New Hampshire Department of Education
Bureau of Special Education
Special Education Program Approval and Improvement Process

The Mission of Special Education Program Approval is:

To improve educational results for all learners.

2009-2010 Year End Summary Report
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SECTION 1: INTRODUCTION

Without continual growth and progress, such words as improvement, achievement and success have no meaning."

-Benjamin Franklin

This 2009-2010 Year End Report for the New Hampshire Department of Education Special Education Program Approval and Improvement Process is intended to summarize the program approval activities during the past school year, as well as provide an overview of the data that has been collected through Special Education Program Approval monitoring activities. The data contained in this summary can also be utilized to support required documentation for the NHDOE, Bureau of Special Education State Performance Plan (SPP).

As noted in past reports, the summary is not intended to be a statistic text. It demonstrates the data collected through the NHDOE Special Education Program Approval and Improvement Process and can be used by the NHDOE as a reference tool to better understand the current and future impact that the Program Approval and Improvement Process is having upon New Hampshire School Districts. The purpose of the report that follows is threefold:

- To update the NHDOE, Bureau of Special Education on the status of the goals outlined in the contract
- To identify and clarify data collected through the NHDOE Program Approval and Improvement Process
- To share how the data collected is analyzed and used by the school districts and private special education schools that are being monitored

The report that follows demonstrates data collected and can be used by the NHDOE, Bureau of Special Educaiton as a source of information in assisting the Bureau of Special Education to better understand the primary needs of our "customers", the students of New Hampshire. Although this report is being written on behalf of the NHDOE, Bureau of Special Education, the document clearly reflects the Bureau's ability to integrate and align their work with several significant NHDOE initiatives (e.g., SINI and DINI Planning, Restructuring, NH Responds, PBIS, use of Performance Plus, RtI, NH Curriculum Frameworks, GLEs / GSEs, and the SPP).

As the NHDOE Bureau of Special Education continues implementation of all of the Program Approval and Improvement Activities, the work provides a "window" into a school system and, in its own way, adds to our knowledge about the general education curriculum, and the instruction and assessment being provided to all children in NH, including children and youth with Individual Education Plans. (IEPs) With the enactment of No Child Left Behind (NCLB), data analysis is no longer optional, but required. The work of the NHDOE Program Approval and Improvement Process has taken LEAs and private special education schools deep into the data process to identify and uncover powerful solutions to some of their greatest challenges.

In conclusion, the NHDOE Program Approval and Improvement Process continues to assist LEAs and private special education schools to gather, analyze and use data in purposeful ways, and to transform their thinking about data. The work conducted through the Program Approval and Improvement Process continues to

initiate data driven decision making efforts, bring forth the urgency to rise above looking at individual test scores to longitudinal analyses and the further exploration of multiple data sources, i.e. demographic data, perceptual data and process data that can greatly impact and influence the "achievement gap". The mission, vision, tools and methods described in this summary report are used in a variety of ways to support school districts and align with NHDOE priorities. The emphasis of all NHDOE Bureau of Special Education monitoring activities is focused on continuous improvement of the entire learning organization, and to ensure that all requirements of programming are met for all students.

SECTION 2: GOALS, OBJECTIVES, ACTIVITIES, OUTPUT & OUTCOMES

NEW HAMPSHIRE DEPARTMENT OF EDUCATION

SPECIAL EDUCATION PROGRAM APPROVAL AND IMPROVEMENT PROCESS

YEAR END REPORT

FY 2009-2010

Goals: The goals listed below are aligned with the requirements of the NHDOE RFP for the 2009-2010 Special Education Program Approval Process

Goal 1: To establish and maintain an effective New Hampshire Special Education Program Approval and Improvement Process that aligns with IDEA 2004, supports the priorities identified in the State Performance Plan (SPP) and includes an expanded parent role, to ensure that all NH children and youth with disabilities have a free appropriate public education (FAPE) in the least restrictive environment (LRE) that promotes a high quality education.

Goal 2: To work collaboratively with NHDOE, Bureau of Special Education and key NH Stakeholders in the design of an effective, data driven Focused Monitoring System (FMS) that includes an expanded parent role and ensures all NH children and youth with disabilities an opportunity to receive FAPE in the LRE that promotes a high quality education.

Goal 3: To establish and maintain an effective, accessible data collection process and system that yields statewide data obtained through the Program Approval and Improvement Process.

GOAL 1: To establish and maintain an effective Special Education Program Approval and Improvement Process that aligns with IDEA 2004, supports the priorities identified in the NHDOE State Performance Plan (SPP) and includes an expanded parent role, to ensure that all NH children and youth with disabilities have a free appropriate public education (FAPE) in the least restrictive environment (LRE) that promotes a high quality education.

Project Objective	Proposed Activity	Short-Term Output	Outcomes
1. Hire qualified personnel to be responsible for the project.	1.1.1-1.1.3 Hire a project manager, highly qualified consultants and project assistants for management team.	Staffing completed for highly qualified team. (See appendix for staff list.)	Project is effectively managed and scope of work was completed for the 2009-2010 school year.
2. Maintain an updated database of general and special educators, related service providers, administrators, parents, and other qualified individuals to be recruited as volunteer visiting team members.	1.2.1-1.2.3 Recruit volunteers through print and electronic means; review and match skills to activities of the project and design an orientation process and materials to support members. (See Volunteer Form in appendix)	44 volunteers were utilized to assist in the NHDOE Case Study Compliance Review Process during 2009-2010; an additional 50 volunteers were utilized for the Focused Monitoring IEP Reviews. Orientation for volunteers is provided the first morning of each Case Study Compliance Review Visit or FM IEP Compliance Review. Before the visit, visiting team members receive mailed information used to guide the orientation session. (See Volunteer Manual and IEP Review Documents in appendix)	Volunteers were oriented to the project and had the requisite knowledge and skills to perform effectively in their roles.

Project Objective	Proposed Activity	Short-Term Output	Outcomes
	1.2.4 Work with each site on the interpretation of parent survey data.		Both Focused Monitoring and The Case Study Compliance Review have required parent participation. In Focused Monitoring, parents are recruited to participate on Focused Monitoring Achievement Teams and orientation/ training/ professional development for these teams is ongoing. Evidence of parent engagement is summarized in each of the District Focused Monitoring Summary Reports. In the Case Study Compliance Review Process (used with Private Special Education Schools), parents are invited to participate in all aspects of the Case Study Process. In addition, the private schools are required to survey parents, utilizing a tool developed by the NHDOE/SERESC. (See parent survey in appendix)

Project Objective	Proposed Activity	Short-Term Output	Outcomes
3. Provide high quality technical assistance, support and professional development to all NH public and approved private schools as they participate in the NHDOE Special Education Program Approval and Improvement Process, including: Case Study Compliance Reviews, Focused Monitoring IEP Reviews, Corrective Action Process, Audit Visits, New Program Approvals, technical assistance to identified sites for intensive year long support, other monitoring, written correspondence and reports for all.	1.3.1-1.3.2 Correspond with schools due for approval; conduct statewide information sessions in the spring with overview and explanation of the Case Study and Focused Monitoring processes.	On March 30, 2010, five NHDOE approved special education schools participated in the NHDOE Special Education Program Approval Spring Information Session for private schools due to participate in Case Study Compliance Reviews in 2010-2011.	22 representatives from, Monarch, Learning Skills Academy, Wolfeboro Area Children's Center, NH Hospital School and Easter Seals-Jolicoeur attended the session and completed evaluations. Technical Assistants were assigned to each school and follow up meetings with administration were scheduled. PLEASE NOTE: NH Hospital School closed the school program on June 30, 2010.
		In addition, on May 4, 2010 an Information Session was held for the five new sites selected for Focused Monitoring in 2010-2011.	40 representatives from Salem, Gorham, Newfound, Fremont and Portsmouth attended the FM orientation and completed evaluations. Technical Assistants were assigned to each school and follow up meetings with administration were scheduled.

