

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

**WEDIKO CHILDREN'S SERVICES
SUMMARY REPORT**

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Site Visit Conducted on April 15-16, 2008
Report Date, June 11, 2008

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. April 2008 Case Study Compliance Review Results
 - LEA Surveys
 - Parent Participation
 - Summary of Findings from the Three Focus Areas
 - Commendations
 - Issues of Significance
 - Citations of Noncompliance
 - Suggestions for Program Improvement
- VI. Building Level Summary Report
- VII. Addendum: James O Summary

I. TEAM MEMBERS

Visiting Team Members:

NAME	PROFESSIONAL ROLE
Chairpersons: Dr. Richard Ayers	Education Consultant
Jane Bergeron-Beaulieu	Education Consultant
Patricia Parenteau	Director of Student Support Services
Leander Corman	NHDOE Education Consultant
Randy Welch	CPO
Renea Sparks	Assistant Director of Student Instructional Services
Jay Marshall	Principal

Building Level Team Members:

NAME	PROFESSIONAL ROLE
Stacey Vazquez	Supervisor
Meaghan Gilmartin	Lead Teacher
Kimberly McQuest	Clinical Supervisor
Marilyn McArthur	Lead Teacher
Zane Walsh	Teacher

II. INTRODUCTION

WEDIKO Children’s Services and Treatment Program is located in Windsor NH and is a residential/day treatment facility designed to meet the needs of children and youth ages of 6 and 21 who experience significant emotional or behavioral disorders. The predominant disabilities include: maturational lags, developmental delays and mental health disorders.

WEDIKO is currently approved by the NHDOE, Bureau of Special Education, as a year round program to serve a total of 38 residential male students from age 6 to 21 who have been identified with emotional disturbance or other health impairments. In addition, the facility has been approved to provide services to 9 male day students. At the time of the April 2008 visit to WEDIKO, there were 34 students enrolled, 4 of which were day students.

WEDIKO has four dormitories that comprise the residential components of the program, all of which have been approved by the State of New Hampshire, Department of Health and Human Services, Bureau of Child Care Licensing. Students are assigned to dorms based on age, developmental maturity and present problems or concerns. Dorm assignments are deliberately designed to bring children together to form cohesive support groups.

The WEDIKO Children’s Services Mission statement is:

“WEDIKO is committed to improving children’s lives through a strength-based approach. WEDIKO responds to the needs of children who face repeated challenges to their development due to social, emotional, behavioral, and learning issues.” Through a continuum of flexible services and multidisciplinary training programs, WEDIKO aims to develop enduring partnerships with children, their families, school, and community. A predominant aspect of their philosophy is to capture student success and restore a sense of confidence, competence and hope.

The length of stay for students at WEDIKO varies based on individual needs. On average, the typical stay for students at WEDIKO is 1 to 2 school years. Decisions about how long a student will stay depend upon the nature of his transition plan, and the placement upon leaving WEDIKO.

SCHOOL DEMOGRAPHICS	2006-07	2007-08
Student Enrollment <u>as of December 1</u>	41	34
Do you accept out-of-state students? If so, list number from each state in 07-08	MA -3; CA-1; VT-2; CT-1; RI-1	
Number and Names of Sending New Hampshire LEAs (as of October 1)	SAU:14,18,24,25,28,29,47,54,55,65,70,71,80	
# of Identified Students Suspended One or More Times	0	0
Average Length of Stay for Students	23.8 Months	15.6 Months
<u>STAFF DEMOGRAPHICS</u>		
Student/Teacher Ratio (as of Oct. 1)	37/5	35/4
# of Certified Administrators	1	1
# of Certified Teachers	2	2
# of Teachers with Intern Licenses	3	1
# of Non-certified Teachers	0	1
# of Related Service Providers	1	1
# of Paraprofessionals	13	12
# of Professional Days Made Available to Staff	3	3

SPECIAL EDUCATION PROGRAM DATA		
Primary Disability Types:	2006-07	2007-08
Autism	0	0
Deaf / Blindness	0	0
Deafness	0	0
Emotional Disturbance	25	25
Hearing Impairment	0	0
Mental Retardation	0	0
Multiple Disabilities	0	0
Orthopedic Impairment	0	0
Other Health Impairment	3	5
Specific Learning Disabilities	1	2
Speech or Language Impairment	0	0
Traumatic Brain Injury	0	0
Visual Impairment	0	0
Developmental Delay ages 3-9	0	0

