

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

**NH SUNUNU YOUTH SERVICES CENTER  
INCLUDING YOUTH DETENTION SERVICES UNIT  
SUMMARY REPORT**

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Site Visit Conducted on March 9 and 10, 2010  
Report Date, May 17, 2010  
Revised Report Date August 4, 2010

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## **I. TEAM MEMBERS**

Visiting Team Members:

<b>NAME</b>	<b>PROFESSIONAL ROLE</b>
Chairperson: Maryclare Heffernan, M.Ed.	Education Consultant
Co-Chairperson: Robert Andrews, Ed.D.	Education Consultant
Kathleen Conlin	Special Education Administrator
Nash Reddy	Assistant Principal
Randy Welch	Chief Program Officer

Building Level Team Members from Sununu Youth Services Center:

<b>NAME</b>	<b>PROFESSIONAL ROLE</b>
Violetta Lortie	Case Manager, Teacher
Ann Roberts	Special Needs Coordinator
Robyn Catcott	Special Education Teacher/Consultant
Marie Sullivan	Special Education Teacher/Consultant
Eric Artus	English Teacher
Linda Brunette	English Teacher
Todd Breault	English Teacher
Pat Coad	Life Skills/Health Teacher
Tim Sullivan	Physical Education Teacher
Kathy MacNamara	Computer Teacher
Brenda Wouters	History Teacher
Kurt Huxel	Algebra Teacher
Bob Goddard	School Psychologist
Christopher Barbee	Physical Science Teacher
Joe Blajda	Music Teacher
Barry Brendle	Wood Technology Teacher
Jason Demeroto	Math Teacher

## **II. INTRODUCTION**

The New Hampshire Sununu Youth Services Center, located in Manchester NH, is a state operated residential detention and school facility that opened in a new comprehensive residential and school building in the late summer of 2006. With the construction of this facility came the transfer of the Youth Detention Services Unit from its former Concord location to the new Manchester site.

NH Sununu Youth Services Center is composed of two programs for male and female students:

- Sununu Youth Service Center (SYSC), a secure treatment and detention facility for adjudicated youth ages 11 to 18, in grades 6 through 12 that has been approved by the NH DOE for 108 students. At the time of the March 9 and 10, 2010 visit there were 53 students court ordered to the SYSC program.
- Youth Detention Services Unit (YDSU) program, the only secure pre-adjudication/pre-disposition detention facility in New Hampshire serving youth ages 11 to 17 in grades 6 through 12 that has been approved by the NH DOE for 24 students. At the time of the March 9 and 10, 2010, visit there were 8 students court ordered to the YDSU program.

The SYSC program is approved by NHDOE, Bureau of Special Education to serve students in all disability categories. The YDSU program has previously been approved to serve students in the disability categories of Emotional Disturbance, Other Health Impairments and Specific Learning Disabilities. However, as of the March 2010, NH DOE Case Study Compliance visit YDSU will be approved to serve students in all disability categories as well. At the time of the 2010 NHDOE Program Approval visit the students with special education identification were designated with primary disabilities of: Emotional Disturbance, Other Health Impairments and Specific Learning Disabilities.

The school is part of a very well designed facility that includes both academic and vocational classroom areas as well as a gymnasium and library/media center and interior courtyards to allow for access to secure outdoor areas for student gardening and recreation.

### **Philosophy or Guiding Principles:**

The NH Sununu Youth Service Center's belief statements included the following key concepts:

- It is our belief and practice to encourage and involve parents/guardians in their children's entire educational program at Department of Juvenile Judicial Services (DJJS).
- It is our belief every student in the care of DJJS be enrolled into approved educational programs and courses respective of individual needs.
- It is our belief and practice that educational programs and activities offered to students must be realistic to their future goals, relevant to the demands set by society, appropriate to their academic potential, and competency-based to allow students the opportunity to feel successful through personal achievement.
- It is our belief and practice to teach vocational education to meet the needs of the communities while also meeting the needs and interest of students.
- It is our belief that our students have the potential to become productive citizens within society.

