Noncompliance
 - Suggestions for Program Improvement
- VI. Building Level Summary Reports
 - Spurwink New Hampshire

I. TEAM MEMBERS

Visiting Team Members:

| NAME | PROFESSIONAL ROLE |
|------------------------------------|------------------------------|
| Chairperson: Maryclare J Heffernan | Education Consultant |
| Jennifer Pomykato | Director of Student Services |
| Karen Staines | Executive Director |
| Deborah Krajcik | NH Department of Education |

Building Level Team Members from Spurwink NH:

| NAME | PROFESSIONAL ROLE |
|------------------------|----------------------------------|
| Stacey Cooper-Jennings | Social Worker |
| Bill Miller | Education Director |
| Pamela J Sperry | Director of Educational Services |
| Jonathan St. Pierre | Special Education Teacher |

II. INTRODUCTION

Private school description: Spurwink NH located in Gonic, NH is a new private day school designed to serve male and female students with disabilities ages 10 to 21 in grades 6 through 12 for both in state and out of state students. The separate year round school is approved for a capacity of 16 students with educational disabilities that include: Autism, Developmental Delay, Emotional Disturbance, Intellectual Disability, Multiple Disabilities, Other Health Impairments, Specific Learning Disability, Speech-Language Impairments and Traumatic Brain Injury.

The program is completing its first full year of programming with students from New Hampshire and Maine. At the time of the NHDOE Program Approval visit there were a total of 6 students, 5 New Hampshire and one Maine student enrolled.

While the Spurwink NH School has not developed a school specific Mission, Vision and Beliefs, the Spurwink Program does have guiding Mission and Values.

SPURWINK'S MISSION IS TO –

- Provide quality services and supports that effectively meet the diverse needs of children, adolescents and adults through provision of a continuum of services. These services are based upon determination of client's strengths and needs, and include education and care and treatment. The services are provided in a variety of community-based and agency-based settings. In all settings, our goal is to assist our clients in achieving their optimal potential in the least restrictive environment possible.
- Be an active and involved member of our communities and to respond to the changing needs through development of new services and initiatives and through on-going evaluation of current services.

We VALUE –

- Respect for individuals – their desires, opinions and needs
- Individualization
- Protection and support of consumer rights
- Personal growth, education, opportunity and creativity
- Creation of partnerships and ongoing communication with our consumers
- The helping relationship that emphasizes each person's strengths and competencies
- Orientation to the future
- Integrity and honesty
- Willingness to confront issues, even difficult ones
- Consideration, courtesy and humor
- Effective structure and organization
- Accountability
- The exceptional efforts of our Staff in meeting Spurwink's mission
- The consumers of the services we provide – we consider our "consumers" to include our clients and their families, referral agencies, our staff and the community as a whole.

| SCHOOL DEMOGRAPHICS | 2011-2012 | 2012-2013 |
|---|------------------|------------------|
| Student Enrollment <u>as of October 1</u> (Approved 11/28/11) | 0 | 6 |
| Do you accept out-of-state students? If so, list number from each state in 12-13 | Yes – Maine 1 | |

| | | |
|--|---|--------|
| Number and Names of Sending New Hampshire LEAs (as of October 1, 2012) | SAU 56 – 2, Governor Wentworth – 1, Rochester – 1, SAU 64 – 1 | |
| # of Identified Students Suspended One or More Times | 1 | 2 |
| Average Length of Stay for Students | 6 months | 1 year |
| STAFF DEMOGRAPHICS | | |
| Student/Teacher Ratio (as of October 1, 2012) | NA | 6/1 |
| # of Certified Administrators | 1 | 1 |
| # of Certified Teachers | 0 | 0 |
| # of Teachers with Intern Licenses | 1 | 1 |
| # of Related Service Providers | 0 | 0 |
| # of Paraprofessionals | 1 | 3 |
| # of Professional Days Made Available to Staff | 5 | 5 |

| SPECIAL EDUCATION PROGRAM DATA | | |
|---------------------------------------|------------------|------------------|
| Primary Disability Types: | 2011-2012 | 2012-2013 |
| Autism | 0 | 0 |
| Deaf / Blindness | NA | NA |
| Deafness | NA | NA |
| Developmental Delay | 0 | 0 |
| Emotional Disturbance | 6-NH, 1-Maine | 5-NH, 1-Maine |
| Hearing Impairment | NA | NA |
| Intellectual Disability | 0 | 0 |
| Multiple Disabilities | 0 | 0 |
| Orthopedic Impairment | NA | NA |
| Other Health Impairment | 1 | 0 |
| Specific Learning Disabilities | 0 | 0 |
| Speech or Language Impairment | 0 | 0 |
| Traumatic Brain Injury | 0 | 0 |
| Visual Impairment | NA | NA |