Project Objective	Proposed Activity	Short-Term Output	Outcomes
		IEP Compliance Reviews were conducted at 6 Focused Monitoring sites during 2009-2010.	89 student records were reviewed through FM IEP Reviews. As a result of these reviews, Findings of Non-Compliance were noted in the summary reports, and corrective action reports were filed, approved and monitored by the NHDOE.
	1.3.4 Summarize findings and write reports for all NHDOE Case Study Compliance Reviews Conducted.		All reports have been submitted to the NHDOE and are available on the Program Approval Web Site.
	1.3.6 Conduct and write summary reports for Corrective Action Visits conducted to sites undergoing the approval process the previous year.	During the 2009-2010 School year, Corrective Action Follow-Up Visits were conducted at the 13 2008-2009 Case Study sites. Each site was re-visited within one year from the date on their report to assess their progress in their areas of Findings of Non-Compliance and suggestions for improvement. Where needed, a second follow-up visit was conducted.	Data was collected, summarized and provided to the NHDOE on a regular basis through a Corrective Action Spreadsheet.

Project Objective	Proposed Activity	Short-Term Output	Outcomes
	1.3.7 Conduct and write summary reports for audit/monitoring visits during each school year, in addition to providing intensive technical assistance to sites and conducting random monitoring visits.		In collaboration with the NHDOE, the management team assisted with audit visits, which were summarized and the findings provided to the Bureau of Special Education. In addition, technical assistance, as directed by the NHDOE Bureau of Special Education, was provided by the management team.
	1.3.8 Work collaboratively with the NHDOE to provide technical assistance to all public, private and charter schools requesting approval for new special education programs or changes to existing approved programs.	During the 2009-2010 school year, there were 62 requests for application materials for establishment of new special education programs or changes to existing approved programs.	Applications were reviewed and processed, visits conducted and summary reports provided to the NHDOE. Current status of each of the programs is listed in Section 5 of this report.
	1.3.9 Work collaboratively with various NHDOE Statewide Early Childhood Initiatives (e.g. PTAN, Preschool Settings, Curriculum, New State Rules) in the dissemination of information and networking within the field.		The NHDOE Program Approval Management Team has one member responsible as the liaison to the NHDOE in regard to early childhood education issues. In addition, this individual maintains communication with all of related organizations/ initiatives specific to early learning and students with disabilities.

Project Objective	Proposed Activity	Short-Term Output	Outcomes
			All of the preschool work was fully integrated into all program approval activities and documented in reports and correspondence with the NHDOE, Bureau of Special Education.
4. Design a model for communication between the Program Approval Management Team and NHDOE liaisons and consultants to ensure alignment of priorities in IDEA 2004.	1.4.1-1.4.2. Schedule and conduct regular meetings with the Program Approval Management Team, NHDOE and others re: corrective actions, early childhood education and other Program Approval activities; continue and expand ongoing exchange of information to ensure effective communication.	The Program Approval Management Team met twice per month during 2009-2010.	Twice monthly Program Approval Management Team meetings resulted in an ongoing open line of communication with the NHDOE, Bureau of Special Education.
	1.4.3. Management Team will attend 1. Trainings/events as requested by NHDOE 2. Meetings with Bureau consultants 3. Quarterly Senior Management Team Meetings	During the 2009-2010 school year the NHDOE Program Approval Management Team participated in several professional development activities as requested by the NHDOE. These included: SINI/DINI/Restructuring Trainings, Round Table Discussions, meetings with the Bureau of Accountability, RtI trainings, early childhood meetings, transition planning sessions, etc. Senior Management Team Meetings were held	Attendance and representation at meetings assists the NHDOE in ensuring that Special Education Program Approval is linked and aligned to other statewide initiatives, that the Special Education Program Approval Process is represented when necessary, and that the field and other key professional organizations are kept abreast of the work of the Program Approval Team.

Project Objective	Proposed Activity	Short-Term Output	Outcomes
		monthly during 2009-2010, some via conference calls.	Sr. Management Team meetings have become more frequent and have resulted in maintaining an open line of communication with upper administration at the NHDOE, and have ensured that the NHDOE is well aware of critical issues identified through the Special Education Program Approval Process.
	1.4.4-1.4.5 Maintain a webpage with all Program Approval information and forms.	Web page with current program approval information is available to the NHDOE and to the field.	All NHDOE Special Education Program Approval descriptions and documents are posted on the website and can be downloaded for use.
5. Design and revise all forms and documents necessary for the implementation of the Case Study Review Process and the Focused Monitoring Process.	1.5.1-1.5.2 Conduct a thorough review and revision of all forms annually; created new forms as needed; provide all forms in print and electronic format, including on website.	Forms revised and provided to the field in both electronic and print format. During the 2009-2010 school year, the Program Approval Management Team worked with the NHDOE in the revision of Case Study and Focused Monitoring Templates.	Case Study and Focused Monitoring templates were revised/updated and distributed to all 2009-2010 sites. Documents are in compliance with current NHDOE requirements for Program Approval.
6. Oversee all expenditures and ensure responsible use of funds.	1.6.1 Maintain financial records. 1.6.2 Review/approve all NHDOE Special Education Program Approval Process expenditures.	Complete financial records and appropriate use of funds.	Funds are expended appropriately and in a timely manner.

<u>GOAL 2</u>: To work collaboratively with the New Hampshire Department of Education, Bureau of Special Education and key New Hampshire stakeholders in the design of an effective, data driven Focused Monitoring System that includes a parent role and ensures all New Hampshire children and youth with disabilities an opportunity to receive a free appropriate public education (FAPE) in the least restrictive environment (LRE) that promotes a high quality education.

Project Objective	Proposed Activity	Short-Term Output	Outcomes
1. Work collaboratively with all relevant stakeholders in the continued design and implementation of a Focused Monitoring System.	2.1.1 Continue participation in all Focused Monitoring activities, including, but not limited to: Focused Monitoring Stakeholder Group Conferences, meetings and work sessions, as requested by the NHDOE	During the 2009-2010 school year, the Program Approval Management Team members participated in varied collaborative opportunities with the NHDOE, including but not limited to: SINI/DINI/Restructuring trainings, round table discussions that involved districts identified to participate in Focused Monitoring, RtI training, NH Responds, PBIS, transition planning training, work with Performance Tracker, NH Reads, Reading First, CEIL, etc.	Participation resulted in ensuring that the management team is being provided with input from various stakeholders, and also serves as a vehicle for distribution of information related to Focused Monitoring. The information gathered from such meetings is used as part of the technical assistance provided to the field.
	2.1.2 Work with the NHDOE in the review of available data and identification of Focused Monitoring sites for 2010-11.	Six new Focused Monitoring districts were selected by the NHDOE, Bureau of Special Education for 2010-2011, based on the "achievement gap".	
	2.1.3 Help revise and update the protocols and materials and related professional development activities as needed for Focused Monitoring sites.	All Focused Monitoring Materials developed during the pilot year were refined and distributed for use with the 2007-2008 FM districts, and further refined for use with the 2008-2009 and 2009-2010 FM Districts.	The Focused Monitoring Process was further developed, along with Tools and Templates for use with Focused Monitoring Sites.

Project Objective	Proposed Activity	Short-Term Output	Outcomes
		In addition, a number of new forms were created and used.	
	2.1.4 Work with the Focused Monitoring sites to carry out data collection activities, and 2.1.5 Offer ongoing technical assistance for those targeted sites participating in the Focused Monitoring Process, including: providing professional development and technical assistance to all sites to prepare administration and staff, including preschool coordinators, for conducting and presenting the compliance component; conducting the selection of random IEPs for the compliance component; establishing a schedule for the process that includes the Compliance Visit; guiding the Improvement Planning and Corrective Action Process as a critical outcome; and providing other technical assistance and support as needed.	Two technical assistants from the NHDOE Program Approval Team were assigned to each of the Focused Monitoring Districts.	Technical assistance was provided on site through facilitation of Achievement Team meetings, work with the leadership of the district and facilitation of all data collection activities.

