

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

**WEDIKO SCHOOL
SUMMARY REPORT**

**Amy Sousa, Executive Director
Tobias Iselin, Principal**

Chairpersons, Visiting Team:
Maryclare Heffernan
Edward Hendry
Education Consultants

Site Visit Conducted on March 10-11, 2015
Date of Report: May 18, 2015

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I. TEAM MEMBERS

Visiting Team Members:

NAME	PROFESSIONAL ROLE
Maryclare Heffernan	Chairperson, Education Consultant
Edward Hendry	Chairperson, Education Consultant
Karen Langley	Director of Academics
Mary Ellen Pantazis	Assistant Principal for Special Services
Lori Noordergraaf	NHDOE, Education Consultant

Building Level Team Members from the Wediko School:

NAME	PROFESSIONAL ROLE
Audrey Bethel	Transition Specialist
Jason Dawson	Senior Lead Teacher
Ann Giove	Curriculum and Instruction Specialist
Tobias Iselin	Principal
Kim Guest	Director

II. INTRODUCTION

The Wediko School is a private residential and day special education school that offers clinical and educational services for boys' ages 4 to 21 in grades K-12, in a safe, therapeutic, and educational environment. Wediko staff work closely with the student's family and referring agency with the goal of returning the child to his home and community, or a less restrictive school, as soon as possible.

The school, located in Windsor New Hampshire, is approved by the New Hampshire Department of Education and the New Hampshire Bureau of School Approval. Wediko is a year round school able to accept up to 66 male students, ages 4-21, identified as having one or more of the following educational disabilities: Autism, Emotional Disturbance and Other Health Impairments. Current placement agencies include Local Education Agencies (LEAs), Juvenile Justice, Department of Children Youth and Families (DCYF), and private parent placements. The typical length of stay for students enrolled at Wediko is one to two years, and upon admission there is an emphasis upon transition to a lesser restrictive environment and transition planning. Wediko has residential dormitories which are licensed by appropriate state agencies, and has recently built a new education facility which houses four new classrooms and a computer lab.

Using a strength-based approach, Wediko responds to the needs of children who face repeated obstacles to development due to emotional, behavioral, environmental, and learning issues. Through a continuum of flexible services and multidisciplinary training programs, Wediko develops partnerships with children, families, schools, and the community.

Modeled on the Response to Intervention method, the Wediko School uses a 3-tiered approach to learning. Tier 1 is traditional classroom instruction. Tier 2 or targeted intervention is conducted in the learning lab that allows students to work in smaller groups, using less traditional (and more individualized) methods to learn. Tier 3 is individual instruction, spending one-on-one time with a student in an intensive intervention with trusted staff, to help them feel safe enough to try new things and take academic risks. While the goal is to remain in Tier 1, students move between tiers, as needed.

The Wediko School is approved by the New Hampshire Department of Education and adheres to state curriculum guidelines. This approval process helps the school to maintain a high standard of the teaching staff, curriculum, and the progress of students. The school is approved to award high school diplomas.

Since its inception, Wediko has been known for its quality services integrated throughout the academic program. Over the past several years, Wediko has prided themselves on two major initiatives: curriculum development aligned to state standards and re-design of their behavioral management approach.

Students at Wediko attend school from 8:00 AM to 2:35 PM five days a week and the school provides a full array of curriculum offerings aligned to the NHDOE Curriculum Frameworks. Individual Education Programs (IEPs), and progress monitoring is conducted by using a variety of measures, including but not limited to formative assessments, standardized testing, work samples, behavioral data and student feedback.

Mission

Wediko is committed to improving children's lives. Using a strength-based approach, Wediko responds to the needs of children who face repeated obstacles to development due to social, emotional, behavioral, and learning issues. Through a continuum of flexible services and multidisciplinary training programs, Wediko develops enduring partnerships with children, families, schools, and the community. Wediko strives to capture success and restore a sense of competence and hope.