ADDITIONAL INFORMATION FOR NONPUBLIC SCHOOL APPROVAL:

Please confirm the following:

| | <u>YES</u> | <u>NO</u> |
|---|-------------------|------------------|
| Is this school for profit or non-profit? If non-profit, please submit documentation of non-profit status. | Non-Profit | |
| Is this school open 180 days per year in accordance with Ed 401.03 (2005)? If not, please attach any waiver received from the Commissioner, NH Department of Education. Please submit a school calendar with your application. | X | |

| | | |
|--|---|---|
| This program is registered with the Secretary of State's Office (SOS) to do business in New Hampshire. (http://www.sos.nh.gov/corporate/index.html) Please submit documentation indicating you are registered with the SOS. | X | |
| English will be the primary language used in this school, per RSA 189:19. | X | |
| The school will submit to the NH Department of Education, on or before October 15 th each year, the school's average daily membership in attendance, fall enrollment and teacher staff numbers, in accordance with RSA 189:28. | X | |
| The school will display a United States flag no less than 5 feet in length outdoors, as required in accordance with RSA 189:17. | X | |
| The school will require students to be immunized against diphtheria, mumps, pertussis, poliomyelitis, rubella, rubeola and tetanus prior to enrollment, and maintain the results in the students' records, per RSA 141-C:20a. | X | |
| Does the school have an Automated External Defibrillator (AED)? If so, is it registered as required by RSA 153-A:32. | | X |
| | | X |

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 Spurwink NH on February 13 & 14, 2013 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 Spurwink NH. 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

The February 13 and 14, 2013 Case Study Compliance Review was the first Case Study Visitation conducted by the NHDOE, Bureau of Special Education at Spurwink NH. Spurwink NH has only been in operation for two years. For this reason, during the February, 2013 visitation, there was no corrective action plan or previous findings of noncompliance to be reviewed. The initial approval issued by the Bureau of Special Education to Spurwink NH was on November 28, 2011.

V. FEBRUARY 13 AND 14, 2013 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.

The Spurwink NH School at the time of the NHDOE visit was serving a total of six students, five of whom were NH residents. It was determined that two students would be randomly selected for a Case Study review to reflect different middle and high school programming. The students selected are students with an Emotional Disability placed in the school by their sending school district. Both LEA representatives were present and participated in their student's Case Study Review and each expressed satisfaction with the communication and working partnership that has developed with the Spurwink NH administration and staff.

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, Spurwink NH distributed the LEA Survey to the LEAs that have students currently enrolled in the school from NH. They received a 100% response from the LEAs.

SUMMARY REPORT OF SENDING LEAs

| | | |
|--------------------------------------|--|---------------------------|
| Name of Private School: Spurwink NH | | |
| Total number of surveys sent: 4 | Total # of completed surveys received: 4 | Percent of response: 100% |
| Number of students placed by: LEA: 5 | Court: 0 | Parent: 0 |

INSTRUCTIONS: PLEASE TYPE TOTAL NUMBER OF RESPONSES IN EACH BOX.

SCALE 4 STRONGLY AGREE 3 AGREE 2 DISAGREE 1 STRONGLY DISAGREE

| | 4 | 3 | 2 | 1 | No Answer |
|--|---|---|---|---|-----------|
| 1. The private school has a curriculum fully aligned to NH Curriculum Frameworks/Common Core State Standards. | 1 | 3 | | | |
| 2. I am satisfied the student has made progress in the educational curriculum at the above school. | 1 | 3 | | | |
| 3. There is evidence of effective instruction aligned with fidelity to the curriculum. | 1 | 2 | 1 | | |
| 4. The school consistently follows special education rules and regulations. | 2 | 2 | | | |
| 5. The school has developed and implemented effective policies and procedures for management of student behavior including the use of aversives. | 2 | 2 | | | |
| 6. The school has an effective behavioral management program. | 1 | 3 | | | |
| 7. I am satisfied with the special education, related and other supplementary aids and services provided by the school. | 1 | 3 | | | |
| 8. The school implements all parts of students' IEPs including accommodations and modifications in both instruction and assessment. | 2 | 2 | | | |
| 9. The school effectively uses data to measure academic growth and to inform instruction. | 0 | 2 | | 1 | 1 |
| 10. The school uses data to measure behavioral growth and to inform instruction. | 1 | 1 | 1 | | 1 |
| 11. A mid-year review and annual evaluation of the child's progress relative to the IEP are conducted. | 1 | 3 | | | |
| 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). | 1 | 2 | 1 | | |
| 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. | 1 | 2 | 1 | | |
| 14. I am satisfied with the way the school communicates students' progress to the parents and the LEA. | 4 | | | | |
| 15. The school actively plans for future transition to a less restrictive environment. | 1 | 2 | 1 | | |
| 16. The school implements all aspects of the transition services needs for students turning 14 during the IEP service period and Transition Services as outlined in Indicator 13 (16 years). | 1 | 2 | 1 | | |
| 17. If the school finds it necessary to change or terminate placement, they notify the LEA by convening the IEP team to: review the concerns, review/revise the IEP, | 2 | 2 | | | |

| | | | | | |
|---|---|---|--|--|--|
| discuss the placement and determine if the facility can fully implement the IEP and provide FAPE. | | | | | |
| 18. The school team sets meeting times that are convenient for both parents and the LEA. | 3 | 1 | | | |
| 19. I would enroll other students at the school. | 3 | 1 | | | |

