

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

WEDIKO SCHOOL

SUMMARY REPORT

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Dr. James Wade, Director of Special Education**

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Chairpersons of Visiting Team
Education Consultants at SERESC

Site Visit Conducted on December 14, 2011
Report Date, February 13, 2012

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I. TEAM MEMBERS

Visiting Team Members:

NAME	PROFESSIONAL ROLE
Chairpersons:	
Dr. Edward Hendry	Education Consultant
Jane Bergeron-Beaulieu	Education Consultant
Paul Campelia	Executive Director
Amy Clason-Gilmet	Special Education Coordinator
Becky Cawley	Out of District Coordinator
Janet Reed	Executive Director
Karen Langley	Director of Academics
Robert Belmont	Director of Student Services

Building Level Team Members from WEDIKO School:

NAME	PROFESSIONAL ROLE
James Wade, PhD.	Special Education Administrator
Elizabeth Vezina, MA.	Co-Director
Kimberly Guest, PsyD.	Co-Director
Audrey Bethel	Transition Specialist
Elizabeth Bourassa, PhD.	Day Student Supervisor
Sara Clarke-Vivier	Educational Coordinator
Jason Dawson	Senior Lead Teacher
Emily Brown	Lead Teacher
Susan Cody	Lead Teacher
Ann R. Giove	Curriculum Specialist

II. INTRODUCTION

WEDIKO, located in Windsor New Hampshire, is a private special education school, 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 62 male students, (50 residential and 12 day), ages 6-21, who have been identified as having one or more of the following educational disabilities: 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 five residential dormitories which are licensed by appropriate state agencies, and is in the process of building a new education facility which will house four new classrooms.

The mission for WEDIKO is:

“Wediko Children’s Services is a non-profit organization 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 emotional, behavioral, environmental, 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.”

At the time of the December 14, 2011 NHDOE Case Study Visitation, WEDIKO had six classrooms which varied from elementary to high school, all of which are designed to accommodate for the diversity of academic and instructional needs of the students. WEDIKO has a tiered system of positive behavioral support for students, and specializes in challenging and difficult to place students who have not been successful in other educational placements. This tiered system includes systemic feedback, daily collection and review of data, group counseling, crisis intervention strategies and the teaching of appropriate social skills. The main goal of the WEDIKO School is to assist students with emotional and behavioral challenges so that they can be successful academically and socially and return to their school of origin, or in some cases move on to a technical school, college or another alternative school setting. The low staff/student ratio allows WEDIKO to better meet the needs of individual students both academically and behaviorally. Since its inception, WEDIKO has been known for its quality therapeutic services, which is integrated throughout the academic programs. Over the past several years, WEDIKO has prided themselves on two major initiatives: curriculum development aligned to state standards and re-design of their behavior management programming.

Students at WEDIKO attend school from 8:00 AM to 2:45 PM five days a week and the school provides a full array of curriculum offerings aligned to the NHDOE Curriculum Frameworks, Grade Span Expectations and Grade Level Expectations. Problem solving and the development of social and communication skills are integrated into all aspects of the school’s curriculum. The pace and level of instruction is dictated by the 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.

SCHOOL DEMOGRAPHICS	2010-2011	2011-2012
Student Enrollment <u>as of December 1</u>	45	53
Do you accept out-of-state students? If so, list number from each state in 11-12	CT 2;PA 2;HI 1;FL 1;MD 3;OR 1;MA 8; VT 1;NY 2;OH 1;NJ 1;IL 2	
Number and Names of Sending New Hampshire LEAs (as of October 1, 2011)	SAU 1; 6; 23; 24; 29; 35; 37; 42; 43; 46; 47 53; 56; 60; 61; 65; 70; 71; 75; 76 ;79; 84	
# of Identified Students Suspended One or More Times	0	0
Average Length of Stay for Students	13	13
<u>STAFF DEMOGRAPHICS</u>		
Student/Teacher Ratio (as of October 1, 2011)	4:1	4:1
# of Certified Administrators	1	1
# of Certified Teachers	10	13
# of Teachers with Intern Licenses	1	4
# of Related Service Providers	3	3
# of Paraprofessionals	13	13
# of Professional Days Made Available to Staff	3	3