Beliefs

- **Children:** All children are inherently worthy. Though often not apparent, each child has strengths, interests and hidden talents, which must be discovered and developed. To build positive identity, children require consistency, nurturance, facilitation, support and containment. When anchored in their strengths, a child's sense of self can be positively transformed.
- **Families:** The school views families as integral in facilitating their children's capacity to change, grow and develop.
- **Environment:** The Wediko environment consists of staff, plant, program and relationships outside the setting. Wediko strives to create a goodness-of-fit and believes respect for self, others and the community is essential.

Vision

Our work with children will:

- Discover and nurture strengths, gifts, talents
- Reward effort
- Contain negative behavior
- Provide consistent and stable relationships
- Challenge
- Provide safety
- Validate self worth
- Build competence
- Improve interpersonal skills and relationships

Our work with families will:

- Help families identify and augment core strengths
- Regard families as essential members of the team
- Collaborate on behalf of the child
- Assist families in appropriate decisions for the child's well being

This environment will:

- Strive to adapt programmatic resources to match children's needs
- Provide enriching learning opportunities which elicit growth and the development of competence
- Be appropriately stimulating and challenging
- Be nurturing, harmonious and inviting

SCHOOL DEMOGRAPHICS

SCHOOL DEMOGRAPHICS	2013-2014	2014-2015
Total Student Enrollment <u>as of October 1</u>	36 residential, 7 day	33 residential, 5 day
Special Education Student Enrollment as of October 1	36 residential, 7 day	33 residential, 5 day
Do you accept out-of-state students? If so, list number from each state in 2014-15	Yes, CA (1) , CT (2), IL (7), MA (4), MD (1), MI (2), NJ (1), NY (6), OK (1), RI (1)	
Number and Names of Sending New Hampshire LEAs (as of October 1, 2014)	Residential: Jaffrey (1), Concord (1), Goffstown (1), New Boston (1), Exeter (1), Francistown (1); Day: Swanzey (1), Claremont (3), Concord (1)	
# of Identified Students Suspended One or More Times	1	1
Average Length of Stay for Students	14 months	13 months
<u>STAFF DEMOGRAPHICS</u>		
Student/Teacher Ratio (as of October 1, 2014)	3 students/1 Teacher	3 students/1 Teacher
# of Certified Administrators	0	1
# of Certified Teachers	10	8
# of Current Teachers with Certification through Alt 4	0	0
# of Related Service Providers	3	3
# of Paraprofessionals	0	0
# of Professional Days Made Available to Staff	3	5

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

(Results noted do not include our private pay / unilaterally placed students unless settlement was reached to facilitate district support of the placement sometime during the year.)

SPECIAL EDUCATION PROGRAM DATA <i>(please put NA if not approved for the disability)</i>		
<u>Primary Disability Types:</u>	2013-2014	2014-2015
Autism	1	5
Deaf / Blindness	N/A	N/A
Deafness	N/A	N/A
Developmental Delay	N/A	N/A
Emotional Disturbance	27	19
Hearing Impairment	N/A	N/A
Intellectual Disability	N/A	N/A
Multiple Disabilities	N/A	N/A
Orthopedic Impairment	N/A	N/A
Other Health Impairment	3	4
Specific Learning Disabilities	N/A	N/A
Speech-Language Impairment	N/A	N/A
Traumatic Brain Injury	N/A	N/A
Visual Impairment	N/A	N/A

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 the Wediko School on March 10-11, 2015 for the purpose of reviewing the present status of programs and services made available to children and youth with educational disabilities. Program Approval Visits are conducted using a Case Study Model that is a focused review. This focused review permits the NHDOE to leverage its impact for change and improvement within private special education schools statewide, by focusing the attention of all educators on the following three areas of critical importance in the provision of FAPE for students with disabilities.