Analysis of Response by Private School (Insert additional page if needed):

4 LEA Surveys were mailed to NH LEAs and all 4 were returned. Overall, LEA surveys indicate general satisfaction in the way the school communicates students' progress to the parents and the LEA.

The LEA response was generally satisfactory with one respondent disagreeing to several areas including: evidence of effective instruction aligned to educational curriculum, that the school effectively utilizes data to measure academic and behavioral growth, and that progress monitoring reports are satisfactory. One respondent strongly disagreed that the school effectively uses data to measure academic growth and to inform instruction. Ninety four percent of responses received a rating of "Strongly Agree" or "Agree". Less than one percent of the responses received a "Disagree" rating and none received a "Strongly Disagree" rating.

Comments:

There was only one comment offered: "There is very little connection between the IEP and the school and that is my one complaint. At this time staff does not write IEPs's/manage this in collaboration with NHESIS/Easy IEP. Social work service and teacher dedication is excellent."

Please note: This concern has been addressed and program staff are now able to access the "EasyIEP" system, and write/manage the IEP document for students attending the program from SAU 56.

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: Spurwink NH School | | |
| Total number of surveys sent: 6 | Total # of completed surveys received: 6 | Percent of response: 100% |

PLEASE RESPOND TO THE STATEMENTS BELOW USING THE FOLLOWING SCALE:

3 COMPLETELY

2 PARTIALLY

1 NOT AT ALL

| ACCESS TO THE GENERAL CURRICULUM: | 3 | 2 | 1 | No Answer |
|--|----------|----------|----------|------------------|
| 1. I am satisfied that my child has access to the general education curriculum. (Academic IEP goals and school curriculum aligned with Common Core State Standards /NH Curriculum Frameworks) | 5 | 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. | 5 | | | 1 |
| 3. I am informed on a regular basis and with clear evidence of my child's progress in the general education curriculum. | 6 | | | |
| 4. I understand that a variety of information (observations, test scores, results of evaluations, schoolwork samples, behavioral data, etc) was considered in developing my child's IEP for this placement. | 6 | | | |
| 5. I am satisfied that there is a direct connection between my child's needs and the components of his/her IEP and the supports and services ("reasonably calculated to provide educational benefit"). | 6 | | | |
| 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). | 5 | 1 | | |
| 7. I know whom to contact if I have questions about my child's placement or progress in this program. | 6 | | | |
| 8. I am satisfied that the staff of this placement worked collaboratively with my school district in developing my child's current IEP. | 6 | | | |
| 9. I have been involved in the development of my child's IEP. | 5 | 1 | | |
| 10. I am satisfied that my child is making progress toward his/her IEP goals | 6 | | | |
| FOR PARENTS OF HIGH SCHOOL STUDENTS ONLY: | | | | |
| 11. My child earns credits toward a regular high school diploma in all of his/her classes. | 3 | | | 3 |
| 12. My child will graduate with a high school diploma | 3 | | | 3 |
| TRANSITION: | | | | |
| 13. I am satisfied with the planning and support provided for my child as he/she moves from grade to grade, school to school, public school to private school. | 4 | 1 | | 1 |
| 14. All of the people who are important to my child's transition were part of the planning (grade appropriate). | 5 | 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. | 5 | 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: measurable post-secondary goals, necessary supports and services, age-appropriate transition assessments, specific invitation to the Transition meeting, etc. (DOE Indicator #13) | 2 | 1 | | 3 |
| 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. | 4 | | | 2 |
| BEHAVIOR STRATEGIES AND DISCIPLINE: | | | | |
| 18. My child's classroom behaviors affect his/her ability to learn. <i>If the answer is yes, please answer the next two questions. If no, skip to OTHER.</i> | YES 3 | | NO 1 | |

| | 3 | 2 | 1 | No Answer |
|---|---|---|---|-----------|
| 19. I have been involved in the development of behavior interventions, strategies and supports for my child. | 5 | | | |
| 20. I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs. | 4 | 1 | | 1 |
| OTHER: | | | | |
| 21. I fully participate in special education decisions regarding my child. | 6 | | | |
| 22. I have been provided with a copy of the procedural safeguards (parental rights) at least once a year | 6 | | | |
| MY CHILD'S GRADE LEVEL IS (circle one): preschool elementary middle school =1 high school=3 | | | | |
| What suggestions would you offer to the school that would improve your child's education? | | | | |

The Spurwink NH School administration completed the analysis below of the survey responses.

