

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

**SAU # 38
FINAL SUMMARY REPORT**

Hinsdale, Monadnock, Winchester

**Curtis Cardine, Superintendent of Schools
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Education Consultants, SERESC

Visit Conducted on March 23-24, 2005
Report Date, June 30, 2005

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I. TEAM MEMBERS

Visiting Team Members:

<u>NAME</u>	<u>PROFESSIONAL ROLE</u>	<u>NAME</u>	<u>PROFESSIONAL ROLE</u>
Chairperson: Nancy Brogden	Technical Assistant	Robert Keil	Special Educator
Chairperson: Jennifer Dolloff	Technical Assistant	Pauline Laliberte	Special Educator
Val Aubrey	Special Education Director	Shelley Lefebvre	Special Educator
Joan Binder	Special Education Coordinator	Claudia Libis	Teacher/Consultant/Visual
Cari Coates	Asst. Special Education Director	Bonnie McCouch	Preschool Coordinator
Barbara Cohen	NHDOE Consultant	Patti McDaniel	Special Educator
Katherine Cousins	Special Educator	Jane Momeyer	Special Educator
Nancy D'Agostino	Preschool Consultant	Molly Norton	Out of District Coord.
Janice Dialessi	LD Specialist	Danielle Paranto	Principal
Gail Eydent	K-5 Special Educator	Linda Potter	Special Education Director
Joanne Franco	Special Ed Facilitator	Audrey Stage	PDD Educator
Jane Glines	Intensive Learning Life Educator	Suzanne Stretch	LD Specialist
Marcia Keane	Occupational Therapist	Susan Vogel	Director

Building Level Team Members:

<u>NAME</u>	<u>TITLE</u>	<u>NAME</u>	<u>TITLE</u>
Rebecca Bowers	Special Education Teacher	Diane Higgins	Special Education Teacher
Kathy Cobb	Teacher	Risa Keene	Speech-Language Pathologist
Mark Pride	Guidance Counselor	Joanne Marchand	Teacher
Cheryll Dubois	Paraprofessional	Karen Johnson	Special Education Teacher
Lori Evans	Lead Special Education Teacher	David Dahl	Principal
Janice Hodgdon	Inclusion Facilitator	Diane DeJong	Inclusion Facilitator
Celia Harris	Paraprofessional	Karen Craig	Principal LEA
Adrienne Noel	Principal Intern	Joanne Crowder	Second Grade Teacher
Beth Tom	Speech-Language Pathologist	Kim Tower	Special Education Teacher
Kate Donegan	Special Education Teacher	Eileen Breckell	Case Manager
Zandra Reagan	School Psychologist	David	Principal
Michael	Special Education Teacher	Mary Shepardson	Special Education Teacher
Deborah Snyder	Special Education Teacher	Christine Smith	Special Education Teacher
Mary Brooks	Special Education Teacher	Bonnie Glass	Special Education Teacher
Kristin Stroshine	Special Education Teacher	Kathy Hurst	Special Education Coordinator
Gail Morin	Special Education Teacher	Debra Robarge	Special Education Teacher
Bernie Crowley	School Psychologist	Ann King	Classroom Teacher
Mary Wissman	Classroom Teacher	Pat Shippee	Guidance Counselor
Lauri Olson-Porter	Occupational Therapist	Sheila Breton	Speech-Language Pathologist
Wayne Miller	LEA / Assistant Principal	David Sault	Special Education Teacher
Patricia Buraczynski	Special Education Teacher	Sharon Dennis	General Education Teacher
Diana Sommer	Guidance Counselor	Sherri Nichols	General Education Teacher
Ann Freitag	General Education Teacher	Drew Arsenault	Guidance Counselor
John Hartnett	Principal	Sandi Card	Paraprofessional
Pam Bigelow	Classroom Teacher	Ruth Joslin	Classroom Teacher
Rhonda Taylor	Case Manager	Allyson Pawelczyk	Case Manager
Cynthia Brown	Speech-Language Pathologist	Lauri Olson-Porter	Occupational Therapist
Judith Smith	Homeroom Teacher	Robert Hood	Parent
Lauri Olson-Porter	Occupational Therapist	Mr. & Mrs. Brostek	Parents
Dawn Terrien	Special Education Teacher	Jane Cardinal	Special Education Teacher

II. INTRODUCTION

SAU #38 is comprised of Hinsdale, Monadnock and Winchester School Districts, which include 11 towns. The Winchester School District contains the towns of Ashuelot and Winchester. Ashuelot does not have a school of its own; residents attend school at Winchester Elementary School and Thayer Middle/High School. Thayer High School is being phased out as a high school and currently has students only in Grades 11-12. Students in Grades 9 and 10 go to Keene High School. This is the last year for a graduating class from Thayer High School. Next year all Ashuelot and Winchester high school students will attend Keene High School. The Hinsdale School District has two schools- Hinsdale Elementary School and Hinsdale Jr./Sr. High School. The Monadnock Regional School District is the largest of the three districts. It contains the resident students of eight towns; Fitzwilliam, Gilsum, Richmond, Roxbury, Sullivan, Surry, Swanzey and Troy. The towns of Richmond and Roxbury have no schools, so those students attend school in one of the "Southern Schools", Cutler Elementary School and Mt. Caesar Elementary School in Swanzey, Emerson Elementary School in Fitzwilliam, or Troy Elementary School in Troy. The "Northern Schools" are Gilsum Elementary School, Sullivan Elementary School and Surry Elementary School, all of which are K-6 schools. Children transition into the Monadnock Regional Jr/Sr High School. The Monadnock Regional School District collaborates with Antioch College to provide a "School of Choice", the MC2 high school in Keene.

There are currently many alternative programs for students with disabilities in the SAU. Three programs are available for students with autism, three programs for students with emotional/behavioral disabilities, and two Life Skills programs for students with moderate to severe disabilities. An alternative high school program and four preschool programs provide services for typical and non-typical students. With the exception of one preschool, these are all new programs that have been developed since the 2000 NHDOE Special Education visit to SAU #38. (Since these programs were up and operating without approval from the NHDOE, it was necessary for the SAU to submit application materials requesting approval.) The total number of students in SAU #38 (as of 11/04) was 3,897, with approximately 16% of the student population (628) identified as students with disabilities.

COMMUNITY DEMOGRAPHICS	MONADNOCK SCHOOL DISTRICT		
Population	14,932		
Median Income	\$53,626.50		
DISTRICT ENROLLMENT DATA	2002-03	2003-04	2004-05
Total Student Enrollment (ages 6-21) (as of Oct 1)	2546	2483	2541
Expenditure Per Pupil	\$8858	\$9518	
Cumulative Drop-Out % (grades 9-12)	21.6%	15.4%	
Free/Reduced Lunch %	26.21%	25.47%	26.3%
Attendance %			
Title I %	25.36%	23.17%	21.95%
LEP %	.04%	.04%	.04%
Student/Computer Ratio	9-1	8-1	7-1
SPECIAL EDUCATION PROGRAM DATA	2002-03	2003-04	2004-05
# of Identified Students Ages 3-5 (as of Oct. 1)	26	36	28
# of Identified Students Ages 6-21 (as of Oct. 1)	307	306	334
% Identified Ages 6-21 (as of Oct. 1)	12	12	13
# Out of District	41	49	41
% Out of District	1.6	2	1.6
# of Students Out of Compliance (as of Oct. 1)			35
Special Programs Total Expenditure	\$662,939	\$1,392,194.53	
SPECIAL EDUCATION PROGRAM DATA	2002-03	2003-04	2004-05

Average Caseload (as of Oct. 1)	19	20	21.5
% Cumulative Identified Student Drop-Outs (9-12)	15	28	14
# Identified Students Suspended One Or More Times		20	
Special Education Staffing:	2002-03	2003-04	2004-05
# of Special Educators			17
# of Related Service Providers			14
# of Paraprofessionals			16
# of Vacant Positions (Special Education, General Education, Related Services, Administration)			0

COMMUNITY DEMOGRAPHICS	WINCHESTER SCHOOL DISTRICT		
Population	4,258		
Median Income	\$43,393		
DISTRICT ENROLLMENT DATA	2002-03	2003-04	2004-05
Total Student Enrollment (ages 6-21) (as of Oct 1)	656	579	482
Expenditure Per Pupil	\$9,340.41	\$7,648.29	
Cumulative Drop-Out % (grades 9-12)	22.3%	44.5%	
Free/Reduced Lunch %	39.61%	40.20%	46%
Attendance %			
Title I %	SCHOOL-WIDE		
LEP %	0	0	0.01
Student/Computer Ratio	12-1	10-1	8-1
SPECIAL EDUCATION PROGRAM DATA	2002-03	2003-04	2004-05
# of Identified Students Ages 3-5 (as of Oct. 1)	12	16	19
# of Identified Students Ages 6-21 (as of Oct. 1)	116	119	113
% Identified Ages 6-21 (as of Oct. 1)	18	21	23
# Out of District	24	41	27
% Out of District	3.7	7	5.6
# of Students Out of Compliance (as of Oct. 1)			23
Special Programs Total Expenditure	\$1,028,018	\$310,787	
SPECIAL EDUCATION PROGRAM DATA	2002-03	2003-04	2004-05
Average Caseload (as of Oct. 1)	21.5	22.5	22
% Cumulative Identified Student Drop-Outs (9-12)	15	14	10
# Identified Students Suspended One Or More Times		2	
Special Education Staffing:	2002-03	2003-04	2004-05
# of Special Educators			6
# of Related Service Providers			7
# of Paraprofessionals			28
# of Vacant Positions (Special Education, General Education, Related Services, Administration)			0

COMMUNITY DEMOGRAPHICS	HINSDALE SCHOOL DISTRICT		
Population	4,242		
Median Income	\$43,412		
DISTRICT ENROLLMENT DATA	2002-03	2003-04	2004-05
Total Student Enrollment (ages 6-21) (as of Oct 1)	783	746	736
Expenditure Per Pupil	\$6,912	\$7,943	
Cumulative Drop-Out % (grades 9-12)	16.8%	12.6%	
Free/Reduced Lunch %	26.46%	25.26%	27.42%
Attendance %			
Title I %	73%	81%	86%
LEP %	0	0	0
Student/Computer Ratio	8-1	8-1	8-1
SPECIAL EDUCATION PROGRAM DATA	2002-03	2003-04	2004-05
# of Identified Students Ages 3-5 (as of Oct. 1)	10	14	15
# of Identified Students Ages 6-21 (as of Oct. 1)	107	115	117
% Identified Ages 6-21 (as of Oct. 1)	13.7%	15.4%	15.9%
# Out of District	26	29	20
% Out of District	3.3%	3.9%	2.7%
# of Students Out of Compliance (as of Oct. 1)			17
Special Programs Total Expenditure	\$1,731,504	\$652,872	
SPECIAL EDUCATION PROGRAM DATA	2002-03	2003-04	2004-05
Average Caseload (as of Oct. 1)	19.5	21	22
% Cumulative Identified Student Drop-Outs (9-12)	11	7	5
# Identified Students Suspended One Or More Times		7	
Special Education Staffing:	2002-03	2003-04	2004-05
# of Special Educators			6
# of Related Service Providers			7
# of Paraprofessionals			30.5
# of Vacant Positions (Special Education, General Education, Related Services, Administration)			0

III. PURPOSE OF VISIT

The New Hampshire Department of Education (NHDOE) conducted a Special Education Program Approval Visit to SAU # 38 on March 23-24, 2005 for the purpose of reviewing the present status of programs and services made available to children and youth with educational disabilities. As part of the NHDOE Special Education Program Approval Visit, Case Study Compliance Reviews were conducted at all of the schools in SAU # 38.

The New Hampshire Department of Education, Bureau of Special Education conducts program approval visits using a Case Study Model that is a focused review. This focused review permits the NHDOE to leverage its impact for change and improvement within school districts and private special education schools statewide, by focusing the attention of all educators on the following three areas of critical importance in the provision of FAPE for students with disabilities.

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

Activities related to this NHDOE Case Study Compliance Visit included the review of all application materials submitted by the SAU, verification of personnel credentials for special education staff, program descriptions and SPEDIS verification reports and analysis of data collected during the visit. Throughout the entire review process, the visiting team worked in collaboration with the staff of SAU #38. Their professionalism, active involvement in the process and cooperation were greatly appreciated and well recognized.

IV. SPECIAL EDUCATION PROGRAM APPROVAL REVIEW PROCESS

The New Hampshire Department of Education provided SAU # 38 with a visiting team of professional educators to work collaboratively with staff in each of the schools in conducting the Case Study Compliance Reviews and the varied data collection activities. The NHDOE Special Education Program Approval Process allowed the visiting and building level team members to conduct case studies of a representative sampling of the special education student population throughout the SAU. In addition, as part of the Case Study Compliance Review, those new programs for which applications were complete for special education approval from the NHDOE were also visited.

Evidence of the work conducted in-district and results related to student outcomes was gathered throughout the process, guided by the materials and templates provided by the NHDOE, Bureau of Special Education. Examples of evidence included student individual education plans (IEPs), progress reports, samples of student work, grades, extracurricular involvement, permanent records, curriculum, etc. Input was gathered from key constituents, including interviews with professional staff, parents, paraprofessionals, 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 report that follows, outline identified areas of strength and areas needing improvement for each school reviewed.

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

Based on review of the June 29, 2000 NHDOE Special Education Program Approval Report, the following patterns were identified as needing improvement:

CFR 300.504 Parental Safeguards

No evidence that parental safeguards were provided at the notice of meetings.

Addressed.

CFR 300.347 IEP

No evidence that progress reports are provided on the same schedule as regular student progress reports.

Addressed

ED 1109.04 IEP

No evidence that ten day notice of IEP meeting was sent.

Addressed

ED 1107.01 Evaluation

No evidence that evaluation documentation was completed.

Addressed

ED 1119.09 Supervision and Administration

Paraprofessionals not receiving sufficient supervision.

Addressed. More time has been allotted for special educators to supervise paraprofessionals.

ED 1109.01 Required IEP Compliance

IEP did not demonstrate how the student's disability impacted progress in the general curriculum.

Addressed. IEP includes a statement indicating impact.

ED 1125.03 Written Prior Notice

No WPN in files.

Addressed

ED 1109.03 Curricula

No LEA present at meeting

Addressed

ED 1123.04 Prior Consent for Disclosure

List of people with access to personally identifiable information not on files.

Not addressed.

ED 1107.04 Evaluation

Evaluation was not conducted within 45 days

In progress but still an issue- see information below

ED 1111.01 Extended School Year Services

Determination made after April 30

Addressed

ED 300.347(5) Elements of IEP

File does not indicate whether the child will participate in state testing.

Addressed.

ED 1125.04 Parental Consent

File does not have written consent for placement.

Addressed.

ED 1123.04 Record of Disclosure

No record of disclosure in file.

Not addressed. Files reviewed in central office did not have disclosure logs in them. See below

CFR 300.347 Transition Services

For students 14 or older, no transition plan

Addressed. SAU #38 has developed a partnership with the Monadnock Center for Successful Transition to support youth in transition.

Also, while not listed as a citation, a big issue in the SAU five years ago was the use of space and facilities appropriate to serve students with disabilities. Three years ago the Winchester School District received funding from the town to remodel the schools. In addition, a decision was made to send high school students to Keene. As a result, the K-8 facility in Winchester is spacious and attractive for all students.

Space was also an issue in the Hinsdale School District. In March of 2005, just as the team was visiting SAU # 38, the town passed a 13.5 million dollar reconstruction bond for extensive changes to both the elementary school and the middle/high school.

Space in the Monadnock School District is still an issue. See below.

VI. SAU WIDE SUMMARY OF FINDINGS FOR THE MARCH 23-24, 2005 CASE STUDY COMPLIANCE REVIEW

The following is a summary of the patterns and trends that have been identified throughout the programs at SAU #38. In addition, citations of noncompliance are listed that were identified as a result of the program approval data collection activities.

The level of professional and commitment of the staff and administration to providing quality educational services to the children and youth in SAU #38 impressed the visiting team. The general and special educators interviewed throughout this process consistently expressed an interest in and commitment to seeking a process of continuous improvement, as well as a willingness to participate in a wide range of professional development opportunities.

PARENT PARTICIPATION

As part of the NHDOE Special Education Program Approval Process, documentation of parent feedback is required. A total of 566 parent surveys were mailed out to the parents of students with disabilities in SAU #38. Of these, 121 parents returned the surveys for a 21 % response rate. Response rates ranged from .03 at one school (Hinsdale High School) to a high rate of .37 (Winchester Preschool program). Generally, parents were satisfied that their child was provided with full access to the general curriculum, involved in appropriate transition activities and provided with necessary behavior strategies and plans. They also agreed that they fully participate in educational decisions regarding their child.

