

USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT

BUILDING LEVEL CASE STUDY DATA SUMMARY

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

| | | |
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| School: | Date: | |
| Programs: | Number of Cases Reviewed: | |
| Recorder/Summarizer: | Number of students reviewed age 16+: | Number of students age 16+ cited for Indicator 13: |

CLEARLY PRINT NAMES OF ALL COLLABORATIVE TEAM MEMBERS

| | | |
|-------|-----------|---|
| Name: | Position: | Building Level or Visiting (circle one) |
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Based on data collected from the Data Collection Forms, Interview Forms, Classroom Observations, etc. the following summary is intended to provide a “snapshot” of the quality of services and programs in the school in the areas of: **Access to the General Curriculum, Transition and Behavior Strategies and Discipline.**

SUMMARIZE YOUR BUILDING LEVEL DATA

ACCESS TO THE GENERAL CURRICULUM STATEMENTS

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

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

² Ed 1114.05(h) Program Requirements

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

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

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

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

⁷ Ed 1109.01 Elements of an IEP

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

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

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

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

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

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

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

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

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

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

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

¹⁸ Ed 1111.02 Placement Decisions; 34 CFR 300.116 Placements

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

²⁰ Ed 1114.05 Program Requirements (a)(b)

| Access Strengths | Access Suggestions for Improvement |
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TRANSITION STATEMENTS²¹

| Fill in the combined <u>number</u> of times a statement is marked on all Data Collection Forms for this school or building. | | |
|--|------------|-----------|
| | YES | NO |
| 1. There is evidence that at the time of transition the evaluation summary and other related documents were received in a timely manner ²² . | | |
| 2. There is evidence and documentation that special education, supplementary aids and/or related services described in the IEP were delivered at the time of transition ²³ . | | |
| 3. There is evidence that the information on this student has been shared between each transition including school to school, grade to grade and teacher to teacher including academic and behavior ²⁴ . | | |
| 4. There is evidence that the placement decision is made at least annually by the IEP team with consideration that the student is placed in the least restrictive environment ²⁵ . | | |
| 5. There is evidence that there is collaboration between the LEA and the non-public school in the development, review and revision of the IEP ²⁶ . | | |
| 6. There is evidence of a collaboration process between general and special education staff in the development, review and revision of IEPs, including transition planning for this student ²⁷ . | | |
| 7. There is evidence that the student and parents have been involved in transition discussions and activities ²⁸ . | | |
| 8. If the student turned 14 during the IEP period (or younger if determined by the IEP team), there is evidence that the IEP includes a statement of transition service needs that focuses on the students courses of study ²⁹ . | | |
| 9. If the student turned 16 during the IEP period, there is evidence that the transition plan is designed within a results-oriented process focused on improving academic and functional improvement to facilitate his or her movement from school to post-school goals and activities ³⁰ . | | |

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

²² 34 CFR 300.323(g) Transmittal of records

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

²⁴ Ed 1114.05 Program Requirements

²⁵ Ed 1111.02 Placement Decisions; 34 CFR 300.116 Placements

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

²⁷ Ed 1103.01 IEP Team; 34 CFR 300.321 IEP Team

²⁸ Ed 1103.01 IEP Team; 34 CFR 300.321 IEP Team

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

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| 10. There is evidence that outside agencies who are involved with this student's transition have participated in transition planning (e.g. DCYF, DJJS, and Area Agency) ³¹ . | | |
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| TRANSITION STATEMENTS | YES | NO |
|---|------------|-----------|
| (Transition questions must be answered Yes or No, not N/A) | | |
| <p>For a student who will turn age 14 during the IEP service period (or younger if determined appropriate by the IEP team):</p> <p>The IEP includes a statement of the transition service needs that focuses on the student's course of study, such as participation in advanced-placement courses or a vocational education program</p> | | |
| <p>For students under age 16, answer only the first 4 statements above. Then skip to the next page. If the student is age 16 or older during the course of the IEP, answer all statements on this page. (required data for federal statistics purposes)</p> | | |
| 1. Is there an appropriate measurable postsecondary goal or goals that covers education OR training AND employment, and, as needed, independent living? | | |
| <p><i>Can the goal(s) be counted?</i> <i>Will the goal(s) occur after the student graduates from school?</i> <i>Based on the information available about this student, does (do) the postsecondary goal(s) seem appropriate for this student?</i> • If yes to all three, then check Y OR if a postsecondary goal(s) is (are) not stated, check N.</p> | | |
| 2. Is (are) the postsecondary goal(s) updated annually? | | |
| <p><i>Was (were) the postsecondary goal(s) addressed/ updated in conjunction with the development of the current IEP?</i> • If yes, then check Y OR If the postsecondary goal(s) was (were) not updated with the current IEP, check N.</p> | | |
| 3. Is there evidence that the measurable postsecondary goal(s) were based on age appropriate transition assessment? | | |
| <p><i>Is the use of transition assessment(s) for the postsecondary goal(s) mentioned in the IEP or evident in the student's file?</i> • If yes, then check Y OR if no, then check N.</p> | | |
| 4. Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goal(s)? | | |
| <p><i>Is a type of instruction, related service, community experience, or development of employment and other post-school adult living objectives, and if appropriate, acquisition of daily living skills, and provision of a functional vocational evaluation listed in association with meeting the post-secondary goal(s)?</i> • If yes, then check Y OR if no, then check N.</p> | | |
| 5. Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goal(s)? | | |

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

³¹ Ed 1103.01 IEP Team; 34 CFR 300.321 IEP Team

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

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

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

| Transition Strengths | Transition Suggestions for Improvement |
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BEHAVIOR STRATEGIES AND DISCIPLINE

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

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

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

³⁶ Ed 1102.01 Definitions (n)

³⁷ Ed 1114.07 Behavioral Interventions

³⁸ Ed 1114.05 Program Requirements

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

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

⁴¹ Ed 1114.09 Use of Aversive Behavioral Interventions

⁴² Ed 1114.07 (a) Behavioral Interventions

| Behavior Strategy Strengths | Behavior Strategy Suggestions for Improvement |
|------------------------------------|--|
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Please use this page to summarize the building level strengths and suggestions. At the report-out, the visiting team members will be asked to provide a brief overview of the building they visited. This summary will be the basis for that overview.

| Building Level Strengths | Building Level Suggestions for Improvement |
|--------------------------|--|
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