SPECIAL EDUCATION PROGRAM DATA		
<u>Primary Disability Types:</u>	2010-2011	2011-2012
Autism		
Deaf / Blindness		
Deafness		
Developmental Delay		
Emotional Disturbance	28	21
Hearing Impairment		
Intellectual Disability		
Multiple Disabilities		
Orthopedic Impairment		
Other Health Impairment	4	7
Specific Learning Disabilities		
Speech or Language Impairment		
Traumatic Brain Injury		
Visual Impairment		

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 School on December 14, 2011 for the purpose of reviewing the present status of programs and services made available to children and youth with educational disabilities. Program Approval Visits are conducted using a Case Study Model that is a focused review. This focused review permits the NHDOE to leverage its impact for change and improvement within private

special education schools statewide, by focusing the attention of all educators on the following three areas of critical importance in the provision of FAPE for students with disabilities.

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

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

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

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

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 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 June 11, 2008 NHDOE Special Education Program Approval Report, the following patterns were identified as needing improvement:

Findings of Noncompliance	Status as of June 8, 2009 CA Follow Up Visit	Status as of December 14, 2011
1.ED 1119.01 Content of the IEP IEPs must consistently be written with measurable goals and assessed using state and district assessment protocol.	MET	NOT MET
2.ED 1133.05 Program Requirements/ Equal Educational Opportunities/Full Access to General Curriculum	MET	MET

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.	MET	MET
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.	MET	MET
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.	MET	MET
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.	MET	MET
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.	MET	MET

V. DECEMBER 14, 2011 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, the 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.

Three students were randomly selected for the case studies presented by the WEDIKO School. The students, each from a different school district, were selected to represent the varied grade level classrooms, differing disabilities/diagnosis and age ranges. The case studies focused on three males at the elementary, middle and high school level all identified as having emotional disturbance and/or other health impairments, all of them had been in the program for a minimum of two years.

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 that end, The WEDIKO School distributed the LEA Survey to the contact people in all LEAs that have students currently enrolled in the school. They received a 59% response from the LEAs.

SUMMARY REPORT OF SENDING LEAs

Name of Private School: Wediko School		
Total number of surveys sent: 22	Total # of completed surveys received: 13	Percent of response: 59%
Number of students placed by: LEA: 20	Court: 8	Parent:

SCALE 4 MOSTLY AGREE 3 AGREE 2 DISAGREE 1 STRONGLY DISAGREE

	4	3	2	1	No Answer
1. The private school team has positive expectations for students.	9	3	1		
2. I am satisfied with the educational program at the above school.	8	2	2	1	
3. The school consistently follows special education rules and regulations.	8	5			
4. The school has an effective behavioral program (if applicable).	8	3	2		
5. I am satisfied with the related services provided by the school.	5	6	2		
6. The school implements all parts of students' IEPs.	8	2	3		
7. I feel the school provides the necessary skills to allow the student to make progress on the IEP goals.	8	2	2	1	
8. The school program measures academic growth.	4	8	1		
9. The school program measures behavioral growth (if applicable).	10	2			1
10. The school completes a minimum of 3 comprehensive reports per year on each child with a disability enrolled.	6	5	2		
11. Progress reports describe the child's progress toward meeting the IEP goals, include a record of attendance, and are written in terminology understandable to the parent.	6	6	1		
12. Progress reports are provided to the LEA and to the parent of the child.	12	1			
13. I am satisfied with the way the school communicates students' progress.	9	2	2		
14. The school communicates effectively with parents.	9	4			
15. The school communicates effectively with the LEA.	10	1	2		
16. The school involves parents in decision-making.	9	4			

17. The school actively plans for future transition to a less restrictive placement.	6	5		1	1
18. If the school finds it necessary to change or terminate placement, they notify the LEA by convening the IEP team to: review the concerns, review/revise the IEP, discuss the placement and determine if the facility can fully implement the IEP and provide FAPE.	5	5			3
19. The school team sets meeting times that are convenient for both parents and LEA.	8	4			1
20. The school has met my expectations.	6	2	4		
21. I have a good relationship with the school.	9	4			
22. I would enroll other students at the school.	7	4	1		1

Analysis of Responses by Private School:
There were two LEAs that consistently rated the Wediko school as unsatisfactory. The remainder of the respondents appear
satisfied overall. Relative strengths for Wediko appear to be in the areas of progress reports, communication, and
expectations for students. Relative weaknesses appear to be in the areas of measuring growth, comprehensive reports and
meeting IEP goals.