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

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

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

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

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

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

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

Based on review of the February 13, 2012, NHDOE Special Education Program Approval Report, the following patterns were identified as needing improvement:

Findings of Noncompliance	Status as of October 1, 2012	Status as of March 10-11, 2015
Ed1109.01 Elements of IEP CFR 300.320 Content of IEP Two of the three IEPs reviewed lacked measurable annual goals.	MET	MET Of the IEPs reviewed all four had clearly measurable annual goals.
Ed1102 Transition Services CFR300.43 Transition Plan reviewed lacked measurable post-secondary goals.	MET	MET Of the Transition Plans reviewed both had clearly measurable post-secondary goals.

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

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

Four students were randomly selected for a Case Study Review representing: one 7th grade student, one 9th grade students, one 10th grade student and one 12th grade student. Three of the students are identified with an Emotional Disturbance and one student is identified with Autism. Three of the students are residentially placed at Wediko and one student is a day student.

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, Wediko School distributed the LEA Survey to the contact people in all LEAs that have students currently enrolled in the school. They received a 66% **response** from the LEAs.

SUMMARY REPORT OF SENDING LEAs

Name of Private School: Wediko School		
Total number of surveys sent: 9	Total # of completed surveys received: 6	Percent of response: 66%
Number of students placed by: LEA: 4	Court: 1	Parent: 1

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

SCALE 4 STRONGLY AGREE 3 AGREE 2 DISAGREE 1 STRONGLY DISAGREE

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

Comment: "I appreciate the collaboration and assistance they have provided with difficult clinical matters."

Analysis of Response by Wediko School:

We looked carefully over the data collected from the LEA Survey. Strengths identified include the comprehensive progress monitoring system (with a minimum of 3 reports sent to sending district and parents), as well as mid-year and annual evaluation completion, evidence of effective instruction with fidelity to the curriculum and communication occurring in language understandable to the parent, with meetings at times that are convenient for the team. Scores were also generally very positive around behavioral intervention policies and curriculum alignment with the Common Core.

Amongst the LEA surveys, we clearly had one district that voiced concerns in several areas, including questioning about the student's progress, our response to their lack of progress and our general adherence to special education rules and regulations. Kim Guest, Director, invited all districts involved with the program to meet in person or have a further discussion by phone about any feedback they wanted the Wediko School to consider. Several in-person meetings occurred; all but one were very positive. Though we cannot be certain that the meeting occurred with the person who completed the anonymous survey, recommendations for additional training to support the growth and development of the program were integrated into future training plans. For example, Carol Kosnitsky was contracted to provide training for the Case Managers / Clinical Supervisors and Academic Leadership team on IEP processes (scheduled for November 2014), and a full training to the teaching staff in March 2015 regarding IEP development and compliance. Concerns and situational factors specific to this district can be discussed in person if desired.

PARENT PARTICIPATION

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

SUMMARY OF PARENT SURVEY DATA

Name of Private School: Wediko School		
Total number of surveys sent: 12	Total # of completed surveys received: 5	Percent of response: 42%

INSTRUCTIONS FOR SCHOOL:

PLEASE FILL IN ACTUAL NUMBER OF RESPONSES (NOT PERCENT) IN EACH BOX.

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

ACCESS TO THE GENERAL CURRICULUM:	3	2	1	No Answer
1. I am satisfied that my child has access to the general education curriculum (Academic IEP goals and school curriculum aligned with Common Core State Standards /NH Curriculum Frameworks).	5			
2. My child has opportunities to interact with non-disabled peers on a regular basis unless the IEP team has determined that the interaction is not appropriate/reasonable.	4	1		