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

The New Hampshire Department of Education (NHDOE) conducted a Special Education Program Approval Visit to WEDIKO Children's Services for the purpose of reviewing the present status of programs and services made available to children and youth with educational disabilities. As part of the NHDOE Special Education Program Approval Visit, Case Study Compliance Reviews were conducted at the middle and high school levels within WEDIKO Programming. At the time of the April 2008 visit, there were no elementary aged students enrolled.

The New Hampshire Department of Education, Bureau of Special Education conducts program approval visits 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 school districts and 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, case studies were randomly selected by the NHDOE prior to the visit, and staff was asked to present these case studies 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 SPEDIS verification reports
- ♦ All data collected during the visit

The New Hampshire Department of Education provided a visiting team of professional educators to work collaboratively with staff at WEDIKO 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 WEDIKO. 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, students. In addition, classroom observations were conducted for each of the case studies being reviewed. The collective data were summarized by the visiting and building level teams. The summaries, included in the following pages, outline identified areas of strength and areas needing improvement for each school reviewed.

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

Based on review of the July 2005 NHDOE Special Education Program Approval Report, the following patterns were identified as needing improvement:

Citations	Status as of June 2006	Status as of April 2008
ED 1133.08(a) Qualifications and Requirements for Instructional, Administrative, and Support Personnel WEDIKO does not provide teachers or consultants in all areas required by the Minimum Standards for Public School Approval	Met	Not Met
Ed 1133.08 Standards for Approval of Private Facilities- Qualifications and Requirements for Instructional, Administrative and Support Personnel- Each private school must provide personnel meeting the same standards as personnel providing services in the public schools. There is no certified administrator on the staff at Wediko.	Not Met	Met
Ed 1107.01 Evaluation and Determination of Disability The staff at Wediko Children’s Services must assure that evaluation teams are multidisciplinary, including a teacher certified in the area of suspected disability (in most cases a teacher certified in ED). Also, the school must document attempts to secure evaluation materials from the sending school, so that current evaluation materials are being used to develop students’ IEPs.	Not Met	Met
Ed 1115.03 Placement IEP team membership A representative of the local education agency must be present at the placement meeting, according to Ed 1115.03. Even if the placement is made by the court, Wediko should make sure that the LEA is involved in placement program decisions.	Met	Met

V. APRIL 2008 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 to determine any root causes of problems that may be identified through the case study process, it is essential that each case study team take an in-depth look, beyond the data, and obvious ‘surface’ issues. 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 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.

As part of the NHDOE Case Study Compliance review, 4 students currently enrolled at WEDIKO were randomly selected for presentation to the visiting team. The students selected for presentation varied in regard to ages, grade levels, length of stay, and stages of transition.

LEA SURVEY

As part of the Case Study Compliance Review, all private schools are required to survey their sending LEAs. Results of the Wediko survey are below.

Total number of surveys sent: 18	Total # of completed surveys received: 16	Percent of response: 89
Number of students placed by: LEA: 25	Court: 5	Parent: 2

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

The response to the LEA survey was highly favorable and allowed for a reliable analysis of the collective views of the schools and districts who have placed students at WEDIKO. Predominate in the survey was confirmation of the effectiveness of the services provided to students, especially in the area of measuring behavioral growth, the involvement of parents, the accommodations for meetings with parents and school personnel and the overall communications between WEDIKO and the parents and sending school districts on student progress.

Although the survey results were predominantly satisfactory, the references to progress in meeting IEP goals, measures of academic growth and related services are worthy of attention and consultation by the WEDIKO administration and staff.

PARENT PARTICIPATION

One of the defining features of effective schools is strong parent/community relations and open communication. Having parents as an active stakeholder in the NHDOE Special Education Program Approval Process ensures broader perspectives and brings forward new ideas. In addition, the parent perspective enhances and strengthens the teams' case study presentations, and manifests stronger school/parent relationships. Accordingly, 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. Parents are encouraged to be active participants in the case study presentations, are formally interviewed and participate in a written survey as required by the NHDOE Compliance Review Process. Following is a summary of the results of the parent survey and a summary of the comments/feedback provided to the visiting team during the April 2008 Case Study Compliance Review at WEDIKO Children's Services.