Project Objective	Proposed Activity	Short-Term Output	Outcomes
	2:1:6 Offer technical assistance and professional development for Focused Monitoring Sites, including Networking Sessions.	Professional development was provided to each district to accompany the Focused Monitoring materials that were developed.	Professional Development was designed specific to each Achievement Team, and their related data collection activities. Sample professional development included data driven decision making, Professional Learning Communities, Performance Pathways, etc.
		As part of the professional development for Achievement Teams, course credit was offered for those team members who elected to enroll in a Plymouth State University course- AD5560 Aligning Educational Initiatives to Student Outcomes through Data Analysis. (See course description in appendix.)	The Management Team Members served as Adjunct Faculty Members for Plymouth State University, and were responsible for instruction and monitoring of AD5560, Aligning Educational Initiatives to Student Outcomes through Data Analysis. In addition, the Management Team conducted four networking sessions, giving the 6 sites an opportunity to work together. Summaries of all Focused Monitoring Activities are included in the Final Report for each site,

Project Objective	Proposed Activity	Short-Term Output	Outcomes
	2:1:7 Conduct four technical assistance visits to monitor Improvement Plans for 2008-2009 Focused Monitoring sites.	During the 2009-2010 school year, technical assistance continued for the purpose of assisting previous year FM districts in monitoring of Improvement Plans and progress made in addressing the achievement gap that exists between students with disabilities and their non-disabled peers.	submitted to the NHDOE Bureau of Special Education. Agendas of Networking Sessions are included in the appendix of this report.
	2:1:8 Attend required DINI facilitator meetings, facilitator trainings and other associated NHDOE DINI events.	The Program Approval Management Team continued to work with the NHDOE in aligning FM with DOE priorities. Upon request, all trainings and professional development offerings related to DOE priorities were attended by representative management team members.	
2. Work collaboratively with the NHDOE and parent representatives from each site to identify meaningful roles for parents in the development of Focused Monitoring activities and the design of materials and an effective training component.	2:2:1 In collaboration with the focused monitoring sites and representatives from key parent groups continue networking sessions.	Parents were full members on Focused Monitoring Achievement Teams. Parents on the teams were responsible for assisting in the design of future involvement of parents in Focused Monitoring.	Each District was required to have parent representation in Focused Monitoring Data Collection Activities. Parents participating in Focused Monitoring are full participants in the Achievement Team Activities. An FM parent advisory committee was established to advise the Program Approval Management on varied Parent engagement activities related to Achievement Teams.

<u>Goal 3</u>: To establish and maintain an effective, accessible data collection process and system that yields statewide data obtained through the Program Approval and Improvement Process.

Project Objective	Proposed Activity	Short-Term Output	Outcome
1. Collect data and maintain databases that support compliance with IDEA 2004 and provide information for NHDOE related to the APR, and respond to key indicators outlined in the Focused Monitoring Process.	3.1.1 To identify data, with NHDOE, to be collected related to IDEA 2004 and the APR.	Data Collection from Case Study Visits and Focused Monitoring IEP Reviews	Data is summarized and provided to the NHDOE for identification of statewide trends. See the following pages in this report for data summary, including patterns and trends.
	3.1.2. Report annually on patterns and trends, including incidences of noncompliance and status of corrective actions.	Patterns and trends derived from collected data are reported annually Results of Follow-Up Corrective Action Visits are entered into a database	Patterns and trends are noted on the following pages of this report. Results of follow up Corrective Action Visits have been entered into a spreadsheet and provided to the NHDOE, Bureau of Special Education.

SECTION 3: NHDOE FOCUSED MONITORING:

The goal of Focused Monitoring is to support improved learning results for all students and to narrow the achievement gap between students with disabilities and their non-disabled peers. The work of Focused Monitoring is grounded in research and in a set of operating principles designed to provide practical guidance to districts working to build or sustain a competent school system.

During the 2009-2010 school year the NHDOE, Bureau of Special Education, worked with SERESC and NH school districts in the continued refinement of the Focused Monitoring Process. As identified by the NHDOE and a key stakeholder group, Focused Monitoring was designed to address a key performance indicator, the achievement gap that exists between students with disabilities and their non-disabled peers. The Focused Monitoring Process, as designed by the NHDOE, is meant to engage school districts in data driven decisions, action research and working together in the continuous cycle of analyzing data, identifying areas for improvement and supporting systems changes. The school districts participating in Focused Monitoring during the 2009-2010 school year were required to make several significant shifts: from unconnected thinking to systems thinking, from an environment of isolation to one of collegiality, from perceptions and assumptions to data driven reality, and from individual autonomy to collective accountability for all students. Listed below is a description of Focused Monitoring:

Purpose:

The purpose of the Focused Monitoring process is to improve educational results and functional outcomes for all children with disabilities by maximizing resources and emphasizing important variables in order to increase the probability of improved results.

Core Concepts:

- **Focusing on one or more Key Performance Indicators (KPI)** - In New Hampshire, the KPI has been identified as "the achievement gap" between students with disabilities and their non-disabled peers.
- **Targeting resources for continuous improvement where most needed and discontinuing a cyclical model of review**
- **Monitoring compliance of what is important and achievable for educational benefit rather than a review of "everything"** - Only priority areas of special education compliance will be monitored.
- **Becoming the accountability and management system that supports measurable, continuous systemic improvement**

Essential Study Question:

What are the contributing factors to the achievement gap between students with disabilities and their non-disabled peers, and how may this gap be narrowed?

Study Process:

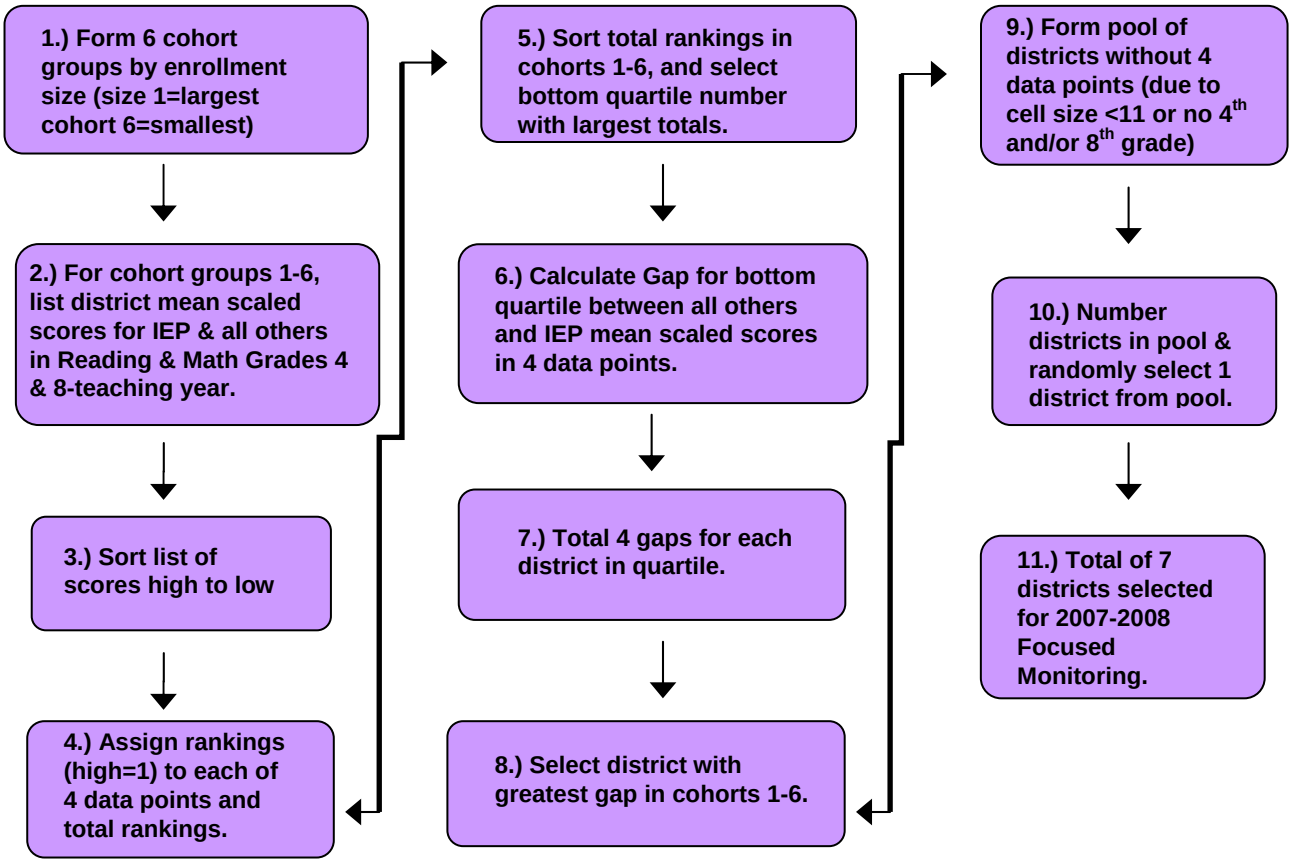
Each participating FM district is required to assemble an Achievement Team that is broadly representative of its educational system. The team typically includes district administrators, both general and special educators, parent members and one member who is experienced in data analysis. During the 2009-2010 school year, teams met regularly to collect and analyze existing and new student performance data, both qualitative and quantitative, in order to answer the essential study question. As a result of the process each team produced a set of findings from its analysis of data and prepared an action plan for

improvement for implementation in 2010-2011 and beyond. Each achievement team was assisted in its work by at least two technical assistants provided by the NHDOE. The Achievement Team in each district followed an inquiry process adapted from sources such as, ***Developing an Effective School Plan,* by WestEd, Van Houten, Miyasaka, Agullard and Zimmerman, and *Understanding Gaps in Student Performance: Root Cause Analysis* by Education Development Center, Inc., used by the New Hampshire Department of Education in collaboration with The New England Comprehensive Center in the DINI Process.**