3. I am informed on a regular basis and with clear evidence of my child's progress in the general education curriculum.	5			
4. I understand that a variety of information (observations, test scores, results of evaluations, school work samples, behavioral data, etc) was considered in developing my child's IEP for this placement.	5			
5. I am satisfied that there is a direct connection between my child's needs and the components of his/her IEP and the supports and services ("reasonably calculated to provide educational benefit").	5			
6. I am satisfied that the sending school district has fully considered the Least Restrictive Environment in recommending this placement for my child (to the maximum extent appropriate, my child is educated with non-disabled peers).	4			1
7. I know whom to contact if I have questions about my child's placement or progress in this program.	5			
8. I am satisfied that the staff of this placement worked collaboratively with my school district in developing my child's current IEP.	5			
9. I have been involved in the development of my child's IEP.	5			
10. I am satisfied that my child is making progress toward his/her IEP goals.	5			
FOR PARENTS OF HIGH SCHOOL STUDENTS ONLY:				
11. My child earns credits toward a regular high school diploma in all of his/her classes.	4			1
12. My student will graduate with a high school diploma	3			2
TRANSITION:				
13. I am satisfied with the planning and support provided for my child as he/she moves from grade to grade, school to school, public school to private school.	5			
14. All of the people who are important to my child's transition were part of the planning (grade appropriate).	5			
15. All of the people/agencies who are required to be part of transition planning for my child were part of the transition process.	5			
16. FOR PARENTS OF STUDENTS AGE 16 OR OLDER ONLY: I am satisfied that my child's IEP meets all the requirements of Secondary Transition: measureable post-secondary goals, necessary supports and services, age-appropriate transition assessments, specific invitation to the Transition meeting, etc. (DOE Indicator #13)	5			
17. I am satisfied that the post-secondary Transition Goals for my child are reviewed on a regular basis, have the necessary supports and services to be accomplished, are connected to annual IEP goals, and can lead my child to productive participation/activities post-graduation or post-21 years as appropriate.	5			
BEHAVIOR STRATEGIES AND DISCIPLINE:				
18. My child's classroom behaviors affect his/her ability to learn. <i>If the answer is yes, please answer the next two questions. If no, skip to OTHER.</i>	YES (ALL)		NO	
	3	2	1	No Answer
19. I have been involved in the development of behavior interventions, strategies and supports for my child.	5			
20. I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs.	5			
OTHER:				
21. I fully participate in special education decisions regarding my child.	5			
22. I have been provided with a copy of the procedural safeguards (parental rights) at least once\ a year.	5			

Comments Included (Suggestions to Improve):

- None. Wediko is filled with staff and faculty completely able and dedicated to helping our son learn.
- Continue doing the outstanding job!

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

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

The Wediko school administration has made a focused and significant effort in the revision and implementation of an updated curriculum that is aligned with NH Curriculum standards, provides logical sequence of learning expectations, includes a model template for lesson planning, learning targets and learning levels adjusted to meet the needs of individual students, suggested resources, assessments and competencies. The visiting team observed curriculum based instruction implemented in each classroom that was designed to engage students in interesting, relevant and individualized learning paths.

Student access to the curriculum was further evident in the course descriptions, student schedule of classes, student work and student descriptions of learning activities and experiences. The high school students observed were both on track to graduate with a high school diploma in four years. Parents and LEA representatives expressed positive feedback on individual student's access, engagement and participation in the general curriculum.

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

Transition planning begins at the time of student admission to Wediko and continues as a constant thread throughout the students stay and through the transition period to the next setting. Students are fully included in developing and monitoring their transition goals and are coached to become self-aware of their interests and needs and to advocate for themselves.

Transition plans reviewed were well designed with clearly measurable goals and activities. Transition interest inventories and assessments are conducted as needed for each student and a wide range of relevant field experiences are provided to enhance and extend learning. The Transition Flow Chart of transition processes is well organized and guides the transition process for each student.

Students are treated with respect and encouraged to develop individual strengths based on their areas of interest. Experiences in areas such as woodworking, Horses and Healing program, snorkeling, travel, volunteer work and multiple community experiences all contribute to the students' wide range of real life experiences and successful navigation of the world outside of school.

Additional supports are provided to students as they transition to home visits or back to a local school setting. Students were able to articulate their individual plan and explain what resources are available to them. Wediko administration reports that 92% of all students step down to a less restrictive setting following discharge from the school.

Behavior Strategies and Discipline

The Wediko school-wide student centered approach to positive behavior interventions and strategies are developed for each student in their Behavior Intervention Plan based on student Functional Behavior Assessment (if appropriate) and aligned with the student's social/emotional IEP goals. The use of Life Space Crisis Intervention behavior model provides specific student steps to take to de-escalate and help that student gain insight into his behaviors.