Overall parent surveys indicate that parents are satisfied with the care and education that their child receives at Spurwink NH.

Six Parent surveys were sent and returned and analyzed. Ninety three percent of responses received a rating of "Completely (agree)" and the remaining seven percent were rated "Partially (agree)". None received a rating of "Not at All."

Comments:

Three comments were received from parents filling out the survey:

1. Suggestion: Add a music program
2. Comment: Just want to say I'm very pleased with this school☺
3. None (no suggestions). Comment: This school has worked closely with my child and myself to accomplish the goals set forth in his ISP. This has made a big difference in every way possible to help further my child's education.

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

Access to the General Curriculum

Implementation of Individual Education Programs (IEPs) Provision of Non-Academic Services Full Access to the District's Curriculum Equal Education Opportunity

The NHDOE Program Approval visit to Spurwink NH found that the curriculum adopted and implemented is aligned with state curriculum standards. The classroom instruction is implemented with differentiation and accommodations and modifications as necessary for individual students to participate and progress in the curriculum. This new program is still in a development phase and at the time of the NHDOE Program Approval visit there was one classroom teacher supported by para-educators to support the six students in attendance. The teacher has an intern license for General Special via the state's alternative process. He is supported by a cadre of certified consultants in the required content areas who provide him with content specific technical assistance on a regular basis. The teacher indicates that this form of consultation and technical assistance has been beneficial. The school's administration is planning to add another teacher as the student population increases. There is a need to operationalize the content specialist consultation process and practice to support staff in ensuring that all students are provided with access to NH Minimum Curriculum and Common Core State Standards in all required areas of content instruction, particularly as the program grows and a wider range of courses are delivered.

The school is doing a nice job of extending student learning through project based and community based experiences. The process of formalizing these experiences into credit bearing Extended Learning Opportunities (ELO) is under consideration by the administration.

Transition

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

The Spurwink NH School, while in its first full year of operation, has worked closely with sending school districts to ensure a smooth transition into the program and then continues to maintain close communication and conversation regarding the student's progress and readiness for return to a less restrictive environment. They have successfully transitioned one student back to the sending district this school year with a gradual experience-based process that proved to be effective for that student. The frequent communication and goal setting with students and families is very helpful in determining progress and growth and potential readiness for transition. Additionally, the school is well organized and handles requests and receives student information and required documentation in a timely manner from the sending school district.

The school has increasingly sought opportunities for students to participate in off campus activities and with non-disabled peers but is further encouraged to increase opportunities for Spurwink NH students

to participate in academic and non-academic activities in settings with typical peers (e.g. local public school classes and events, community service).

The school administrators are encouraged to provide additional professional development and coaching in transition planning to identify student's early transition service needs and develop transition plans with measurable postsecondary goal(s) based on age appropriate transition assessments.

Behavior Strategies and Discipline

The Spurwink NH School has developed a positive behavior management system based on the CARE (Children and Residential Experience) model from Cornell University. The basic tenets of the approach include relationship and family based practices. The implementation of this philosophical approach and practice has been effectively done. Staffs have been provided with professional learning opportunities in the CARE model and are trained in Therapeutic Crisis Intervention (TCI). Initial orientation and training for Spurwink staff is a two and a half week session with a six-month follow up refresher in TCI techniques.

Additionally the inclusion of a school social worker has been beneficial to working with the whole child and includes parents and family members as part of the planning, monitoring and evaluation of the student's program. There is daily contact with the parents by the social worker. The focus and support for the social and emotional well being of the students is a strong and effective component of the Spurwink NH program. The climate in the school is one of calm and respect for the people, the building and the program.

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 Spurwink NH School to be in compliance with all applicable New Hampshire Rules and the Education of Students with Disabilities and requirements for Non-Public Approval.

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

At the time of the February 13 and 14, 2013 visit to Spurwink NH, the facility was not seeking approval for any new programs.

The following commendations are a summary of the work conducted by the visiting NHDOE team to the Spurwink NH School on February 13 and 14, 2013. The team reviewed school curriculum, policies and procedures, student IEPs and other relevant special education documentation student work samples. Additional time was spent reviewing two Case Studies, interviewing parents and students and staff and well as conducting classroom observations.