Parent and Student Involvement in the Focused Monitoring Process:
The Focused Monitoring process supports increased parent involvement in two ways: by involving parents as participants on the Achievement Team and in the work of the team through survey and focus groups, and by involving parents of students with disabilities more deeply in their child's education. The Focused Monitoring process will also support greater student involvement, for example, through student focus groups and/or surveys.

The Focused Monitoring Process of Selection is illustrated graphically below:

Focused Monitoring District Selection Process



The Six School Districts Selected as Focused Monitoring Sites for 2009-2010 Were:

- Nashua School District
- Rochester School District
- Hinsdale School District
- Lisbon Regional School District
- Goffstown School District
- Newport School District

NHDOE Focused Monitoring IEP Compliance Review:

In the Focused Monitoring Process, one of the required data collection activities is a structured compliance review which includes a comprehensive review of all aspects of special education programming (Pre-K-12), including policy and procedures, program descriptions, review of student records for children placed out of district, staff credentials, a review of randomly selected IEPs in order to determine the district's level of compliance with the special education process.

The NHDOE in collaboration with SERESC has designed the IEP review template in order to assist the district in examining the IEPs for measures of educational benefit and compliance as the IEP is the core of the special educational process. A well-crafted, collaborative IEP helps to ensure educational benefit for students with disabilities. (See IEP Review Data Collection Form in Appendix)

To ensure that an IEP is reasonably calculated to provide educational benefit, it must support a student's access to the general education curriculum. The identified needs must be detailed and the impact of the disability on the student's academic achievement and functional performance, including in the general education classroom and in extracurricular and other non-academic activities, must be clearly defined. Goals/objectives/benchmarks, accommodations/modifications and the type and amount of services must align with the student's needs in order for him/her to learn and validly demonstrate this knowledge. Ongoing, purposeful measurement of progress must be conducted and reported to track progress in the plan/program.

Review teams conclude whether the IEP contains the required elements; if it is reasonably calculated to provide educational benefit; and whether the IEP is useful, understandable to a broad audience, and a helpful tool in understanding the child's disability, its impact, and how the school will address this impact.

Data gathered in the IEP process is combined with the data collected through the review of policy and procedures, personnel credentials, and program descriptions and provides the Achievement Team with valuable information that increases awareness about the district's special education process and programming, about the progress of students with disabilities and about the alignment of special education programming with the district's general curriculum, instruction and assessment systems. Findings and corrective actions that result from the IEP Review are included in the action plan developed by the Achievement Team and included in the final summary report.

Findings of Non-Compliance for Focused Monitoring Districts ~ IEP Compliance Review Results 2009-2010

The table below provides an overview of the Focused Monitoring sites and Findings of Non-Compliance. Details of the findings are included in the IEP Review section of each site's Final Report. Electronic copies of the reports are available at the NHDOE and on the Program Approval Web Site.

2009-2010 Focused Monitoring Sites including Findings of Non-Compliance							
SAU	**DISTRICT**	**DATE OF COMPLIANCE VISIT**	**DATE OF IEP REVIEW SUMMARY REPORT**	**FINDINGS OF NON-COMPLIANCE**	**ED # OF FINDING**	**SUMMARY OF NON-COMPLIANCE**	**TOTAL # OF FINDINGS OF NON-COMPLIANCE IN DISTRICT**
SAU43	**Newport**	1/6-1/7 and 3/8, 2010	5/14/2010	Required IEP Compliance, Contents of IEP	ED 1109.01 (a)	Of the 6 IEPs reviewed, 2 lacked documentation that multiple measures were used for decision making when developing the IEP. All IEPs must be developed with information gathered from multiple sources of assessment data. Of the 6 IEPs reviewed, 2 lacked documentation that all of the identified student's strengths, interests and academic, developmental and functional needs were addressed in the student profile. Of the 6 IEPs reviewed, 4 lacked documentation that parent concerns for improving the student's education were included. Similarly, during 3 of the 6 IEP reviews, staff members indicated that a process for eliciting parent input was not in place in their respective buildings.	8
				Goals and Benchmarks/Objectives	ED 1109 34 CFR 300.320	Of the 6 IEPs reviewed, 2 lacked evidence of a relationship between the goals and students needs, resulting from his/her disability, as described in the present level of performance and. 5 lacked evidence of measureable annual goals. IEP goals must contain criteria for measureable and achievable progress. 1 did not include functional goals, 2 lacked evidence that the benchmarks or short term objectives were connected to the annual goals,1 lacked documentation that the IEP met the student's needs in order to be involved in and make progress in the general education curriculum, 2 lacked documentation that the student's behavior impedes his/her learning or that of others.	

SAU	DISTRICT	DATE OF COMPLIANCE VISIT	DATE OF IEP REVIEW SUMMARY REPORT	FINDINGS OF NON-COMPLIANCE	ED # OF FINDING	SUMMARY OF NON-COMPLIANCE	TOTAL # OF FINDINGS OF NON-COMPLIANCE IN DISTRICT
				Transition	ED 1109.01 CFR 300.320	Of the 3 IEPs reviewed, 2 lacked documentation of a statement of the transition service needs for the student under the applicable components of the student's IEP that focuses on the student's course of study, such as participation in advanced-placement courses or a vocational education. Of the 3 IEPs reviewed, 3 lacked documentation that the IEP meets the requirements of Indicator 13.	
				Measuring Progress	ED 1109 34 CFR 300.320	Several of the IEPs reviewed lacked documentation that the progress updates provided specific, meaningful, and understandable information on the student's progress that is easily understood by a broad audience, including student, parents and teachers.	
				Accommodations and Modifications	ED 1113.08 b Access to Curriculum	Three of the IEPs reviewed lacked evidence of appropriate accommodations and modifications that are critical to enable students' access and progress in the general education curriculum and nonacademic/ extracurricular services.	
				Individual Education Program	ED. 1109.01, 34 CFR 300.34	Five of the six IEPs reviewed lacked evidence that all of the child's identified academic, developmental and functional needs were addressed.	
				Placement Decisions	ED. 1111.02 34 CFR 300.116 Placements	Two of the 6 IEPs reviewed did not provide an explanation of the extent, if any, to which the student will not participate with nondisabled peers in the regular class and other educational settings, including nonacademic settings.	
				Special Education Process Sequence	ED. 1104.01	To ensure compliance with Ed. 1104.01 each LEA program shall have written policies which comply with the provisions of the IDEA and RSA 186-C. SAU# 43 must update Special Education Policy and Procedures to comply with IDEA 2007.	