SUMMARY OF PARENT SURVEY DATA

Name of School: CUTLER				
Total number of surveys sent: 42	Total # of completed surveys received: 12	Percent of response: 28		
ACCESS TO THE GENERAL CURRICULUM:	3	2	1	N/A
My child has opportunities to interact with non-disabled peers on a regular basis.	100			
I am satisfied with my child's program and the supports that he/she receives.	90	10		
I am adequately informed about my child's progress.	80	20		
My child is graded in the same way as his/her classmates.	75	25		
My child is informed about and encouraged to participate in school activities outside of the school day, and is offered necessary supports.	90			10
My child feels safe and secure in school and welcomed by staff and students.	90	10		
A variety of information (observations, test scores, school work, parent input) was used in developing my child's IEP.	90			10
I am satisfied with the progress my child is making toward his/her IEP goals.	75	25		
FOR PARENTS OF HIGH SCHOOL STUDENTS:				
My child earns credits toward a regular high school diploma in all of his/her classes.				
TRANSITION:				
I am satisfied with the moves my child has made from grade to grade and school to school.	35	15		50
All of the people who are important to my child's transition were part of the planning.	15	25		60
FOR PARENTS OF STUDENTS AGE 16 OR OLDER:	10			90
I am satisfied with the written secondary transition plan that is in my child's IEP.				
BEHAVIOR STRATEGIES AND DISCIPLINE:				
I have been involved in the development of behavior interventions, strategies and supports for my child.	40	10		60
I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs.	40	10		60
OTHER:				
I fully participate in special education decisions regarding my child.	100			
I have been fully informed of my parental rights.	90			10

SUMMARY OF PARENT SURVEY DATA

Name of School: EMERSON				
Total number of surveys sent: 26	Total # of completed surveys received: 10	Percent of response: 38		
ACCESS TO THE GENERAL CURRICULUM:	3	2	1	N/A
My child has opportunities to interact with non-disabled peers on a regular basis.	100			
I am satisfied with my child's program and the supports that he/she receives.	70	30		
I am adequately informed about my child's progress.	70	30		
My child is graded in the same way as his/her classmates.	70	30		
My child is informed about and encouraged to participate in school activities outside of the school day, and is offered necessary supports.	70	30		
My child feels safe and secure in school and welcomed by staff and students.	70	30		
A variety of information (observations, test scores, school work, parent input) was used in developing my child's IEP.	80	20		
I am satisfied with the progress my child is making toward his/her IEP goals.	60	30	10	
FOR PARENTS OF HIGH SCHOOL STUDENTS:				
My child earns credits toward a regular high school diploma in all of his/her classes.				
TRANSITION:				
I am satisfied with the moves my child has made from grade to grade and school to school.	40	10		50
All of the people who are important to my child's transition were part of the planning.	40			60
FOR PARENTS OF STUDENTS AGE 16 OR OLDER:				
I am satisfied with the written secondary transition plan that is in my child's IEP.				
BEHAVIOR STRATEGIES AND DISCIPLINE:				
I have been involved in the development of behavior interventions, strategies and supports for my child.	30			70
I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs.	30			70
OTHER:				
I fully participate in special education decisions regarding my child.	90			10
I have been fully informed of my parental rights.	90			10

SUMMARY OF PARENT SURVEY DATA

Name of School: NORTHERN SCHOOLS				
Total number of surveys sent: 18	Total # of completed surveys received: 6	Percent of response: 33		
ACCESS TO THE GENERAL CURRICULUM:	3	2	1	N/A
My child has opportunities to interact with non-disabled peers on a regular basis.	90	10		
I am satisfied with my child's program and the supports that he/she receives.	90	10		
I am adequately informed about my child's progress.	90		10	
My child is graded in the same way as his/her classmates.	10	30		60
My child is informed about and encouraged to participate in school activities outside of the school day, and is offered necessary supports.	100			
My child feels safe and secure in school and welcomed by staff and students.	90	10		
A variety of information (observations, test scores, school work, parent input) was used in developing my child's IEP.	100			
I am satisfied with the progress my child is making toward his/her IEP goals.	90	10		
FOR PARENTS OF HIGH SCHOOL STUDENTS:				
My child earns credits toward a regular high school diploma in all of his/her classes.				
TRANSITION:				
I am satisfied with the moves my child has made from grade to grade and school to school.	50			50
All of the people who are important to my child's transition were part of the planning.	50			50
FOR PARENTS OF STUDENTS AGE 16 OR OLDER:				
I am satisfied with the written secondary transition plan that is in my child's IEP.				
BEHAVIOR STRATEGIES AND DISCIPLINE:				
I have been involved in the development of behavior interventions, strategies and supports for my child.	40	10		50
I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs.	50			50
OTHER:				
I fully participate in special education decisions regarding my child.	90	10		
I have been fully informed of my parental rights.	100			

SUMMARY OF PARENT SURVEY DATA

Name of School: MT. CAESAR				
Total number of surveys sent: 55	Total # of completed surveys received: 11	Percent of response: 20		
ACCESS TO THE GENERAL CURRICULUM:	3	2	1	N/A
My child has opportunities to interact with non-disabled peers on a regular basis.	100			
I am satisfied with my child's program and the supports that he/she receives.	80	20		
I am adequately informed about my child's progress.	80	20		
My child is graded in the same way as his/her classmates.	70		10	20
My child is informed about and encouraged to participate in school activities outside of the school day, and is offered necessary supports.	60	20		20
My child feels safe and secure in school and welcomed by staff and students.	100			
A variety of information (observations, test scores, school work, parent input) was used in developing my child's IEP.	80	20		
I am satisfied with the progress my child is making toward his/her IEP goals.	60	40		
FOR PARENTS OF HIGH SCHOOL STUDENTS:				
My child earns credits toward a regular high school diploma in all of his/her classes.				
TRANSITION:				
I am satisfied with the moves my child has made from grade to grade and school to school.	60			40
All of the people who are important to my child's transition were part of the planning.	45	10		45
FOR PARENTS OF STUDENTS AGE 16 OR OLDER:				
I am satisfied with the written secondary transition plan that is in my child's IEP.				
BEHAVIOR STRATEGIES AND DISCIPLINE:				
I have been involved in the development of behavior interventions, strategies and supports for my child.	40			60
I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs.	30	10		60
OTHER:				
I fully participate in special education decisions regarding my child.	90			10
I have been fully informed of my parental rights.	80		10	10

SUMMARY OF PARENT SURVEY DATA

Name of School: TROY				
Total number of surveys sent: 34	Total # of completed surveys received: 8	Percent of response: 24		
ACCESS TO THE GENERAL CURRICULUM:	3	2	1	N/A
My child has opportunities to interact with non-disabled peers on a regular basis.	80	20		
I am satisfied with my child's program and the supports that he/she receives.	100			
I am adequately informed about my child's progress.	100			
My child is graded in the same way as his/her classmates.	50	50		
My child is informed about and encouraged to participate in school activities outside of the school day, and is offered necessary supports.	50	50		
My child feels safe and secure in school and welcomed by staff and students.	100			
A variety of information (observations, test scores, school work, parent input) was used in developing my child's IEP.	100			
I am satisfied with the progress my child is making toward his/her IEP goals.	80	20		
FOR PARENTS OF HIGH SCHOOL STUDENTS:				
My child earns credits toward a regular high school diploma in all of his/her classes.				
TRANSITION:				
I am satisfied with the moves my child has made from grade to grade and school to school.	40	40		20
All of the people who are important to my child's transition were part of the planning.	60	10		30
FOR PARENTS OF STUDENTS AGE 16 OR OLDER:				
I am satisfied with the written secondary transition plan that is in my child's IEP.				
BEHAVIOR STRATEGIES AND DISCIPLINE:				
I have been involved in the development of behavior interventions, strategies and supports for my child.	80			20
I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs.	60	10		30
OTHER:				
I fully participate in special education decisions regarding my child.	80	10		10
I have been fully informed of my parental rights.	90			10

SUMMARY OF PARENT SURVEY DATA

Name of School: MONADNOCK REGIONAL MIDDLE SCHOOL				
Total number of surveys sent: 65	Total # of completed surveys received: 11	Percent of response: 16		
ACCESS TO THE GENERAL CURRICULUM:	3	2	1	N/A
My child has opportunities to interact with non-disabled peers on a regular basis.	100			
I am satisfied with my child's program and the supports that he/she receives.	60	40		
I am adequately informed about my child's progress.	30	70		
My child is graded in the same way as his/her classmates.	70	30		
My child is informed about and encouraged to participate in school activities outside of the school day, and is offered necessary supports.	80	20		
My child feels safe and secure in school and welcomed by staff and students.	80	20		
A variety of information (observations, test scores, school work, parent input) was used in developing my child's IEP.	90	10		
I am satisfied with the progress my child is making toward his/her IEP goals.	40	60		
FOR PARENTS OF HIGH SCHOOL STUDENTS:				
My child earns credits toward a regular high school diploma in all of his/her classes.				
TRANSITION:				
I am satisfied with the moves my child has made from grade to grade and school to school.	60	30		10
All of the people who are important to my child's transition were part of the planning.	60	20		20
FOR PARENTS OF STUDENTS AGE 16 OR OLDER:				
I am satisfied with the written secondary transition plan that is in my child's IEP.				
BEHAVIOR STRATEGIES AND DISCIPLINE:				
I have been involved in the development of behavior interventions, strategies and supports for my child.	60			40
I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs.	50	20		30
OTHER:				
I fully participate in special education decisions regarding my child.	80	10		10
I have been fully informed of my parental rights.	90			10

SUMMARY OF PARENT SURVEY DATA

Name of School: MONADNOCK REGIONAL HIGH SCHOOL				
Total number of surveys sent: 66	Total # of completed surveys received: 22	Percent of response: 33		
ACCESS TO THE GENERAL CURRICULUM:	3	2	1	N/A
My child has opportunities to interact with non-disabled peers on a regular basis.	90	5	5	
I am satisfied with my child's program and the supports that he/she receives.	60	40		
I am adequately informed about my child's progress.	60	40		
My child is graded in the same way as his/her classmates.	70	20		10
My child is informed about and encouraged to participate in school activities outside of the school day, and is offered necessary supports.	60	25	15	
My child feels safe and secure in school and welcomed by staff and students.	75	25		
A variety of information (observations, test scores, school work, parent input) was used in developing my child's IEP.	90	10		
I am satisfied with the progress my child is making toward his/her IEP goals.	55	45		
FOR PARENTS OF HIGH SCHOOL STUDENTS:				
My child earns credits toward a regular high school diploma in all of his/her classes.	70	5	10	15
TRANSITION:				
I am satisfied with the moves my child has made from grade to grade and school to school.	70	25	5	
All of the people who are important to my child's transition were part of the planning.	80	20		
FOR PARENTS OF STUDENTS AGE 16 OR OLDER:				
I am satisfied with the written secondary transition plan that is in my child's IEP.	30	5		65
BEHAVIOR STRATEGIES AND DISCIPLINE:				
I have been involved in the development of behavior interventions, strategies and supports for my child.	30	15		55
I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs.	30	10	10	50
OTHER:				
I fully participate in special education decisions regarding my child.	90	10		
I have been fully informed of my parental rights.	100			

SUMMARY OF PARENT SURVEY DATA

Name of School: HINSDALE PRESCHOOL				
Total number of surveys sent: 12	Total # of completed surveys received: 2	Percent of response: 16		
ACCESS TO THE GENERAL CURRICULUM:	3	2	1	N/A
My child has opportunities to interact with non-disabled peers on a regular basis.	100			
I am satisfied with my child's program and the supports that he/she receives.	100			
I am adequately informed about my child's progress.	100			
My child is graded in the same way as his/her classmates.	100			
My child is informed about and encouraged to participate in school activities outside of the school day, and is offered necessary supports.	100			
My child feels safe and secure in school and welcomed by staff and students.	100			
A variety of information (observations, test scores, school work, parent input) was used in developing my child's IEP.	100			
I am satisfied with the progress my child is making toward his/her IEP goals.	50			50
FOR PARENTS OF HIGH SCHOOL STUDENTS:				
My child earns credits toward a regular high school diploma in all of his/her classes.				
TRANSITION:				
I am satisfied with the moves my child has made from grade to grade and school to school.				100
All of the people who are important to my child's transition were part of the planning.				100
FOR PARENTS OF STUDENTS AGE 16 OR OLDER:				
I am satisfied with the written secondary transition plan that is in my child's IEP.				
BEHAVIOR STRATEGIES AND DISCIPLINE:				
I have been involved in the development of behavior interventions, strategies and supports for my child.	50			50
I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs.	50			50
OTHER:				
I fully participate in special education decisions regarding my child.	100			
I have been fully informed of my parental rights.	100			

SUMMARY OF PARENT SURVEY DATA

Name of School: HINSDALE ELEMENTARY				
Total number of surveys sent: 49	Total # of completed surveys received: 13	Percent of response: 26		
ACCESS TO THE GENERAL CURRICULUM:	3	2	1	N/A
My child has opportunities to interact with non-disabled peers on a regular basis.	90	10		
I am satisfied with my child's program and the supports that he/she receives.	45	55		
I am adequately informed about my child's progress.	80	10	15	
My child is graded in the same way as his/her classmates.	70	20	10	
My child is informed about and encouraged to participate in school activities outside of the school day, and is offered necessary supports.	85	15		
My child feels safe and secure in school and welcomed by staff and students.	90	10		
A variety of information (observations, test scores, school work, parent input) was used in developing my child's IEP.	85	15		
I am satisfied with the progress my child is making toward his/her IEP goals.	55	45		
FOR PARENTS OF HIGH SCHOOL STUDENTS:				
My child earns credits toward a regular high school diploma in all of his/her classes.				
TRANSITION:				
I am satisfied with the moves my child has made from grade to grade and school to school.	70	10		20
All of the people who are important to my child's transition were part of the planning.	70	10		20
FOR PARENTS OF STUDENTS AGE 16 OR OLDER:				
I am satisfied with the written secondary transition plan that is in my child's IEP.				
BEHAVIOR STRATEGIES AND DISCIPLINE:				
I have been involved in the development of behavior interventions, strategies and supports for my child.	40	20		40
I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs.	40	20	10	30
OTHER:				
I fully participate in special education decisions regarding my child.	100			
I have been fully informed of my parental rights.	100			

SUMMARY OF PARENT SURVEY DATA

Name of School: HINSDALE HIGH SCHOOL				
Total number of surveys sent: 51	Total # of completed surveys received: 2	Percent of response: 3		
ACCESS TO THE GENERAL CURRICULUM:	3	2	1	N/A
My child has opportunities to interact with non-disabled peers on a regular basis.	100			
I am satisfied with my child's program and the supports that he/she receives.	100			
I am adequately informed about my child's progress.	100			
My child is graded in the same way as his/her classmates.	100			
My child is informed about and encouraged to participate in school activities outside of the school day, and is offered necessary supports.	100			
My child feels safe and secure in school and welcomed by staff and students.	100			
A variety of information (observations, test scores, school work, parent input) was used in developing my child's IEP.	100			
I am satisfied with the progress my child is making toward his/her IEP goals.	50	50		
FOR PARENTS OF HIGH SCHOOL STUDENTS:	100			
My child earns credits toward a regular high school diploma in all of his/her classes.				
TRANSITION:				
I am satisfied with the moves my child has made from grade to grade and school to school.	100			
All of the people who are important to my child's transition were part of the planning.	100			
FOR PARENTS OF STUDENTS AGE 16 OR OLDER:	100			
I am satisfied with the written secondary transition plan that is in my child's IEP.				
BEHAVIOR STRATEGIES AND DISCIPLINE:				
I have been involved in the development of behavior interventions, strategies and supports for my child.	100			
I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs.	100			
OTHER:				
I fully participate in special education decisions regarding my child.	100			
I have been fully informed of my parental rights.	100			

SUMMARY OF PARENT SURVEY DATA

Name of School: WINCHESTER PRESCHOOL				
Total number of surveys sent: 16	Total # of completed surveys received: 6	Percent of response: 37		
ACCESS TO THE GENERAL CURRICULUM:	3	2	1	N/A
My child has opportunities to interact with non-disabled peers on a regular basis.	80	20		
I am satisfied with my child's program and the supports that he/she receives.	100			
I am adequately informed about my child's progress.	100			
My child is graded in the same way as his/her classmates.	100			
My child is informed about and encouraged to participate in school activities outside of the school day, and is offered necessary supports.	90	10		
My child feels safe and secure in school and welcomed by staff and students.	10	50	10	30
A variety of information (observations, test scores, school work, parent input) was used in developing my child's IEP.	100			
I am satisfied with the progress my child is making toward his/her IEP goals.	100			
FOR PARENTS OF HIGH SCHOOL STUDENTS:				
My child earns credits toward a regular high school diploma in all of his/her classes.				
TRANSITION:				
I am satisfied with the moves my child has made from grade to grade and school to school.	50			50
All of the people who are important to my child's transition were part of the planning.	60			40
FOR PARENTS OF STUDENTS AGE 16 OR OLDER:				
I am satisfied with the written secondary transition plan that is in my child's IEP.				
BEHAVIOR STRATEGIES AND DISCIPLINE:				
I have been involved in the development of behavior interventions, strategies and supports for my child.	50	10		40
I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs.	60			40
OTHER:				
I fully participate in special education decisions regarding my child.	100			
I have been fully informed of my parental rights.	100			

SUMMARY OF PARENT SURVEY DATA

Name of School: WINCHESTER ELEMENTARY SCHOOL				
Total number of surveys sent: 33	Total # of completed surveys received: 8	Percent of response: 24		
ACCESS TO THE GENERAL CURRICULUM:	3	2	1	N/A
My child has opportunities to interact with non-disabled peers on a regular basis.	80		10	10
I am satisfied with my child's program and the supports that he/she receives.	80	20		
I am adequately informed about my child's progress.	90	10		
My child is graded in the same way as his/her classmates.	80	20		
My child is informed about and encouraged to participate in school activities outside of the school day, and is offered necessary supports.	80	10	10	
My child feels safe and secure in school and welcomed by staff and students.	80	10	10	
A variety of information (observations, test scores, school work, parent input) was used in developing my child's IEP.	100			
I am satisfied with the progress my child is making toward his/her IEP goals.	70	20	10	
FOR PARENTS OF HIGH SCHOOL STUDENTS:				
My child earns credits toward a regular high school diploma in all of his/her classes.				
TRANSITION:				
I am satisfied with the moves my child has made from grade to grade and school to school.	70	20	10	
All of the people who are important to my child's transition were part of the planning.	90			10
FOR PARENTS OF STUDENTS AGE 16 OR OLDER:				
I am satisfied with the written secondary transition plan that is in my child's IEP.				
BEHAVIOR STRATEGIES AND DISCIPLINE:				
I have been involved in the development of behavior interventions, strategies and supports for my child.	80			20
I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs.	60		20	20
OTHER:				
I fully participate in special education decisions regarding my child.	100			
I have been fully informed of my parental rights.	100			

SUMMARY OF PARENT SURVEY DATA

Name of School: OUT OF DISTRICT				
Total number of surveys sent: 99	Total # of completed surveys received: 10	Percent of response: 10		
ACCESS TO THE GENERAL CURRICULUM:	3	2	1	N/A
My child has opportunities to interact with non-disabled peers on a regular basis.	50	30	20	
I am satisfied with my child's program and the supports that he/she receives.	60	20	20	
I am adequately informed about my child's progress.	60	20	10	10
My child is graded in the same way as his/her classmates.	50	10		40
My child is informed about and encouraged to participate in school activities outside of the school day, and is offered necessary supports.	30	30	20	20
My child feels safe and secure in school and welcomed by staff and students.	80	10		10
A variety of information (observations, test scores, school work, parent input) was used in developing my child's IEP.	80	10		10
I am satisfied with the progress my child is making toward his/her IEP goals.	60	20	10	10
FOR PARENTS OF HIGH SCHOOL STUDENTS:	30			70
My child earns credits toward a regular high school diploma in all of his/her classes.				
TRANSITION:				
I am satisfied with the moves my child has made from grade to grade and school to school.	70	10	20	
All of the people who are important to my child's transition were part of the planning.	80	10	10	
FOR PARENTS OF STUDENTS AGE 16 OR OLDER:	10			90
I am satisfied with the written secondary transition plan that is in my child's IEP.				
BEHAVIOR STRATEGIES AND DISCIPLINE:				
I have been involved in the development of behavior interventions, strategies and supports for my child.	70	20		10
I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs.	70	10	10	10
OTHER:				
I fully participate in special education decisions regarding my child.	100			
I have been fully informed of my parental rights.	100			

FINDINGS

Over the last five years, since the last compliance visit, many changes have been made to improve programs for students with disabilities (indeed all children) in terms of new, improved facilities (one district), new programs addressing the needs of students with autism, students with emotional/behavioral challenges and preschool age children. While the team recognized the efforts of the SAU in the development of new special education programs, it is important to note that the programs have been up and running without approval from the NHDOE, Bureau of Special Education. At the time of the visit, the SAU was completing the NHDOE Special Education Application Process for these new programs.