Upon review of the responses to the LEA survey, WEDIKO School reports that 22 surveys were sent to LEAs of which 13 were received, which represents a response rate of 59%. Generally the feedback provided by LEAs, indicates that the respondents are generally satisfied with the programming provided to the students. According to the surveys submitted by the LEAs, relative strengths are in progress reporting, communication and the expectations placed upon students. Relative weaknesses appear to be in the areas of measuring and documenting student growth and meeting IEP goals. Noteworthy is that two LEA's consistently rated the WEDIKO School as unsatisfactory, which is worthy of further exploration and more in-depth conversations with the sending school district.

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 component 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: 28	Total # of completed surveys received: 2	Percent of response: 8%

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		
My child has opportunities to interact with non-disabled peers on a regular basis.		1	1	
I am adequately informed about my child's progress.	1	1		
My child is informed about and encouraged to participate in school activities outside of the school day, and is offered necessary supports.	1	1		
My child feels safe and secure in school and welcomed by staff and students.		2		
A variety of information (observations, test scores, school work, parent input) was used in developing my child's IEP.	1			1
I am satisfied with the progress my child is making toward his/her IEP goals.	1	1		
FOR PARENTS OF HIGH SCHOOL STUDENTS ONLY:				
My child earns credits toward a regular high school diploma in all of his/her classes.		1		1
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.	1			1
All of the people who are important to my child's transition were part of the planning.	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.		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.	1		1	
I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs.	1	1		
OTHER:				
I fully participate in special education decisions regarding my child.	1			1
I have been provided with a copy of the procedural safeguards (parental rights) at least once a year	2			

The WEDIKO School distributed 28 parent surveys and only had a response rate of 2, which is approximately 8%. Based on the small number of respondents, it is difficult to draw any conclusions. The two parent surveys that were returned demonstrate overall satisfaction with the program.

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

Access to the General Curriculum

Implementation of Individual Education Programs (IEPs)

Provision of Non-Academic Services

Full Access to the District's Curriculum

Equal Education Opportunity

The WEDIKO School has systems in place to assure that students enrolled are being provided full access to the general curriculum. Specific curriculum content is well developed and aligned to the New Hampshire Grade Level/Grade Span Expectations. Teachers are certified or highly qualified to teach their subjects or have certified consultants to support their instruction. Each teacher maintains a

binder with the student's IEP, where work related to the IEP goals are collected and reviewed regularly. This assures ongoing attention to the areas requiring specialized instruction.

Students at WEDIKO receive their instruction in traditional classroom settings and the school incorporates research based practices in their approach to both literacy and numeracy. Student learning opportunities extend to experiential learning opportunities, and when appropriate, extended learning opportunities both on and off campus. Student progress is monitored on a regular basis, data is collected daily and weekly, and both parents and LEAs are informed of student progress.

Currently WEDIKO has a full compliment of consultants in all of the required content areas, and the visiting team members observed examples of both individualized and differentiated instruction. Community experiences are supported and include service opportunities, experiential education and intra school sports. When appropriate, students can access on-line learning under the supervision and direction of certified teachers. WEDIKO recognizes that providing the option of issuing a high school diploma to students is an expectation and has been informed of this by the NHDOE. Ed 404.01(b)(2) is being revised to address this issue. As a result, WEDIKO is currently in the process of developing policy and procedures related to issuing of high school credits and issuing of high school diplomas, which is intended to enhance the educational offerings available to students who are enrolled. The recent continuity of staff and teacher retention over the past three years has assisted in consistency of programming and comprehensive professional development opportunities for the staff.

Transition

Transition Planning

Process: Provision of Free Appropriate Public Education (FAPE)

Transition Services

Transition planning is a strength of the WEDIKO School; multiple measures are used to assess students' interests and aptitudes for the purpose of planning transition to a less restrictive environment, employment, or higher education. WEDIKO works closely with the LEAs, students, parents and applicable agencies when planning for transitions. Each of the staff knows the students well so transition planning is easily accomplished from grade to grade and class to class. Secondary transition planning is a function of the student's IEP and the WEDIKO staff works collaboratively with the student, parent, LEA and appropriate agencies to support smooth and meaningful transitions. Students' interests, needs and plans are assessed through meetings and conferences with individual students as appropriate and are all well documented. As a result of the Case Study Presentations, it was evident that WEDIKO tailors transition-focused activities to match the needs of their high school students and offers many school-to-career opportunities. Transition planning as required by IDEA and state special education rules was consistently evident in the IEPs reviewed at WEDIKO and it was evident that staff and administration at WEDIKO recognized the importance of transition planning and that this is a critical area for the student population they serve. Overall, WEDIKO presented evidence of well documented transition planning, collaboration with LEAs, outside agencies, parents and students.