SAU	DISTRICT	DATE OF COMPLIANCE VISIT	DATE OF IEP REVIEW SUMMARY REPORT	FINDINGS OF NON-COMPLIANCE	ED # OF FINDING	SUMMARY OF NON-COMPLIANCE	TOTAL # OF FINDINGS OF NON-COMPLIANCE IN DISTRICT
SAU54	**Rochester**	1/23, 2/11-2/12, 2010	4/27/2010	IEP Development	Secondary Transitions 20 U.S.C. 1416(a)(3)(B; CFR 300.320; ED 1109.01 (a)(1) Indicator 13 SPP/APR 34 CFR 300.301, 34 CFR 300.303, 34 CFR 300.306, 34CFR 300.310, 34 CFR 300.320, Ed1109	In five of the 22 IEPs reviewed multiple measures were not consistently used in the development of IEPs. In 13 out of 22 IEPs reviewed IEP goals did not contain criteria for measurable and achievable progress.	2
				Secondary Transition Plans	20 U.S.C. 1416(a)(3)(B); CFR 300.320; ED 1109.01 (a)(1) Indicator 13 SPP/APR Ed1109.01	Three of the six IEPs of high school students reviewed did not meet the requirements of Indicator 13, Secondary Transition.	
SAU38	**Hinsdale**	11/4, 11/9, 11/23, 12/2, 12/21, 2009 and 1/19/10	4/23/2010	Measurable Goals	ED 1109.01/34 CFR 300.320	Of 8 IEPs reviewed preschool through secondary, 8 out of 8 did not contain measurable goals.	7
				Measurable Transition Goals	ED1109.01/34 CFR 300.320 and 300.43	The IEP reviewed requiring Transition Goals did not contain measurable Transition goals.	
				Statement of Transition Service Needs	ED 1109.01 (10)	The IEP reviewed requiring a Statement of Transition Service Needs did not contain this Statement.	
				Objectives or Benchmarks	ED 1109.01(6)/34CFR 300.320	Of 8 IEPs reviewed, 1 out of 8 did not contain objectives or benchmarks for each goal.	
				Contents of the IEP	ED1109.01/ 34CFR300.320	None of the Out of District IEPs contained present levels of performance. Two out of three IEPs did not contain measureable goals. Two out of three IEPs did not state how the disability affects the student's participation in appropriate activities.	

SAU	DISTRICT	DATE OF COMPLIANCE VISIT	DATE OF IEP REVIEW SUMMARY REPORT	FINDINGS OF NON-COMPLIANCE	ED # OF FINDING	SUMMARY OF NON-COMPLIANCE	TOTAL # OF FINDINGS OF NON-COMPLIANCE IN DISTRICT
				IEP Team	Ed 1103.01 (a)/34CFR 300.321	One out of three Out of District IEPs did not reflect appropriate IEP team composition.	
				Placement Decisions	Ed 1111.02 (a)/CFR 300.116	Two out of three Out of District IEPs did not have evidence that the Least Restrictive Environment had been discussed nor was there a plan to transition to a less restrictive environment.	
SAU42	**Nashua**	1/26-1/27, 2/16-2/17, 2010	6/25/2010	Elements of IEP, IEP Goals, Objectives and Benchmarks	ED 1109.01 CFR 300.320	Annual goals were not measurable or consistently aligned to present levels of performance. Additionally, it was noted that the newly adopted IEP document/template currently used by the district needs a comprehensive review to insure that the template is in full compliance with state and federal special education rules and regulations.	3
				Monitoring and Annual Evaluation of IEPs	ED 1109. 06	Several of the teams conducting the IEP reviews in the elementary and middle schools noted that progress monitoring was not consistently documented, nor were there consistently developed processes to ensure that general educators are involved in monitoring the progress of students with disabilities. Additionally, it was noted that due to the new software system and report cards generated, students with significant disabilities are not able to be provided with the report cards that are utilized for the general education population.	
				Special Education Process	ED 1104.01	Based on the IEP reviews, along with compliance data provided by the NHDOE, Bureau of Special Education, the Nashua School District must refine the oversight and implementation of the special education process at the building level to ensure compliance in all areas.	
SAU 35	**Lisbon Regional**	12/8, 12/9, 12/17, 2009	3/9/2010	**No Findings of Non-Compliance**			0
SAU 19	**Goffstown**	12/3, 12/4, 2009	7/6/10	Measurable Goals	ED 1109.01/34CFR 300.320	Of the 12 IEPs reviewed, preschool through secondary, 11 out of 12 did not contain measurable goals	2
				Transition	ED 1109.01 (a) (1) CFR 300.320	For students 16 years and older, transition plans must include all required components	

Additional Data Sources Collected and Reviewed By the Focused Monitoring Achievement Teams:

Although each Focused Monitoring District was unique in character and definition of trends in data that determined specific plans of action, there were several common data sources that were reviewed by Achievement Teams. Examples of other data that was collected, reviewed and analyzed within the selected sites are listed as follows:

- Systems readiness for change assessment
- Leadership capacity
- The curriculum and instructional strategies and support mechanisms appropriate to ensure universal access to the general curriculum and related interventions
- District data (e.g., demographics, special education identification rate, number/types of school personnel, service delivery models, professional development, attendance, drop out rates, discipline data, etc.)
- Climate and culture within the schools
- Effectiveness of parent/family engagement
- Student/staff perceptions
- Standardized assessment scores (Achievement and Aptitude)
- School In Need of Improvement Plans, District in Need of Improvement Plans, Restructuring Plans
- Individual student assessments
- Assessment of attitudes and perceptions (staff, student, parent, administration, community)
- Special education compliance (policy and procedures, review of IEPs, qualifications of staff, review of programming and documentation of student progress)

All of the data collection activities for each Focused Monitoring site were customized and guided by the Key Performance Indicator and the Essential Question that each Achievement Team developed to study during the 2009-2010 school year. For each school district, a summary of the data, along with the improvement plan developed to address the achievement gap, has been provided to the NHDOE, Bureau of Special Education. Once again during the 2009-2010 school year, when appropriate, Focused Monitoring was combined with the SINI and DINI Process, and for the first time one FM District was in the Re-structuring planning phase. Aligning Focused Monitoring with current DOE priorities helped to ensure that resources, technical assistance and support were all directed toward improving results for children. The outcome in most districts was one improvement plan that included both Focused Monitoring and SINI/DINI/Restructuring goals.

Trends:

As a result of working with the six Focused Monitoring districts, the following trends were identified through the data collection activities:

1. Several of the FM districts lacked well established data management systems, and data that are compiled in school/student portfolios.
2. The work culture in many FM districts does not focus upon effective and consistent use of data.
3. The concept of data teams, or teams of teachers using data diagnostically at frequent intervals to assess student learning is lacking.
4. In order to narrow the achievement gap there needs to be improved and shared accountability for the learning of all students.
5. Consolidation of multiple improvement plans is essential.
6. Data is not always systemic from school to school or from grade to grade.
7. The influence of the leaders in the district strongly impacts the work of Achievement Teams.
8. At times data has been used in negative ways, which creates a sense of apprehension.
9. Barriers to the effective use of data included: lack of professional development and lack of dedicated time for data analysis.
10. There is no silver bullet that will close or narrow the achievement gap; a combination of strategies must be included in improvement plans to gain traction on the issue.
11. There are no short term solutions in narrowing the achievement gap, systemic improvements will take time.

YEAR II, FOCUSED MONITORING: IMPLEMENT, MONITOR AND EVALUATE

During the 2009-2010 school year, the NHDOE Program Approval Management Team was responsible for continued technical assistance to the FM districts that entered Year II of Focused Monitoring. The follow up technical assistance provided to districts consisted of regular communication via e-mail and phone, attendance at Achievement Team meetings, and consultation in gathering of data to document progress made in meeting goals outlined in FM Plans. Continuous improvement and narrowing of the achievement gap depends upon not just the creation of a plan, but on thoughtful implementation with ongoing monitoring, review and, as needed, revision.

Through follow up monitoring with FM districts, Achievement Teams were asked three questions: Are you doing what you said you would do in the plan? Are you doing it well? Is it making a difference in student achievement and narrowing the achievement gap? The role of the technical assistants was to assist Achievement Teams to ensure that improvement plans were implemented with fidelity, integrity and consistency, and that there was ongoing data collection to demonstrate progress and impact upon student achievement. When appropriate, the technical assistants also monitored the status of any corrective action plans that were identified through IEP Reviews.

As a result of working with the 2009-2010 Focused Monitoring School Districts it became apparent that it was important to work more closely with Year II FM Districts in the monitoring of plans and gathering additional data on the important work conducted in sustaining the goals outlined in FM Improvement Plans. The reality of resources, including time, energy and human resources are recognized in carrying out the FM Improvement plan. The question of "affording" is not just a budget question; it is also an issue of commitment, credibility and alignment of the plan to existing initiatives in the district. The key question in year II of the FM Process is "What evidence is there that the plan is positively impacting student learning and that the plan is narrowing the achievement gap?" Trying to produce this evidence in Year II of the FM Process has been approached cautiously, as systemic change and improved learning results are not typically demonstrated in the first year of implementation in improvement plans. In attached addendum are the draft documents that will be utilized in order to collect the necessary data to demonstrate the impact that FM Improvement Planning is having upon student achievement and narrowing the achievement gap.