SUMMARY OF PARENT SURVEY DATA - HIGH SCHOOL

Total number of surveys sent: 32	Total # of completed surveys received: 13	Percent of response: 41
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SCALE 3 = COMPLETELY 2 = PARTIALLY 1 = NOT AT ALL

ACCESS TO THE GENERAL CURRICULUM:	3	2	1	No Answer
I am satisfied with my child's program and the supports that he/she receives.	8	1		
My child has opportunities to interact with non-disabled peers on a regular basis.	1	6	1	1
I am adequately informed about my child's progress.	6	2		1
My child is informed about and encouraged to participate in school activities outside of the school day, and is offered necessary supports.	5	3		1
My child feels safe and secure in school and welcomed by staff and students.	5	2		2
A variety of information (observations, test scores, school work, parent input) was used in developing my child's IEP.	8			1
I am satisfied with the progress my child is making toward his/her IEP goals.	2	5		2
FOR PARENTS OF HIGH SCHOOL STUDENTS ONLY:				
My child earns credits toward a regular high school diploma in all of his/her classes.	4	3		2
TRANSITION:				
I am satisfied with the planning and support provided for the moves my child has made from grade to grade and school to school.	3	2		4
All of the people who are important to my child's transition were part of the planning.	7	1		1
FOR PARENTS OF STUDENTS AGE 16 OR OLDER ONLY:				
I am satisfied with the written secondary transition plan that is in my child's IEP.	2	1		6
BEHAVIOR STRATEGIES AND DISCIPLINE:				
My child's classroom behaviors affect his/her ability to learn. <i>If the answer is yes, please answer the next two questions. If no, skip to OTHER.</i>	YES		NO	
	3	2	1	No Answer
I have been involved in the development of behavior interventions, strategies and supports for my child.	7	2		
I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs.	8	1		
OTHER:				
I fully participate in special education decisions regarding my child.	8	1		
I have been provided with a copy of the procedural safeguards (parental rights) at least once a year	9			

SUMMARY OF PARENT SURVEY DATA - MIDDLE SCHOOL

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

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

The responses of the nine High School and four Middle School parents represented less than half of the parents with students enrolled at WEDIKO from New Hampshire, however they provided interesting insight to the extension of the school to families. The parents indicated that WEDIKO was particularly adept in providing behavioral interventions with students and involving the parents in the child's life at the school.

The parent responses did provide insight on several areas which the school may wish to give attention to. These include the engagement of students with non-disabled peers, students' progress in meeting academic and behavioral goals contained in their IEP, as well as the transition program for student from grade level to grade level at WEDIKO and to another educational setting.

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

- Access To The General Curriculum**
- Implementation of IEPs**
- Provision of Non-Academic Services**
- Full Access to the District's Curriculum**
- Equal Education Opportunity**

Currently WEDIKO does not meet the curriculum requirements that allow for equal educational opportunities and full access to minimum state standards for presentation of curricula. This is evident in the following:

- No written viable curriculum to guide instruction, assessment, and writing of IEPs
- Vocational Education, while offered in limited scope, is driven by individual teacher interest/skills, and does not appear to be based upon any conventional curriculum or taught by certified vocational teachers
- No complete Course of Studies across all academic disciplines
- Students enrolled in elementary through high school do not have full access to curriculum requirements as outlined in minimum state standards
- Lead teachers who hold special education certification or intern licenses are not provided with either supervision or technical assistance in the curricular areas in which they teach yet hold no certification. During the 2008 visit, WEDIKO did not provide a list of certified consultants in the expanse of curriculum areas outlined in the NH Minimum Standards. It is important to note that this has been an ongoing issue of significance for WEDIKO, and while WEDIKO indicates intentions of establishing a consultant relationships with Hillsborough School District, this is an informal intention and, as such, an area that raises significant concern.
- IEPs varied in quality and content and did not have all required content. Throughout, IEPs were not connected to any curriculum, goals were not measurable and monitoring of student progress was difficult when goals were not measurable. Transition planning for high school students was not complete, and in general IEPs were not written to align with the programming and services provided to the students at WEDIKO.