COMMENDATIONS

1. There is strong collaboration and commitment to the school’s students and program among the staff. The staffs’ positive and creative teamwork is focused on creating a safe learning environment, engaging students and improving student outcomes.
2. The well designed and implemented behavioral and social emotional supports are effective and helpful in allowing the students to be “available” for learning and make gains in social and behavioral aspects of their lives.
3. The CARE System of positive behavior supports based on a compassion and relationship based philosophy appears to be effective and well implemented school-wide. The culture and atmosphere within the school was respectful, orderly and calm.
4. There is good access to the Spurwink Agency resources and staff to support the new and developing Spurwink NH program.
5. The Spurwink NH learning spaces are well designed and attractive with enough space for small and large group activities.
6. Parents are welcomed and supported to become partners in their child’s education through a well developed system of daily communication and problem solving practice.
7. The technology in the classrooms is well designed to support teaching and learning.
8. The Spurwink NH school has developed good relationships with the sending LEA district representatives
9. The school has utilized access to the local community (e.g. library, Department of Motor Vehicles etc.) to engage students and offer relevant learning experiences
10. Students interviewed feel supported and individually valued. They told visiting team members that they liked to go to school and parents reported student behavior to me significantly improved.

Number of Cases Reviewed During the Spurwink NH Compliance Visitation

| | |
|---|---|
| Preschool | 0 |
| Elementary School | 0 |
| Middle School | 1 |
| High School, Age Below 16 *(Student turning 16 in two days) | 1 |
| High School, Age 16 or Above | 0 |
| Number of Noncompliance for Indicator 13 | 0 |
| Total Number of Case Studies Reviewed | 2 |

**FINDINGS OF NONCOMPLIANCE IDENTIFIED AS A RESULT OF THE
FEBRUARY 13 & 14, 2013 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.*

Ed 1109.03 (h) When an IEP Is in Effect; IEP Meetings; Development, Review, and Revision of an IEP; Transition Services 34 CFR 300.324 (a)(1)(iv) Development, review and revision of IEP Responsible LEA: Rochester and Somersworth School Districts

Two out of 2 IEPs reviewed did not consider all the required aspects of the developmental, academic and functional needs of the child.

Ed 1109.03 (h) When an IEP Is in Effect; IEP Meetings; Development, Review, and Revision of an IEP; Transition Services; 34 CFR 300.324 (a)(1) Development, review, and revision of IEP Responsible LEA: Rochester and Somersworth School Districts

Two out of 2 IEPs reviewed did not show evidence that when developing the IEP the IEP Team considered the following: (iii) The results of the initial or most recent evaluation of the child; and (iv) The academic, developmental, and functional needs of the child.

Ed. 1109.01 (a)(1) Elements of an IEP; 34 CFR 300.320 (a)(2)(i) Definition of individualized education program

Responsible LEA: Rochester School District and Somersworth School District

Two out of 2 IEPs reviewed did not include clearly measurable IEP goals for all goals.

Ed 1109.01 (a)(1) Elements of an Individualized Education Program; 34 CFR 300.320 (b)(1) Definition of individualized education program

Responsible LEA: Somersworth School District

One IEP Reviewed did not include post-secondary transition goals that were based on age appropriate transition assessments.

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.

Ed 1109.03 (h) When an IEP Is in Effect; IEP Meetings; Development, Review, and Revision of an IEP; Transition Services; 34 CFR 300.324 (a)(1)(iv) Development, review and revision of an IEP

Development, Review and Revision of an IEP

Both IEPs reviewed did not include all the required aspects of the developmental, academic and functional needs of the child.

Ed. 1109.01 (a)(1) Elements of an IEP; 34 CFR 300.320 (a)(2)(i) Definition of individualized education program

Both IEPs reviewed did not include clearly measurable IEP goals for all goals.

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 the adoption of a curriculum support instructional tool (e.g. ODYSSEYWARE) that is aligned to the Common Core State Standards and adaptive to meet a range of learning needs.
2. Continue to gather student outcome data and develop a system of formative and summative assessments to inform instructional and behavioral decisions.
3. Continue to work closely with the content consultants to provide well-designed courses and instruction for all students.
4. Continue to offer professional development to strengthen the staffs' skills to utilize the technology available to enhance teaching and learning.
5. Continue to develop high school graduation requirements through ongoing curriculum alignment and the potential development of Extended Learning Opportunities for credit.
6. Continue to develop high school graduation requirements through ongoing curriculum alignment and the potential development of Extended Learning Opportunities for credit.
7. Continue to further develop and formalize a process for students who are transitioning back to their local school district.
8. Consider how to better formalize the Functional Behavior Assessment (FBA) process while utilizing the current behavior plans.