## SCHOOL PROFILE

<b>School Demographics</b>	<b>2008-09</b>	<b>2009-10</b>
Student Enrollment <u>as of December 1</u>	82	68
Do you accept out-of-state students? Yes If so, list number from each state in 09-10	Yes, 1 student	
Number and Names of Sending New Hampshire LEAs (as of October 1, 2009)	19 – Alton, Berlin, Concord, Derry, Manchester, Nashua, Salem, Campton, Rochester, Somersworth, Dover, Merrimack, Laconia, Franklin, Newport, Greenland, Wakefield, White Mountain Regional, Monadnock	
# of Identified Students Suspended One or More Times	2	0
Average Length of Stay for Students	6 months	6 months
<b><u>STAFF DEMOGRAPHICS</u></b>		
Student/Teacher Ratio (as of Oct. 1)	1 to 8	1 to 6
# of Certified Administrators	2	2
# of Certified Teachers	29	29
# of Teachers with Intern Licenses	0	0
# of Related Service Providers	2	2
# of Paraprofessionals	6	6
# of Professional Days Made Available to Staff	MINIMUM 3	MINIMUM 3

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

<b>SPECIAL EDUCATION PROGRAM DATA</b>		
<b><u>Primary Disability Types:</u></b>	<b>2008-09</b>	<b>2009-10</b>
Autism	0	0
Deaf / Blindness	0	0
Deafness	0	0
Emotional Disturbance	20	13
Hearing Impairment	0	0
Mental Retardation	0	0
Multiple Disabilities	0	0
Orthopedic Impairment	0	0
Other Health Impairment	5	9
Specific Learning Disabilities	16	10
Speech or Language Impairment	0	0
Traumatic Brain Injury	0	0
Visual Impairment	0	0
Developmental Delay ages 3-9	NA	NA

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

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

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

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

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

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 NH SYSC. 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 August 30, 2005, NHDOE Special Education Program Approval Report for Sununu Youth Services, and the report from May 21, 2008 for Youth Detention Services Unit, the following the following patterns were identified as needing improvement:

<b>Findings of Noncompliance –</b>	<b>Status as of August 30, 2006</b>	<b>Status as of March 9 &amp; 10, 2010</b>
<b>SYSC Findings of Noncompliance</b> <i>Based on the NH Rules for the Education of Children with Disabilities effective July 1, 2002</i>		
<b>Ed 1109.01 Elements of an Individual Education Plan (IEP) Finding</b> Transition Services should begin at the time of placement and be more of an outcome oriented process that promotes movement from YDC to post school goals.	Met by Sept. 18, 2006	Met
<b>Ed 1109.03(a)(7) IEP team</b> Not all students received an invitation. (YDC)	Met by Sept. 18, 2006	Not Met
<b>Ed. 1133.05 Program Requirements</b> No arts education offerings. (YDC)	Met by Sept. 18, 2006	Met
<b>YDSU Findings of Noncompliance</b>	<b>Status as of May 21, 2008</b>	<b>Status as of March 9 &amp; 10, 2010</b>
<b>Ed 1109.01 - Elements of an Individual Education Plan (IEP)</b> The IEPs reviewed did not have annual goals written in measurable terms and in one record the goals did not reflect all of the student's needs resulting from the disability, signatures of all required participants, and a clear statement of how the student will earn graduation credits toward a regular diploma, beginning at least one year before student reached age of majority a statement that the student had been informed of his/her rights.	Met	Met
<b>Ed 1102.53 – Transition Services</b> Transition plans in IEPs must have all required components. One of the two transition plans reviewed at YDSU lacked required transition components.	Met	Met