Transition

Transition Planning

Process: Provision of FAPE

Transition Services

Transition planning, as required by IDEA and state special education rules, was not consistently evident in IEPs. At the high school level, IEP transition plans did not have all required components. At WEDIKO, transition planning does occur and, in some cases, was exemplary; however, planning is not always documented. Based on the case study presentations provided by WEDIKO staff, it was evident that staff and administration recognize the importance of transitioning planning; however, this is not clearly elaborated in the IEPs reviewed. Lacking was a comprehensive transition plan for each of the students reviewed. Transition planning is a critical area for students placed outside of their home district, and in particular, those who have been court placed. Case Study presentations lacked well documented collaboration between LEAs, and outside agencies, as well as transition processes upon admission and discharge to the school. There is a demonstrated need to provide resources and to develop and implement consistent transitions processes, procedures and documentation of this processes.

Behavior Strategies and Discipline

The WEDIKO policies on discipline and intervention speak clearly to Nonviolent Crisis Intervention and the infusion of faculty and staff training in the certified training program by Crisis Prevention Institute, Inc. This elaborate protocol includes many degrees of intervention to include the Opportunity Center (OC), which is a supervised intervention for critical behavioral issues. This is supported through the daily recording of student posture in the classroom and activity programs. The documentation of the continuum of Crisis Intervention Techniques is elaborate and adhered to consistently by the faculty and staff. The observations of the visiting team presented concerns with the amount of time students were missing in classroom or individualized instruction due to behavioral interventions. This brings forward the relative degree of emphasis and importance to the academic expectations and teaching strategies presented at WEDIKO. Specifically, it was observed that classtime was regularly compromised with no procedural expectation that academic time be “made up” when behavior requires removal from group settings. Also, staff was clearly versed in intervention strategies with less evidence of comparable training in non-traditional methods for motivating behaviorally challenged students in their academic expectations. An imposed balance in the therapeutic and academic expectations could well advance student learning and engagement.

COMMENDATIONS

The WEDIKO administration, faculty and staff are commended for their conscientious attention to the preparations for the Case Study Compliance Review, which was approached as a constructive opportunity to reflect upon the scope, relevance and strengths of their overall behavioral and academic programs and interventions. This was most evident in the hospitality and proactive stance throughout the two day visit for a well informed and high caliber visitation team.

The visitation team noted several commendations, to include:

- The dedication of the WEDIKO staff to a challenging student population
- The expansive professional development program for all faculty and staff
- The support WEDIKO extends to the faculty for their advanced degree work, including requirements for certification and beyond
- The uncompromising attention to the family component of the therapeutic aspect of the individual student growth and development
- The initial efforts to develop a mutually beneficial partnership with the Hillsborough School District to strengthen the academic and community outreach components of the WEDIKO program
- The short and long range facility planning
- The favorable staff/student ratio
- The protocol and strategies for crisis intervention

ISSUES OF SIGNIFICANCE

Issues of significance are defined as systemic deficiencies that impact the effective delivery of services to all students, including those with educational disabilities. Examples of such may include system wide issues related to curriculum, instruction and assessment. Other examples might be concerns related to inadequate facilities, ineffective communication systems within the educational community, leadership, shared mission, vision and goals, deficiencies in policies and procedures, staff recruitment and retention, professional development or other important factors related to the learning organization.

While there were many praiseworthy strategies and interventions identified during the April 2008 NHDOE Case Study Compliance Review at WEDIKO, the visiting team identified several issues of significance, some of which are newly identified, while others are issues that have historically been previously identified and not yet addressed. As the visiting team worked in collaboration with the WEDIKO staff and administration, several issues of significance surfaced; all of which warrant immediate attention.

Ed 1133.04 Curriculum/Instruction/Assessment

A substantial issue for WEDIKO is the establishment of a viable curriculum to guide instruction, IEPs, and assessment tools to measure the performance and achievement of students. This must be strategically approached in regard to the scope and expanse of curricular offerings as required NHDOE Standards for Private Facilities. The visiting team observed classrooms that had varied grade levels (i.e. grade 6-9), with no differentiation in instruction and curriculum for the multi-grade level setting. Accordingly, there was no measure of assurance that GLE/GSE's were being met, as they apply to grade level curriculum standards or competencies.