The visiting team observed a school-focused campus and classroom environment with a general sense of calm, order and respect evident among all of the school community members. Students are strongly supported in the development of self-awareness of personal emotional triggers and in effective means of self-calming techniques.

SPECIAL EDUCATION POLICIES/ NHDOE BUREAU OF SCHOOL APPROVAL NON-PUBLIC SCHOOL APPLICATION MATERIALS

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

COMMENDATIONS

The following commendations come as a result of the NHDOE Case Study Compliance visit to Wediko on March 10 and 11, 2015. A visiting team representing public and non-public school administrators, as well as the Bureau of Special Education, had the opportunity to review four Case Studies of randomly selected NH Wediko students; tour the school; observe Case Study students in the classroom setting; interview Case Study parents/guardians, students, a Board member, school administrators and meet with teachers and staff. The result of the collective review of the Wediko programs, student work and progress, curriculum, instruction and assessment practices as well as transition and behavior management processes the following commendations are made. The school has a school wide behavioral model based on a positive and proactive approach. The model embodies rapport, trust and mutual respect.

1. The Wediko Leadership Team has worked to design and establish a number of interconnected school and system structures that have created an overall sense of coherence and focus on the

Mission, Vision, Values, Beliefs aligned with student learning, transition planning and positive behaviors. All structures rely on each other, for example: curriculum, lesson planning, instruction, and assessment of student mastery, communication of results and ongoing decision-making regarding individual student learning needs. Structures include systems of communication and collaboration as well as system-wide decision-making and futures planning. The Leadership Team reflects on progress and performance on an ongoing basis to evaluate the structures in place, evolve them as needed and plan for sustainability.

2. The newly revised and implemented Wediko curriculum clearly aligns with the NH State Standards and provides logical sequence of learning expectations, includes a model template for instruction, learning targets and learning levels adjusted to meet the needs of individual students, accommodations, suggested resources, and assessments and competencies.
3. The clear and consistent “student centered approach” and connection and support to families is a foundational philosophy and practice that guides all aspects of the Wediko school.
4. The faculty, staff and administration at Wediko School demonstrate a high quality of instructional and social/emotional supports and services to the students. Their engagement, enthusiasm for the work, and professionalism observed throughout the Program Approval visit were commendable.
5. There is a culture and system of effective data gathering, analysis and decision making in place at Wediko. Data are collected from a range of relevant sources (i.e. academic, behavioral, transition) and are organized into meaningful reports useful for interpretation and action planning by administration, staff and students.
6. Multiple supports exist for students around positive behavior, including helping students see the connection between their behavior and the consequences of their behavioral actions. Supports are offered to parents, families and local school districts as well.
7. The wide range of experiential learning provides students with a rich menu of learning activities. Classroom instruction integrates real life learning into the content areas.
8. The Wediko School is supported by a Board of Directors who are committed to supporting the school’s Mission, Vision, Values and Strategic Plan.

Number of Cases Reviewed During the WEDIKO SCHOOL March 10-11, 2015,
NHDOE Compliance Visitation

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

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

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

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

No Child Specific Findings of Noncompliance found.

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

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

No Systemic Findings of Noncompliance found.

SUGGESTIONS FOR PROGRAM-WIDE IMPROVEMENT

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

1. Consider ways to increase student and staff access to online technology for learning.
2. Consider how to increase the specificity of academic achievement levels in the student profiles.
3. Continue to review instructional strategies and the use of Universal Design for Learning strategies in developing instruction to reach the needs of all learners first, rather than accommodate after.
4. Continue to seek ways to provide additional family supports for day students.