Behavior Strategies and Discipline

The WEDIKO School has developed a comprehensive, tiered positive behavior intervention system that articulates expectations, rewards and consequences. This has resulted in a school-wide culture of positive behavioral supports utilizing a variety of tools and strategies. Teachers, support staff and students are well versed in this clearly defined system that integrates behavioral and academic

expectations. The consistency of application of the system has ultimately resulted in a safe and secure learning environment for students which is supported by daily recording systems and adhered to and monitored by all staff. The newly refined tiered system is consistent in both the school and residential components of WEDIKO, and the positive approaches used in addressing student behaviors has resulted in improved learning and academic expectations in the classroom setting. Realizing that the student population at WEDIKO is very challenging, the staff is well versed in a variety of intervention strategies, ongoing professional development is provided to all staff, and there is a good balance between therapeutic, behavioral and academic expectations for all the students who are enrolled.

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.

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

On June 30, 2011, the NHDOE, Bureau of Special Education approved an increase in capacity at WEDIKO to 62 students. As a follow up to that approval letter, the December 14, 2011 Case Study Visitation to WEDIKO served to verify that the program is able to serve a student enrollment capacity of 62 students. Based on the December visitation it is recommended that the approval for 62 students remain unless further changes are requested by WEDIKO.

COMMENDATIONS

The WEDIKO administration, faculty and staff are commended for their conscientious attention to the preparation for the Case Study Compliance Review, which was approached as a constructive opportunity to reflect upon the scope, relevance and strengths of their programming. This was most evident in the hospitality and proactive stance throughout the Case Study visit, and as a result the following commendations are brought forth:

1. The staff and administration are regarded as skilled, caring and dedicated to working with a very challenging student population.
2. Throughout WEDIKO there is a sense of pride, teamwork and spirit of enthusiasm.
3. There is strong collaboration between clinical, education and residential staff.
4. Student/staff ratio is appropriate for working with students who demonstrate significant emotional, behavior and mental health issues.
5. The respect and positive relationships between staff, students, administration, families and LEAs is commendable.
6. The professional development opportunities for staff are ongoing and encouraged by administration.

7. The uncompromising attention to the family component of the therapeutic aspect of WEDIKO is impressive.
8. The efforts put forth to develop and strengthen partnerships with the LEAs is evident.
9. The emphasis and skill level of staff in regard to transition planning is impressive.
10. The most recent curriculum development is very comprehensive.
- 11.

**NUMBER OF CASES REVIEWED DURING THE WEDIKO SCHOOL VISIT
ON DECEMBER 14, 2011 NHDOE COMPLIANCE VISITATION**

Preschool	
Elementary School	1
Middle School	1
High School, Age below 16	
High School, Age 16 or above	1
Number of Noncompliance for Indicator 13	1
Total Number of Case Studies Reviewed	3

**FINDINGS OF NONCOMPLIANCE IDENTIFIED AS A RESULT OF THE
DECEMBER 14, 2011 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.**

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.

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

ED# 1102. Transition Services CFR 300.43

Responsible School District: Piermont NH

Transition plan reviewed lacked measurable post secondary goals

ED 1109.01 Elements of IEP CFR 300.320 Content of IEP

Responsible School District: Piermont NH

IEP lacked goals that were written in measurable terms

ED 1109.01 Elements of IEP CFR 300.320 Content of IEP

Responsible School District: Claremont NH

IEP lacked goals that were written in measurable terms

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

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

ED 1109.01 Elements of IEP CFR 300.320 Content of IEP

Two of the three IEPs reviewed lacked measurable annual goals.