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: Spurwink NH | Date: 2-14-13 | Number of Cases Reviewed: 2 |
| Programs: | How many of the reviewed students are age 16+? 0 (one student turning 16 in two days) | How many are noncompliant for Indicator 13? 1 |
| Recorder/Summarizer: Maryclare Heffernan | | |

| | |
|------------------------------|-----------------------------------|
| Name: Karen E Staines | Building Level or <u>Visiting</u> |
| Name: Jennifer Pomykato | Building Level or <u>Visiting</u> |
| Name: Stacey Cooper-Jennings | <u>Building Level</u> or Visiting |
| Name: Pamela J. Sperry | <u>Building Level</u> or Visiting |
| Name: Bill Miller | <u>Building Level</u> or Visiting |
| Name: Liza Cocco | Building Level or <u>Visiting</u> |
| Name: Maryclare Heffernan | Building Level or <u>Visiting</u> |
| Name: Deborah Kracjik | Building Level or <u>Visiting</u> |

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

ACCESS TO THE GENERAL CURRICULUM STATEMENTS

| Fill in the combined <u>number</u> of times a statement is marked on all Data Collection Forms for this school or building. | | | |
|---|-----|----|-----|
| | YES | NO | N/A |
| 1. There is evidence that when developing the IEP the IEP Team considers: the strengths of the child; (ii) The concerns of the parents for enhancing the education of their child; (iii) The results of the initial or most recent evaluation of the child; and (iv) The academic, developmental, and functional needs of the child ¹ . | | 2 | |
| 2. There is evidence of a system among <i>all</i> staff members who provide direct services for the child, including instructional and residential, of their participation in the process of planning for that child and knowing the contents of the IEP and all other reports and evaluations, as appropriate to their roles and responsibilities ² . | 2 | | |
| 3. There is evidence that the Team uses multiple measures to design, implement and monitor the student's program ^{3,4} . | | 2 | |
| 4. All IEP goals are written in measurable terms ⁵ . | | 2 | |
| 5. Student's IEP has at least one functional goal (as applicable) ⁶ . | 2 | | |
| 6. There is evidence that the student has made progress in IEP Goals over the past three years ^{7,8} . | 2 | | |
| 7. There is evidence that the special education, supplementary aids and/or related services described in the IEP have been delivered ⁹ . | 2 | | |
| 8. There is evidence that NH Minimum Standards for required subjects (credits) are met and provided to the student ¹⁰ . | 2 | | |
| 9. There is evidence the student <u>has access to, is participating and progressing in</u> the general education curriculum (aligned with NH Curriculum Frameworks/CCSS) ¹¹ . | 2 | | |

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

² Ed 1114.05(h) Program Requirements

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

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

⁵ Ed. 1109.01 Elements of an IEP; 34 CFR 300.320 Content of IEP

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

⁷ Ed 1109.01 Elements of an IEP

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

⁹ Ed 1109.04 (b) Copies of the IEP and evidence of implementation

¹⁰ Ed 1114.05 (g) Program Requirements 34 CFR 300.320 Content of IEP

| | | | |
|--|---|---|---|
| 10. There is evidence that the accommodations ¹² and/or modifications ¹³ , as described in the IEP allows the student to access, participate and show progress in the general curriculum ¹⁴ . | 2 | | |
| 11. There is evidence in the IEP of individual accommodations necessary to measure academic achievement or functional performance in state, school-wide or classroom assessments ^{15, 16} . | 2 | | |
| 12. There is evidence that supports and accommodations are provided to this student to allow participation in extracurricular and other non-academic activities ¹⁷ . | | | 2 |
| 13. There is evidence that the IEP team made the placement decision based on Free and Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE) ¹⁸ . | 2 | | |
| 14. There is evidence the student's IEP is reasonably calculated to result in educational benefit. | 1 | 1 | |
| For High School Students: | | | |
| Student is earning credits toward a regular high school diploma ¹⁹ . | | | |
| IF YES: within 4 years? | | | |
| Student will earn an IEP diploma or a certificate of completion ¹⁹ . | | | |
| IF YES: within 4 years? | | | |
| Does this school have a clear policy for earning a high school diploma ²⁰ ? | | | |

¹¹ Ed 1113.08 Curricula; Ed. 1109.01 Elements of an IEP; 34 CFR 300.320 Content of IEP

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

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

¹⁴ Ed 1113.08 Curricula; Ed. 1109.01 Elements of an IEP; 34 CFR 300.320 Content of IEP

¹⁵ Ed 1109.01 Elements of an IEP; 34 CFR 300.320 Content of IEP

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

¹⁷ Ed 1113.08 Curricula; Ed 1109.01 Elements of an IEP; 34 CFR 300.320 Content of IEP