Within each school there is a supportive, enthusiastic atmosphere for the provision of services for all students in the least restrictive environment. The district is working hard to provide a range of services for all students, including several options for high school age students in alternative settings. Students with disabilities enrolled in SAU # 38 appear to be involved in all aspects of school life, including access to the general curriculum, extra curricula activities and sports.

Although there are many praiseworthy things happening in SAU #38, there were several issues of significance raised by the visiting team. Issues of significance are defined as deficiencies that negatively impact the systemic provision of educational services for students with disabilities.

Access To The General Curriculum

ED 1109.05 CFR 300.342 Implementation of IEPs

ED 1115.07 CFR 300.306 Provision of Non-Academic Services

ED 1119.03 CFR 300.26 CFR 300.347 Full Access to the District's Curriculum

ED 1119.08 CFR 300.304 Equal Education Opportunity

Access to the general curriculum in SAU #38 ranges from truly full access in the Northern Schools, where there are no resource rooms or separate programs, to some buildings where students are in self-contained programs for most of their day. In some of the towns in SAU#38, there is concern regarding facilities, specifically lack of necessary instructional space and, because of this, students may not have access to the general curriculum. This is especially true for some students as they transition between buildings (children with autism moving to Monadnock Middle School) and in places where programs are not located within the school, such as a modular classroom (Cutler School), or in a separate building (Wilcox Annex). In addition, students with disabilities who are in either separate buildings or in facilities that are inadequate to provide instruction do not have access to the same general curriculum that students without disabilities may have.

Transition

ED 1102.53 CFR 300.29 Transition Planning

ED 1107.02 CFR 300.347 (b) (1) Process: Provision of FAPE

ED 1109.01 CFR 300.132 Transition Services

There are many transition points for students in the three districts of SAU #38. There are excellent transition programs in place, including extensive transition planning for older, more severely disabled students who are transitioning from school into the community and world of work. In addition, the transition from Part C (preschool and early intervention) is an excellent one, with early intervention agencies and parents fully involved. Mt. Caesar Elementary School has developed a transition brochure for transition services for preschool age children.

As the visiting team carried out their program approval activities, it became apparent that there may be some questions related to who is the responsible LEA for students leaving the Winchester Middle School and going to Keene High School. Staff in SAU #38 indicate that the Keene SAU will be the LEA responsible for oversight and provision of special education services once the students leave Winchester, further noting that Winchester will no longer be involved in decision making when it comes to special education decisions for children with disabilities. The NHDOE will need further clarification on this issue, including a written statement from both SAUs outlining agreements for the provision and oversight of special education programming for Winchester students attending Keene High School. Otherwise, transitions for students with disabilities are strong, although the visiting team made suggestions that transition activities could be

better documented. Students in SAU #38 are engaging in appropriate activities to ensure FAPE as they move from one school and/or program to another.

Behavior Strategies and Discipline

ED 1133.05 (l) CFR 300.347 (a) (5) RSA 193-C

The districts are working hard to provide appropriate programs for students with emotional/behavioral challenges. Three new programs developed to provide these services are located in instructional areas that are substantially separate from their non-disabled peers. While the effort to develop these programs is admirable, necessary approvals from the New Hampshire Department of Education, Bureau of Special Education were not obtained prior to starting the programs. Two of the programs are not in the building where the students would otherwise attend school, and the visiting team raised significant concern regarding how much students are able to access the general curriculum. However, programs such as the Student Support Center at Mt. Caesar Elementary School and the programs for children with autism are able to demonstrate, when appropriate, that students with disabilities are being provided with support and instruction in the behavior strategies they need to make progress in the general curriculum.

Special Education Process: Policy And Procedure

ED 1106.01 Special Education Process

ED 1103.01 Child Find, Responsibilities of the LEA

Special Education Policies and Procedures were reviewed and, as a result, it was evident that SAU #38 has provided the Policies and Procedures as well as assurances that district Policies and Procedures comply with the New Hampshire State Rules and the federal requirements under IDEA 97 for the provision of services to children with educational disabilities. In addition to the district Policies and Procedures, there is a well defined special education manual for staff which outlines the special education process and includes forms and notices which are compliant with special education regulations.

CITATIONS AND ISSUES OF SIGNIFICANCE

Ed 1119.02 Establishment of Education Programs for Children with Disabilities

The NHDOE, Bureau of Special Education requires that applications for new programs and changes to existing programs “must be planned with sufficient lead time to allow a minimum of 12 weeks for the program proposed to be approved by the NHDOE prior to the start date.” Preschool programs and programs with children for autism were approved as part of the compliance visit, because the application for those programs were submitted prior to the visit by the district. However, the three new programs for students with emotional/behavioral disabilities were not applied for, so those programs were not visited. Subsequent to the Case Study Compliance Review, the special education program approval application materials were received for these three programs. Once the application is reviewed and determined complete, the NHDOE will schedule a visit to these three programs and, until such time, students in those programs are not in compliance.

Ed 306.06 School Facilities

- (a) Local School Boards shall ensure that the facilities for each school provide the following:
 - 1. A clean, healthy, and safe learning environment
 - 2. For the total school enrollment, a sufficient number of classrooms/instructional spaces in accordance with Ed 306.16
 - 3. Properly designed specialized spaces for the teaching of science, art, music, industrial arts/technology, consumer and homemaking education, and physical education in accordance with Ed 306.16
 - 4. Sufficient space to house the school’s information/technology resources acquired and maintained in accordance with Ed 306.16
 - 5. Ancillary spaces, including bathrooms, offices, and areas for the storage of supplies, materials and equipment.
- (b) Each school board shall ensure that the facilities of each school meet all local, state, and federal fire, health, safety and accessibility laws, rules, regulations, and requirements and maintain documentation of compliance;
- (c) To ensure the comfort and health of children enrolled in the facility or program.

Ed 1119.06 Facilities and Location

- (a) Classrooms and other instructional areas for children with disabilities shall be located in a building with children of similar chronological age.

SAU #38 had a major renovation and reconstruction recently in the Winchester School District. As a result, the facility is bright, spacious and meets all of the above requirements.

In the Hinsdale School District, neither the Elementary School nor the Jr/Sr High School meets the requirements, and space is sorely needed. However, in March the voters approved a \$13.5 million dollar reconstruction project to begin in the summer of 2005, so these areas will be fully compliant when the construction is complete.

In the Monadnock School District there are several issues with facilities.

1. Because there is no room in the Cutler Elementary School, the space for the program for students with emotional/behavioral disabilities is in a modular classroom in back of the school building. Also, the related services of speech/language are provided in a small closet, with inadequate ventilation and insufficient space for developmentally appropriate instructional activities.
2. At the Monadnock Junior High School there is no space available for children with autism, who will be transitioning there in the fall from the program in Troy.
3. At Monadnock Senior High School, the space for the Life Skills program is inadequate. It was planned to have two Life Skills programs, one for the junior high students and one for the senior high school students, but since there is not enough space, both programs take place in the same small room.
4. The program for students with emotional/behavioral disabilities is located across the street in the Wilcox Annex.

Ed 1119.03, CFR 300.26 Full Access to the District's Curriculum

As mentioned above, students who are in facilities that are out of the mainstream building, or are inadequate, are not able to fully access the general curriculum, as are students without disabilities. SAU #38 needs to address this issue in order to provide full and appropriate access to the curriculum for students with disabilities.

Ed 1102.44 Related Services

There some children in one district who were not receiving the related services of Occupational Therapy at the time of the Case Study Compliance Review. Administration explained that it had not been able to hire a therapist for a period of time, but that someone was recently hired and services to those children will start.

Ed 1123.04-Prior Consent for Disclosure- Consent for disclosure of personally identifiable information shall be made in accordance with 34 CFR

There were no disclosure logs in central office files. Disclosure logs need to be in each folder, so that people who access those files can sign to indicate disclosure.

Ed 1107.01 Evaluation-Multidisciplinary team

Ed 1109.03 IEP team

In one file, out of three out-of-district files, neither the multidisciplinary team nor the IEP team was appropriate. There was no teacher in the suspected disability or regular education teacher on the evaluation team and there was no teacher or special educator on the IEP team.

Ed 1109.01 List of individuals.....who would be responsible for the implementation of the IEP

Individuals responsible for implementing the IEP not present in one out of district file. Suggestion below.

Ed 1107.04 Qualified Examiners (d) Evaluation process, including a written summary shall be completed within 45days after receipt of parental permission for testing

A review of compliance data suggests that many students in SAU #38 are out of compliance for not having evaluations completed. For example, of the 16 students out of compliance at Monadnock Middle/High School, 11 are out of compliance for evaluation.

Ed 1109.03-CFR 300.344 IEP team

A representative of the public agency (Winchester) needs to part of IEP and Evaluation teams. Currently there is no LEA attending team meetings for Winchester students who attend Keene High School.

Ed 1109.08 Diplomas

LEAs shall ensure that all children with disabilities have equal opportunity to complete a course of studies leading to a regular high school diploma. There is no policy statement that ensures that students, particularly those in alternative settings, have equal opportunities to receive a high school diploma.

REQUIRED ACTIONS FOR IMPROVEMENT

Required actions for improvement are defined as areas which the LEA / Private School needs to address in order to resolve citations of noncompliance identified through the NHDOE Special Education Case Study Compliance Review.

1. Ed 1119.02 Establishment of Education Programs for Children with Disabilities

SAU # 38 needs to complete the application process for the programs that are not yet approved through the New Hampshire Department of Education.

2. Ed 306.06 School Facilities

3. Ed 1119.06 Facilities and Location

- Cutler Elementary School- space for the behavior support program and space for related services personnel to deliver services needs to be explored and improved to meet compliance.
- Space needs to be found at the Monadnock Junior High School for the children with autism who will be transitioning in from the elementary school.
- Alternative space needs to be found for the two life skills programs.
- The district needs to explore options to move the program for students with behavioral issues to the school where they will have greater access to the general curriculum.

4. Ed 1102.44 Related Services

The district needs to ensure that students with disabilities are receiving their related services.

5. Ed 1123.04-Prior Consent for Disclosure- Consent for disclosure of personally identifiable information shall be made in accordance with 34 CFR

Disclosure logs need to be in each student's folder district-wide, so that people who access those files can sign to indicate disclosure.

6. Ed 1107.01 Evaluation-Multidisciplinary team

Ed 1109.03 IEP team

The District needs to ensure that Evaluation and IEP teams include the required team members.

7. Ed 1109.01 List of individuals.....who would be responsible for the implementation of the IEP

The District needs to ensure that the IEP includes a list of individuals who are responsible for implementing the IEP. (Suggestion below.)

8. Ed 1107.04 Qualified Examiners (d) Evaluation process, including a written summary shall be completed within 45days after receipt of parental permission for testing

The district must explore ways to have staff available to complete evaluations within the required timeframe.

9. Ed 1109.03-CFR 300.344 IEP team

A representative of the public agency (Winchester) needs to part of IEP and Evaluation teams. Currently there is no LEA attending team meetings for Winchester students who attend Keene High School. SAU #38 needs to designate a person to attend as LEA representative or have a written agreement from the Keene School District stating that they will be the LEA and will oversee special education programming and compliance for students from Winchester.

10. Ed 1109.08 Diplomas

LEAs shall ensure that all children with disabilities have equal opportunity to complete a course of studies leading to a regular high school diploma. SAU #38 must develop policy that states that students, particularly those in alternative settings, have equal opportunities to receive a high school diploma.

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. We encourage you to address these suggestions in your plan for improvement, but you may use your discretion in this area. Suggestions for individual programs are included in the Building Level Summary Reports, pp.21-81. It should be noted that in the Building Level Data Summary Reports any suggestion made by a visiting team member that is actually a "Required Action for Improvement" has an asterisk (*) before it.

1. Work with out-of-district programs to ensure that they either have their own forms, that include all the components required for compliance, or provide copies of district forms. In this way notices will show who (including students) has been invited to participate and who (on IEP forms) actually participated in the planning and decision making.
2. The Special Education Coordinator has developed a transition plan that might be worth sharing with all the districts in the SAU. The administration is encouraged to come up with a process to do this, as well as provide training and add to existing model forms utilized in the SAU. This is a model form that is comprehensive and covers all the necessary transition activities.
3. SAU #38 should develop clear policies and procedures related to physical management of student behaviors, including training for staff, logging data and keeping parents informed.
4. Other suggestions are listed below in the building summaries.

COMMENDATIONS

1. The administration and staff are commended for their creative use of resources and space and for developing new programs for preschool students, students with autism, students with behavior challenges and Life Skills programs for students with moderate to severe disabilities.
2. The "Northern Schools" are truly inclusive and general education teachers provide all but related services to all students with disabilities. Also, the special educator who travels among the schools is diligent in her support and consultation to the regular education staff. SAU#38 is commended for their ability to attract, hire and support a fully certified staff of special educators. Of the 37 special educators on the SAU #38 roster, all 37 are fully certified. There is not one teacher, at this time, on an alternative status.
3. SAU #38 is commended for the preschool programs that include both a full time general educator and a full time special educator, as well as appropriate paraprofessionals, teaming together to provide a fully inclusive program for district preschoolers.
4. SAU #38 is willing to meet the needs of all students, including alternative learning environments such as:
 - a. The Student Support Center at Mt. Caesar, which provides a temporary structured place for any student who might need such support.
 - b. The "Writing Center" at Winchester Elementary/Middle School that provides writing instruction to all children from Grade 3 up. This center is staffed by a full time "Literacy Coordinator" (certified teacher) who coordinates with general education staff to provide individual help and/or small group instruction.

VII. BUILDING LEVEL SUMMARIES

USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT

PRESCHOOL BUILDING LEVEL COMPLIANCE DATA SUMMARY

NEW HAMPSHIRE DEPARTMENT OF EDUCATION
SPECIAL EDUCATION PROGRAM APPROVAL AND IMPROVEMENT PROCESS

SAU: 38	School: Mt. Caesar, Winchester, Hinsdale and Emerson Preschools	Date: March 24, 2005
Programs: The four SAU preschools		Number of Cases Reviewed: 4
Recorder/Summarizer: Nancy D'Agostino		

Collaborative Team Members:

Name: Catherine Croteau	Position: Preschool Coordinator / Teacher/ Mt. Caesar	<u>Building Level</u> or Visiting
Name: Jim Fallon	Position: Special Educator – preschool / Emerson	<u>Building Level</u> or Visiting
Name: Betty Tatro	Position: Principal / LEA / Mt. Caesar	<u>Building Level</u> or Visiting
Name: Katie Brunk	Position: Sped Coord / Preschool Teacher/ Winchester	<u>Building Level</u> or Visiting
Name: Nancy D'Agostino	Position: Ed Consultant SERESC	Building Level or <u>Visiting</u>
Name: Bonnie j. McCouch	Position: Preschool Coordinator	Building Level or <u>Visiting</u>
Name: Joan Binder	Position: Sped Coordinator	Building Level or <u>Visiting</u>
Name: Emily Kamer	Position: Special Ed Coord. Preschool / Kindergarten / Hinsdale	<u>Building Level</u> or Visiting

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

SUMMARIZE YOUR BUILDING LEVEL DATA

Fill in with the number of times a statement was marked from all Data Collection Forms:

ACCESS TO THE GENERAL CURRICULUM STATEMENTS							
Ed. 1109.01 Elements of an IEP <u>CFR 300.347</u> Ed. 1109.05, Implementation of IEP Ed. 1115.07, Provision of Non-Academic Services <u>CFR 300.306</u> Ed. 1119.03, Full Access to District's Curricula <u>CFR 300.24, CFR 300.347</u> Ed. 1119.08, Diplomas CFR 300.347(a) (1) (i) ". . . general curriculum (i.e. ,the same curriculum as for nondisabled children)" CFR 300.347 (a) (1) (iii) "To be educated and participate with other children with disabilities and non disabled children"					YES	NO	N/A
Is there a curriculum in place for preschoolers?					4		
Does the curriculum incorporate early language/communication and pre-reading skills?					4		
Does the curriculum incorporate social/emotional skills?					4		
Has this student made progress in early language/communication skills?					4		
Has this student made progress in pre-reading skills?					4		
Has this student made progress in social/emotional skills?					4		
Was the student's most recent LEA evaluation, including a written summary report and meeting, held within 45 days of parental permission to test? If not, was it due to:					2	1	1 out of dist
Extension in Place	Lack of Qualified Personnel Psychologist Educator Other Related Services	Evaluation Not Completed in Time X	Summary Report Not Written in Time	Meeting Not Held in Time	Other		
					YES	NO	N/A
Does this student have access to appropriate preschool activities?					4		
Does this student have opportunities to interact with non-disabled peers to the maximum extent appropriate on a regular basis, as part of the educational program?					4		
Did the IEP team meet to create the IEP within 30 calendar days of eligibility?					4		
Was an IEP fully developed and signed by the student's third birthday?					1	3	
Are this student's IEP goals written in measurable terms?					4		
Does this student have opportunities to participate in activities outside the preschool program with non-disabled peers?					3		1
Does this student participate in activities outside the preschool program with non-disabled peers?					3		1

ACCESS TO THE GENERAL CURRICULUM

Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> 1. The preschool programs have integrated curriculums servicing children with and without disabilities. 2. Emerson, Hinsdale and Mt. Caesar's preschool programs are building blocks for kindergarten readiness. 3. The Emerson preschool teacher is currently developing a new curriculum. 4. Winchester's preschool uses the same math program as the elementary classes (Math Their Way). 5. The preschool programs and staff of Emerson, Hinsdale and Mt. Caesar are part of the overall school, well received by the whole staff and supported by their administrators. 6. When appropriate the preschoolers of these schools are invited to assemblies. 7. Emerson, Hinsdale and Mt. Caesar reported good collaboration among staff. 8. Winchester has access to the gym for gross motor activities. 9. Winchester's preschool staff raised the funds to build their own playground. 10. Emerson's classroom opens directly onto its own play area. In addition to playground equipment, the area contains a small garden for incorporating science into the curriculum. 11. The Mt. Caesar preschool has both library and music classes each week. In addition the art teacher includes the preschool when appropriate. 12. The preschool teams have a block of time for time for meetings and visits. 13. All four preschool coordinators attend staff meetings in their schools. 14. The four preschools have a good working relationship with RISE and Easter Seals, the area early intervention programs. 15. Many therapies are integrated into the curriculum and the classrooms. 16. Therapists in three of the preschools do some activities with the whole preschool class. 17. Two of the programs integrate sign language into their programs. 18. The staff is passionate about their work and committed to providing quality preschool programming. 19. The preschool team brings a depth of experience to the program. 20. The preschool has the use of a bus for in town field trips. 21. Two of the programs have integrated sign language into the program. 22. Hinsdale has a strong special education secretary and office staff that allows the preschool coordinator time with students. 23. The Swanzey and Hinsdale programs have a bathroom and sink in their classrooms to foster self-help skills. 24. All four classrooms are large and provide ample space for providing developmentally appropriate centers and materials. 	<ol style="list-style-type: none"> 1. Hinsdale needs to find additional space for OT and suspended equipment. Hinsdale's proposed building should ease this situation. 2. It is strongly recommended Winchester investigate ways to organize the classroom and the preschool materials to limit distractions, provide safer movement for all children and provide better visibility of centers. 3. Winchester needs to look closely at ways to develop better collaboration and team efforts with related services and the autism program. 4. Although the relationship with early intervention is good, the coordinators do not always receive all documents. 5. The loss of a COTA is putting stress on the OT and impacting services. The district should move to remedy this situation. 6. Some of the therapists service multiple schools and a fair amount of time is lost to driving. The district may want to review the assignments to increase time with children. 7. The preschool programs should look at ways to incorporate additional therapies into the room. This may require reorganization of some classrooms such as Winchester. 8. Paperwork can pull the coordinators from working with children. The SAU may want to look at clerical support for some of programs to free up teachers and increase direct services to the children. 9. Mt Caesar / Swanzey does not have a set curriculum. They use pieces of different programs. It is strongly recommended they formalize their curriculum.