SUGGESTIONS FOR PROGRAM-WIDE IMPROVEMENT

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

1. WEDIKO will serve their student population well with continued focus upon curriculum, instruction and assessment strategies employed at all grade levels. This would include continued work on high school competencies, expanded vocational opportunities, further development of Extended Learning Opportunities (ELOs), and assessment tools to align with each.
2. The staff and administration should begin to become familiar with Common Core Standards and provide ongoing professional development.
3. While WEDIKO is commended for their continued growth and overall program improvement, the education programs would benefit from guided strategic planning process that is goal and performance based and might open up other avenues and opportunities for continued program development.
4. While a teacher supervision/evaluation model exists, WEDIKO may want to take a critical look at procedures currently used to ensure that the model is directly aligned to improved student learning.
5. On the LEA survey two LEA's consistently rated the WEDIKO School as unsatisfactory, which is worthy of further exploration and more in-depth conversations with the sending school district.
6. The school is required to send all parents a written satisfaction survey with a request to respond. The school distributed 28 parent surveys and only had a response rate of 2, which is approximately 8%. With such a small return rate it is impossible to make any informed conclusions about parent satisfaction with the school. Though this is only one way the school collects parent feedback it is important to determine why so few parents responded and to then to develop a mechanism to increase the response rate.

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	Date: December 14, 2011	Number of Cases Reviewed: 3
Programs: All	How many of the reviewed students are age 16+? one	How many are noncompliant for Indicator 13? one
Recorder/Summarizer: Jane Bergeron-Beaulieu		
Name: Dr. Edward Hendry	Visiting	
Name: Jane Bergeron-Beaulieu	Visiting	
Name: Paul Campelia	Visiting	
Name: Amy Clason-Gilmet	Visiting	
Name: Becky Cawley	Visiting	
Name: Janet Reed	Visiting	
Name: Karen Langley	Visiting	
Name: Robert Belmont	Visiting	
Name: James Wade	Building Level	
Name: Elizabeth Vezina	Building Level	
Name: Kimberly Guest	Building Level	
Name: Audrey Bethel	Building Level	
Name: Elizabeth Bourassa	Building Level	
Name: Sara Clarke-Vivier	Building Level	
Name: Jason Dawson	Building Level	
Name: Emily Brown	Building Level	
Name: Susan Cody	Building Level	
Name: Ann Giove	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.**

Summary of Building Level Data

ACCESS TO THE GENERAL CURRICULUM STATEMENTS					Filled in with the combined <u>number</u> of times a statement is marked on all Data Collection Forms for this school or building		
<u>Ed. 1109.01 Elements of an IEP CFR 300.320 Content of IEP</u> <u>Ed. 1109.05, Implementation of IEP 20 U.S.C. 1414 (d)</u> <u>Ed. 1115.07, Ed 1119.01(f) Provision of Non-Academic Services/Settings</u> <u>CFR 300.320(a) CFR 300.34 Ed. 1113.08, Full Access to District's Curricula</u> <u>Ed. 1113.13, Diplomas</u> <u>Ed. 1107.04 (d) Qualified Examiner</u> <u>Ed. 1109.01 CFR 300.320 Program Requirements, Content of IEP</u> <u>Ed. 1119 Protections Afforded to Children with Disabilities</u> <u>CFR 300.320(a)(1)(i)</u> "... general curriculum (i.e. ,the same curriculum as for nondisabled children)" <u>CFR 300.320(a)(4)(iii)</u> "To be educated and participate with other children with disabilities and non disabled children"					YES	NO	N/A
A1.) Team uses multiple measures to design, implement and monitor the student's program.					3		
A2.) All IEP goals are written in measurable terms.						2	
A3.) Student's IEP has at least one functional goal.					3		
A4.) Student has made progress over the past three years in IEP goals. Goal 1					3		
A5.) Student has made progress over the past three years in IEP goals. Goal 2					3		
A6.) Student <u>has access to</u> the general curriculum (as outlined by the district, sending district or NH frameworks.)					3		
A7.) Student <u>participates in</u> the general curriculum <u>in a regular education setting with non-disabled peers</u> , as appropriate, with necessary supports.					3		
A8.) When <u>participating in a regular education setting with non-disabled peers</u> with necessary supports, student <u>has made progress in</u> the general curriculum.					3		
A9.) Student <u>participates</u> appropriately in state, district and school-wide assessments.					3		
A10.) Student <u>shows progress</u> in state, district and school-wide assessments.					3		
A11.) Student <u>has opportunities</u> to participate in general extracurricular and other non-academic activities with necessary supports.					3		
A12.) Student <u>does participate</u> in general extracurricular and other non-academic activities with necessary supports.					3		
A13.) Was the student's most recent individual evaluation (initial or reevaluation), including a written summary report and meeting, held within 45 days of parental permission to test? If not, was it due to: (check all that apply)					3		
a.) Extension in Place	b.) Lack of Qualified Personnel ___Psychologist ___Educator ___Related Services ___Other	c.) Evaluation Not Completed in Time	d.) Summary Report Not Written in Time	e.) Meeting Not Held in Time	f.) Other		
For High School Students:					YES	NO	
A14.) Student is earning credits toward a regular high school diploma.					2		
A15.) <i>IF YES:</i> within 4 years?					2		
A16.) Student will earn an IEP diploma or a certificate of competency.					2		
A17.) <i>IF YES:</i> within 4 years?					2		
A18.) Does this school have a clear policy for earning a high school diploma?					2		