<b>Ed 1102.05 Procedural Safeguards</b> Both records reviewed did not include a statement of Written Prior Notice. According to administrator the documents had been developed but a copy had not been sent by the local district to YDSU.	Met	Met
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**V. MARCH 9 AND 10, 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 NH Department of Education Case Study Compliance Review process conducted at NH SYSC included the development and presentation of two Case Studies from the NH SYSC program representing students who had been at the school for an extended length of time so that progress could be verified. The students randomly selected for a Case Study review included one 16 year old, 10<sup>th</sup> grade student identified with Emotional Disturbance, and Other Health Impairment of Attention Deficit with Hyperactivity Disorder; the second student was also 16 years old but in the 11<sup>th</sup> grade and was identified with and Emotional Disturbance . The 11<sup>th</sup> grade student was preparing to transition back to his home district, one of the state’s urban communities, and his Case Study provided an opportunity to examine the Transition Services that was put in place for him. The 10<sup>th</sup> grade student had made significant progress in his ability to manage his own behavior and engage in meaningful academic growth as a result. Both of the students were involved in vocational classes as well as intramural sports and music activities. The parents of both students participated in the Case Study process and were present for interviews with the visiting team members.

**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, NH SYSC distributed the LEA Survey to the contact people in all LEAs that have students currently enrolled in the school.

The NH SYSC administrators distributed surveys to the 19 Local Education Agencies (LEA) who currently had students court placed at the school. Nine of the surveys were completed and returned, with the majority of responses favorable. The only area that was noted as “disagree” were two negative responses to the question “I am satisfied with the related services provided by the school”. SYSC does offer counseling to students, but does not have any other related service providers on staff



to offer support such as, Speech/Language, Occupational or Physical Therapy. For students who's IEPs require the services of a related service provider, other than counselor, those services are currently coordinated by the LEA in conjunction with the SYSC administration.

Strong positive responses included the areas of school communicating effectively to LEA; progress reports provided to LEA and parent; having a good relationship with the school. In general the survey results indicate that the LEAs are satisfied with the work and results of the SYSC programs and are pleased with the relationship they have with staff and administrators.

### SUMMARY REPORT OF SENDING LEAs

Name of Private School: NH Sununu Youth Services Center & Youth Detention Services Unit			
Total number of surveys sent: 19	Total # of completed surveys received: 9	Percent of response: 47	
Number of students placed by LEA: 0	Court: All	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.	2	7			
2. I am satisfied with the educational program at the above school.	4	5			
3. The school consistently follows special education rules and regulations.	4	5			
4. The school has an effective behavioral program (if applicable).	4	4			1
5. I am satisfied with the related services provided by the school.	2	3	2		2
6. The school implements all parts of students' IEPs.	3	6			
7. I feel the school provides the necessary skills to allow the student to make progress on the IEP goals.	4	4			1
8. The school program measures academic growth.	3	6			
9. The school program measures behavioral growth (if applicable).	2	5			2
10. The school completes a minimum of 3 comprehensive reports per year on each child with a disability enrolled.	4	3			2
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.	4	5			
12. Progress reports are provided to the LEA and to the parent of the child.	5	4			
13. I am satisfied with the way the school communicates students' progress.	4	5			
14. The school communicates effectively with parents.	4	3			2
15. The school communicates effectively with the LEA.	6	3			
16. The school involves parents in decision-making.	4	4			1
17. The school actively plans for future transition to a less restrictive placement.	3	5			1
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.	1	5			3
19. The school team sets meeting times that are convenient for both parents and LEA.	4	5			
20. The school has met my expectations.	4	5			
21. I have a good relationship with the school.	5	3			1
22. I would enroll other students at the school.	2	1			6 NA

## **PARENT PARTICIPATION**

### **Analysis of Responses**

The following analysis was conducted by the SYSC administrators:

*The majority of responses were favorable. The only 2 rating was in the related services area. We do offer counseling to the committed students, but do not have anyone certified to provide services in other areas.*

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.

Parents/guardians were asked to complete the survey during the school's open house. At that time 25 students were enrolled at the school and 13 of the parents completed a survey. The analysis of the surveys was conducted by the SYSC administration. They found that 12 of parents responding were satisfied with their child's program and the support he/she receives. Ten parents were satisfied with the planning and supports provided for the moves from grade to grade and school to school. Seven are also satisfied with the way the school is supporting their child's behavioral, social and developmental needs.

Areas that may indicate need for improvement are informing and encouraging students of activities outside of the school day. Parents indicated that encouraging and informing students to participate in after school activities is an area that might be strengthened.