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 School	Date: March 10 and 11, 2015	
Programs:	Number of Cases Reviewed: 4	
Recorder/Summarizer: Lori Noordergraaf	Number of students reviewed age 16+: 2	Number of students age 16+ cited for Indicator 13: 0

CLEARLY PRINT NAMES OF ALL COLLABORATIVE TEAM MEMBERS

Name: Maryclare Heffernan	Position: Co-Chairperson, Education Consultant	Visiting
Name: Edward Hendry	Position: Co-Chairperson, Education Consultant	Visiting
Name: Karen Langley	Position: Director of Academics	Visiting
Name: Mary Ellen Pantazis	Position: Assistant Principal for Special Services	Visiting
Name: Lori Noordergraaf	Position: NH Department of Education	Visiting
Name: Audrey Bethel	Position: Transition Specialist	Building Level
Name: Jason Dawson	Position: Senior Lead Teacher	Building Level
Name: Ann Giove	Position: Curriculum and Instruction Specialist	Building Level
Name: Tobias Iselin	Position: Principal	Building Level
Name: Kim Guest	Position: Director	Building Level

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

SUMMARIZE YOUR BUILDING LEVEL DATA

ACCESS TO THE GENERAL CURRICULUM STATEMENTS

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

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

² Ed 1114.05(h) Program Requirements

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

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

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

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

⁷ Ed 1109.01 Elements of an IEP

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

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

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

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

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

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

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

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

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

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

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

¹⁸ Ed 1111.02 Placement Decisions; 34 CFR 300.116 Placements

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

²⁰ Ed 1114.05 Program Requirements (a)(b)

Access Strengths	Access Suggestions for Improvement
<ol style="list-style-type: none"> 1. The high quality of instruction observed was aligned to the newly revised curriculum and effectively engages students in learning. 2. The Wediko curriculum clearly aligns with the Common Core State Standards and provides logical sequence of learning expectations, includes a model template for lesson planning and setting learning targets, as well as learning levels adjusted to meet the needs of individual students, accommodations, suggested resources, and assessments and competencies. An accompanying Syllabus has been developed. 3. The school has a part time curriculum coordinator responsible for the development and dissemination of the Wediko curriculum. 4. Students observed were engaged in learning activities that were experiential and relevant to the students. The instructional applications to real life experiences were evident and well designed. 5. The two-year-old school building is well designed to accommodate a range of student ages, grades and learning needs. The well-maintained facility is attractive and functional. 6. Student ownership of learning was evident in their ability to self-advocate and set and monitor goals. Each student interviewed was able to describe what works for them and what they need to be successful in the classroom and in their personal lives. 7. Access is evident in all settings at Wediko. Students are provided with genuine learning experiences throughout their day and their week in transition from school to residence to therapy to community experiences. 8. The classrooms are equipped with relevant, up to date instructional materials. 9. On-line technology is provided with 1:1 adult to supervise students 10. Report cards are competency based. 11. There is a system of effective utilization of content area consultants in areas not represented by Wediko staff. 	<ol style="list-style-type: none"> 1. Consider additional ways to include the use of technology in instruction both in teacher and student access to the internet and in the addition of other technology devices. 2. Consider posting the learning target/standard within the classroom for students and others to have a clear sense of the instructional intention for the classes. 3. Consider the development of additional Extended Learning Opportunities (ELOs) to extend the formalized acquisition of credits.

TRANSITION STATEMENTS²¹

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

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

²² 34 CFR 300.323(g) Transmittal of records

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

²⁴ Ed 1114.05 Program Requirements

²⁵ Ed 1111.02 Placement Decisions; 34 CFR 300.116 Placements

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

²⁷ Ed 1103.01 IEP Team; 34 CFR 300.321 IEP Team

²⁸ Ed 1103.01 IEP Team; 34 CFR 300.321 IEP Team

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

9. If the student turned 16 during the IEP period, there is evidence that the transition plan is designed within a results-oriented process focused on improving academic and functional improvement to facilitate his or her movement from school to post-school goals and activities ³⁰ .	2	
10. There is evidence that outside agencies who are involved with this student's transition have participated in transition planning (e.g. DCYF, DJJS, and Area Agency) ³¹ .	4	