Access Strengths	Access Suggestions for Improvement
<ol style="list-style-type: none"> 1. Education for students at WEDIKO includes differentiated and individualized designed instruction 2. The low student staff ratio allows for close monitoring of student progress 3. WEDIKO staff evaluate student needs on a daily basis using a well developed data collection system 4. The instruction provided to student allows for many hands on learning experiences 5. The WEDIKO curriculum is well developed, aligned to the NH grade level and grade span expectations 6. The staff at WEDIKO continue to develop competencies and assessment tools to align with the curriculum 7. The staff are skilled and able to motivate a very challenging student population 8. WEDIKO supports and encourages professional development for staff 9. There is regular and ongoing communication between education, residence and clinical staff 10. Staff have developed comprehensive student profiles for each child that demonstrate full access to the general education requirements 11. The IEPs developed by WEDIKO and the LEA are meaningful, carefully monitored and aligned to the curriculum 12. At WEDIKO there is a choice of content and courses for students which allows for a variety of options for students 13. Students are engaged in the learning process and staff are able to meet the varied learning styles and ability levels of all children 14. Over the past several years there has been intentional focus upon improved educational practices, quality teaching, and data collection that demonstrates student progress in academic, social and emotional areas 	<ol style="list-style-type: none"> 1. The staff and administration are encouraged to continue to explore additional resources/interventions that would support the curriculum 2. Continue to work toward strengthening of vocational and extended learning opportunities 3. A more formal process needs to be established to document earning of high school credits for a WEDIKO Diploma

TRANSITION STATEMENTS		Filled in with the combined number of times a statement is marked on all Data Collection Forms for this school or building	
Ed .1102 Transition Services CFR 300.43 Ed. 1106 Process; Provision of FAPE CFR 300.124 Part C Transition Ed. 1109.01 Elements of an IEP (Transition Services) CFR 300.320(a)(7)(b) 20 U.S.C. 1402 (34) 20 U.S.C. 1414 (d)(1)(A) and (d)(6) Ed. 1103 IEP Team CFR 300.320(b) This includes movement from (a) Early Supports and Services (ESS) to preschool, (b) preschool to elementary school, or (c) age 16 or older, as well as from grade to grade and school to school.		YES	NO
T1.) Transition planning from grade to grade takes place.		3	
T2.) Transition planning from school to school takes place.		3	
T3.) Collaboration has occurred between general and special education staff in IEP development and in transition planning.		3	
T4.) For a student who will turn age 14 during the IEP service period (or younger if determined appropriate by the IEP team,) does the IEP include a statement of the transition service needs that focuses on the student's course of study, such as participation in advanced-placement courses or a vocational education program? Ed 1109.01 (10)			
For students under age 16, answer only the first 4 statements above. Then skip to the next page. If the student is age 16 or older during the course of the IEP, answer all statements on this page. (required data for federal statistics purposes)			
T5.) Is there an appropriate measurable postsecondary goal or goals that covers education OR training AND employment, and, as needed, independent living?		1	
<i>Can the goal(s) be counted?</i> <i>Will the goal(s) occur after the student graduates from school?</i> <i>Based on the information available about this student, does (do) the postsecondary goal(s) seem appropriate for this student?</i> • If yes to all three, then check Y OR if a postsecondary goal(s) is (are) not stated, check N.			
T6.) Is (are) the postsecondary goal(s) updated annually?		1	
<i>Was (were) the postsecondary goal(s) addressed/ updated in conjunction with the development of the current IEP?</i> • If yes, then check Y OR If the postsecondary goal(s) was (were) not updated with the current IEP, check N			
T7.) Is there evidence that the measurable postsecondary goal(s) were based on age appropriate transition assessment?			1
<i>Is the use of transition assessment(s) for the postsecondary goal(s) mentioned in the IEP or evident in the student's file?</i> • If yes, then check Y OR if no, then check N			
T8.) Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goal(s)?		1	
<i>Is a type of instruction, related service, community experience, or development of employment and other post-school adult living objectives, and if appropriate, acquisition of daily living skills, and provision of a functional vocational evaluation listed in association with meeting the post-secondary goal(s)?</i> • If yes, then check Y OR if no, then check N			