## SUMMARY REPORT OF PARENT SURVEY

<b>Name of Private School:</b> NH Sununu Youth Services Center & Youth Detention Services Unit		
<b>Total number of surveys sent:</b> 13/25	<b>Total # of completed surveys received:</b> 13	<b>Percent of response:</b> 52%

<b>ACCESS TO THE GENERAL CURRICULUM:</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>No Answer</b>
I am satisfied with my child's program and the supports that he/she receives.	12	1		
My child has opportunities to interact with non-disabled peers on a regular basis.	12			1
I am adequately informed about my child's progress.	10	3		
My child is informed about and encouraged to participate in school activities outside of the school day, and is offered necessary supports.	8	4		1
My child feels safe and secure in school and welcomed by staff and students.	11	2		
A variety of information (observations, test scores, school work, parent input) was used in developing my child's IEP.	11	1	1	
I am satisfied with the progress my child is making toward his/her IEP goals.	12	1		
<b>FOR PARENTS OF HIGH SCHOOL STUDENTS ONLY:</b> My child earns credits toward a regular high school diploma in all of his/her classes.	12			1
<b>TRANSITION:</b>				
I am satisfied with the planning and support provided for the moves my child has made from grade to grade and school to school.	10			3
All of the people who are important to my child's transition were part of the planning.	7		1	5
<b>FOR PARENTS OF STUDENTS AGE 16 OR OLDER ONLY:</b>				
I am satisfied with the written secondary transition plan that is in my child's IEP.	6	1		6
<b>BEHAVIOR STRATEGIES AND DISCIPLINE:</b>				
My child's classroom behaviors affect his/her ability to learn. <i>If the answer is yes, please answer the next two questions. If no, skip to OTHER.</i>	<b>YES</b>		<b>NO</b>	
	<b>3</b>	<b>2</b>	<b>1</b>	<b>No Answer</b>
I have been involved in the development of behavior interventions, strategies and supports for my child.	6		1	1
I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs.	7	1		
<b>OTHER:</b>				
I fully participate in special education decisions regarding my child.	12		1	
I have been provided with a copy of the procedural safeguards (parental rights) at least once a year	12		1	

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

## **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 School's Curriculum**

#### **Equal Education Opportunity**

The two academic programs within the SYSC center provide court placed students with access to the general curriculum through two different approaches. The longer term placement at SYSC for adjudicated youth allows for a more traditional curriculum, instruction and assessment model to be in place. Students are provided with a full range of courses that have curriculum well aligned to the NH Grade Level Expectations (GLEs) and Grade Span Expectations GSEs, with appropriate activities and materials provided in each course. The North West Evaluation Association (NWEA) Measures of Academic Progress (MAP) testing is conducted in the spring with students and the results provide teachers with achievement levels which is helpful in making instructional plans and adjustments.

Observation of many classes, both traditional academic and vocational, showed clear evidence of effective instructional methods. In every class observed students were well engaged and able to articulate learning outcomes.

The YDSU program is based on very short term placement for students waiting adjudication and operates to meet individual academic needs through a tutorial based approach. The curriculum is also aligned to the GLEs and GSEs and qualified teachers provide one on one support to students.

The school administrators have become very efficient in gathering the critical documentation for both the SYSC and YDSU school programs from the sending school district to more quickly determine students' current course placement and credits earned in order to pick up where the student left off at the most the recent placement

Students in both programs were found to be highly engaged in their instruction and articulated a sense of focus and academic gain while at the SYSC programs. Several students reported a sense of pride in their current school work and indicated that, for a number of reasons, they had not experienced academic success in previous school settings.

### **Transition**

#### **Transition Planning**

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

#### **Transition Services**

The SYSC administration and staff have put a focused effort into the area of improved Transition Planning/Transition Services for the court placed student in recent years. Professional development has been provided to teachers in the area of transition planning and an improvement in the development of IEP Transition Goals was evident to the visiting team. Students who were interviewed were clear about their plans for transitioning back to the local school district or to post-secondary school or employment. Student ownership of goal setting and progress monitoring was evident. The Transition Planning process includes small group discussions with representatives of Vocational

Rehabilitation. The vocational courses offered to students further provide real life experiences in a range of well designed programs.

