

**USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT**

**PRESCHOOL BUILDING LEVEL CASE STUDY DATA SUMMARY**

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

**COMPLETE THIS ENTIRE FORM ONLY IF THERE IS MORE THAN ONE PRESCHOOL CASE STUDY.  
IF THERE IS ONLY ONE PRESCHOOL CASE STUDY, PLEASE COMPLETE ONLY PAGES 1 AND 6,  
THEN ATTACH THIS FORM TO THE PRESCHOOL CASE STUDY DATA COLLECTION FORM.**

School:	Date:
Recorder/Summarizer:	Number of Cases Reviewed:

**CLEARLY PRINT NAMES OF ALL COLLABORATIVE TEAM MEMBERS**

Name:	Position:	Building Level or Visiting (circle one)
Name:	Position:	Building Level or Visiting (circle one)
Name:	Position:	Building Level or Visiting (circle one)
Name:	Position:	Building Level or Visiting (circle one)
Name:	Position:	Building Level or Visiting (circle one)
Name:	Position:	Building Level or Visiting (circle one)
Name:	Position:	Building Level or Visiting (circle one)
Name:	Position:	Building Level or Visiting (circle one)
Name:	Position:	Building Level or Visiting (circle one)
Name:	Position:	Building Level or Visiting (circle one)

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**  
**ACCESS TO APPROPRIATE PRESCHOOL ACTIVITIES STATEMENTS**

<b>Fill in the combined <u>number</u> of times a statement is marked on all Data Collection Forms for this school or building.</b>			
	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 <sup>1</sup> .			
2. There is evidence of a system of communication 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 <sup>2</sup> .			
3. There is evidence that the Team had a fully developed and signed IEP by the student's third birthday <sup>3</sup> .			
4. There is evidence that the Team uses multiple measures to design, implement and monitor the student's program <sup>4,5</sup> .			
5. All IEP goals are written in measurable terms <sup>6</sup> .			
6. Student's IEP has at least one functional goal (as applicable) <sup>7</sup> .			
7. There is evidence that the student has made progress in IEP Goals over the past two years <sup>8,9</sup> .			
8. There is evidence that the special education, supplementary aids and/or related services described in the IEP have been delivered <sup>10</sup> .			

<sup>1</sup> 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

<sup>2</sup> Ed 1114.05(h) Program Requirements

<sup>3</sup> Ed 1105.04 Child Find for Children Currently Receiving Family Centered Early Supports and Services.

<sup>4</sup> Ed 1107.01 Evaluation; 34 CFR 300.305 Additional requirements for evaluations and reevaluations

<sup>5</sup> Ed. 1109.01 Elements of an IEP; 34 CFR 300.320 Content of IEP

<sup>6</sup> Ed. 1109.01 Elements of an IEP; 34 CFR 300.320 Content of IEP

<sup>7</sup> 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

<sup>8</sup> Ed 1109.01 Elements of an IEP

<sup>9</sup> 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

<sup>10</sup> Ed 1109.04 (b) Copies of the IEP and Evidence of Implementation

9. There is evidence that a written curriculum is in place for preschoolers containing educational components that promote school readiness and incorporate pre-literacy, language, and numeracy skills <sup>11</sup> .			
10. There is evidence that the preschool program provides opportunities for children to participate with non-disabled peers <sup>12</sup> .			
11. There is evidence the student <u>has access to, is participating and progressing in</u> the general education curriculum and appropriate preschool activities (aligned with NH Early Learning Guidelines) <sup>13</sup> .			
12. There is evidence that the accommodations <sup>14</sup> and/or modifications <sup>15</sup> , as described in the IEP allows the student to access, participate and show progress in the general curriculum and appropriate preschool activities <sup>16</sup> .			
13. There is evidence that supports and accommodations are provided to this student to allow participation in extracurricular other non-academic and appropriate preschool activities <sup>17</sup> .			
14. There is evidence that various measures used to design and implement the student's program and to document the student's progress, including the results of the Preschool Outcomes Measurement System (POMS) <sup>18</sup> .			
15. 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) <sup>19</sup> .			
16. There is evidence the student's IEP is reasonably calculated to result in educational benefit.			