Ed 1133.05 Program Requirements

Ed 1133.06 Measuring the Progress of a Child with a Disability

IEPs and Measuring of Student Progress

The IEPs reviewed varied in quality and content. The WEDIKO staff must ensure that all IEPs meet compliance and that if students are not demonstrating progress in their IEPs, the team is convened and modifications made to the IEP. WEDIKO staff will benefit from focused and ongoing professional development in the writing of IEPs that have measurable goals and are connected to an established curriculum.

Ed 1133.05 Program Requirements, Equal Educational Opportunities / Full Access to the General Curriculum

Ed 1133.08 Qualifications and Requirements for Instructional, Administrative and Support Personnel

WEDIKO needs to give immediate attention to this requirement. Students enrolled need to have full access to elementary, middle and high school requirements, to include vocational and community learning experiences. The established curriculum must have a direct connection to either in-house certified staff or certified consultants for each of the curricular requirements in accordance with Ed 1133.05 and Ed 1133.08.

Ed 1133.06 (a)(c) Measuring The Progress of A Child with A Disability

The WEDIKO high school program needs to develop a course of studies and related competencies that demonstrate course offerings are regularly assessed using criterion-based and normed-based methodologies. The aim should be to

present achievement and performance data that is comparable to other educational settings to which a student may transition. If a child with disabilities is not making progress toward meeting IEP goals at the rate anticipated, WEDIKO must immediately contact the LEA for the purpose of reviewing the IEP and considering modifications. Four of the IEPs reviewed lacked evidence of student progress.

Ed 1133.07 Child Management Techniques

Although the policies and supportive documentation on behavioral management are extensive, there are no established procedures for documentation of individual professional or support personnel meeting the competencies expected in terms of acceptable child management techniques. This is specific to the apparent levels of intervention and the documentation of eligibility for intervention at different levels in this continuum.

CITATIONS OF NONCOMPLIANCE IDENTIFIED AS A RESULT OF THE APRIL 2008 CASE STUDY COMPLIANCE REVIEW

Citations 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. Citations of non-compliance 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 citations of non-compliance that are included in this section of the report will need to be addressed in a corrective action plan.**

As a result of the Case Study Compliance Review, the following citations of non-compliance were identified. Each citation 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.

1.) ED 1119.01 Content of the IEP

IEPs must consistently be written with measurable goals and assessed using state and district assessment protocol.

2.) ED 1133.05 Program Requirements/Equal Educational Opportunities/Full Access to General Curriculum

Students enrolled at WEDIKO must have full access to the curricular standards established for NH schools and school districts, and have certified staff and or consultants providing oversight to course offerings/instruction.

3.) ED 1133.05 (h) Transition Planning

Transition planning must document academic standing and completion of a course of studies consistent with NH requirements for curricular content and standards for competency, and have all required components as outlined in both state and federal special education rules and regulations.

4.) ED 1133.06 Monitoring of Student Progress

A statement of the child's present level of performance is required in the same curriculum as for nondisabled children. It is important to note that when students are not demonstrating progress on IEP goals, WEDIKO is responsible for contacting the LEA to convene the IEP team to consider modifications to the IEP.

5.) ED 1133.08(a) Qualifications and Requirements for Instructional, Administrative, and Support Personnel

At the time of the NHDOE Program Approval Visit to WEDIKO, all of the "lead teachers" held general education certification, or an intern license. However, these special educators are responsible for teaching all of the required content as outlined in the NH Minimum State Standards and do not benefit from supervision or consultation with educators who hold appropriate certification in required content areas. WEDIKO must present a list of certified consultants in all required curriculum areas, and demonstrate that the certified individuals are utilized in the development of curriculum and supporting the instruction being offered to students.

6.) ED 1133.04 Curriculum

WEDIKO must demonstrate that there is a viable written curriculum at all levels, elementary, middle and high school, which meets all of the NH Curriculum Requirements.