Ongoing efforts to develop the meaningful, measurable, durable and relevant transition plans for court placed students are encouraged. Identifying additional ways to increase student engagement in setting the most realistic and attainable post-secondary goals for themselves will further benefit this most at-risk population of NH court placed youth.

### **Behavior Strategies and Discipline**

A number of recent changes in the SYSC school-wide behavior plan has resulted in a shift away from the previous point system to a model of goal setting with student designed objectives and consequences. Students who are court order placed at SYSC undergo a two week assessment period that results in identifying students in one of three categories: At-Risk, Moderate, and Intensive with related expectations for support, behavior and privileges attached to each level. An initial 30 day treatment plan is developed collaboratively with assessment team members. The students are active participants in the development of personal goal setting and take an active role in their meetings.

The administrators and staff at SYSC describe the changes in the school-wide behavior plan as having a significant and positive impact on student behavior, in great part because of the ownership of the behavior by the student. In setting personal goals, leading their own meetings, learning new decision making skills and accepting consequences the SYSC students are assuming greater responsibility for their own decisions and behavior. The new goal setting behavior program supports the development of personal social behavior skills that last beyond the school experience.

The visiting team found there to be a climate of clear structure, high expectation for performance and mutual respect between the SYSC staff and students. Student's spoke of the high positive impact that the SYSC experience is having on academic and behavioral growth and goal setting. Visitors observed students in classrooms to be highly engaged in their instruction and interacting with teachers in a courteous and appropriate manner. It was clear that the new school-wide behavior system is well implemented, with data to show the decrease in student infractions, resulting in a culture of academic focus and engagement.

**Special Education Policies** This refers to stating what other materials were submitted with the application and used in the Case Study ending with "Review and verification of these documents found them to be in compliance with all the applicable New Hampshire Rules for the Education of Students with Disabilities."

The SYSC school policies and procedures are developed to meet two certification standards, the American Correctional Association Standards (ACA) and the New Hampshire Rules for the Education of Children with Disabilities adopted June 30, 2008.

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

There are no requests for new program approvals from SYSC at this time.

## **COMMENDATIONS**

The following commendations come as a result of the NH DOE Case Study Compliance visit to SYSC. This process included a number of opportunities for the visiting team to interact with administrators, teachers, staff, students and parents. In addition, representatives from two LEAs were in attendance at the Case Study presentations. The interactions, along with observations of multiple classes and activities, as well as a review of policies, curriculum and other documentation resulted in a number of strong commendations.

Many of the students court placed at SYSC have experienced a history of school and community failure or struggle. SYSC provides NH court order placed students with very well designed educational and vocational programs granting the state's at-risk students new opportunities to learn and improve in academic and behavioral areas. Students, parents and LEA representatives alike expressed high satisfaction with the quality of instruction and with the improved student results.

Approximately half of the SYSC students are students with an educational disability. However, it was clear to the visiting team that all SYSC students, regardless of their learning needs, are granted a focused learning experienced delivered by qualified professional educators who, not only offer the appropriate curriculum and instruction aligned with grade level and grade span expectations, but also provide the opportunity and hope for a renewed chance at improved outcomes for NH's court placed students.

1. The SYSC teachers and staff are highly commended for the culture of collective respect and responsibility that they have created within the school. It was evident to the visiting team that an intentional effort has been placed on the development of not only a safe and secure setting but also one where learning is held to the highest standard and student growth can be seen in even the most previously disenfranchised student.
2. The new behavior program is found to be well designed and implemented with effective outcomes as indicated by the data collection. The related professional development provided to teachers and staff was well delivered.
3. The SYSC students, observed in many different classroom settings, were consistently engaged in learning and enthusiastic about their course work. Students were able to articulate learning goals and also discussed specific course outcomes. Several students indicated that they had done better at SYSC than at any other school placement.
4. The SYSC students are offered many real-life experiences in the classroom setting. The teachers intentionally design classes to include specific experience opportunities (e.g., ordering parts, planning meals, managing school store) and leadership roles.
5. Vocational courses are very well designed and offer students a range of courses from automotive, to culinary, to construction opportunities.
6. The SYSC school facility is of the highest quality design, very well maintained and valued by the administrators, staff and students. The facility has significantly contributed to a sense of

respect for people and place as noted by many of the individuals interviewed during the NH DOE Case Study Compliance Process.