¹⁸ Ed 1111.02 Placement Decisions; 34 CFR 300.116 Placements

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

²⁰ Ed 1114.05 Program Requirements (a)(b)

| Access Strengths | Access Suggestions for Improvement |
|--|---|
| <ul style="list-style-type: none"> • There is a strong collaboration and commitment among the staff. The staffs' positive and creative team work is focused on engaging students and improved student outcomes. • The courses offered are aligned to meet the NH Minimum Curriculum Standards. • The Corrective Reading intervention appears to be very effective. • The small group and staff to student ratio allows for individualized instruction. • The behavioral and social emotional supports offered are effective and helpful in allowing the students to be "available" for learning. • The technology in the classrooms is well designed. • There is good access to the Spurwink Agency resources to support the new and developing Spurwink NH program. • The Spurwink NH learning spaces are well designed and attractive with enough space for small and large group activities. • Parents are welcomed and supported to become partners in their child's education. | <ul style="list-style-type: none"> • Continue to develop instructional strategies to support student learning (e.g. higher level critical thinking, problem solving, communication strategies etc.) • Continue to develop the rigor and relevance of the instructional program. • Continue to develop high school graduation requirements through ongoing curriculum alignment and the potential development of Extended Learning Opportunities for credit. • Consider the adoption of a curriculum support instructional tool (e.g. ODYSSEYWARE) that is aligned to the Common Core State Standards and adaptive to meet a range of learning needs. • Continue to gather student outcome data and develop a system of formative and summative assessments to inform instructional decisions. • Continue to work closely with the content consultants to provide well designed courses and instruction for all students. • Continue to offer professional development to strengthen the staffs' skills to utilize the technology available to enhance teaching and learning. |

TRANSITION STATEMENTS²¹

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

²¹ This includes movement from (a) Early Supports and Services (ESS) to preschool, b) preschool to elementary school, or (c) age 16 or older, as well as from grade to grade and school to school.

²² 34 CFR 300.323(g) Transmittal of records

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

²⁴ Ed 1114.05 Program Requirements

²⁵ Ed 1111.02 Placement Decisions; 34 CFR 300.116 Placements

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

²⁷ Ed 1103.01 IEP Team; 34 CFR 300.321 IEP Team

²⁸ Ed 1103.01 IEP Team; 34 CFR 300.321 IEP Team

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

| | | |
|--|-----|-----|
| 9. If the student turned 16 during the IEP period, there is evidence that the transition plan is designed within a results-oriented process focused on improving academic and functional improvement to facilitate his or her movement from school to post-school goals and activities ³⁰ . | | |
| 10. There is evidence that outside agencies who are involved with this student's transition have participated in transition planning (e.g. DCYF, DJJS, and Area Agency) ³¹ . | N/A | N/A |

| TRANSITION STATEMENTS | YES | NO |
|--|------------|-----------|
| (Transition questions must be answered Yes or No, not N/A) | | |
| For a student who will turn age 14 during the IEP service period (or younger if determined appropriate by the IEP team): The IEP includes a statement of the transition service needs that focuses on the student's course of study, such as participation in advanced-placement courses or a vocational education program | 1 | |
| For students under age 16, answer only the first 4 statements above. Then skip to the next page. If the student is age 16 or older during the course of the IEP, answer all statements on this page. (required data for federal statistics purposes) | | |
| 1. Is there an appropriate measurable postsecondary goal or goals that covers education OR training AND employment, and, as needed, independent living? | 1 | |
| <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> | | |
| Is (are) the postsecondary goal(s) updated annually? | 1 | |
| <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> | | |
| Is there evidence that the measurable postsecondary goal(s) were based on age appropriate transition assessment? | | 1 |
| <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. Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goal(s)? | 1 | |

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

³¹ Ed 1103.01 IEP Team; 34 CFR 300.321 IEP Team

| | | | |
|---|------------|-----------|------------|
| <p><i>Is a type of instruction, related service, community experience, or development of employment and other post-school adult living objectives, and if appropriate, acquisition of daily living skills, and provision of a functional vocational evaluation listed in association with meeting the post-secondary goal(s)?</i></p> <p>• If yes, then check Y OR if no, then check N.</p> | | | |
| 5. Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goal(s)? | 1 | | |
| <p><i>Do the transition services include courses of study that align with the student's postsecondary goal(s)?</i></p> <p>• If yes, then check Y OR if no, then check N.</p> | | | |
| Is (are) there annual IEP goal(s) related to the student's transition services needs? | 1 | | |
| <p><i>Is (are) an annual goal(s) included in the IEP that is/are related to the student's transition services needs?</i></p> <p>• If yes, then check Y OR if no, then check N.</p> | | | |
| Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed? | 1 | | |
| 8. 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? | 1 | | |
| <p>• If yes, then check Y OR if no, then check N.</p> | | | |
| Only the following statement may be answered N/A if appropriate. <u>All statements above must be answered Yes or No.</u> | YES | NO | N/A |
| 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? | | | 1 |
| <p>10. 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?</p> <p>Was consent obtained from the parent (or student, for a student the age of majority)?</p> <p>• If yes to both, then check Y.</p> <p>• 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.</p> <p>• 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.</p> <p>• If parent or individual student consent (when appropriate) was not provided, check NA.</p> | | | |
| 11. Student is informed prior to age 17 of his/her rights under IDEA ³² . | | | 1 |
| 12. Does the IEP meet the requirements of Indicator 13? (Check one) Yes (all Ys or NAs for each item (1 – 10) on the Checklist or No (one or more Ns checked) | | 1 | |

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

13. There is evidence of the summary of the student's **academic achievement and functional performance**, which includes recommendations on how to assist the student in meeting his or her post-secondary goals³³.