SUMMARIZE YOUR BUILDING LEVEL DATA

Fill in with the number of times a statement was marked from all Data Collection Forms:

TRANSITION STATEMENTS					
Ed .1102.53, Transition Services CFR 300.29 Ed. 1109.01, Elements of an IEP (Transition Services) CFR 300.347 (b) (1) (2) Ed. 1109.03, IEP Team CFR 300.344 (b) (1) This includes movement from (a) Early Supports and Services (ESS) to preschool, b) pre-school to elementary school, (c) age 14 or younger, or (d) age 16 or older, as well as from grade to grade and school to school.				YES	NO
Transition planning from ESS to preschool takes place				4	
Transition planning from grade to grade (e.g. preschool to kindergarten, kindergarten to 1 st grade) takes place				4	
District staff participated in a transition planning conference arranged by ESS and this transition planning conference occurred at least 90 days before the student's third birthday. If not, was it due to:				3	1
Meeting Not Held In Time	Staff Didn't Understand The Process	Communication Breakdown Between School And Early Supports And Services Agency	Student Moved Into The District After This Time Period		
	X				
Student Not Referred Prior To 90 Days	Parent / School Communication Breakdown		Other		
				YES	NO
Team around transition includes parents.				4	
Team around transition includes appropriate agencies.				4	
Services agreed on in the IEP began by the time specified in the IEP.				4	
Early Supports and Services provided the school or district with initial information prior to 90 days.				3	1
Early Supports and Services evaluation information was shared with the school or district.				4	
Strengths		Suggestions for Improvement			
1. Preschool parents are encouraged to be active members of the team. 2. The preschool team values the opinions of parents. 3. Parents are happy with the transition process and the support they receive during the process. 4. In Emerson, Hinsdale and Swanzey the preschool coordinators follow the preschoolers to kindergarten. This is especially helpful for children attending kindergarten at one of the other SAU elementary schools. 5. Hinsdale transitions into preschool are adapted to meet the needs of their preschoolers.		1. The preschool coordinators should review their screening methods and days to find commonalities and ways they can support each other. 2. It is recommended the preschool coordinators examine their evaluation tools around transitions in an effort to find a common tool for all four programs.			

SUMMARIZE YOUR BUILDING LEVEL DATA

Fill in with the number of times a statement was marked from all Data Collection Forms:

<u>BEHAVIOR STRATEGIES AND DISCIPLINE</u>		YES	NO	N/A
<u>Ed. 1109.02 Program</u>	<u>CFR 300.346</u>			
<u>Ed. 1119.11 Disciplinary Procedures</u>	<u>CFR 300.519-300.529</u>			
<u>Ed. 1133.07 (a) (b) (c) (d) (e)</u>	<u>CFR 300.510-300.529</u>			
<u>Child Management – Private Schools</u>	<u>RSA 169-C Child Protection Act</u>			
Data are used to determine impact of student behavior on his/her learning.		3		1
A functional behavior assessment has been conducted and a behavior intervention plan written to address behaviors.		1		3
IEP team has addressed behaviors that are impacting student learning.		3		1
All individuals working with the student have been involved in developing behavior intervention strategies.		4		
Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.		3		
Results of behavior intervention strategies are evaluated and monitored.		4		
Student's overall participation in preschool activities has increased.		4		
Student has improved relationships with peers and adults in the early childhood community.		4		
Strengths		Suggestions for Improvement		
<ol style="list-style-type: none"> 1. The preschool programs have intervention programs in place. 2. Swanzey's preschool program uses 1-2-3 Magic, a program that can also be used at home for consistency. 3. In Hinsdale all the staff are CPI certified (Nonviolent Crisis Intervention Program). They also have a behavior program for all with clear expectations. 4. Emerson has a school wide program and expectations are for all. 5. Social stories are available to support preschoolers in the districts. 				

SUMMARY OF BUILDING LEVEL STRENGTHS AND SUGGESTIONS FOR IMPROVEMENT

Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> 1. Emerson, Hinsdale and Mt. Caesar have strong teams. 2. Hinsdale and Emerson team teach with an early childhood educator and a special education teacher. 3. The programs provide home school logs when in the best interest of children. 4. The staffs in the four programs are enthusiastic and dedicated. 5. The Emerson program has a strong community connection. 6. Three of the programs have preschool specific playground areas. 7. Winchester and Hinsdale have options for full day programming if needed. 8. Hinsdale has the Second Step Program. 9. Hinsdale's parents have donated items such as a train table in appreciation for all the efforts staff make in programming for young children. 10. Hinsdale staff works hard with the materials and space they have. 11. Emerson leadership advocates for early intervention and advocates for the preschool. 12. The Emerson PTO pays for a field trip each year for the preschoolers. 13. The Swanzey preschool has access to the general play area and time to interact with other classes. 14. Emerson, Hinsdale and Swanzey classrooms are well organized with clearly defined spaces. 15. Swanzey holds a move-up day for preschoolers going to kindergarten. 	<ol style="list-style-type: none"> 1. It is recommended that the SAU administrative team provide the preschool coordinators with the policies and procedures around Child Find, in particular as it relates to preschoolers. 2. The SAU should develop a system of regular times / dates for the coordinators of the four preschools to meet and collaborate with the SAU coordinator. Although some of the preschool teams have a set block of time for time for meetings and visits, they are not all on the same days or times 3. The SAU should investigate ways to ensure at least one of the four preschool coordinators attends the PTAN clinical support meetings each quarter. The information gathered at the meetings could then be brought back to share. 4. The Swanzey preschool staff is not always available during planning time, due to being pulled to help out in the rest of the school. The school may want to look at ways to preserve this valuable block of time. 5. Currently the PT storage and work area are housed in part of the Swanzey preschool room. This can be a distraction and the district may want to consider a new location for PT equipment and space for the PT to work with all children. 6. Additional supports the Swanzey preschool team would like include additional SLP time, psych services five days a week and a transition coordinator dedicated to their preschool program. 7. Due to the many changes in the SAU recently, the availability of the SAU Special Education Coordinator to oversee preschool programming is very limited. The SAU may want to consider a dedicated SAU wide preschool coordinator that works with the four SAU programs as well as children placed outside these four programs.
<p>Promising Practices:</p> <ol style="list-style-type: none"> 1. Emerson's preschool coordinator plans and holds a preschool event each month for families. Funds to help support this programming come from Success by 6 and the Rotary club. The Rotary club also provides funds for helmets to use when preschoolers ride their tricycles. 2. The Emerson preschool team developed a PowerPoint presentation on the benefits of quality preschool programming. They presented it to the Rotary Club. The principal asked that they also present to the rest of the school staff. The team feels the importance of the presentation was the tone it set for acceptance / support of their program. 3. Swanzey has high school buddies that work with the preschoolers. 	

USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT

BUILDING LEVEL COMPLIANCE DATA SUMMARY

NEW HAMPSHIRE DEPARTMENT OF EDUCATION
SPECIAL EDUCATION PROGRAM APPROVAL AND IMPROVEMENT PROCESS

SAU: 38

School: **CUTLER SCHOOL**

Date: 3/24/05

Programs: Modified Regular and Resource Room

Number of Cases Reviewed: 2

Recorder/Summarizer: Diane Higgins

Collaborative Team Members:

Name: Rebecca Bowers	Position: Special Education Teacher	Building Level
Name: Diane Higgins	Position: Special Education Teacher	Building Level
Name: Kathy Cobb	Position: Teacher	Building Level
Name: Risa Keene	Position: Speech-Language Pathologist	Building Level
Name: Mark Pride	Position: Guidance Counselor	Building Level
Name: Joanne Marchand	Position: Teacher	Building Level
Name: Cheryl Dubois	Position: Paraprofessional	Building Level
Name: Audrey Stage	Position: Principal	Visiting
Name: Jane Glines	Position: ILC Teacher	Visiting

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

SUMMARIZE YOUR BUILDING LEVEL DATA

Filled in with the number of times a statement was marked from all Data Collection Forms:

ACCESS TO THE GENERAL CURRICULUM STATEMENTS								
Ed. 1109.01 Elements of an IEP CFR 300.347 Ed. 1109.05, Implementation of IEP Ed. 1115.07, Provision of Non-Academic Services CFR 300.306 Ed. 1119.03, Full Access to District's Curricula CFR 300.24, CFR 300.347 Ed. 1119.08, Diplomas Ed.1107.04 (d) Qualified Examiner CFR 300.347(a) (1) (i) ". . . general curriculum (i.e. ,the same curriculum as for nondisabled children)" CFR 300.347 (a) (1) (iii) "To be educated and participate with other children with disabilities and non disabled children"						YES	NO	N/A
Was the student's most recent LEA evaluation, including a written summary report and meeting, held within 45 days of parental permission to test? If not, was it due to: (check all that apply)							2	
Extension in Place 2	Lack of Qualified Personnel Psychologist Educator Other Related Services		Evaluation Not Completed in Time	Summary Report Not Written in Time	Meeting Not Held in Time 2	Other		
						YES	NO	N/A
IEP goals are written in measurable terms.						1	1	
Team uses multiple measures to design, implement and monitor the student's program.						2		
Student has access to the general curriculum (as outlined by the district, sending district or NH frameworks.)						2		
Student participates and progresses in the general curriculum in a regular education setting with non-disabled peers with necessary supports.						2		
Student participates appropriately in state, district and school-wide assessments.						2		
Student has opportunities to participate in general extracurricular and other non-academic activities with necessary supports.						2		
Student does participate in general extracurricular and other non-academic activities with necessary supports.						2		
For High School Students:						YES	NO	
Student is on track to earn a regular high school diploma.								
<i>IF YES:</i> within 4 years?		Yes	No	before the age of 21?		Yes	No	
Student is on track to earn an IEP diploma or a certificate of competency.								
<i>IF YES:</i> within 4 years?		Yes	No	before the age of 21?		Yes	No	
Does this school / district have a clear policy for earning a high school diploma?								
Strengths					Suggestions for Improvement			
1. Cutler staff does a fine job including their children in the regular class to the maximum extent. Modifications, adaptations, etc. are used in classrooms. One student participates in the school newspaper. She has written an article. One student does "We Deliver" for school-wide mail program. Both students present in Music Show. 2. In non-academic, extra-curricular activities, one student participates in knitting (at lunch). One student participates in Homework Club, which is a volunteer special education tutorial four days a week.					Continue to work toward student independence in special education services, i.e. less reliance on paraprofessionals.			

SUMMARIZE YOUR BUILDING LEVEL DATA

Filled in with the number of times a statement was marked from all Data Collection Forms:

<u>TRANSITION STATEMENTS</u>	YES	NO
Ed .1102.53, Transition Services CFR 300.29 Ed. 1109.01, Elements of an IEP (Transition Services) CFR 300.347 (b) (1) (2) Ed. 1109.03, IEP Team CFR 300.344 (b) (1) This includes movement from (a) Early Supports and Services (ESS) to preschool, b) pre-school to elementary school, (c) age 14 or younger, or (d) age 16 or older, as well as from grade to grade and school to school.		
For elementary school students, respond to the following 3 statements only:		
Transition planning from grade to grade takes place. (informal only)	2	
Transition planning from school to school takes place. (minimal informal planning)		2
Collaboration has occurred between general and special education staff in IEP development and in transition planning. (Within the building only, not school to school)	2	
For all middle or high school students, respond to the following 5 statements:		
Transition planning is designed as an outcome oriented process that promotes movement from school to the student's desired post-school goals.		
Collaboration has occurred between general and special education staff in IEP development and in transition planning.		
IEP team includes parent.		
IEP team includes student.		
IEP includes current level of performance related to transition services.		
If the student is age 14 or older during the course of the IEP, respond to the following 3 statements:		
There is documentation that the student has been invited to attend IEP meetings.		
A statement of the transition service needs is included in the IEP.		
The statement of transition focuses on the student's course of study (e.g. vocational programming, advanced placement).		
If the student is age 16 or older during course of the IEP, <u>also</u> respond to the following 9 statements:		
Transition plan, including student's post-high school goals, is in place.		
There is documentation that representatives of other agencies have been invited to IEP meetings.		
Statement of needed transition services is presented as a coordinated set of activities.		
The IEP includes a statement of needed transition services and considers instruction.		
The IEP includes a statement of needed transition services and considers related services.		
The IEP includes a statement of needed transition services and considers community experiences.		
The IEP includes a statement of needed transition services and considers development of employment skills.		
The IEP includes a statement of needed transition services and considers development of daily living skills.		
Student is informed prior to age 17 of his/her rights under IDEA.		

Transition Strengths	Transition Suggestions for Improvement
<ol style="list-style-type: none"> 1. Within the school, informal transition meetings take place. 2. The EH Program has just begun and steps are being taken to connect with the main school, teachers, curriculum, etc. 	<ol style="list-style-type: none"> 1. A formal plan is needed for transitions between schools in the district and from grade to grade. 2. Increased sharing of information, resources and teacher training is recommended. 3. The EH Program needs a more clearly defined role, transition process, budget, supports and staff. 4. There needs to be a good working relationship between the lower and higher elementary schools. Both teams (new and old building) need to work together on transition and should be involved in all meetings (transition, IEP, etc.) to plan for the child leaving one building and going to the next. 5. Grade to grade transition meetings need to be formally documented and should take place between grade level teachers, special educators, parents, etc.

SUMMARIZE YOUR BUILDING LEVEL DATA

Filled in with the number of times a statement was marked from all Data Collection Forms:

<u>BEHAVIOR STRATEGIES AND DISCIPLINE</u>		YES	NO	N/A
Ed. 1109.02 Program	CFR 300.346			
Ed. 1119.11 Disciplinary Procedures	CFR 300.519-300.529			
Ed. 1133.07 (a) (b) (c) (d) (e)	CFR 300.510-300.529			
Child Management – Private Schools	RSA 169-C Child Protection Act			
Data are used to determine impact of student behavior on his/her learning.		2		
A functional behavior assessment has been conducted and a behavior intervention plan written to address behaviors.			2	
IEP team has addressed behaviors that are impacting student learning.		2		
All individuals working with the student have been involved in developing behavior intervention strategies.		2		
Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.		2		
Results of behavior intervention strategies are evaluated and monitored.		2		
Student's overall participation in classroom, school-wide and extracurricular activities has increased.		2		
Student has improved relationships with peers and adults in the school community.		2		
A school-wide behavior intervention model exists.		2		
Has this student ever been suspended from school?			2	
If yes, for how many days?				
Strengths	Suggestions for Improvement			
<ol style="list-style-type: none"> 1. Positive Behavior Interventions and Support (PBIS) goals are reflected in a common language. 2. PBIS (yellow teams) – Team works on behavior plans throughout the school. Children can be identified or not. 	<ol style="list-style-type: none"> 1. Documentation of EH identification needs to be addressed in IEP as far as criteria upon which it was based and current progress. Even when EH students don't need behavior plans or FBAs, team should document that a strategy was not needed at this point, noting quarterly progress. 2. Wrap around services should include therapeutic staff and educational progress to provide continuity of services. 			

SUMMARY OF BUILDING LEVEL STRENGTHS AND SUGGESTIONS

Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> 1. The culture and climate of Cutler Elementary is very positive. 2. All students are integrated into general education classrooms to the maximum extent that they are able. 3. The students observed have accommodations and modifications that are implemented by all. 4. The general education teachers work with the special education teachers in a collaborative manner. They brainstorm and show genuine concern for each other and the needs of the child. All teachers take ownership of their special education students. 5. Cutler Elementary currently is a PBIS school. Rooms are decorated with posters proclaiming respect, safety and citizenship. Using common language is stressed. 6. All students have access to the computer lab. 7. The team makes time to share and collaborate on a regular basis. 	<ol style="list-style-type: none"> 1. Improve district-wide communication in regard to sending and receiving of special education students from school to school. Invite each other to meetings with parents, etc. 2. There should be formal transition plans for grade to grade and school to school transitions. 3. Increase monthly contact with parents of students who are heavily involved and request it. 4. Continue to define and develop the EH Program. Give it a name, some ownership in the Cutler community and the district as a whole. 5. Continue implementation of PBIS and share with the district. 6. Develop staff development opportunities for paraprofessionals within the district.
<p>Promising Practices:</p>	

USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT

BUILDING LEVEL COMPLIANCE DATA SUMMARY

NEW HAMPSHIRE DEPARTMENT OF EDUCATION
SPECIAL EDUCATION PROGRAM APPROVAL AND IMPROVEMENT PROCESS

SAU: 38

School: **TROY ELEMENTARY**

Date: 3/24/05

Programs: Modified Regular, Resource Room, Autism

Number of Cases Reviewed: 2

Recorder/Summarizer: Sara Vogel

Collaborative Team Members:

Name: Sara Vogel	Position: Director, alternative program	Visiting
Name: Karen Johnson	Position: Special Education Teacher	Building Level
Name: Lori Evans	Position: Lead Special Education Teacher	Building Level
Name: Marcia Keane	Position: Occupational Therapist	Visiting
Name: David Dahl	Position: Principal	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/private facility in the areas of:
Access to the General Curriculum, Transition and Behavior Strategies and Discipline.