YEAR II AND BEYOND: NH FOCUSED MONITORING: PAST PERFORMANCE AND FUTURE POTENTIAL

Summary Detailing NECAP Reading Achievement Results of the 16 Participating Focused Monitoring School Districts, as of January 1, 2010

In looking back at prior Focused Monitoring Districts, the work began in 2006-2007 with a pilot that included three volunteer school districts. As part of the follow up and monitoring of FM districts, the management team continues to review the achievement data available on the selected districts. The first year of a selection process in 2007-2008 was based on the achievement gap between students with IEPs and All Others, among districts performing in the bottom quartile. The NECAP data is the sole achievement measure available statewide at this point. Therefore, for the purpose of this evaluation, NECAP data results have been examined to determine the effectiveness of the NHDOE Focused Monitoring (FM) Process. An analysis of the NECAP Reading results from the 16 FM Districts that have participated in the FM Process up to this point finds that gains have been made in all areas.

The following data analysis includes three broad points of information with data from 2005-2006 through 2008-2009. They are:

- Percent of students scoring proficient in Reading
- Percent of students making growth targets in Reading
- Index scores in Reading
- In addition, the percent proficient and percent making growth target data have been disaggregated into sub-groups of:
    - Students with Individual Education Plans (IEPs)
    - Students without IEPs
    - Socioeconomic Status (SES) or Educationally Disadvantaged students
    - Non or Limited English Proficient (LEP) students

The following data statements summarize the examination of the NECAP 2005-2006 through 2008-2009 results for the 16 FM school districts:

Percent Proficient for Students Grade 1-8 & 11*

- From 2005 to 2008, all 16 Focused Monitoring school districts showed an increase in Percent Proficient on the NECAP Reading for **"All Students".**
- From 2005 to 2008, 14 out of 16 Focused Monitoring school districts, showed an increase in Percent Proficient on the NECAP Reading for **"IEP Students"**.
- From 2005 to 2008, 15 out of 16 school districts showed an increase in Percent Proficient on the NECAP Reading for **"All other Students" (Students without IEPs).**
- From 2005 to 2008, all 16 school districts showed an increase in Percent Proficient on the NECAP Reading for **"SES Students".**
- From 2005 to 2008, of the 4 Focused Monitoring school districts with "**LEP Students"**, 3 showed an increase in Percent Proficient on the NECAP Reading.

Percent Making Growth Targets for Students Grades 4-8

- From 2005 to 2008, 12 of the 16 Focused Monitoring school districts showed an increase in percent of **"All Students"** making their growth targets on the NECAP Reading.
- From 2005 to 2008, 12 of the 16 Focused Monitoring school districts showed an increase in "**IEP Students**" making growth targets on the NECAP Reading.
- From 2005 to 2008, 11 of the 16 Focused Monitoring school districts showed an increase in percent of **"SES Students"** making their growth targets on the NECAP Reading.

NECAP Reading Index Scores for Students Grade 1-8 & 11*

- Since 2005, Focused Monitoring **Pilot sites** gained an average of 5.5 index points over four years, whereas the state of NH made 4.1 points gain.
- **Focused Monitoring - year 1** districts gained an average of 4.8 index points versus 4.1 points for the state.
- **Focused Monitoring -year 2** districts gained an average of 6.0 index points and the state gained 4.1 point.
- From 2005 to 2008, 11 of the 16 Focused Monitoring school districts exceeded the state index score in Reading.

*Weare, Plymouth, Allenstown and Wakefield do not have high schools

N. B. NECAP results for years 2005-2006 & 2006-2007 do not include grade 11.

SECTION 4: CASE STUDY COMPLIANCE REVIEW DATA COLLECTION SUMMARY

THE NHDOE CASE STUDY COMPLIANCE REVIEW PROCESS

During the 2009-2010 School Year, the NHDOE conducted Case Study Reviews on a total of 36 students at 14 private schools. The 36 case studies were conducted at the elementary, middle and high school levels.

The Case Study Compliance Review Visits conducted in 2009-2010:

Granite Hill	Sununu Youth Services Center and YDSU
Hunter	Second Start
Center of Optimum Learning (COOL)	Bryant Academy
Shaker Road	Coe-Brown Northwood Academy
Crotched Mountain	Spaulding Youth Center
Lakeview	Easter Seals Lancaster
Becket – Mt. Prospect Academy	Cedarcrest School

NHDOE Special Education Case Study Compliance Reviews are conducted to ensure that private special education schools compliance with state and federal special education rules and regulations. While compliance is a focus, the reviews have evolved to emphasize partnerships with the NHDOE, in conducting monitoring activities that ensure job embedded professional development for the staff involved. The Case Study Compliance review process permits the Department of Education to leverage its impact for change and improvement within schools statewide by focusing the attention of all educators on three key areas of critical importance in the education of students with disabilities. The three areas that the Department of Education has determined to be in need of improvement are:

Access to the General Curriculum

Transition

Behavior Strategies and Discipline

In their case study presentations, private special education schools are required teams to demonstrate evidence of their practice and compliance with state and federal special education rules and regulations in these key areas. Based on the Case Study Presentations, along with an extensive review of policy, procedures and all application materials, the NHDOE, Bureau of Special Education identifies both the strengths of the school, as well as any Findings of Non-Compliance. The evolution of the Case Study Compliance Review Process also provides further emphasis on the development of strong accountability systems and the utilization of data to demonstrate improved learning results for students with disabilities.

As part of the Case Study Compliance Review Process, the private school must provide documented special education policy and procedures and complete an application, which includes qualifications of staff, program descriptions, and other information. An additional requirement is to survey both their students' parents and their LEAs regarding communication, expectations and monitoring of student progress. Parent survey data is included in this section of the report. The LEA and Parent survey results are located within each school's final report, on file at NHDOE and on the Special Education Program Approval Web Site. Sample LEA and Parent surveys are located in the appendix.

PRIVATE SCHOOL CASE STUDY REVIEW DATA - K - 12

The Following Responses Were Collected on the Case Study Data Collection Forms During the 2009-2010 Case Study Compliance Reviews

QUESTIONS	# of Answers	# YES	% Yes	# NO	% No	# NA	% NA
Access to the General Curriculum							
A1.) Team uses multiple measures to design, implement and monitor the student's program.	36	35	97%	1	3%	0	0
A2.) All IEP goals are written in measurable terms.	36	20	56%	16	44%	0	0
A3.) Student's IEP has at least one functional goal.	36	30	83%	2	6%	4	11%
A4.) Student has made progress over the past three years in IEP goals. Goal 1	35	31	89%	4	11%	0	0
A5.) Student has made progress over the past three years in IEP goals. Goal 2	34	29	85%	5	15%	0	0
A6.) Student has access to the general curriculum (as outlined by the district, sending district or NH frameworks.)	36	32	89%	4	11%	0	0
A7.) Student participates in the general curriculum in a regular education setting with non-disabled peers, as appropriate, with necessary supports.	36	10	28%	1	3%	25	69%
A8.) When participating in a regular education setting with non-disabled peers with necessary supports, student has made progress in the general curriculum.	36	10	28%	0	0	26	72%
A9.) Student participates appropriately in state, district and school-wide assessments.	36	35	97%	1	3%	0	0
A10.) Student shows progress in state, district and school-wide assessments.	36	26	72%	8	22%	2	6%
A11.) Student has opportunities to participate in general extracurricular and other non-academic activities with necessary supports.	36	36	100%	0	0	0	0
A12.) Student does participate in general extracurricular and other non-academic activities with necessary supports.	36	36	100%	0	0	0	0
A13.) Was the student's most recent individual evaluation (initial or reevaluation), including a written summary report and meeting, held within 45 days of parental permission to test?	33	26	79%	5	15%	2	6%
A14.) Student is earning credits toward a regular high school diploma.	24	15	63%	8	33%	1	4%
A16.) Student will earn an IEP diploma or a certificate of competency.	15	7	47%	6	40%	2	13%
A18.) Does this school or district have a clear policy for earning a high school diploma?	15	15	100%	0	0	0	0
Transition							
T1.) Transition planning from grade to grade takes place.	36	36	100%	0	0	0	0
T2.) Transition planning from school to school takes place.	36	32	89%	3	8%	1	3%
T3.) Collaboration has occurred between general and special education staff in IEP development and in transition planning.	36	35	97%	0	0	1	3%
T4.) For a student who will turn 14 during the IEP service period (or younger if determined appropriate by the IEP team,) does the IEP include a statement of the transition service needs that focuses on the student's course of study, such as participation in advanced-placement courses or a vocational education program?	20	12	60%	2	10%	6	30%