7. The school administrators have created policies for several new practices to ensure that the practice becomes established in a consistent manner.
8. The SYSC administrators and educators have established very good communication between the school and the sending districts resulting in a timely exchange of required student information.
9. Parents interviewed and surveyed, report a strong sense of satisfaction with their student's academic and behavioral gains. Two parents emphasized high satisfaction with the improvement in their student's sense of personal responsibility and pride in their newly acquired academic and vocational skills.
10. The innovation and commitment that the school teachers and staff have for the students' learning is seen in many areas, but a good example is found in a music class that has been organized as a band. The students playing in the band change all the time as court placements dictate the population present, but the band teachers have found a way to include new students and to continue the musical development of each individual, as well as with the band as a whole. The students' collaboration, engagement and satisfaction in their musical performance was impressive. All of the SYSC staff members are commended for this and many other examples of creative instructional practices that support the wide range of learning needs of the state's most at-risk youth.

**FINDINGS OF NONCOMPLIANCE IDENTIFIED AS A RESULT OF THE  
MARCH 9 & 10, 2010, CASE STUDY COMPLIANCE REVIEW**

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

**Child Specific Findings of Noncompliance to Be Addressed by Both the LEA and Private School Setting:**

**Responsible LEA -Nashua:**

**Ed.1103.01;**

**34 CFR 300.321(b) IEP Team – Transition Services Participants**

Student invitation to attend IEP meeting not found.

**Responsible LEA Manchester:**

**Ed.1103.01;**

**34 CFR 300.321(b) IEP Team – Transition Services Participants**

Student invitation to attend IEP meeting not found.

**Ed. 1109.01 Elements of an IEP;**

**CFR 300.43 Transition Services** - IEP reviewed lacked a measurable IEP Goal for student who turned 16 during the IEP cycle.

**Program Specific Findings of Noncompliance to Be Addressed by the Private School Setting:**

**Ed. 1102 Transition Services CFR 300.43**

**Ed. 1109.01 Elements of an IEP (Transition Services)**

While the IEPs reviewed included transition planning components one IEP did not include coordinated, measurable IEP goal that included transition services. There was no documentation for two students that they were invited to their IEP meeting although both students did attend and signed in.

**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. Continue to work with the sending school districts and relevant outside agencies in the development of transition services as coordinated set of activities and plans.
2. There is a need to provide professional development and training in the access and analysis of student outcome data (e.g., Northwest Evaluation Association (NWEA), New England Common Assessment Program (NECAP) so that teachers are able to better access and understand student results so that decision making is data driven.
3. Create a process for data teams to work together to review and utilize student results. This requires providing the specific training in the use of a data driven dialogue to analyze student outcome data as well as identifying and protecting the time for teams to work together in data analysis.
4. Create a consistent way to exchange NECAP scores with the sending school districts so that this state assessment score is utilized in making instructional decisions for students.
5. Continue to develop the online curriculum tools (e.g., Plato, Rosetta Stone) for both YDSU and SYSC students to access as a way to increase learning and credit options.
6. The school would greatly benefit from administrative support so that the clerical and other organizational work is not done by the program directors and they are free to work on student programming.