SUMMARIZE YOUR BUILDING LEVEL DATA

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ACCESS TO THE GENERAL CURRICULUM STATEMENTS								
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Was the student's most recent LEA evaluation, including a written summary report and meeting, held within 45 days of parental permission to test? If not, was it due to: (check all that apply)							2	
Extension in Place 2	Lack of Qualified Personnel Psychologist Educator 1 Other Related Services	Evaluation Not Completed in Time	Summary Report Not Written in Time	Meeting Not Held in Time 1	Other 1			
						YES	NO	N/A
IEP goals are written in measurable terms.						2		
Team uses multiple measures to design, implement and monitor the student's program.						2		
Student has access to the general curriculum (as outlined by the district, sending district or NH frameworks.)						2		
Student participates and progresses in the general curriculum in a regular education setting with non-disabled peers with necessary supports.						2		
Student participates appropriately in state, district and school-wide assessments.						2		
Student has opportunities to participate in general extracurricular and other non-academic activities with necessary supports.						2		
Student does participate in general extracurricular and other non-academic activities with necessary supports.						1	1	
For High School Students:						YES	NO	
Student is on track to earn a regular high school diploma.								
<i>IF YES:</i> within 4 years?		Yes	No	before the age of 21?		Yes	No	
Student is on track to earn an IEP diploma or a certificate of competency.								
<i>IF YES:</i> within 4 years?		Yes	No	before the age of 21?		Yes	No	
Does this school / district have a clear policy for earning a high school diploma?								
Strengths					Suggestions for Improvement			
<ol style="list-style-type: none"> 1. Organization of data (work samples and curriculum) is strong. 2. Collaboration is good between all staff for access to the general curriculum. 3. Classroom teachers observed displayed “ownership” of the special needs students. 4. Staff is ready to be flexible in curriculum choices – if it's not working, they try a different angle or approach. 5. Specialists and teachers want to see the IEP. 					<ol style="list-style-type: none"> 1. Consider providing more specific/common planning time for collaboration. Include OT, Speech, and other support staff. 2. Improve access to specialists. Add speech and language services to the Autism Program. 3. Provide more training for the paraprofessionals. 			

SUMMARIZE YOUR BUILDING LEVEL DATA

Filled in with the number of times a statement was marked from all Data Collection Forms:

<u>TRANSITION STATEMENTS</u>	YES	NO
Ed .1102.53, Transition Services CFR 300.29 Ed. 1109.01, Elements of an IEP (Transition Services) CFR 300.347 (b) (1) (2) Ed. 1109.03, IEP Team CFR 300.344 (b) (1) This includes movement from (a) Early Supports and Services (ESS) to preschool, b) pre-school to elementary school, (c) age 14 or younger, or (d) age 16 or older, as well as from grade to grade and school to school.		
For elementary school students, respond to the following 3 statements only:		
Transition planning from grade to grade takes place.	2	
Transition planning from school to school takes place.	2	
Collaboration has occurred between general and special education staff in IEP development and in transition planning.	2	
For all middle or high school students, respond to the following 5 statements:		
Transition planning is designed as an outcome oriented process that promotes movement from school to the student's desired post-school goals.		
Collaboration has occurred between general and special education staff in IEP development and in transition planning.		
IEP team includes parent.		
IEP team includes student.		
IEP includes current level of performance related to transition services.		
If the student is age 14 or older during the course of the IEP, respond to the following 3 statements:		
There is documentation that the student has been invited to attend IEP meetings.		
A statement of the transition service needs is included in the IEP.		
The statement of transition focuses on the student's course of study (e.g. vocational programming, advanced placement).		
If the student is age 16 or older during course of the IEP, also respond to the following 9 statements:		
Transition plan, including student's post-high school goals, is in place.		
There is documentation that representatives of other agencies have been invited to IEP meetings.		
Statement of needed transition services is presented as a coordinated set of activities.		
The IEP includes a statement of needed transition services and considers instruction.		
The IEP includes a statement of needed transition services and considers related services.		
The IEP includes a statement of needed transition services and considers community experiences.		
The IEP includes a statement of needed transition services and considers development of employment skills.		
The IEP includes a statement of needed transition services and considers development of daily living skills.		
Student is informed prior to age 17 of his/her rights under IDEA.		

Transition Strengths	Transition Suggestions for Improvement
<ol style="list-style-type: none"> 1. “Fly-Up Days” are very positive. 2. There is clear preparation done for special needs students to prepare for Fly-Up Day. 3. Home visits are conducted to address parents’ concerns regarding the Autism Program, and this result in getting to know the family and building trust between home and school. 4. After a student was suspended, teachers went to the home to build trust for re-entry to school. 5. Transition meetings are held to share information on strengths, weaknesses and behaviors between all parties involved in the transition process. 6. The preschool and kindergarten teachers go to other schools to meet students’ case managers from the receiving schools, and stay with them through kindergarten. 	<p>Consider adding a program for autistic students at the middle and high school level.</p>

SUMMARIZE YOUR BUILDING LEVEL DATA

Filled in with the number of times a statement was marked from all Data Collection Forms:

<u>BEHAVIOR STRATEGIES AND DISCIPLINE</u>		YES	NO	N/A
Ed. 1109.02 Program	CFR 300.346			
Ed. 1119.11 Disciplinary Procedures	CFR 300.519-300.529			
Ed. 1133.07 (a) (b) (c) (d) (e)	CFR 300.510-300.529			
Child Management – Private Schools	RSA 169-C Child Protection Act			
Data are used to determine impact of student behavior on his/her learning.		1		1
A functional behavior assessment has been conducted and a behavior intervention plan written to address behaviors.		1		1
IEP team has addressed behaviors that are impacting student learning.		1		1
All individuals working with the student have been involved in developing behavior intervention strategies.		1		1
Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.		1		1
Results of behavior intervention strategies are evaluated and monitored.		1		1
Student's overall participation in classroom, school-wide and extracurricular activities has increased.		1		1
Student has improved relationships with peers and adults in the school community.		1		1
A school-wide behavior intervention model exists.		X		
Has this student ever been suspended from school?			2	
If yes, for how many days?				
Strengths	Suggestions for Improvement			
<ol style="list-style-type: none"> 1. The level of team collaboration for behavioral issues is notable. 2. Support from administration is provided for behavioral plans. 3. The chain of command works smoothly if the principal is out of the building. 4. Staff work well together. 5. Polite and respectful student behaviors are expected by staff. 	<ol style="list-style-type: none"> 1. Consider providing more training in the de-escalation and debriefing methods of CPI. 2. Consider additional training in behavioral issues. 			

SUMMARY OF BUILDING LEVEL STRENGTHS AND SUGGESTIONS

Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> 1. There is a high level of cooperation and collaboration among staff. 2. Kids feel supported and safe at Troy Elementary School. 3. Flexibility in curriculum and methods of presenting enhances curriculum access. 4. “Fly-Up Day” for grade to grade assists transitions. 5. Transition meetings take place with full teams for all students. 6. Strong support exists from administration at building level and district level. 7. There is a strong commitment of staff to positive student environment, and they are willing to go over and above the required components. 8. The school philosophy and activities are student-centered. 	<ol style="list-style-type: none"> 1. Consider a continuation of supports from the building level to the middle / high school level. 2. Provide more time for collaboration for the big transitions from this building/level to the middle school level. 3. Make better use of staff development days for collaboration to plan for transitions. 4. Troy Elementary needs to look at ways of increasing related service provisions.
<p>Promising Practices:</p> <p>The program for students with autism</p>	

USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT

BUILDING LEVEL COMPLIANCE DATA SUMMARY

NEW HAMPSHIRE DEPARTMENT OF EDUCATION
SPECIAL EDUCATION PROGRAM APPROVAL AND IMPROVEMENT PROCESS

SAU: 38

School: **GEORGE EMERSON ELEMENTARY**

Date: 3/24/05

Programs: General Education

Number of Cases Reviewed: 2

Recorder/Summarizer: Linda Potter

Collaborative Team Members:

Name: Janice Hodgdon	Position: Inclusion Facilitator	Building Level
Name: Diane DeJong	Position: Inclusion Facilitator	Building Level
Name: Celia Harris	Position: Paraprofessional	Building Level
Name: Karen Craig	Position: Principal LEA	Building Level
Name: Adrienne Noel	Position: Principal Intern	Building Level
Name: Joanne Crowder	Position: Second Grade Teacher	Building Level
Name: Beth Tom	Position: Speech-Language Pathologist	Building Level
Name: Janice Dialessi	Position: LD Specialist	Visiting
Name: Linda Potter	Position: Special Education Director	Visiting

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

SUMMARIZE YOUR BUILDING LEVEL DATA

Filled in with the number of times a statement was marked from all Data Collection Forms:

ACCESS TO THE GENERAL CURRICULUM STATEMENTS								
Ed. 1109.01 Elements of an IEP CFR 300.347 Ed. 1109.05, Implementation of IEP Ed. 1115.07, Provision of Non-Academic Services CFR 300.306 Ed. 1119.03, Full Access to District's Curricula CFR 300.24, CFR 300.347 Ed. 1119.08, Diplomas Ed.1107.04 (d) Qualified Examiner CFR 300.347(a) (1) (i) ". . . general curriculum (i.e. ,the same curriculum as for nondisabled children)" CFR 300.347 (a) (1) (iii) "To be educated and participate with other children with disabilities and non disabled children"						YES	NO	N/A
Was the student's most recent LEA evaluation, including a written summary report and meeting, held within 45 days of parental permission to test? If not, was it due to: (check all that apply)						2		
Extension in Place	Lack of Qualified Personnel Psychologist Educator Other Related Services	Evaluation Not Completed in Time	Summary Report Not Written in Time	Meeting Not Held in Time	Other			
						YES	NO	N/A
IEP goals are written in measurable terms.						2		
Team uses multiple measures to design, implement and monitor the student's program.						2		
Student has access to the general curriculum (as outlined by the district, sending district or NH frameworks.)						2		
Student participates and progresses in the general curriculum in a regular education setting with non-disabled peers with necessary supports.						2		
Student participates appropriately in state, district and school-wide assessments.						2		
Student has opportunities to participate in general extracurricular and other non-academic activities with necessary supports.						2		
Student does participate in general extracurricular and other non-academic activities with necessary supports.						2		
For High School Students:						YES	NO	
Student is on track to earn a regular high school diploma.								
<i>IF YES:</i> within 4 years?		Yes	No	before the age of 21?		Yes	No	
Student is on track to earn an IEP diploma or a certificate of competency.								
<i>IF YES:</i> within 4 years?		Yes	No	before the age of 21?		Yes	No	
Does this school / district have a clear policy for earning a high school diploma?								
Strengths				Suggestions for Improvement				
1. Emerson Elementary has implemented the inclusion model, differentiated instruction and flexible programming. 2. Staff members clearly know students. 3. Staff maximize the use of resources. 4. Parent input is valued. 5. Research based instructional materials are utilized. 6. Data based decision making takes place.				1. Increase available space. 2. Increase staff availability and knowledge to provide programs for elementary MR and EH students.				

SUMMARIZE YOUR BUILDING LEVEL DATA

Filled in with the number of times a statement was marked from all Data Collection Forms:

TRANSITION STATEMENTS		YES	NO
Ed .1102.53, Transition Services CFR 300.29 Ed. 1109.01, Elements of an IEP (Transition Services) CFR 300.347 (b) (1) (2) Ed. 1109.03, IEP Team CFR 300.344 (b) (1) This includes movement from (a) Early Supports and Services (ESS) to preschool, b) pre-school to elementary school, (c) age 14 or younger, or (d) age 16 or older, as well as from grade to grade and school to school.			
For elementary school students, respond to the following 3 statements only:			
Transition planning from grade to grade takes place.		2	
Transition planning from school to school takes place.		2	
Collaboration has occurred between general and special education staff in IEP development and in transition planning.		2	
For all middle or high school students, respond to the following 5 statements:			
Transition planning is designed as an outcome oriented process that promotes movement from school to the student's desired post-school goals.			
Collaboration has occurred between general and special education staff in IEP development and in transition planning.			
IEP team includes parent.			
IEP team includes student.			
IEP includes current level of performance related to transition services.			
If the student is age 14 or older during the course of the IEP, respond to the following 3 statements:			
There is documentation that the student has been invited to attend IEP meetings.			
A statement of the transition service needs is included in the IEP.			
The statement of transition focuses on the student's course of study (e.g. vocational programming, advanced placement).			
If the student is age 16 or older during course of the IEP, <u>also</u> respond to the following 9 statements:			
Transition plan, including student's post-high school goals, is in place.			
There is documentation that representatives of other agencies have been invited to IEP meetings.			
Statement of needed transition services is presented as a coordinated set of activities.			
The IEP includes a statement of needed transition services and considers instruction.			
The IEP includes a statement of needed transition services and considers related services.			
The IEP includes a statement of needed transition services and considers community experiences.			
The IEP includes a statement of needed transition services and considers development of employment skills.			
The IEP includes a statement of needed transition services and considers development of daily living skills.			
Student is informed prior to age 17 of his/her rights under IDEA.			
Transition Strengths	Transition Suggestions for Improvement		
1. Emerson is a small school with invested and dedicated staff. 2. Staff has the ability to communicate and collaborate well because of the personal nature of the school. 3. The summer tutoring program is a strength. 4. Transition planning is consistent.	Transition process should be documented to get students and parents ready for Junior High.		

SUMMARIZE YOUR BUILDING LEVEL DATA

Filled in with the number of times a statement was marked from all Data Collection Forms:

<u>BEHAVIOR STRATEGIES AND DISCIPLINE</u>		YES	NO	N/A
Ed. 1109.02 Program	CFR 300.346			
Ed. 1119.11 Disciplinary Procedures	CFR 300.519-300.529			
Ed. 1133.07 (a) (b) (c) (d) (e)	CFR 300.510-300.529			
Child Management – Private Schools	RSA 169-C Child Protection Act			
Data are used to determine impact of student behavior on his/her learning.		2		
A functional behavior assessment has been conducted and a behavior intervention plan written to address behaviors.		2		
IEP team has addressed behaviors that are impacting student learning.		2		
All individuals working with the student have been involved in developing behavior intervention strategies.		2		
Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.		2		
Results of behavior intervention strategies are evaluated and monitored.		2		
Student's overall participation in classroom, school-wide and extracurricular activities has increased.				2
Student has improved relationships with peers and adults in the school community.		2		
A school-wide behavior intervention model exists.		2		
Has this student ever been suspended from school?			2	
If yes, for how many days?				
Strengths	Suggestions for Improvement			
<ol style="list-style-type: none"> 1. There is training for paraprofessionals around behavior. 2. Positive school-wide behavior expectations are evident. 3. Staff is trained in CPI. 4. The use of Responsive Classroom is a strength. 5. The 2nd Step Program is used. 	<p>More staff development is needed around behavior.</p>			

SUMMARY OF BUILDING LEVEL STRENGTHS AND SUGGESTIONS

Strengths	Suggestions for Improvement
<ol style="list-style-type: none">1. Then environment at Emerson Elementary is caring, cooperative and inclusive.2. Efforts are made to involve staff, students, parents and the community in the school.3. There are no resource rooms.4. Multiple teaching models are used: differentiated instruction, inclusion, positive behavior program, individualized supports, knowing and recognizing all students, a staff that is collaborative, dedicated, caring and invested in self, students and peers.	Communicate behavior plans to all staff.
Promising Practices:	

USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT

BUILDING LEVEL COMPLIANCE DATA SUMMARY

NEW HAMPSHIRE DEPARTMENT OF EDUCATION
SPECIAL EDUCATION PROGRAM APPROVAL AND IMPROVEMENT PROCESS

SAU: 38

School: **MT. CAESAR ELEMENTARY**

Date: 3/24/05

Programs: Modified Regular, Resource Room

Number of Cases Reviewed: 2

Recorder/Summarizer: Claudia Libis, Patti McDaniel

Collaborative Team Members:

Name: Claudia Libis	Position: Teacher of Visually Impaired	Visiting
Name: Patti McDaniel	Position: EH, LD, GSE Teacher	Visiting
Name: Kim Tower	Position: Special Education Teacher	Building Level
Name: Kate Donegan	Position: Special Education Teacher	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/private facility in the areas of:
Access to the General Curriculum, Transition and Behavior Strategies and Discipline.

SUMMARIZE YOUR BUILDING LEVEL DATA

Filled in with the number of times a statement was marked from all Data Collection Forms:

ACCESS TO THE GENERAL CURRICULUM STATEMENTS								
Ed. 1109.01 Elements of an IEP CFR 300.347 Ed. 1109.05, Implementation of IEP Ed. 1115.07, Provision of Non-Academic Services CFR 300.306 Ed. 1119.03, Full Access to District's Curricula CFR 300.24, CFR 300.347 Ed. 1119.08, Diplomas Ed.1107.04 (d) Qualified Examiner CFR 300.347(a) (1) (i) ". . . general curriculum (i.e. ,the same curriculum as for nondisabled children)" CFR 300.347 (a) (1) (iii) "To be educated and participate with other children with disabilities and non disabled children"						YES	NO	N/A
Was the student's most recent LEA evaluation, including a written summary report and meeting, held within 45 days of parental permission to test? If not, was it due to: (check all that apply)							2	
Extension in Place 1	Lack of Qualified Personnel Psychologist Educator Other Related Services		Evaluation Not Completed in Time 1	Summary Report Not Written in Time	Meeting Not Held in Time	Other Snow day, medical evals, maternity leave		
						YES	NO	N/A
IEP goals are written in measurable terms.						2		
Team uses multiple measures to design, implement and monitor the student's program.						2		
Student has access to the general curriculum (as outlined by the district, sending district or NH frameworks.)						2		
Student participates and progresses in the general curriculum in a regular education setting with non-disabled peers with necessary supports.						2		
Student participates appropriately in state, district and school-wide assessments.						2		
Student has opportunities to participate in general extracurricular and other non-academic activities with necessary supports.								2
Student does participate in general extracurricular and other non-academic activities with necessary supports.						1	1	
For High School Students:						YES	NO	
Student is on track to earn a regular high school diploma.								
IF YES: within 4 years?		Yes	No	before the age of 21?		Yes	No	
Student is on track to earn an IEP diploma or a certificate of competency.								
IF YES: within 4 years?		Yes	No	before the age of 21?		Yes	No	
Does this school / district have a clear policy for earning a high school diploma?								
Strengths					Suggestions for Improvement			
<ol style="list-style-type: none"> 1. There is great communication among team members. Paraprofessionals accompany students to therapies. 2. Several teachers have dual general / special education backgrounds. 3. All staff has CPI training. 4. There is public kindergarten and an extended day program for kindergarten. 5. The student support room is a plus. 					<ol style="list-style-type: none"> 1. Consider providing full day kindergarten. 2. Consider providing an additional special education staff member. 3. Consider adding a multi-purpose room. 4. Consider adding a Life Skills Program at the elementary level. 			