7.) Ed 1133.07 Child Management Techniques

Based on the April 2008 visit to WEDIKO, the school needs to review and revise current behavior management techniques to ensure that students, when participating in behavioral interventions, are not missing instruction related to IEP goals, and that interventions are not depriving students of the opportunity to fully meet the intended stipulations of the IEP.

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. Additional suggestions may be found in the next section of the report. It should be noted that in the Building Level Data Summary Report (next section), any suggestion made by a visiting team member that is actually a citation of noncompliance, has an asterisk (*) before it, and it is also listed above with the citations of noncompliance.

WEDIKO will well serve their student population by bringing a renewed focus upon the curriculum and assessment strategies employed at the school. Although there is recognition of the array of interventions required in addressing the behavioral and emotional needs of the student population, this does not preclude the necessity to provide a high standard of instruction and assessments in the academic disciplines. The more recent inroads in working closely with the Hillsboro School District are encouraging and should be further realized through a formal agreement. The same type of agreement should also be formulated for vocational and community service programs. The realization of such a connection would also provide greater opportunity for WEDIKO students to participate in learning and experiential opportunities with non-disabled peers.

The behavioral program and interventions at WEDIKO have been in place for a substantial period of time and would benefit from a review in light of the changing dynamics of behavioral intervention strategies in the field. Specifically, the provisions for focus upon student strengths and resiliency are meeting with significant gains in development and transition options for students in settings comparable to WEDIKO that are worthy of exploring.

The attention to strengthening the academic culture should include focused time for teacher planning and consultation beyond that presently available. Such topics as interdisciplinary studies, applied learning and student performance targets would be beneficial for collective discussion and planning.

WEDIKO would benefit from a guided strategic planning process that would be goal and performance based and which may open other avenues for outreach and program development for the student population they serve.

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: **Wediko**

SAU:

Date: 4-16-08

Programs:

Number of Cases Reviewed: 4

Recorder/Summarizer: Patty Parenteau

Name: Patricia Parenteau	Building Level or <u>Visiting</u>
Name: Stacey Vasquez	<u>Building Level</u> or Visiting
Name: Meaghan Gilmartin	<u>Building Level</u> or Visiting
Name: Kimberly McQuest	<u>Building Level</u> or Visiting
Name: Marilyn MacArthur	<u>Building Level</u> or Visiting
Name: Leander Corman	Building Level or <u>Visiting</u>
Name: Randy Welch	Building Level or <u>Visiting</u>
Name: Renea Sparks	Building Level or <u>Visiting</u>
Name: Jay Marshall	Building Level or <u>Visiting</u>
Name: Zane Walsh	<u>Building Level</u> or Visiting

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

SUMMARY OF BUILDING LEVEL DATA

ACCESS TO THE GENERAL CURRICULUM STATEMENTS					Filled in with the combined number of times a statement is marked on all Data Collection Forms for this school or building				
Ed. 1109.01 Elements of an IEP CFR 300.320 Content of IEP Ed. 1109.05, Implementation of IEP 20 U.S.C. 1414 (d) Ed. 1115.07, Ed 1119.01(f) Provision of Non-Academic Services/Settings CFR 300.320(a) CFR 300.34 Ed. 1119.03, Full Access to District's Curricula Ed. 1119.08, Diplomas Ed. 1107.04 (d) Qualified Examiner Ed. 1133.05 (c)(h)(k) CFR 300.320 Program Requirements, Content of IEP Ed. 1133.20 Protections Afforded to Children with Disabilities CFR 300.320(a)(1)(i) "... general curriculum (i.e. ,the same curriculum as for nondisabled children)" CFR 300.320(a)(4)(iii) "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.					4				
A2.) All IEP goals are written in measurable terms.						4			
A3.) Student has made progress over the past three years in IEP goals. Goal 1						4			
A4.) Student has made progress over the past three years in IEP goals. Goal 2						4			
A5.) Student <u>has access to</u> the general curriculum (as outlined by the district, sending district or NH frameworks.)					2	2			
A6.) Student <u>participates in</u> the general curriculum <u>in a regular education setting with non-disabled peers</u> , as appropriate, with necessary supports.							4		
A7.) When <u>participating in a regular education setting with non-disabled peers</u> with necessary supports, student <u>has made progress</u> in the general curriculum.							4		
A8.) Student <u>participates</u> appropriately in state, district and school-wide assessments.					3		1		
A9.) Student <u>shows progress</u> in state, district and school-wide assessments.						2	2		
A10.) Student <u>has opportunities</u> to participate in general extracurricular and other non-academic activities with necessary supports.					4				
A11.) Student <u>does participate</u> in general extracurricular and other non-academic activities with necessary supports.					3	1			
A12.) Was the student's most recent individual evaluation (initial or reevaluation), including a written summary report and meeting, held within 45 days of parental permission to test? If not, was it due to: (check all that apply)					2		2		
a.) Extension in Place	b.) Lack of Qualified Personnel ___Psychologist ___Educator ___Related Services ___Other	c.) Evaluation Not Completed in Time	d.) Summary Report Not Written in Time	e.) Meeting Not Held in Time	f.) Other				
For High School Students:					YES	NO			
A13.) Student is earning credits toward a regular high school diploma.					2				
A14.) <i>IF YES:</i> within 4 years?					1	1			
A15.) Student will earn an IEP diploma or a certificate of competency.									
A16.) <i>IF YES:</i> within 4 years?									
A17.) Does this school or district have a clear policy for earning a high school diploma?					2				