## 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: NH Sununu Youth Services Center

Date: March 10, 2010

Programs: NH SYSC

Number of Cases Reviewed: 2

How many of the reviewed students are age 16+? **2**

Recorder/Summarizer: Maryclare Heffernan

Name: Randy Welch	Building Level or <u>Visiting</u>
Name: Nash Reddy	Building Level or <u>Visiting</u>
Name: Maryclare Heffernan	Building Level or <u>Visiting</u>
Name: Robert Andrews	Building Level or <u>Visiting</u>
Name: Kathleen Conlin	Building Level or <u>Visiting</u>
Name: Violetta Lortie	<u>Building Level</u> or Visiting
Name: Ann Roberts	<u>Building Level</u> or Visiting
Name: Robyn Catcott	<u>Building Level</u> or Visiting
Name: Marie Sullivan	<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.**

<b>ACCESS TO THE GENERAL CURRICULUM STATEMENTS</b>					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)</u> "... general curriculum (i.e. ,the same curriculum as for nondisabled children)" <u>CFR 300.320(a)(4)(iii)</u> "To be educated and participate with other children with disabilities and non disabled children"					YES	NO	N/A		
A1.) Team uses multiple measures to design, implement and monitor the student's program.					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? <b>If not, was it due to:</b> (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				
<b>For High School Students:</b>					<b>YES</b>	<b>NO</b>			
A14.) Student is earning credits toward a regular high school diploma.					2				
A15.) <i>IF YES:</i> within 4 years?					2				
A16.) Student will earn an IEP diploma or a certificate of competency.						2			
A17.) <i>IF YES:</i> within 4 years?									
A18.) Does this school have a clear policy for earning a high school diploma?					2				

Access Strengths	Access Suggestions for Improvement
<ol style="list-style-type: none"> <li>1. The SYSC professional staff are highly qualified and committed to providing effective instruction to all of the students.</li> <li>2. The SYSC school programs have well equipped classrooms that contain the necessary instructional materials.</li> <li>3. The school's Vocational programs are well designed and have state of the art materials, equipment and machines.</li> <li>4. Students report that they like and enjoy their school experience at SYSC. They state that they feel valued and make academic gains, often better than they had in previous school settings.</li> <li>5. Individual attention is given to students as they need it in a timely manner.</li> <li>6. The inclusion model is effectively implemented at the school. Differentiation is evident among the teachers in meeting a range of individual learning needs.</li> <li>7. There is a spirit of collaboration among the educators and all of the team members.</li> <li>8. Professional Development has been given a high priority and is reported to be strong, ongoing and relevant. Staff has had access to the Greater Manchester Professional Development Center.</li> </ol>	<ol style="list-style-type: none"> <li>1. Continue to work on further refining the development of well designed measurable goals and to identify goal statements that are both relevant and easy to measure.</li> <li>2. Develop data teams to use student outcome data to inform instructional and programmatic decisions. Staff will need the time and training to make this critical shift in collaborative use of data.</li> <li>3. Provide professional development in the area of data gathering and analysis. Instructional staff will benefit from greater access to and analysis of NWEA, NECAP and other progress monitoring data to inform decisions.</li> <li>4. Implement the use of the <i>Descartes</i> software to help with the NWEA analysis. Dates are already planned for additional training.</li> <li>5. Determine what additional interventions (software or instructional models) might be put in place to support students who need additional instruction in reading and math.</li> <li>6. Continue to explore and expand the vocational program to meet additional needs (e.g., cosmetology).</li> </ol>