SUMMARIZE YOUR BUILDING LEVEL DATA

Filled in with the number of times a statement was marked from all Data Collection Forms:

<u>BEHAVIOR STRATEGIES AND DISCIPLINE</u>		YES	NO	N/A
Ed. 1109.02 Program	CFR 300.346			
Ed. 1119.11 Disciplinary Procedures	CFR 300.519-300.529			
Ed. 1133.07 (a) (b) (c) (d) (e)	CFR 300.510-300.529			
Child Management – Private Schools	RSA 169-C Child Protection Act			
Data are used to determine impact of student behavior on his/her learning.		2		
A functional behavior assessment has been conducted and a behavior intervention plan written to address behaviors.				2
IEP team has addressed behaviors that are impacting student learning.		2		
All individuals working with the student have been involved in developing behavior intervention strategies. (school-wide)		2		
Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate. (CPI – Staff)		2		
Results of behavior intervention strategies are evaluated and monitored.		2		
Student's overall participation in classroom, school-wide and extracurricular activities has increased. (school-wide)		2		
Student has improved relationships with peers and adults in the school community.				2
A school-wide behavior intervention model exists.		2		
Has this student ever been suspended from school?			2	
If yes, for how many days?				
Strengths	Suggestions for Improvement			
<ol style="list-style-type: none"> 1. Responsive Classroom training is provided to all staff. 2. Second Step programming is used. 3. Mentoring is available for new teachers. 4. There is a student support room. 5. Paraprofessionals attend specials / therapies. 	<ol style="list-style-type: none"> 1. Consider providing more paraprofessional support. 2. Consider adding another special education teacher. 3. Administration may want to re-visit the use of early release days for trainings. 			

SUMMARY OF BUILDING LEVEL STRENGTHS AND SUGGESTIONS

Strengths	Suggestions for Improvement
<ol style="list-style-type: none">1. There is an effective preschool brochure.2. Art, Music, Physical Education and Library are included in the curriculum.	
Promising Practices:	

USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT

BUILDING LEVEL COMPLIANCE DATA SUMMARY

NEW HAMPSHIRE DEPARTMENT OF EDUCATION
SPECIAL EDUCATION PROGRAM APPROVAL AND IMPROVEMENT PROCESS

SAU: 38

School: **THE NORTHERN SCHOOLS (GILSUM, SULLIVAN & SURRY)**

Date: 3/23/05

Programs:

Number of Cases Reviewed: 1

Recorder/Summarizer: Joanne Franco

Collaborative Team Members:

Name: Joanne Franco	Position: Special Education Facilitator	Visiting
Name: Eileen Breckell	Position: Case Manager	Building Level
Name: Zandra Reagan	Position: School Psychologist	Building Level
Name: David M	Position: Principal	Building Level
Name: Jennifer Dolloff	Position: SERESC Education Consultant	Visiting

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

SUMMARIZE YOUR BUILDING LEVEL DATA

Filled in with the number of times a statement was marked from all Data Collection Forms:

ACCESS TO THE GENERAL CURRICULUM STATEMENTS								
Ed. 1109.01 Elements of an IEP CFR 300.347 Ed. 1109.05, Implementation of IEP Ed. 1115.07, Provision of Non-Academic Services CFR 300.306 Ed. 1119.03, Full Access to District's Curricula CFR 300.24, CFR 300.347 Ed. 1119.08, Diplomas Ed.1107.04 (d) Qualified Examiner CFR 300.347(a) (1) (i) ". . . general curriculum (i.e. ,the same curriculum as for nondisabled children)" CFR 300.347 (a) (1) (iii) "To be educated and participate with other children with disabilities and non disabled children"						YES	NO	N/A
Was the student's most recent LEA evaluation, 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)						1		
Extension in Place	Lack of Qualified Personnel Psychologist Educator Other Related Services	Evaluation Not Completed in Time	Summary Report Not Written in Time	Meeting Not Held in Time	Other			
						YES	NO	N/A
IEP goals are written in measurable terms.						1		
Team uses multiple measures to design, implement and monitor the student's program.						1		
Student has access to the general curriculum (as outlined by the district, sending district or NH frameworks.)						1		
Student participates and progresses in the general curriculum in a regular education setting with non-disabled peers with necessary supports.						1		
Student participates appropriately in state, district and school-wide assessments.						1		
Student has opportunities to participate in general extracurricular and other non-academic activities with necessary supports.						1		
Student does participate in general extracurricular and other non-academic activities with necessary supports.						1		
For High School Students:						YES	NO	
Student is on track to earn a regular high school diploma.								
IF YES: within 4 years?	Yes	No	before the age of 21?	Yes	No			
Student is on track to earn an IEP diploma or a certificate of competency.								
IF YES: within 4 years?	Yes	No	before the age of 21?	Yes	No			
Does this school / district have a clear policy for earning a high school diploma?								
Strengths					Suggestions for Improvement			
1. Complete and unrestricted access is available for all students to the general curriculum. 2. Collaboration among staff members allows for many opportunities. 3. Evidence of belief in inclusion is strong among faculty, staff and administration. 4. There is a high level of understanding of all students' needs. 5. There is a high level of encouragement for parent involvement. 6. Staff is very respectful of family knowledge.								

SUMMARIZE YOUR BUILDING LEVEL DATA

Filled in with the number of times a statement was marked from all Data Collection Forms:

TRANSITION STATEMENTS		YES	NO
Ed .1102.53, Transition Services CFR 300.29 Ed. 1109.01, Elements of an IEP (Transition Services) CFR 300.347 (b) (1) (2) Ed. 1109.03, IEP Team CFR 300.344 (b) (1) This includes movement from (a) Early Supports and Services (ESS) to preschool, b) pre-school to elementary school, (c) age 14 or younger, or (d) age 16 or older, as well as from grade to grade and school to school.			
For elementary school students, respond to the following 3 statements only:			
Transition planning from grade to grade takes place.		1	
Transition planning from school to school takes place.		1	
Collaboration has occurred between general and special education staff in IEP development and in transition planning.		1	
For all middle or high school students, respond to the following 5 statements:			
Transition planning is designed as an outcome oriented process that promotes movement from school to the student's desired post-school goals.			
Collaboration has occurred between general and special education staff in IEP development and in transition planning.			
IEP team includes parent.			
IEP team includes student.			
IEP includes current level of performance related to transition services.			
If the student is age 14 or older during the course of the IEP, respond to the following 3 statements:			
There is documentation that the student has been invited to attend IEP meetings.			
A statement of the transition service needs is included in the IEP.			
The statement of transition focuses on the student's course of study (e.g. vocational programming, advanced placement).			
If the student is age 16 or older during course of the IEP, <u>also</u> respond to the following 9 statements:			
Transition plan, including student's post-high school goals, is in place.			
There is documentation that representatives of other agencies have been invited to IEP meetings.			
Statement of needed transition services is presented as a coordinated set of activities.			
The IEP includes a statement of needed transition services and considers instruction.			
The IEP includes a statement of needed transition services and considers related services.			
The IEP includes a statement of needed transition services and considers community experiences.			
The IEP includes a statement of needed transition services and considers development of employment skills.			
The IEP includes a statement of needed transition services and considers development of daily living skills.			
Student is informed prior to age 17 of his/her rights under IDEA.			
Transition Strengths	Transition Suggestions for Improvement		
1. "Move-Up Days" between grades assist with transition to middle school. 2. Middle School personnel come to meet with students prior to transition.	Consider creating a student bonding program at the beginning of 7 th grade to introduce all kids from sending schools to each other.		

SUMMARIZE YOUR BUILDING LEVEL DATA

Filled in with the number of times a statement was marked from all Data Collection Forms:

<u>BEHAVIOR STRATEGIES AND DISCIPLINE</u>		YES	NO	N/A
Ed. 1109.02 Program	CFR 300.346			
Ed. 1119.11 Disciplinary Procedures	CFR 300.519-300.529			
Ed. 1133.07 (a) (b) (c) (d) (e)	CFR 300.510-300.529			
Child Management – Private Schools	RSA 169-C Child Protection Act			
Data are used to determine impact of student behavior on his/her learning.		1		
A functional behavior assessment has been conducted and a behavior intervention plan written to address behaviors.				1
IEP team has addressed behaviors that are impacting student learning.		1		
All individuals working with the student have been involved in developing behavior intervention strategies.		1		
Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.		1		
Results of behavior intervention strategies are evaluated and monitored.		1		
Student's overall participation in classroom, school-wide and extracurricular activities has increased.		1		
Student has improved relationships with peers and adults in the school community.		1		
A school-wide behavior intervention model exists.		X		
Has this student ever been suspended from school?			1	
If yes, for how many days?				
Strengths	Suggestions for Improvement			
Relationships between adults and students are positive and respectful. Access to the school psychologist and the contributions she makes have a positive effect.				

SUMMARY OF BUILDING LEVEL STRENGTHS AND SUGGESTIONS

Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> 1. The level of community contribution to student learning and environment is evident. 2. “Learning Nights” bring parents into the schools to be participants in students’ education. 3. The town and school district have commingled funds to improve the student environment. 	<ol style="list-style-type: none"> 1. Consider adding space for itinerant staff use. 2. Increase level of related service personnel to assure service proficiency. 3. Increase collaboration time between related services, general ed and special ed teachers and other specialists.
<p>Promising Practices:</p> <p>Developing for staff a strong knowledge of assessment use and creating a shared document.</p>	

USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT

BUILDING LEVEL COMPLIANCE DATA SUMMARY

NEW HAMPSHIRE DEPARTMENT OF EDUCATION
SPECIAL EDUCATION PROGRAM APPROVAL AND IMPROVEMENT PROCESS

SAU: 38

School: **MONADNOCK MIDDLE / HIGH SCHOOL**

Date: 3/24/05

Programs: Modified Regular

Number of Cases Reviewed: 4

Recorder/Summarizer: Kathy Hurst

Collaborative Team Members:

Name: Barbara Cohen	Position: NHDOE Consultant	Visiting
Name: Michael	Position: Special Education Teacher	Building Level
Name: Robert Keil	Position: Teacher	Visiting
Name: Danielle Paranto	Position: Principal	Visiting
Name: Mary Shepardson	Position: Special Education Teacher	Building Level
Name: Deborah Snyder	Position: Special Education Teacher	Building Level
Name: Christine Smith	Position: Special Education Teacher	Building Level
Name: Mary Brooks	Position: Special Education Teacher	Building Level
Name: Bonnie Glass	Position: Special Education Teacher	Building Level
Name: Kristin Stroshine	Position: Special Education Teacher	Building Level
Name: Kathy Hurst	Position: Special Education Coordinator	Building Level
Name: Susan Perry	Position: Special Education Teacher	Visiting

Based on data collected from the Data Collection Forms, Interview Forms, Classroom Observations, etc. the following summary is intended to provide a “snapshot” of the quality of services and programs in the school/private facility in the areas of:

Access to the General Curriculum, Transition and Behavior Strategies and Discipline.

SUMMARIZE YOUR BUILDING LEVEL DATA

Filled in with the number of times a statement was marked from all Data Collection Forms:

ACCESS TO THE GENERAL CURRICULUM STATEMENTS								
Ed. 1109.01 Elements of an IEP CFR 300.347 Ed. 1109.05, Implementation of IEP Ed. 1115.07, Provision of Non-Academic Services CFR 300.306 Ed. 1119.03, Full Access to District's Curricula CFR 300.24, CFR 300.347 Ed. 1119.08, Diplomas Ed.1107.04 (d) Qualified Examiner CFR 300.347(a) (1) (i) ". . . general curriculum (i.e. ,the same curriculum as for nondisabled children)" CFR 300.347 (a) (1) (iii) "To be educated and participate with other children with disabilities and non disabled children"						YES	NO	N/A
Was the student's most recent LEA evaluation, 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)						1	2	1
Extension in Place	Lack of Qualified Personnel 1 Psychologist Educator Other Related Services		Evaluation Not Completed in Time 1	Summary Report Not Written in Time 1	Meeting Not Held in Time 1	Other Bypass scheduling constraints		
						YES	NO	N/A
IEP goals are written in measurable terms.						2	2	
Team uses multiple measures to design, implement and monitor the student's program.						3		1
Student has access to the general curriculum (as outlined by the district, sending district or NH frameworks.)						4		
Student participates and progresses in the general curriculum in a regular education setting with non-disabled peers with necessary supports.						4		
Student participates appropriately in state, district and school-wide assessments.						3		1
Student has opportunities to participate in general extracurricular and other non-academic activities with necessary supports.						4		
Student does participate in general extracurricular and other non-academic activities with necessary supports.						1	3	
For High School Students:						YES	NO	
Student is on track to earn a regular high school diploma.						3		
IF YES: within 4 years?		Yes-3	No	before the age of 21?		Yes	No	
Student is on track to earn an IEP diploma or a certificate of competency.								
IF YES: within 4 years?		Yes	No	before the age of 21?		Yes	No	
Does this school / district have a clear policy for earning a high school diploma?						Yes		
Strengths					Suggestions for Improvement			
1. Special Education teachers teach general education classes. 2. Life Skills students are included and accepted in any class.					1. Consider ways to increase collaboration and communication between general and special education. 2. Life Skills teacher needs more time to collaborate with other teachers.			

SUMMARIZE YOUR BUILDING LEVEL DATA

Filled in with the number of times a statement was marked from all Data Collection Forms:

TRANSITION STATEMENTS		YES	NO
Ed .1102.53, Transition Services CFR 300.29 Ed. 1109.01, Elements of an IEP (Transition Services) CFR 300.347 (b) (1) (2) Ed. 1109.03, IEP Team CFR 300.344 (b) (1)			
This includes movement from (a) Early Supports and Services (ESS) to preschool, b) pre-school to elementary school, (c) age 14 or younger, or (d) age 16 or older, as well as from grade to grade and school to school.			
For elementary school students, respond to the following 3 statements only:			
Transition planning from grade to grade takes place.			
Transition planning from school to school takes place.			
Collaboration has occurred between general and special education staff in IEP development and in transition planning.			
For all middle or high school students, respond to the following 5 statements:			
Transition planning is designed as an outcome oriented process that promotes movement from school to the student's desired post-school goals.		4	
Collaboration has occurred between general and special education staff in IEP development and in transition planning.		4	
IEP team includes parent.		4	
IEP team includes student.		4	
IEP includes current level of performance related to transition services.		4	
If the student is age 14 or older during the course of the IEP, respond to the following 3 statements:			
There is documentation that the student has been invited to attend IEP meetings.		3	
A statement of the transition service needs is included in the IEP.		3	
The statement of transition focuses on the student's course of study (e.g. vocational programming, advanced placement).		3	
If the student is age 16 or older during course of the IEP, <u>also</u> respond to the following 9 statements:			
Transition plan, including student's post-high school goals, is in place.		2	
There is documentation that representatives of other agencies have been invited to IEP meetings.			2
Statement of needed transition services is presented as a coordinated set of activities.		1	1
The IEP includes a statement of needed transition services and considers instruction.		2	
The IEP includes a statement of needed transition services and considers related services.		2	
The IEP includes a statement of needed transition services and considers community experiences.		2	
The IEP includes a statement of needed transition services and considers development of employment skills.		2	
The IEP includes a statement of needed transition services and considers development of daily living skills.		2	
Student is informed prior to age 17 of his/her rights under IDEA.		2	
Transition Strengths	Transition Suggestions for Improvement		
<ol style="list-style-type: none"> 1. Some special education teachers have done individual transition plans, and have even gone into the parents' home to do the transition plan. 2. An exit package is provided to the students. 3. Transition planning is evident. 	<ol style="list-style-type: none"> 1. No overlap should occur between junior and senior high classes, both within the classroom and school-wide. 2. * More personnel are needed to complete vocational assessments. 3. The SAU needs to clarify credit granting and issuing of high school diplomas for students with severe cognitive impairments. 		

* This is a required action for improvement

SUMMARIZE YOUR BUILDING LEVEL DATA

Filled in with the number of times a statement was marked from all Data Collection Forms:

<u>BEHAVIOR STRATEGIES AND DISCIPLINE</u>		YES	NO	N/A
<u>Ed. 1109.02 Program</u>	<u>CFR 300.346</u>			
<u>Ed. 1119.11 Disciplinary Procedures</u>	<u>CFR 300.519-300.529</u>			
<u>Ed. 1133.07 (a) (b) (c) (d) (e)</u>	<u>CFR 300.510-300.529</u>			
<u>Child Management – Private Schools</u>	<u>RSA 169-C Child Protection Act</u>			
Data are used to determine impact of student behavior on his/her learning.		2		2
A functional behavior assessment has been conducted and a behavior intervention plan written to address behaviors.		1		3
IEP team has addressed behaviors that are impacting student learning.		2		2
All individuals working with the student have been involved in developing behavior intervention strategies.		2		2
Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.		2		2
Results of behavior intervention strategies are evaluated and monitored.		2		2
Student's overall participation in classroom, school-wide and extracurricular activities has increased.		4		
Student has improved relationships with peers and adults in the school community.		4		
A school-wide behavior intervention model exists.				
Has this student ever been suspended from school?		1	3	
If yes, for how many days?			2	
Strengths	Suggestions for Improvement			
The alternative program in the Wilcox Building is a strength.	Establish a high school alternative program, similar to the existing Wilcox Program.			

SUMMARY OF BUILDING LEVEL STRENGTHS AND SUGGESTIONS

Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> 1. Communication with parents and outside service providers is good. 2. The school uses community supports and services and gets kids out into the community. 3. Special education teachers stay with their students as much as possible, grades 7 – 12. 4. There is no “I can’t” attitude at Monadnock. 5. Everyone at Monadnock is open and willing to talk. 6. The visiting team enjoyed the tour, led by one of the Life Skills students. 7. The Wilcox alternative program serves the needs of students in the 7th and 8th grades and includes a Yoga program for students. 8. The visiting team appreciated the student participation in the Case Study Compliance Review. 9. Monadnock used an IEP student invitation letter. 10. There are afterschool buses 3 days a week for students in the Homework Club and other activities. 	<ol style="list-style-type: none"> 1. Explore ways to lower caseload numbers for special education teachers. 2. * Quarterly progress reports on IEP goals and objectives are difficult to complete, due to difficulty in meeting with teachers. 3. Consider adding common planning time for general and special educators. 4. Review and consider revising the structure of responsibilities of the special education office. 5. Consider excluding special education teachers from some duties to allow more time for case management. 6. Consider providing additional computers and assistive technology for kids within the special education classroom. 7. Consider providing additional technology for case managers to assist with management responsibilities. 8. Consider a continuing education program for parents and staff of students who participate in the Wilcox Program. 9. Consider expanding the Wilcox Program for students transitioning to the high school (for just 9th or both 9th and 10th grades.) 10. Consider positive behavior intervention model on a school-wide basis. 11. * IEP paperwork is problematic. Date in footer had 2000 in one place and 2002-2003 in another for IEP dated 2004-2005. Old information was carried forth in one student’s transition section. The information was not current. 12. Services are needed for autistic students coming from the elementary schools. 13. Consider having students sign off that they were informed of their rights at age 17. 14. Consider increasing vocational course offerings for 9th and 10th graders. 15. There are extreme facility issues.
<p>Promising Practices:</p> <p>There is a sign language class for students and staff.</p>	

* This is a required action for improvement

USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT

BUILDING LEVEL COMPLIANCE DATA SUMMARY

NEW HAMPSHIRE DEPARTMENT OF EDUCATION
SPECIAL EDUCATION PROGRAM APPROVAL AND IMPROVEMENT PROCESS

SAU: 38

School: **HINSDALE ELEMENTARY**

Date: 3/24/05

Programs: Modified Regular

Number of Cases Reviewed: 2

Recorder/Summarizer: Cari Coates / Pauline Laliberte

Collaborative Team Members:

Name: Gail Morin	Position: Special Education Teacher	Building Level
Name: Debra Robarge	Position: Special Education Teacher	Building Level
Name: Bernie Crowley	Position: School Psychologist	Building Level
Name: Ann King	Position: Classroom Teacher	Building Level
Name: Mary Wissman	Position: Classroom Teacher	Building Level
Name: Pat Shipper	Position: Guidance Counselor	Building Level
Name: Lauri Olson-Porter	Position: Occupational Therapist	Building Level
Name: Sheila Breton	Position: Speech-Language Pathologist	Building Level
Name: Wayne Miller	Position: LEA / Assistant Principal	Building Level
Name: Pauline Laliberte	Position: School Social Worker	Visiting
Name: Cari Christian-Coates	Position: Assistant Director of Special Education	Visiting

Based on data collected from the Data Collection Forms, Interview Forms, Classroom Observations, etc. the following summary is intended to provide a “snapshot” of the quality of services and programs in the school/private facility in the areas of:

Access to the General Curriculum, Transition and Behavior Strategies and Discipline.