T9.) Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goal(s)?	1		
<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			
T10.) Is (are) there annual IEP goal(s) related to the student's transition services needs?	1		
<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			
T11.) Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed?	1		
<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			
Only the following statement may be answered N/A if appropriate. All statements above must be answered Yes or No.	YES	NO	N/A
T12.) 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		
<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			
T13.) Does the IEP meet the requirements of Indicator 13? (Check one) Yes (all Ys or NAs for each item (1 – 8) on the Checklist or No (one or more Ns checked)		1	
T14.) Student is informed prior to age 17 of his/her rights under IDEA	1		

Transition Strengths	Transition Suggestions for Improvement
<ol style="list-style-type: none"> 1. Parents and students have developed trusting relationships with WEDIKO which assists with transitions 2. At WEDIKO there are many processes in place for transitioning students 3. WEDIKO has one staff person dedicated to ensuring that transition planning is happening in a meaningful way 4. At WEDIKO, transition to a lesser restrictive environment is based on data and demonstration of readiness 5. Staff and administration at WEDIKO are intentional in transition planning and providing the supports to families, students, and the LEAs 6. At WEDIKO career exploration opportunities enhance the transition planning 7. There is follow up consultation available to LEAs when a student leaves WEDIKO 	<ol style="list-style-type: none"> 1. WEDIKO may want to consider developing a consistent way to monitor the success rate of students who transition out of the program

SUMMARY OF BUILDING LEVEL DATA

BEHAVIOR STRATEGIES AND DISCIPLINE		Filled in with the combined <u>number</u> of times a statement is marked on all Data Collection Forms for this school or building		
<u>Ed. 1109 Program</u> <u>CFR 300.324</u> <u>Ed. 1124 Disciplinary Procedures</u> <u>CFR 300.530-300.536</u> <u>20 U.S.C. 1415 (K)</u> <u>Child Management – Private Schools</u> <u>RSA 169-C Child Protection Act</u>		YES	NO	N/A
B1.) Data are used to determine impact of student behavior on his/her learning.		3		
B2.) Has this student ever been suspended from school?			3	
B3.) If yes, for how many days?				
B4.) If appropriate, a functional behavior assessment has been conducted.		2		1
B5.) IEP team has addressed behaviors that are impacting student learning.		3		
B6.) A behavior intervention plan has been written to address behaviors.		3		
B7.) All individuals working with the student have been involved in developing behavior intervention strategies.		3		
B8.) Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.		3		
B9.) Results of behavior intervention strategies are evaluated and monitored.		3		
B10.) A school-wide behavior intervention model exists.		3		
Behavior Strategy Strengths	Behavior Strategy Suggestions for Improvement			
<ol style="list-style-type: none"> 1. All staff and administration provide consistent, positive behavioral expectations for students 2. The staff and administration target intentional use of specific data in addressing student behaviors 3. The rapport between staff and students is one of respect 4. The school provides a safe and well supervised environment for a very challenging student population 5. There is data collected and reviewed on a daily basis 6. Students are actively engaged in monitoring the data collected through the behavior management system 7. Behavioral interventions provided at WEDIKO are successful and central to the success of the program 8. A significant amount of data is collected regarding student behavior; the data is reviewed regularly to plan appropriate interventions and measure the success rate of the students 9. By using a strength based, non-punitive system, students can clearly articulate behavioral expectations, and report that the system has a positive impact on them 				