<b>TRANSITION STATEMENTS</b>		<b>Filled in with the combined number of times a statement is marked on all Data Collection Forms for this school or building</b>		
<b>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.</b>				
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.) <b>For a student who will turn age 14 during the IEP service period</b> (or younger if determined appropriate by the IEP team,) does the IEP include <b>a statement of the transition service needs</b> that focuses on the student's course of study, such as participation in advanced-placement courses or a vocational education program? <b>Ed 1109.01 (10)</b>				
<b>For students under age 16, answer only the first 4 statements above. Then skip to the next page. If the student is age 16 or older during the course of the IEP, answer all statements on this page.</b>				
T5.) Transition planning is designed as a results oriented process that promotes movement from school to the student's desired post-school goals.		2		
T6.) IEP team includes parent as part of transition planning.		2		
T7.) IEP team and process includes student as part of transition planning.		2		
T8.) IEP includes current level of performance related to transition services.		2		
T9.) There is documentation that the student has been invited to attend IEP meetings.			2	
T10.) A statement of the transition service needs is included in the IEP.		2		
T11.) The statement of transition service needs focuses on the student's course of study (e.g. vocational programming, advanced placement).		2		
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. <b>(required data for federal statistics purposes)</b>		1	1	
T13.) Statement of needed transition services is presented as a coordinated set of activities.		2		
T14.) The IEP includes a statement of needed transition services and considers instruction.		2		
T15.) The IEP includes a statement of needed transition services and considers community experiences.		2		
T16.) The IEP includes a statement of needed transition services and considers development of employment skills.		2		
T17.) Student is informed prior to age 17 of his/her rights under IDEA.		2		
<b>Only the following 4 statements may be answered N/A if appropriate. All statements above must be answered Yes or No.</b>		<b>YES</b>	<b>NO</b>	<b>N/A</b>
T18.) There is documentation that representatives of other agencies have been invited to IEP meetings.		2		
T19.) The IEP includes a statement of needed transition services and considers related services.		2		
T20.) The IEP includes a statement of needed transition services and considers development of daily living skills.		1	1	
T21.) If the student is preparing to graduate this year, there is a summary of the student's <b>academic achievement and functional performance</b> , which includes recommendations on how to assist the student in meeting his or her post-secondary goals.			2	

Transition Strengths	Transition Suggestions for Improvement
<ol style="list-style-type: none"> <li>1. There is a wide range of transition planning and supports and services that are available to all SYSC students.</li> <li>2. Vocational Rehabilitation participates at SYSC to talk with small groups of students about the services available to them.</li> <li>3. The SAT prep course that is offered to high school students provides students with opportunities to prepare for post-secondary application.</li> </ol>	<ol style="list-style-type: none"> <li>1. *Be certain to fully capture all transition services offered in the students IEP.</li> <li>2. Professional Development for staff would be helpful in further developing the Present Level of Performance and measurable goals, particularly related to Transition Planning.</li> </ol>

<b><u>BEHAVIOR STRATEGIES AND DISCIPLINE</u></b>		<b>Filled in with the combined number of times a statement is marked on all Data Collection Forms for this school or building</b>		
<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?		1	1	
B3.) If yes, for how many days?		15		
B4.) If appropriate, a functional behavior assessment has been conducted.				2
B5.) IEP team has addressed behaviors that are impacting student learning.		2		
B6.) A behavior intervention plan has been written to address behaviors.		2		
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		
<b>Behavior Strategy Strengths</b>		<b>Behavior Strategy Suggestions for Improvement</b>		
<ol style="list-style-type: none"> <li>1. Positive school-wide behavior management process is established for all students.</li> <li>2. There is a clear sense of respect between staff and students.</li> <li>3. The school is able to be creative in supporting positive behaviors and student needs when necessary.</li> <li>4. The availability of counseling interventions is an important related service for students.</li> <li>5. Students can make an appointment to meet with someone to discuss emotional challenges.</li> <li>6. A positive learning atmosphere exists in all of the school's classrooms that is welcoming for all students.</li> </ol>		<ol style="list-style-type: none"> <li>1. Continue to provide ongoing support and professional development to both new and established staff in the area of behavior management.</li> </ol>		

## Summary of Building Level Strengths and Suggestions

<b>Strengths</b>	<b>Suggestions for Improvement</b>
<ol style="list-style-type: none"> <li>1. The school-wide clinical therapeutic model is very comprehensive, well designed and effective.</li> <li>2. A strong communication model between the school, residence, and clinical components has been built and is found to be effective in sharing information system-wide.</li> <li>3. The new school facility was designed to be of the highest quality, is well maintained and cared for by all members of the SYSC community. The facility provides not only a safe and appropriate learning environment, but also a welcoming and supportive setting in which many students have been able to set new goals and make progress toward reaching those goals.</li> </ol>	<ol style="list-style-type: none"> <li>1. Create a process to determine if parents/families/guardians are in need of a translator at any IEP or other meetings, or translated materials. The increase in recent years of students and families who are English Language Learners warrants greater support to non-English speaking visitors.</li> </ol>