Access Strengths	Access Suggestions for Improvement
<ol style="list-style-type: none"> 1. Staff is very knowledgeable regarding students' strengths and needs. 2. Staff is very committed to students. 3. Prescriptive teaching – 1:1 early on – leads to less time spent learning student's profile. 4. A wide variety of instructional strategies are employed. 5. Regularly scheduled consultation / supervision takes place with teaching team and clinical team. 6. Collaborative process leads to comprehensive profiles of students. 7. A developmental teaching model is used. 8. Regular ongoing collaboration takes place with sending school districts. 9. The culinary vocation (career ed) program is strong. 	<ol style="list-style-type: none"> 1. Articulate and create a structure for an experiential / vocational component. Identify resources to assist. 2. * Articulate a state aligned curriculum. 3. Course descriptions and competencies are needed. 4. * Include individualized, measureable goals with measureable benchmarks. 5. Consider redesigning measurement tool (data collection). 6. Increase access to typically developing peers. 7. * Certified educators are needed in content areas.

* This is a citation

SUMMARY OF BUILDING LEVEL DATA

<u>TRANSITION STATEMENTS</u>	Filled in with the combined <u>number</u> of times a statement is marked on all Data Collection Forms for this school or building		
	YES	NO	
<u>Ed .1102.53 Transition Services CFR 300.43</u> <u>Ed. 1107.02 Process: Provision of FAPE CFR 300.124 Part C Transition</u> <u>Ed. 1109.01, Elements of an IEP (Transition Services)</u> <u>CFR 300.320(a)(7)(b) 20 U.S.C. 1402 (34)</u> <u>20 U.S.C. 1414 (d)(1)(A) and (d)(6)</u> <u>Ed. 1109.03, IEP Team CFR 300.320(b) Ed. 1133.05</u> 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.			
If the student is under age 16, answer the following 3 statements only: (If the student is 16 or over, skip to question 4.)			
T1.) Transition planning from grade to grade takes place.	4		
T2.) Transition planning from school to school takes place.	4		
T3.) Collaboration has occurred between general and special education staff in IEP development and in transition planning.	4		
If the student is age 16 or older during the course of the IEP answer all of the following statements (do not answer the 3 statements above):			
T4.) Transition planning is designed as a results oriented process that promotes movement from school to the student's desired post-school goals.	1		
T5.) IEP team includes parent as part of transition planning.	1		
T6.) IEP team and process includes student as part of transition planning.	1		
T7.) IEP includes current level of performance related to transition services.	1		
T8.) There is documentation that the student has been invited to attend IEP meetings.	1		
T9.) A statement of the transition service needs is included in the IEP.	1		
T10.) The statement of transition focuses on the student's course of study (e.g. vocational programming, advanced placement).	1		
T11.) Transition plan includes coordinated, measurable, annual IEP goals and includes transition services that will reasonably enable the student to meet the post-secondary goals.	1		
T12.) Statement of needed transition services is presented as a coordinated set of activities.	1		
T13.) The statement of transition focuses on the student's course of study (e.g. vocational programming, advanced placement).	1		
T14.) The IEP includes a statement of needed transition services and considers instruction.	1		
T15.) The IEP includes a statement of needed transition services and considers community experiences.	1		
T16.) The IEP includes a statement of needed transition services and considers development of employment skills.	1		
T17.) Student is informed prior to age 17 of his/her rights under IDEA.	1		
Only the following 4 statements may be answered N/A if appropriate. All statements above must be answered Yes or No.	YES	NO	N/A
T18.) There is documentation that representatives of other agencies have been invited to IEP meetings.	4		
T19.) The IEP includes a statement of needed transition services and considers related services.	1	1	2
T20.) The IEP includes a statement of needed transition services and considers development of daily living skills.	1	1	2
T21.) If the student is preparing to graduate this year, there is a summary of the student's academic achievement and functional performance , which includes recommendations on how to assist the student in meeting his or her post-secondary goals.			4