<sup>11</sup> Ed 1102 Definitions; 34 CFR 300.323 (b)(1) IEP for child age 3 through 5

<sup>12</sup> Ed 1100.02 Continuum of learning settings for preschool

<sup>13</sup> Ed 1113.08 Curricula; Ed 1109.01 Elements of an IEP; 34 CFR 300.320 Content of an IEP

<sup>14</sup> "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.

<sup>15</sup> "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.

<sup>16</sup> Ed 1113.08 Curricula; Ed. 1109.01 Elements of an IEP; 34 CFR 300.320 Content of IEP

<sup>17</sup> Ed 1113.08 Curricula; Ed 1109.01 Elements of an IEP; 34 CFR 300.320 Content of IEP

<sup>18</sup> State Performance Plan (SPP) Indicator 7

<sup>19</sup> Ed 1111.02 Placement Decisions; 34 CFR 300.116 Placements

<b>Access Strengths</b>	<b>Access Suggestions for Improvement</b>

## TRANSITION STATEMENTS<sup>20</sup>

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 at the time of transition the evaluation summary and other related documents were received in a timely manner <sup>21</sup> .			
2. There is evidence that services described in the IEP have been delivered at the time of transition, the services begin by the child's 3 <sup>rd</sup> birthday; initial information is received prior to 90 days; and ESS evaluation information being shared with the school or district <sup>22</sup> .			
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 <sup>23</sup> .			
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 LRE <sup>24</sup> .			
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 <sup>25</sup> .			
6. There is evidence of a collaboration process between general and special education staff in the development, review and revision of IEPs and including transition planning for this student <sup>26</sup> .			
7. There is evidence that the student and parents have been involved in transition discussions and activities <sup>27</sup> .			
8. There is evidence that outside agencies who are involved with this student's transition have participated in transition planning (e.g. DCYF, DJJS, Area Agency) <sup>28</sup> .			

<sup>20</sup> 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.

<sup>21</sup> 34 CFR 300.323(g) Transmittal of records

<sup>22</sup> Ed 1105.04 Child Find for Children Currently Receiving Family Centered Early Supports and Services.

<sup>23</sup> Ed 1114.05 Program Requirements

<sup>24</sup> Ed 1111.02 Placement Decisions; 34 CFR 300.116 Placements

<sup>25</sup> 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

<sup>26</sup> Ed 1103.01 IEP Team; 34 CFR 300.321 IEP Team

<sup>27</sup> Ed 1103.01 IEP Team; 34 CFR 300.321 IEP Team

<sup>28</sup> Ed 1103.01 IEP Team; 34 CFR 300.321 IEP Team

<b>Transition Strengths</b>	<b>Transition Suggestions for Improvement</b>

## 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	N/A
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 <sup>29</sup> .			
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 <sup>30</sup> .			
4. If appropriate, there is evidence that the IEP team developed a behavior intervention plan that describes strategies and supports <sup>31</sup> ?			
5. There is evidence that positive interventions, strategies and supports been communicated to the student, parents and key school personnel <sup>32</sup> .			
6. 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 <sup>33</sup> .			
7. 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 <sup>34</sup> .			
8. A school-wide behavior intervention model exists.			

<sup>29</sup> Ed 1114.07 Behavioral Interventions; Ed 1109.01 Elements of an IEP; 34 CFR 300.320 Content of IEP

<sup>30</sup> Ed 1124.01 (f)(1)(i)(ii) Disciplinary Procedures; 34 CFR 300.530 Authority of school personnel

<sup>31</sup> Ed 1114.07 Behavioral Interventions

<sup>32</sup> Ed 1114.05 Program Requirements

<sup>33</sup> Ed 1114.10 Qualifications and Requirements for Instructional, Administrative, and Support Personnel

<sup>34</sup> Ed 1114.09 Use of Aversive Behavioral Interventions

<b>Behavior Strengths</b>	<b>Behavior Suggestions for Improvement</b>

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