QUESTIONS	# of Answers	# YES	% Yes	# NO	% No	# NA	% NA
T5.) Transition planning is designed as a results oriented process that promotes movement from school to the student's desired post-school goals.	19	17	90%	1	5%	1	5%
T6.) IEP team includes parent as part of transition planning.	19	19	100%	0	0	0	0
T7.) IEP team and process includes student as part of transition planning.	19	19	100%	0	0	0	0
T8.) IEP includes current level of performance related to transition services.	19	17	90%	1	5%	1	5%
T9.) There is documentation that the student has been invited to attend IEP meetings.	19	14	74%	5	26%	0	0
T10.) A statement of the transition service needs is included in the IEP.	19	17	90%	1	5%	1	5%
T11.) The statement of transition focuses on the student's course of study (e.g. vocational programming, advanced placement).	19	17	90%	2	10%	0	0
T12.) Transition plan includes coordinated, measurable, annual IEP goals and includes transition services that will reasonably enable the student to meet the post-secondary goals.	19	6	32%	9	47%	4	21%
T13.) Statement of needed transition services is presented as a coordinated set of activities.	19	15	79%	3	16%	1	5%
T14.) The IEP includes a statement of needed transition services and considers instruction.	19	17	90%	1	5%	1	5%
T15.) The IEP includes a statement of needed transition services and considers community experiences.	19	14	74%	4	21%	1	5%
T16.) The IEP includes a statement of needed transition services and considers development of employment skills.							
T17.) Student is informed prior to age 17 of his/her rights under IDEA.	19	17	90%	1	5%	1	5%
T18.) There is documentation that representatives of other agencies have been invited to IEP meetings.	19	12	63%	2	10%	5	26%
T19.) The IEP includes a statement of needed transition services and considers related services.	19	12	63%	3	16%	4	21%
T20.) The IEP includes a statement of needed transition services and considers development of daily living skills.	19	10	53%	2	10%	7	37%
T21.) If the student is preparing to graduate this year, there is a 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.	19	5	26%	1	5%	13	68%
Behavior Strategies and Discipline							
B1.) Data are used to determine impact of student behavior on his/her learning.	36	30	83%	0	0	6	17%
B2.) Has this student ever been suspended from school?	36	4	11%	29	81%	3	9%
B4.) If appropriate, a functional behavior assessment has been conducted.	36	9	25%	1	3%	26	72%
B5.) IEP team has addressed behaviors that are impacting student learning.	36	26	72%	3	9%	7	19%
B6.) A behavior intervention plan has been written to address behaviors.	36	19	53%	5	14%	12	33%
B7.) All individuals working with the student have been involved in developing behavior intervention strategies.	36	24	67%	3	9%	9	25%
B8.) Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.	36	25	69%	3	9%	8	22%
B9.) Results of behavior intervention strategies are evaluated and monitored.	36	26	72%	3	9%	7	19%
B10.) A school-wide behavior intervention model exists.	36	32	89%	4	11%	0	0

The data on the following pages was collected during the 2009-2010 Case Study Compliance Reviews from: the data collection forms used for the case studies, parent surveys, follow up corrective action visits, professional development offerings and new program applications. The first set of tables below summarizes the data collected during the Case Study Visits.

INTERPRETATION/ANALYSIS OF PRIVATE SPECIAL EDUCATION SCHOOL DATA:

Upon review of the data collected through the NHDOE Special Education Case Study Presentations, the following two areas are in need of improvement:

- **IEP Goals Written in Measurable Terms**

  44% of the IEP's that were reviewed in the private school setting through the Case Study Compliance Review lacked IEP goals that were measurable.

- **Transition Planning**

  47% of the transition plans for students aged 16 and over did not meet compliance.

Fifteen statements rated responses of 90-100%:

- Team uses multiple measures to design, implement and monitor the student's program
- Student participates appropriately in state, district and school wide assessments
- Students has opportunities to participate in general extracurricular and other non academic activities with necessary supports
- Student does participate in general extracurricular and other non academic activities with necessary supports
- Student is earning credits toward a regular high school diploma
- Transition planning from grade to grade takes place
- Collaboration has occurred between general and special education staff in IEP development and in transition planning
- Transition planning is designed as a results oriented process that promotes movement from school to the student's desired post-school goals
- IEP team includes parent as part of transition planning
- IEP team and process includes student as part of transition planning
- IEP includes current level of performance related to transition services
- 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)
- The IEP includes a statement of needed transition services and considers instruction
- Student is informed prior to age 17 of his/her rights under IDEA

The following is a table of the **2009-2010 Case Study sites and their Findings of Non-Compliance.** Details of the findings are included in each site's Case Study Compliance Review Report. Electronic copies of the reports are available at the NHDOE and on the Special Education Program Approval Web Site.

2009-2010 CORRECTIVE ACTION FINDINGS OF NON-COMPLIANCE				
PRIVATE PROGRAM	**DATE OF CASE STUDY COMPLIANCE REVIEW VISIT**	**DATE OF CASE STUDY COMPLIANCE REVIEW SUMMARY REPORT**	**FINDINGS OF NON-COMPLIANCE**	**ED # OF FINDING**
Granite Hill School	11/17-18, 2009	12/11/2009	Transition Services	Ed 1102 (m)/CFR 300.43 Ed 1109.01 (a) (1), CFR 300.32 (b)
Crotched Mt.	2/1-2/2, 2010	7/20/2010	Required content areas/certified staff (or consultants) for required areas	ED 1114.05(j): ED 306.15 Certified Staff or Consultants
			Re-evaluation Requirements	ED 1107.01(a)/34CFR 300.305(a-d)
			Contents of an IEP	ED 1109.01; CFR 300.320
Hunter School	12/8/2009	3/30/2010	Responsibilities of Private Providers of Special Education or Other Non-LEA Programs in the Implementation of IEPs	ED 1114.06
			IEPs for Children Placed in Private Provides of Special Education or other non-LEA Programs by Public Agencies; Content of IEP	ED 1109.05; CFR 300.320
			Responsibilities of Private Providers of Special Education or Other Non-LEA Program in the Implementation of IEPs	ED 1114.06 (g)
			Program Requirements, Equal Educational Opportunities/Full Access to the General Curriculum	ED 1114.05 (g) (j)

PRIVATE PROGRAM	DATE OF CASE STUDY COMPLIANCE REVIEW VISIT	DATE OF CASE STUDY COMPLIANCE REVIEW SUMMARY REPORT	FINDINGS OF NON-COMPLIANCE	ED # OF FINDING
Hunter School cont'd			Qualifications and Requirements for Instructional, Administrative and Support Personnel	ED 1114.10
			Qualifications and Requirements for Instructional, Administrative and Support Personnel	ED 1114.10
			Behavioral Interventions; Use of Restrictive Behavioral Interventions	ED 1114.07; ED 1114.09
			Employee and Volunteer Background Investigations	ED 1141.11
			Governance	ED 114.03 (c)
			Responsibilities of Private Providers of Special Education or Other Non-LEA Programs in the Implementation of IEPs	ED 1114.06 (f)
			Responsibilities of Private Providers of Special Education or Other Non-LEA Programs in the Implementation of IEPs	ED 1114.06 (b)
			Qualifications and Requirements of Instruction, Administrative and Support Personnel	ED 1114.10 (c)
			Administration, Governance	ED 1114.04 (a); ED 1114.03 (e)
			Rate Setting	ED 1129.01
Center of Optimum Learning, Inc (COOL)	1/11-1/12, 2010	3/29/2010	Measureable Goals	ED# 1109.01, CFR §300.320(a)(2i)
			Program Requirements, Equal Educational Opportunities/Full Access to the General Curriculum; Provision of Staff and Staff Qualifications	ED 1114.05 (g) Ed 1114.05 (j), CFR §300.320, Ed 306.15
Shaker Road School	1/21-1/22, 2010	3/26/2010	Measureable Goals	ED#1109.01 (a) (1) (i); CRF # 300.320 (a)(2)(i)