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

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

³¹ Ed 1103.01 IEP Team; 34 CFR 300.321 IEP Team

5. Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goal(s)?	2		
<i>Do the transition services include courses of study that align with the student's postsecondary goal(s)?</i> • If yes, then check Y OR if no, then check N.	2		
6. Is (are) there annual IEP goal(s) related to the student's transition services needs?	2		
<i>Is (are) an annual goal(s) included in the IEP that is/are related to the student's transition services needs?</i> • If yes, then check Y OR if no, then check N.	2		
7. Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed?	2		
8. <i>For the current year, is there documented evidence in the IEP or cumulative folder that the student was invited to attend the IEP Team meeting?</i> • If yes, then check Y OR if no, then check N.	2		
Only the following statement may be answered N/A if appropriate. All statements above must be answered Yes or No.	YES	NO	N/A
9. If appropriate, is there evidence that a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority?	1		1
10. <i>For the current year, is there evidence in the IEP that representatives of any of the following agencies/services were invited to participate in the IEP development including but not limited to: postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living or community participation for this post-secondary goal?</i> <i>Was consent obtained from the parent (or student, for a student the age of majority)?</i> • If yes to both, then check Y. • If no invitation is evident and a participating agency is likely to be responsible for providing or paying for transition services and there was consent to invite them to the IEP meeting, then check N. • If it is too early to determine if the student will need outside agency involvement, or no agency is likely to provide or pay for transition services, check NA. • If parent or individual student consent (when appropriate) was not provided, check NA.	1		1
11. Student is informed prior to age 17 of his/her rights under IDEA ³² .	2		
12. Does the IEP meet the requirements of Indicator 13? (Check one) Yes (all Ys or NAs for each item (1 – 10) on the Checklist or No (one or more Ns checked)	2		
13. There is evidence of the summary of the student's academic achievement and functional performance , which includes recommendations on how to assist the student in meeting his or her post-secondary goals ³³ .			2

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

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

Transition Strengths	Transition Suggestions for Improvement
<ol style="list-style-type: none"> 1. Transition planning begins at the time of enrollment into Wediko with appropriate career assessments and interest inventories conducted and transition plans collaboratively developed with the student and team. 2. The school has a staff member specifically assigned for transitioning who coordinates the programming and provides oversight and support to each student throughout their stay at Wediko and through transition to their school or career. 3. There are many opportunities and experiences provided for transition activities that are relevant and related to students' strengths and interests. 4. Students are provided with a wide range of community experiences from the NH State House to snorkeling to NY City. 5. The students are actively engaged in the transition process and setting their own relevant and reasonable goals. 6. The overall energy of the staff and their commitment to students helps the students open their eyes and be willing to participate in a variety of transition activities. 7. There are concerted efforts to assist the students to get to know themselves as learners so they can self-advocate and be more confident in themselves. 8. There is a full time crisis line that students can call during a transition period (e.g. home for the weekend) if they feel the need for support. 	<ol style="list-style-type: none"> 1. Continue to review and refine transition practices as needed; specifically wrap-around services for the Wediko day students.

BEHAVIOR STRATEGIES AND DISCIPLINE

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

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

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

³⁶ Ed 1102.01 Definitions (n)

³⁷ Ed 1114.07 Behavioral Interventions

³⁸ Ed 1114.05 Program Requirements

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

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

⁴¹ Ed 1114.09 Use of Aversive Behavioral Interventions

⁴² Ed 1114.07 (a) Behavioral Interventions

Behavior Strategy Strengths	Behavior Strategy Suggestions for Improvement
<ol style="list-style-type: none"> 1. The school has a school wide behavioral model based on a positive and proactive approach. The model embodies rapport, trust and mutual respect. 2. Many supports exist for students around positive behavior, including helping students see the connection between their behavior and the consequences of their behavioral actions. 3. The school has well established family supports in place. 4. It was very evident that students recognize and understand their behavioral “trigger” and have learned strategies to help control their behaviors. 5. The school is data driven. They know the data they have and know how to use it. 	<ol style="list-style-type: none"> 1. Continue to review and refine behavior strategy practices and services as needed.