SUMMARIZE YOUR BUILDING LEVEL DATA

Filled in with the number of times a statement was marked from all Data Collection Forms:

ACCESS TO THE GENERAL CURRICULUM STATEMENTS								
Ed. 1109.01 Elements of an IEP CFR 300.347 Ed. 1109.05, Implementation of IEP Ed. 1115.07, Provision of Non-Academic Services CFR 300.306 Ed. 1119.03, Full Access to District's Curricula CFR 300.24, CFR 300.347 Ed. 1119.08, Diplomas Ed.1107.04 (d) Qualified Examiner CFR 300.347(a) (1) (i) ". . . general curriculum (i.e. ,the same curriculum as for nondisabled children)" CFR 300.347 (a) (1) (iii) "To be educated and participate with other children with disabilities and non disabled children"						YES	NO	N/A
Was the student's most recent LEA evaluation, including a written summary report and meeting, held within 45 days of parental permission to test? If not, was it due to: (check all that apply)							2	
Extension in Place 1	Lack of Qualified Personnel Psychologist Educator Other Related Services	Evaluation Not Completed in Time	Summary Report Not Written in Time	Meeting Not Held in Time	Other 1-Unknown 1-Transitions of Personnel			
						YES	NO	N/A
IEP goals are written in measurable terms.						2		
Team uses multiple measures to design, implement and monitor the student's program.						2		
Student has access to the general curriculum (as outlined by the district, sending district or NH frameworks.)						2		
Student participates and progresses in the general curriculum in a regular education setting with non-disabled peers with necessary supports.						2		
Student participates appropriately in state, district and school-wide assessments.						2		
Student has opportunities to participate in general extracurricular and other non-academic activities with necessary supports.						2		
Student does participate in general extracurricular and other non-academic activities with necessary supports.						2		
For High School Students:						YES	NO	
Student is on track to earn a regular high school diploma.								
<i>IF YES:</i> within 4 years?		Yes	No	before the age of 21?		Yes	No	
Student is on track to earn an IEP diploma or a certificate of competency.								
<i>IF YES:</i> within 4 years?		Yes	No	before the age of 21?		Yes	No	
Does this school / district have a clear policy for earning a high school diploma?								
Strengths					Suggestions for Improvement			
1. Staff is dedicated. 2. There is excellent teamwork and strong collaboration among staff. 3. General and special education collaboration on pull-out units. 4. A retreat is planned for all staff for a day in April.					1. Pursue plan for restructuring the delivery of special education services. 2. Consider adding planning time for general and special education collaboration.			

SUMMARIZE YOUR BUILDING LEVEL DATA

Filled in with the number of times a statement was marked from all Data Collection Forms:

<u>TRANSITION STATEMENTS</u>	YES	NO
Ed .1102.53, Transition Services CFR 300.29 Ed. 1109.01, Elements of an IEP (Transition Services) CFR 300.347 (b) (1) (2) Ed. 1109.03, IEP Team CFR 300.344 (b) (1) This includes movement from (a) Early Supports and Services (ESS) to preschool, b) pre-school to elementary school, (c) age 14 or younger, or (d) age 16 or older, as well as from grade to grade and school to school.		
For elementary school students, respond to the following 3 statements only:		
Transition planning from grade to grade takes place.	2	
Transition planning from school to school takes place.	2	
Collaboration has occurred between general and special education staff in IEP development and in transition planning.	2	
For all middle or high school students, respond to the following 5 statements:		
Transition planning is designed as an outcome oriented process that promotes movement from school to the student's desired post-school goals.		
Collaboration has occurred between general and special education staff in IEP development and in transition planning.		
IEP team includes parent.		
IEP team includes student.		
IEP includes current level of performance related to transition services.		
If the student is age 14 or older during the course of the IEP, respond to the following 3 statements:		
There is documentation that the student has been invited to attend IEP meetings.		
A statement of the transition service needs is included in the IEP.		
The statement of transition focuses on the student's course of study (e.g. vocational programming, advanced placement).		
If the student is age 16 or older during course of the IEP, also respond to the following 9 statements:		
Transition plan, including student's post-high school goals, is in place.		
There is documentation that representatives of other agencies have been invited to IEP meetings.		
Statement of needed transition services is presented as a coordinated set of activities.		
The IEP includes a statement of needed transition services and considers instruction.		
The IEP includes a statement of needed transition services and considers related services.		
The IEP includes a statement of needed transition services and considers community experiences.		
The IEP includes a statement of needed transition services and considers development of employment skills.		
The IEP includes a statement of needed transition services and considers development of daily living skills.		
Student is informed prior to age 17 of his/her rights under IDEA.		

Transition Strengths	Transition Suggestions for Improvement
<ol style="list-style-type: none"> 1. The staff introduces students to staff at the next level. 2. Currently, staff deals with a very transitory population with some families that have difficulty sharing and trusting school staff. This is done in a very positive way. 3. The new computer lab is a great asset for all students. 4. Wilson Reading Program and training is available to staff. 5. The staff spend a lot of personal time and funds to get resources for individual students. 6. There is a designated day each week for all meetings, including referral, evaluation planning, evaluation review and progress. 	<ol style="list-style-type: none"> 1. Explore local wrap around connections with MFS. 2. Explore services from MFS to come on site in the community. 3. Consider adding a school social worker or a community resource connection program.

SUMMARIZE YOUR BUILDING LEVEL DATA

Filled in with the number of times a statement was marked from all Data Collection Forms:

<u>BEHAVIOR STRATEGIES AND DISCIPLINE</u>		YES	NO	N/A
Ed. 1109.02 Program	CFR 300.346			
Ed. 1119.11 Disciplinary Procedures	CFR 300.519-300.529			
Ed. 1133.07 (a) (b) (c) (d) (e)	CFR 300.510-300.529			
Child Management – Private Schools	RSA 169-C Child Protection Act			
Data are used to determine impact of student behavior on his/her learning.		2		
A functional behavior assessment has been conducted and a behavior intervention plan written to address behaviors.		1		1
IEP team has addressed behaviors that are impacting student learning.		1		1
All individuals working with the student have been involved in developing behavior intervention strategies.		1		1
Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.		1		1
Results of behavior intervention strategies are evaluated and monitored.		1		1
Student's overall participation in classroom, school-wide and extracurricular activities has increased.		1		1
Student has improved relationships with peers and adults in the school community.		1		1
A school-wide behavior intervention model exists.		X		
Has this student ever been suspended from school?		1	1	
If yes, for how many days?		4		
Strengths	Suggestions for Improvement			
<ol style="list-style-type: none"> 1. There is a behavior management program in place. 2. There is a well trained crisis team. 3. One staff member is CPI certified. 	<ol style="list-style-type: none"> 1. Develop and explore resources to provide a school social worker and/or behavior specialist to alleviate or supplement guidance and school psychologist time. 			

SUMMARY OF BUILDING LEVEL STRENGTHS AND SUGGESTIONS

Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> 1. Clerical staff for special education scheduling is a great asset to / support for the special education staff. 2. Hinsdale Elementary is looking at models for restructuring delivery of special education services. 3. Hinsdale Elementary is looking at improving the current behavioral program to move it toward a development level that will meet district-wide needs. 4. Staff builds on preschool and home connections to assist identified and at risk students and their families (also for strengthening literacy and early intervention services.) 5. Hinsdale Elementary has plans for training assistants in the fall more formally / with more time than in the past. 	<ol style="list-style-type: none"> 1. Explore ways to get additional occupational therapists and OT Assistants to serve the increase in student referrals in this area. 2. Continue to evaluate the hot lunch program. There are two diabetic students in the school. 3. Additional space is needed for meetings and for speech and occupational therapy services.
<p>Promising Practices:</p> <ol style="list-style-type: none"> 1. Openness of administration and all staff to continue collaboration and training toward constant improvements. 2. Grants have been written and the REAP Grant (2-year) will be coming to the early intervention and preschool school/family liaison. 3. New facilities will be built. 4. There is a full-day kindergarten program. 	

USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT

BUILDING LEVEL COMPLIANCE DATA SUMMARY

NEW HAMPSHIRE DEPARTMENT OF EDUCATION
SPECIAL EDUCATION PROGRAM APPROVAL AND IMPROVEMENT PROCESS

SAU: 38

School: **HINSDALE MIDDLE/HIGH SCHOOL**

Date: 3/24/05

Programs: Modified Regular and Resource Room

Number of Cases Reviewed: 2

Recorder/Summarizer: Shelley Lefebvre and Susanne Stretch

Collaborative Team Members:

Name: Shelley Lefebvre	Position: Special Education Coordinator	Visiting
Name: Susanne Stretch	Position: Special Education Teacher	Visiting
Name: David Sault	Position: Special Education Teacher	Building Level
Name: Patricia Buraczynski	Position: Special Education Teacher	Building Level
Name: Sharon Dennis	Position: General Education Teacher	Building Level
Name: Diana Sommer	Position: Guidance Counselor	Building Level
Name: Sherri Nichols	Position: General Education Teacher	Building Level
Name: Ann Freitag	Position: High School Science Teacher	Building Level
Name: Drew Arsenault	Position: Guidance Counselor	Building Level
Name: John Hartnett	Position: Principal	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/private facility in the areas of:
Access to the General Curriculum, Transition and Behavior Strategies and Discipline.

SUMMARIZE YOUR BUILDING LEVEL DATA

Filled in with the number of times a statement was marked from all Data Collection Forms:

ACCESS TO THE GENERAL CURRICULUM STATEMENTS								
Ed. 1109.01 Elements of an IEP CFR 300.347 Ed. 1109.05, Implementation of IEP Ed. 1115.07, Provision of Non-Academic Services CFR 300.306 Ed. 1119.03, Full Access to District's Curricula CFR 300.24, CFR 300.347 Ed. 1119.08, Diplomas Ed.1107.04 (d) Qualified Examiner CFR 300.347(a) (1) (i) ". . . general curriculum (i.e. ,the same curriculum as for nondisabled children)" CFR 300.347 (a) (1) (iii) "To be educated and participate with other children with disabilities and non disabled children"						YES	NO	N/A
Was the student's most recent LEA evaluation, including a written summary report and meeting, held within 45 days of parental permission to test? If not, was it due to: (check all that apply)							2	
Extension in Place NO	Lack of Qualified Personnel Psychologist Educator Other Related Services	Evaluation Not Completed in Time 2	Summary Report Not Written in Time	Meeting Not Held in Time	Other			
						YES	NO	N/A
IEP goals are written in measurable terms.						2		
Team uses multiple measures to design, implement and monitor the student's program.						2		
Student has access to the general curriculum (as outlined by the district, sending district or NH frameworks.)						2		
Student participates and progresses in the general curriculum in a regular education setting with non-disabled peers with necessary supports.						2		
Student participates appropriately in state, district and school-wide assessments.						2		
Student has opportunities to participate in general extracurricular and other non-academic activities with necessary supports.						2		
Student does participate in general extracurricular and other non-academic activities with necessary supports.						2		
For High School Students:						YES	NO	
Student is on track to earn a regular high school diploma.						2		
IF YES: within 4 years?		Yes	No	before the age of 21?		Yes	No	
Student is on track to earn an IEP diploma or a certificate of competency.								
IF YES: within 4 years?		Yes	No	before the age of 21?		Yes	No	
Does this school / district have a clear policy for earning a high school diploma?								
Strengths				Suggestions for Improvement				
<ol style="list-style-type: none"> 1. All staff are involved with special education personnel and are interested personally in each student. 2. General education teachers are learning special education methodologies and implementing them in their teaching (Visualizing & Verb, Wilson, etc.) 3. Special education teachers are invested in working with general education teachers. 4. Increased numbers of students are taking advanced coursework. 				<ol style="list-style-type: none"> 1. * Investigate options to complete evaluations in a timely manner. 2. Investigate ways to provide HQT to paraeducators, as well as increasing incentives to stay at the high school rather than gaining other employment. <p style="margin-top: 20px;">* This is a Required Action for Improvement</p>				

SUMMARIZE YOUR BUILDING LEVEL DATA

Filled in with the number of times a statement was marked from all Data Collection Forms:

<u>TRANSITION STATEMENTS</u>	YES	NO
Ed .1102.53, Transition Services CFR 300.29 Ed. 1109.01, Elements of an IEP (Transition Services) CFR 300.347 (b) (1) (2) Ed. 1109.03, IEP Team CFR 300.344 (b) (1) This includes movement from (a) Early Supports and Services (ESS) to preschool, b) pre-school to elementary school, (c) age 14 or younger, or (d) age 16 or older, as well as from grade to grade and school to school.		
For elementary school students, respond to the following 3 statements only:		
Transition planning from grade to grade takes place.		
Transition planning from school to school takes place.		
Collaboration has occurred between general and special education staff in IEP development and in transition planning.		
For all middle or high school students, respond to the following 5 statements:		
Transition planning is designed as an outcome oriented process that promotes movement from school to the student's desired post-school goals.	2	
Collaboration has occurred between general and special education staff in IEP development and in transition planning.	2	
IEP team includes parent.	2	
IEP team includes student.	2	
IEP includes current level of performance related to transition services.	2	
If the student is age 14 or older during the course of the IEP, respond to the following 3 statements:		
There is documentation that the student has been invited to attend IEP meetings.	2	
A statement of the transition service needs is included in the IEP.	2	
The statement of transition focuses on the student's course of study (e.g. vocational programming, advanced placement).	2	
If the student is age 16 or older during course of the IEP, also respond to the following 9 statements:		
Transition plan, including student's post-high school goals, is in place.	2	
There is documentation that representatives of other agencies have been invited to IEP meetings.	2	
Statement of needed transition services is presented as a coordinated set of activities.	2	
The IEP includes a statement of needed transition services and considers instruction.	2	
The IEP includes a statement of needed transition services and considers related services.	2	
The IEP includes a statement of needed transition services and considers community experiences.	2	
The IEP includes a statement of needed transition services and considers development of employment skills.	2	
The IEP includes a statement of needed transition services and considers development of daily living skills.	2	
Student is informed prior to age 17 of his/her rights under IDEA.	2	

Transition Strengths	Transition Suggestions for Improvement
<ol style="list-style-type: none"> 1. Elementary to middle school transition program has been established to assist students. 2. School to work opportunities are promoted (1 student has her LNA!) 3. Brattleboro and Cheshire provide access to vocational opportunities. 4. Parent involvement is evident and strong. 5. Parents are given booklet “Making the Transition from High School to College” at IEP meetings. 6. Students serviced by NH Voc. Rehab. 7. District pays for PSAT for interested students. 8. High School special education teacher works with students on scholarship and college applications. 9. Students are enthusiastic about transition programs. 10. Agencies are invited to transition meetings. 	

SUMMARIZE YOUR BUILDING LEVEL DATA

Filled in with the number of times a statement was marked from all Data Collection Forms:

<u>BEHAVIOR STRATEGIES AND DISCIPLINE</u>		YES	NO	N/A
Ed. 1109.02 Program	CFR 300.346			
Ed. 1119.11 Disciplinary Procedures	CFR 300.519-300.529			
Ed. 1133.07 (a) (b) (c) (d) (e)	CFR 300.510-300.529			
Child Management – Private Schools	RSA 169-C Child Protection Act			
Data are used to determine impact of student behavior on his/her learning.		2		
A functional behavior assessment has been conducted and a behavior intervention plan written to address behaviors.				2
IEP team has addressed behaviors that are impacting student learning.		2		
All individuals working with the student have been involved in developing behavior intervention strategies.		2		
Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.		2		
Results of behavior intervention strategies are evaluated and monitored.		2		
Student's overall participation in classroom, school-wide and extracurricular activities has increased.		2		
Student has improved relationships with peers and adults in the school community.		2		
A school-wide behavior intervention model exists.		x		
Has this student ever been suspended from school?			2	
If yes, for how many days?				
Strengths	Suggestions for Improvement			
<ol style="list-style-type: none"> 1. School has developed an “at-risk” alternative program (HARP). 2. School has many team building activities and trains teachers in team building. 3. School has a well-written in-school suspension policy and program. 4. Parent-Teacher-Student Association is very active. 5. School works with and is involved with the community and community center with mailings every 6 weeks to townspeople. 6. A committee recently formed to review alternative programs to address responsibility. 	Investigate ways to involve parents when dealing with behavioral problems.			

SUMMARY OF BUILDING LEVEL STRENGTHS AND SUGGESTIONS

Strengths	Suggestions for Improvement
<ol style="list-style-type: none">1. The Wilson Reading Program is being implemented and Visualizing & Verb is being used.2. There is an established transition program from elementary to middle school.	
Promising Practices:	

USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT

BUILDING LEVEL COMPLIANCE DATA SUMMARY

NEW HAMPSHIRE DEPARTMENT OF EDUCATION
SPECIAL EDUCATION PROGRAM APPROVAL AND IMPROVEMENT PROCESS

SAU: 38

School: **WINCHESTER ELEMENTARY**

Date: 3/24/05

Programs: Regular Classroom/Full Inclusion and Autism Collaborative

Number of Cases Reviewed: 2

Recorder/Summarizer: Gail Eydent and Molly Norton

Collaborative Team Members:

Name: Sandi Card	Position: Paraprofessional	Building Level
Name: Pam Bigelow	Position: Classroom Teacher	Building Level
Name: Ruth Joslin	Position: Classroom Teacher	Building Level
Name: Rhonda Taylor	Position: Case Manager	Building Level
Name: Allyson Pawelczyk	Position: Case Manager	Building Level
Name: Cynthia Brown	Position: Speech-Language Pathologist	Building Level
Name: Lauri Olson-Porter	Position: OTR/L	Building Level
Name: Molly Norton	Position: Special Educator	Visiting
Name: Gail Eydent	Position: Special Educator	Visiting
Name: Judith Smith	Position: Homeroom Teacher	Building Level
Name: Robert Hood	Position: Parent	Building Level
Name: Lauri Olson-Porter	Position: Occupational Therapist	Building Level
Name: Mr. & Mrs. Brostek	Position: Parents	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/private facility in the areas of:

Access to the General Curriculum, Transition and Behavior Strategies and Discipline.