1

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

| Transition Strengths | Transition Suggestions for Improvement |
|---|---|
| <ul style="list-style-type: none"> • The Spurwink NH school has developed good relationships with the sending LEA district representatives • The school has utilized access to the local community (e.g. library, Department of Motor Vehicles etc.) to engage students and offer relevant learning experiences • The school works hard to design individual student learning plans that include a personalization and relationship-based program models • There is a demonstrated effectiveness of the transition planning that was done on behalf of a sending district’s student. The student transitioned back to a sending district and was able to integrate into a relevant vocational setting | <ul style="list-style-type: none"> • Continue to further develop and formalize a process for students who are transitioning back to their local school district • Consider the development of a more structured career technical options (e.g. culinary arts, building trades) • Expand career exploration opportunities • Consider consultation with career technical programs • Consider formalizing a process for students to receive vocational assessments. • Consult with career and technical programs to develop an understanding of expected entry level exams/competencies required for certification). |

BEHAVIOR STRATEGIES AND DISCIPLINE

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

³⁴ Ed 1114.07 Behavioral Interventions; Ed 1109.01 Elements of an IEP; 34 CFR 300.320 Content of IEP

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

³⁶ Ed 1102.01 Definitions (n)

³⁷ Ed 1114.07 Behavioral Interventions

³⁸ Ed 1114.05 Program Requirements

³⁹ Ed 1114.10 Qualifications and Requirements for Instructional, Administrative, and Support Personnel

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

⁴¹ Ed 1114.09 Use of Aversive Behavioral Interventions

⁴² Ed 1114.07 (a) Behavioral Interventions

| Behavior Strategy Strengths | Behavior Strategy Suggestions for Improvement |
|---|---|
| <ul style="list-style-type: none"> • The CARE System, of positive behavior supports based on a compassion and relationship based philosophy, appears to be effective and well implemented school-wide. The culture and atmosphere within the school was respectful, orderly and calm. • The behavior plans reviewed were thorough, informative and well written. • The well-designed and comprehensive work with families is a highly effective and meaningful to parents and students. • The school social worker has developed relationships with parents and families and acts as a conduit between school and home. • The follow through communication with the LEA representative and parents to address any behavior issues is well organized. • Student goal setting improved behavior and social/emotional aspects is a positive. • Students interviewed feel supported and individually valued. They told visiting team members that they liked to go to school and parents reported student behavior to me significantly improved. | <ul style="list-style-type: none"> • Consider how to better formalize the Functional Behavior Assessment (FB) process while utilizing the current behavior plans. • Consider incorporating the student’s behavior plan into the IEP rather than as a separate document. • Consider how to best utilize behavior data in behavior planning and management. • Consider what further ongoing and embedded professional learning may be needed by faculty and staff in continuing to support a range of complex student behavior needs. • Consider formalizing the incentive based model for certain students. |

SUMMARY OF BUILDING LEVEL DATA

| Access Strengths | Access Suggestions for Improvement |
|---|--|
| <ul style="list-style-type: none"> • The therapeutic relationship-based supports provided to all students allows students to be more available for learning and access the general curriculum • The Spurwink NH school facility is well designed and well maintained, offering students and staff a beautiful learning space. • The energetic and focused staffs are committed to supporting all students to achieve academic and social growth. • The Spurwink NH team works very well as a team and shares all aspects of the work. • The system of communication with families, students and LEAs is seen as well designed, consistently implemented and highly effective. • The range of staffing, resources and support available through Spurwink’s larger organization is helpful in extending the current school based staffing patterns and resources. • The school is student focused and highly individualized to meet the wide range of student needs. • The warm culture that has been established is apparent from the reception desk to each staff member. | <ul style="list-style-type: none"> • Consider the need to develop a Strategic Plan for the Spurwink NH school to guide the development and design of programming of this new school. • Continue to develop the processes and protocols to support the implementation of the NH Minimum Standards. • Consider how to extend the outdoor space available to students for physical and extracurricular activities. • Continue to develop partnerships within the community and consider how to formalize extended student learning into credit bearing ELOs. • Consider what professional learning may be needed for staff in the areas of instructional practice and IEP development as well as other areas determined in need of professional development. |