Transition Strengths	Transition Suggestions for Improvement
<ol style="list-style-type: none"> 1. Family work and family involvement are exceptional. 2. Parent-teacher relationships are very good. 3. There is an excellent amount of real communication between all stakeholders. 4. Flexibility exists around transition plans. 5. There is individual support re transition plans. 6. Students are exposed to community opportunities in their areas of interest. 7. Case management for transition has been streamlined. 8. Students are very aware of the methods of measurement (checklists). 	<ol style="list-style-type: none"> 1. * Statement of transition services is required within the IEP. 2. Increase student participation in IEP and the transition process.

* This is a citation

SUMMARY OF BUILDING LEVEL DATA

<u>BEHAVIOR STRATEGIES AND DISCIPLINE</u>		Filled in with the combined number of times a statement is marked on all Data Collection Forms for this school or building		
<u>Ed. 1109.02 Program</u> <u>CFR 300.324</u> <u>Ed. 1119.11 Disciplinary Procedures</u> <u>CFR 300.530-300.536</u> <u>Ed. 1133.07 (a) (b) (c) (d) (e)</u> <u>CFR 300.530-300.536</u> <u>20 U.S.C. 1415 (K)</u> <u>Child Management – Private Schools</u> <u>RSA 169-C Child Protection Act</u>		YES	NO	N/A
B1.) Data are used to determine impact of student behavior on his/her learning.		4		
B2.) Has this student ever been suspended from school?		1	3	
B3.) If yes, for how many days?		4		
B4.) If appropriate, a functional behavior assessment has been conducted.				4
B5.) IEP team has addressed behaviors that are impacting student learning.		4		
B6.) A behavior intervention plan has been written to address behaviors.		4		
B7.) All individuals working with the student have been involved in developing behavior intervention strategies.		4		
B8.) Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.		4		
B9.) Results of behavior intervention strategies are evaluated and monitored.		4		
B10.) A school-wide behavior intervention model exists.		4		
Behavior Strategy Strengths	Behavior Strategy Suggestions for Improvement			
<ol style="list-style-type: none"> 1. Students have choices in how they redirect their stress. 2. There is weekly communication with stakeholders re behavior. 3. There are social incentives for positive behavior. 	<ol style="list-style-type: none"> 1. School wide system needs to be developed to study the effectiveness of the “learning lab” as a strategy and its impact on education. 2. Provide opportunities for students to demonstrate carryover of behavior and academic skills/strategies into other environments. 3. Provide academic recognition through privileged opportunities. 			

Summary of Building Level Strengths and Suggestions

Strengths	Suggestions for Improvement
	<p>No summaries were received from the visiting team.</p>

VII. ADDENDUM: JAMES O SUMMARIES

James O. File Review Summary

School / WEDIKO

Date: April 2008

Reviewer: Jane Bergeron-Beaulieu

Number of Files Reviewed: 1

COMMENDATIONS

- The student file that was reviewed had documentation that the requirements of the James O Consent Decree had been met
- There was evidence that the parent and LEA are actively involved in the child's education
- There was evidence that the student was making gains within the program

CITATIONS OF NONCOMPLIANCE

There were no citations of noncompliance identified in this file review.