SUMMARIZE YOUR BUILDING LEVEL DATA

Filled in with the number of times a statement was marked from all Data Collection Forms:

ACCESS TO THE GENERAL CURRICULUM STATEMENTS								
Ed. 1109.01 Elements of an IEP CFR 300.347 Ed. 1109.05, Implementation of IEP Ed. 1115.07, Provision of Non-Academic Services CFR 300.306 Ed. 1119.03, Full Access to District's Curricula CFR 300.24, CFR 300.347 Ed. 1119.08, Diplomas Ed.1107.04 (d) Qualified Examiner CFR 300.347(a) (1) (i) ". . . general curriculum (i.e. ,the same curriculum as for nondisabled children)" CFR 300.347 (a) (1) (iii) "To be educated and participate with other children with disabilities and non disabled children"						YES	NO	N/A
Was the student's most recent LEA evaluation, 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)						1	1	
Extension in Place 1	Lack of Qualified Personnel Psychologist Educator 1 Other Related Services	Evaluation Not Completed in Time 1	Summary Report Not Written in Time	Meeting Not Held in Time	Other			
						YES	NO	N/A
IEP goals are written in measurable terms.						2		
Team uses multiple measures to design, implement and monitor the student's program.						2		
Student has access to the general curriculum (as outlined by the district, sending district or NH frameworks.)						2		
Student participates and progresses in the general curriculum in a regular education setting with non-disabled peers with necessary supports.						2		
Student participates appropriately in state, district and school-wide assessments.						2		
Student has opportunities to participate in general extracurricular and other non-academic activities with necessary supports.						2		
Student does participate in general extracurricular and other non-academic activities with necessary supports.						2		
For High School Students:						YES	NO	
Student is on track to earn a regular high school diploma.								
<i>IF YES:</i> within 4 years?	Yes	No	before the age of 21?	Yes	No			
Student is on track to earn an IEP diploma or a certificate of competency.								
<i>IF YES:</i> within 4 years?	Yes	No	before the age of 21?	Yes	No			
Does this school / district have a clear policy for earning a high school diploma?								
Strengths				Suggestions for Improvement				
<ol style="list-style-type: none"> 1. Special Education forms are complete. 2. Relationship with parents is positive. 3. Student profiles in IEPs are very good. 4. Team members are invested in students' learning and social skills. 				Review use of behavior plans and incorporate plan into IEP when necessary.				

SUMMARIZE YOUR BUILDING LEVEL DATA

Filled in with the number of times a statement was marked from all Data Collection Forms:

<u>TRANSITION STATEMENTS</u>	YES	NO
Ed .1102.53, Transition Services CFR 300.29 Ed. 1109.01, Elements of an IEP (Transition Services) CFR 300.347 (b) (1) (2) Ed. 1109.03, IEP Team CFR 300.344 (b) (1) This includes movement from (a) Early Supports and Services (ESS) to preschool, b) pre-school to elementary school, (c) age 14 or younger, or (d) age 16 or older, as well as from grade to grade and school to school.		
For elementary school students, respond to the following 3 statements only:		
Transition planning from grade to grade takes place.	2	
Transition planning from school to school takes place.	2	
Collaboration has occurred between general and special education staff in IEP development and in transition planning.	2	
For all middle or high school students, respond to the following 5 statements:		
Transition planning is designed as an outcome oriented process that promotes movement from school to the student's desired post-school goals.		
Collaboration has occurred between general and special education staff in IEP development and in transition planning.		
IEP team includes parent.		
IEP team includes student.		
IEP includes current level of performance related to transition services.		
If the student is age 14 or older during the course of the IEP, respond to the following 3 statements:		
There is documentation that the student has been invited to attend IEP meetings.		
A statement of the transition service needs is included in the IEP.		
The statement of transition focuses on the student's course of study (e.g. vocational programming, advanced placement).		
If the student is age 16 or older during course of the IEP, also respond to the following 9 statements:		
Transition plan, including student's post-high school goals, is in place.		
There is documentation that representatives of other agencies have been invited to IEP meetings.		
Statement of needed transition services is presented as a coordinated set of activities.		
The IEP includes a statement of needed transition services and considers instruction.		
The IEP includes a statement of needed transition services and considers related services.		
The IEP includes a statement of needed transition services and considers community experiences.		
The IEP includes a statement of needed transition services and considers development of employment skills.		
The IEP includes a statement of needed transition services and considers development of daily living skills.		
Student is informed prior to age 17 of his/her rights under IDEA.		

Transition Strengths	Transition Suggestions for Improvement
<ol style="list-style-type: none">1. Early planning takes place with all team members.2. Staff provides “in-class” preparation to students on the topic of autism.3. Continuation of academic challenges in both home and school enhances programming.4. Home-school communication log is positive.5. Homework in daily log and weekly completed work folder assist in developing student organizational skills.6. Communication between staff members and parents appears strong.7. Collaboration between general and special educators is continuous.8. Students may view new classroom before the next year.9. School takes parental requests for next teacher.	<ol style="list-style-type: none">1. Provide time for the entire team to collaborate and discuss transitioning.2. Provide time for the entire team to collaborate at least monthly.3. Prepare the new teacher and assistant for the transition to next year.

SUMMARIZE YOUR BUILDING LEVEL DATA

Filled in with the number of times a statement was marked from all Data Collection Forms:

<u>BEHAVIOR STRATEGIES AND DISCIPLINE</u>		YES	NO	N/A
Ed. 1109.02 Program	CFR 300.346			
Ed. 1119.11 Disciplinary Procedures	CFR 300.519-300.529			
Ed. 1133.07 (a) (b) (c) (d) (e)	CFR 300.510-300.529			
Child Management – Private Schools	RSA 169-C Child Protection Act			
Data are used to determine impact of student behavior on his/her learning.		1		1
A functional behavior assessment has been conducted and a behavior intervention plan written to address behaviors.			1	1
IEP team has addressed behaviors that are impacting student learning.		1		1
All individuals working with the student have been involved in developing behavior intervention strategies.		1		1
Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.		1		1
Results of behavior intervention strategies are evaluated and monitored.		1		1
Student's overall participation in classroom, school-wide and extracurricular activities has increased.		2		
Student has improved relationships with peers and adults in the school community.		2		
A school-wide behavior intervention model exists.		X		
Has this student ever been suspended from school?			2	
If yes, for how many days?				
Strengths	Suggestions for Improvement			
<ol style="list-style-type: none"> 1. Physical restraint training is provided to all staff in the PDD room. 2. Daily data collections, in the form of addendums, are attached to the IEP and reviewed by the team, including speech pathologist. This provides for a very accountable practice. 3. A "Help Team", including adults trained in physical restraint techniques, goes to student in need of restraint. 	<ol style="list-style-type: none"> 1. Functional Behavior Assessment Forms should be filled out and attached to IEP when behavior interferes with academic performance. 2. Develop and implement school-wide disciplinary procedures that are followed by everyone. 			

SUMMARY OF BUILDING LEVEL STRENGTHS AND SUGGESTIONS

Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> 1. Winchester Elementary is a Title I School-Wide School, with money, training and connections to college programs aimed at specific professional development. 2. Winchester Elementary has a strong staff, including related therapists and full time social worker. One benefit of this is that special education evaluations are done on time. 3. Early Intervention is a real priority. 4. There is a strong emphasis on professional development. 5. Aides in the P.D.D. Program receive significant and specific professional development. 6. Monthly behavior consultation occurs. 7. The amount of resources directed at parental and community involvement is notable. 8. Differentiated instruction available includes leveled books and individualized writing projects. 9. Responsive Classroom and early interventions are used. 10. Intensive reading instruction (Reading Recovery, Wilson Reading and Lindamoode Belle) is provided to all students, not just identified students. 11. School-wide Every Day Math curriculum is implemented. 12. Parents interviewed were pleased and supportive. 	<ol style="list-style-type: none"> 1. Consider development of a master plan to address changing financial availability. Specifically, how larger class sizes and grants expiring will impact special education students included in general education classrooms. 2. Schedule common planning time for teams at least monthly. 3. Given increasing size of classes, consider adding one full time aide in each classroom. 4. Review continuation of active association with Literacy Collaborative Program.
<p>Promising Practices:</p> <p>Autistic students have full day preschool. ACCESS 21st Century Grant is inclusive of preschool and after school programs.</p>	

USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT

BUILDING LEVEL COMPLIANCE DATA SUMMARY

NEW HAMPSHIRE DEPARTMENT OF EDUCATION
SPECIAL EDUCATION PROGRAM APPROVAL AND IMPROVEMENT PROCESS

SAU: 38

School: **THAYER MIDDLE / HIGH SCHOOL**

Date: 3/24/05

Programs:

Number of Cases Reviewed: 2

Recorder/Summarizer: Jane Momeyer / Katie Cousins

Collaborative Team Members:

Name: Jane Momeyer	Position: Special Educator	Visiting
Name: Katherine Cousins	Position: Special Educator	Visiting
Name: Dawn Terrien	Position: Special Educator	Building Level
Name: Jane Cardinal	Position: Special Educator	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/private facility in the areas of:
Access to the General Curriculum, Transition and Behavior Strategies and Discipline.

SUMMARIZE YOUR BUILDING LEVEL DATA

Filled in with the number of times a statement was marked from all Data Collection Forms:

ACCESS TO THE GENERAL CURRICULUM STATEMENTS								
Ed. 1109.01 Elements of an IEP <u>CFR 300.347</u> Ed. 1109.05, Implementation of IEP Ed. 1115.07, Provision of Non-Academic Services <u>CFR 300.306</u> Ed. 1119.03, Full Access to District's Curricula <u>CFR 300.24, CFR 300.347</u> Ed. 1119.08, Diplomas Ed.1107.04 (d) Qualified Examiner <u>CFR 300.347(a) (1) (i)</u> ". . . general curriculum (i.e. ,the same curriculum as for nondisabled children)" <u>CFR 300.347 (a) (1) (iii)</u> "To be educated and participate with other children with disabilities and non disabled children"						YES	NO	N/A
Was the student's most recent LEA evaluation, 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)						1	1	
Extension in Place 1	Lack of Qualified Personnel Psychologist Educator Other Related Services		Evaluation Not Completed in Time 1	Summary Report Not Written in Time 1	Meeting Not Held in Time 1	Other		
						YES	NO	N/A
IEP goals are written in measurable terms.						2		
Team uses multiple measures to design, implement and monitor the student's program.						2		
Student has access to the general curriculum (as outlined by the district, sending district or NH frameworks.)						2		
Student participates and progresses in the general curriculum in a regular education setting with non-disabled peers with necessary supports.						2		
Student participates appropriately in state, district and school-wide assessments.						2		
Student has opportunities to participate in general extracurricular and other non-academic activities with necessary supports.						2		
Student does participate in general extracurricular and other non-academic activities with necessary supports.						2		
For High School Students:						YES	NO	
Student is on track to earn a regular high school diploma.						1		
IF YES: within 4 years?		<u>Yes</u>	No	before the age of 21?		Yes	No	
Student is on track to earn an IEP diploma or a certificate of competency.								
IF YES: within 4 years?		Yes	No	before the age of 21?		Yes	No	
Does this school / district have a clear policy for earning a high school diploma?						x		
Strengths					Suggestions for Improvement			
1. Students have full access to the general curriculum. 2. Full access includes drama, sports, homework, creative arts, etc.					Review the following procedures: <ul style="list-style-type: none"> • Evaluation team summary completed in time • Extensions implemented/written • Transfer of records/communication with previous placements 			

SUMMARIZE YOUR BUILDING LEVEL DATA

Filled in with the number of times a statement was marked from all Data Collection Forms:

TRANSITION STATEMENTS		YES	NO
Ed .1102.53, Transition Services CFR 300.29 Ed. 1109.01, Elements of an IEP (Transition Services) CFR 300.347 (b) (1) (2) Ed. 1109.03, IEP Team CFR 300.344 (b) (1) This includes movement from (a) Early Supports and Services (ESS) to preschool, b) pre-school to elementary school, (c) age 14 or younger, or (d) age 16 or older, as well as from grade to grade and school to school.		YES	NO
For elementary school students, respond to the following 3 statements only:			
Transition planning from grade to grade takes place.		2	
Transition planning from school to school takes place.		2	
Collaboration has occurred between general and special education staff in IEP development and in transition planning.		2	
For all middle or high school students, respond to the following 5 statements:			
Transition planning is designed as an outcome oriented process that promotes movement from school to the student's desired post-school goals.		2	
Collaboration has occurred between general and special education staff in IEP development and in transition planning.		2	
IEP team includes parent.		2	
IEP team includes student.		2	
IEP includes current level of performance related to transition services.		2	
If the student is age 14 or older during the course of the IEP, respond to the following 3 statements:			
There is documentation that the student has been invited to attend IEP meetings.		1	
A statement of the transition service needs is included in the IEP.		1	
The statement of transition focuses on the student's course of study (e.g. vocational programming, advanced placement).		1	
If the student is age 16 or older during course of the IEP, <u>also</u> respond to the following 9 statements:			
Transition plan, including student's post-high school goals, is in place.		1	
There is documentation that representatives of other agencies have been invited to IEP meetings.		1	
Statement of needed transition services is presented as a coordinated set of activities.		1	
The IEP includes a statement of needed transition services and considers instruction.		1	
The IEP includes a statement of needed transition services and considers related services.		1	
The IEP includes a statement of needed transition services and considers community experiences.		1	
The IEP includes a statement of needed transition services and considers development of employment skills.		1	
The IEP includes a statement of needed transition services and considers development of daily living skills.		1	
Student is informed prior to age 17 of his/her rights under IDEA.			1
Transition Strengths	Transition Suggestions for Improvement		
1. There is full team involvement at Thayer Middle/High School, with good communication between team members. 2. Wrap-around services are provided. 3. Student involvement is evident. 4. Access is provided to outside services. 5. Vocational assessments are done.	1. * The school must explain rights to students prior to age 17. 2. Consider adding "Step-Up" days for all students. 3. Develop effective written transition plans. * This is a Required Action for Improvement		

SUMMARIZE YOUR BUILDING LEVEL DATA

Filled in with the number of times a statement was marked from all Data Collection Forms:

<u>BEHAVIOR STRATEGIES AND DISCIPLINE</u>		YES	NO	N/A
Ed. 1109.02 Program	CFR 300.346			
Ed. 1119.11 Disciplinary Procedures	CFR 300.519-300.529			
Ed. 1133.07 (a) (b) (c) (d) (e)	CFR 300.510-300.529			
Child Management – Private Schools	RSA 169-C Child Protection Act			
Data are used to determine impact of student behavior on his/her learning.				2
A functional behavior assessment has been conducted and a behavior intervention plan written to address behaviors.				2
IEP team has addressed behaviors that are impacting student learning.		2		
All individuals working with the student have been involved in developing behavior intervention strategies.		2		
Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.		2		
Results of behavior intervention strategies are evaluated and monitored.		2		
Student's overall participation in classroom, school-wide and extracurricular activities has increased.		2		
Student has improved relationships with peers and adults in the school community.		2		
A school-wide behavior intervention model exists.			X	
Has this student ever been suspended from school?		1	1	
If yes, for how many days?			1	
Strengths	Suggestions for Improvement			
<ol style="list-style-type: none"> 1. There is full team involvement, including outside agencies. 2. The Guidance Counselor and Social Worker are involved. 3. A cooperative, team approach is used. 	<ol style="list-style-type: none"> 1. Provide more consistent, functional written behavior plans. 2. Collect data to determine impact of student behavior on learning. 			

SUMMARY OF BUILDING LEVEL STRENGTHS AND SUGGESTIONS

Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> 1. Transitions are well-planned and thought out. 2. Class size is small. 3. In-school suspensions are used. 4. There is an on-site social worker. 5. There is a welcoming atmosphere. 6. A community/parent/school partnership coordinator is on site $\frac{3}{4}$ of the time. 7. Teachers are child-centered, team oriented and very industrious and they support each other. 8. MFS wrap around – pull in other supports where needed. 9. Parents seem well informed and a valuable part of the team. 10. School-wide social skills are stressed (Responsive Classroom.) 11. The physical space is generous. 	<ol style="list-style-type: none"> 1. Consider creating smaller caseloads. 2. Write behavior plans for students with behavior goals. 3. Provide 504 training for staff. 4. Increase access to technology. 5. Consider adding a school-wide behavior plan. 6. Consider training on differentiated instruction for all staff, district-wide. 7. Increase paraprofessional training. 8. Review the need for a program for students currently in the Elementary School PDD Program for when they get to Middle School.
<p>Promising Practices:</p>	

VIII. ADDENDUM: OUT OF DISTRICT AND JAMES O SUMMARIES

ADDENDUM

Out-of-District File Review

SAU # 38

Date: March 17, 2005

Reviewer: Nancy Brogden, Sanda Romano and Dan LaFleur

ADDENDUM
Out-of-District File Review

SAU #38

Number of Files Reviewed: 3 files. 1 student at Austine, 1 student at Kindle Farm and one student at the TNT program in Keene

COMMENDATIONS

Excellent transition team and comprehensive transition plan

CITATIONS OF NONCOMPLIANCE

Ed 1107.01 Evaluation-Multidisciplinary team-

Ed 1109.03 IEP team-

In one file of three neither the multidisciplinary team nor the IEP team was appropriate. There was no teacher in the suspected disability or regular education teacher on the evaluation team and there was no teacher or special educator on the IEP team.

ADDENDUM

JAMES O. MONITORING PROGRAM

SAU # 38

Student File Review

Case Study Document

Reimbursement Claim Form

Case Study Addendum Form

Date: March 17, 2005

Reviewer: Nancy Brogden, Dan LaFleur, Jude Bischoff

ADDENDUM
JAMES O. MONITORING PROGRAM

SAU # 38

Number of files reviewed: Three files were reviewed, 1 student from YDC (Manchester), 1 student from Lake Grove School and 1 student from Bennington School.

COMMENDATIONS:

CITATIONS OF NONCOMPLIANCE:

Ed 1123.04 Record of Disclosure-

None of three files reviewed contained a record of disclosure with the date, purpose and parties requesting and/or obtaining information.

Ed 1107.01 Evaluation-Multidisciplinary team-

In three files, the Evaluation team was not multidisciplinary.

Ed 1109.01 List of individuals.....who would be responsible for the implementation of the IEP

It was difficult to tell in two files, either in the IEP or on the Team notices, who was invited to or involved in the meeting and/or whether the student participated. The school district needs to ensure that out-of district schools send out notices and present IEPs that include all the required elements, or the district should take the responsibility to send out the notices. If the private school does not have its own IEP form, the district needs to ensure that all the required components are included or the district could offer a blank form to the private school to draft the IEP.