PRIVATE PROGRAM	DATE OF CASE STUDY COMPLIANCE REVIEW VISIT	DATE OF CASE STUDY COMPLIANCE REVIEW SUMMARY REPORT	FINDINGS OF NON-COMPLIANCE	ED # OF FINDING
Mount Prospect Academy	3/8-3/9, 2010	6/7/2010	Program Requirements (c)	ED 1114.05
			Qualifications and Requirements for Instructional, Administrative and Support Personnel	ED 1114.10 (a)
Coe-Brown Northwood Academy	3/23-3/24, 2010	7/7/2010	Elements of an Individualized Education Program	ED1109.01, CRF 300.320
			Evaluation	ED 1107.01 CRF 300.301
			Transition Services	ED 1109.03/CFR 300.43
			Governance (c)	Ed 1114.03
			Program Requirements (c),	Ed 1114.05
Spaulding Youth Center	3/24-25, 2010	7/8/2010	**No Findings of Non-Compliance**	
Bryant Academy Middle School	3/17 + 4/2, 2010	5/18/2010	Program Requirements, Equal Educational Opportunities/Full Access to the General Curriculum	Ed 1114.05 (g) (j) CFR 300.320
			Qualifications and Requirements for Instructional, Administrative and Support Personnel	Ed 1114.10 (a)
			Employee and Volunteer Background Investigations	Ed 1114.11 (a)
			Program Requirements	ED 1114.05 (k) CFR 300.320
Easter Seals Lancaster	4/6 + 4/7, 2010	8/23/2010	Individual Education Plans	ED 1119.01
			Statement of Transition Services	Ed 1109.01 (a)(10)
			Emergency Intervention Procedures	Ed 1114.08- 09, CFR 300.530- 300.536
			Emergency Intervention Procedures	Ed 1114.08- 09, CFR 300.530- 300.536
Cedarcrest School	4/14-15/2010	9/8/2010	Access to equal educational opportunities; access and ability to progress in general curriculum	ED 1114.05(g), CRF 300.320
			Elements of an Individualized Education program	ED 1109.01, CRF 300.320

PRIVATE PROGRAM	DATE OF CASE STUDY COMPLIANCE REVIEW VISIT	DATE OF CASE STUDY COMPLIANCE REVIEW SUMMARY REPORT	FINDINGS OF NON-COMPLIANCE	ED # OF FINDING
Cedarcrest, Cont'd			Transition	ED1109.01 (a) (10), CFR 300.43
Second Start Alternative HS	3/10-11/2010	9/8/2010	Contents of an IEP	ED1109.01/ CRF 300.320
			Transition Planning	ED 1102.01/CFR 300.124
			Transition Planning	ED 1102.01/CFR 300.124
			Summary of child's academic achievement and functional performance...provided prior to eligibility termination (graduation).	ED 1109.04(c)/CFR 300.305(e) (2)
			Certification of all administrative, instructional, and related services staff	ED 1114.05(j)
			Access to equal education opportunities and ability to progress in the general curriculum/ Equal education opportunities	ED1114.05 (g) /CFR 300.320 9 (a)
			Daily Lesson Plans	ED 1114.06(f)
			Discipline	CFR 300.350
Sununu Youth Services Center	3/9-10/2010	8/4/2010	Transition Services Elements of an IEP	Ed. 1102 CFR 300.43 Ed. 1109.01
Lakeview School	3/3-4/2010	6/8/2010	Qualifications and Requirements for Instructional, Administrative and Support Personnel	Ed. 1114.10
			Transition Services	Ed. 1102.

PARENT INPUT GATHERED FROM THE 2009-2010 CASE STUDY COMPLIANCE REVIEWS

As part of the NHDOE Special Education Case Study Compliance Review, feedback from parents is gathered in several ways. The parent of the case study being presented is encouraged to take part in the Case Study Presentation and that parent is also interviewed by the visiting team. In addition, all LEAs and/or private special education schools being visited are required to survey parents. This survey has been designed by the Program Approval Management Team and must be sent by the schools to all parents who have a child with a disability.

Survey results for 2009-2010 have been summarized and analyzed and the results are included below for the State Performance Plan (SPP). Copies of complete results for each site visited are included in the individual site final reports.

Questions	Total Numbers and Percentages of Parent Answers							
Key: **3 = Completely, 2 = Partially, 1 = Not At All**	**3**	**%**	**2**	**%**	**1**	**%**	**NA**	**%**
I am adequately informed about my child's progress.	121	82%	26	18%	0	0%	0	0%
A variety of information (observations, test scores, school work, parent input) was used in developing my child's IEP.	129	87%	17	12%	1	1%	1	1%
All of the people who are important to my child's transition were part of the planning.	110	74%	18	12%	2	1%	18	12%
I have been involved in the development of behavior interventions, strategies and supports for my child.	84	57%	19	13%	5	3%	40	27%
I fully participate in special education decisions regarding my child.	125	85%	14	10%	2	1%	7	5%
I have been provided with a copy of the procedural safeguards (parental rights) at least once a year.	138	93%	3	2%	3	2%	5	3%
	Total number of parents surveyed							473
	Total number of responses							158
	Percent of responses							33%

INTERPRETATION/ANALYSIS OF PARENT SURVEY DATA:

Private schools need to keep parents better informed about transition planning and behavior interventions.

PRESCHOOL TECHNICAL ASSISTANCE IN THE NHDOE SPECIAL EDUCATION PROGRAM APPROVAL PROCESS

As part of the NHDOE special education program approval process, technical assistance is offered to preschool special needs programs that are participating in Case Study compliance reviews. While there were no private special education preschool programs/schools up for review, each of the Focused Monitoring districts included preschool programming in the IEP review process. Additionally, preschool data was integrated into the Focused Monitoring process and the work of the Achievement Teams in the review of data. Each Focused Monitoring report includes information regarding the review of preschool special needs programming.

FOLLOW UP CORRECTIVE ACTION VISITS TO ALL 2008-2009 CASE STUDY SITES

During the 2009-2010 school year the NHDOE Program Approval Management Team was responsible for conducting corrective action follow-up visits to all private schools that participated in Case Study Compliance Reviews in 2008-2009. The purpose of these visits was to determine the status of Findings of Non-Compliance that were outlined in their final reports and corrective action plans. At these follow up visits, the Program Approval Management Team was responsible for meeting with key leadership to review: the findings, the goals set forth to address the findings and the evidence that addressed the findings, as well as determining the status of the findings as met or not met. These visits to each site were due to be conducted within 1 year from the date on the site report. Copies of the letters summarizing the individual visits were sent to the NHDOE, Bureau of Special Education.

INTERPRETATION/ANALYSIS OF DATA COLLECTED FROM FOLLOW UP CORRECTIVE ACTION VISITS:

From the follow up corrective action visits conducted, it is clear that the majority of private special education schools have worked hard to meet most or all of their Findings of Non-Compliance. The findings that were not met tended to be systemic issues that are not easily resolved within one year.

In the sites where several Findings of Non-Compliance were not met, the NHDOE, Bureau of Special Education has worked with the Program Approval team to provide continued follow up technical assistance and monitoring of corrective actions.

2008-2009 Case Study Sites – Follow-up Visit Findings of Non-Compliance Status as of June 30, 2010										
PRIVATE SPECIAL EDUCATION SCHOOL NAME	**DATE OF CASE STUDY COMPLI-ANCE REVIEW VISIT**	**FINDINGS OF NON-COMPLIANCE**	**ED # OF FINDINGS**	**SUMMARY OF NON-COMPLIANCE**	**FOLLOW UP VISIT DATE(S)**	**VERIFIED DATE OF CORREC-TION OF NON-COMPLI-ANCE**	**WAS THE AREA OF NON-COMPLI-ANCE CORRECT-ED WITHIN ONE YEAR**	**TOTAL # OF FINDINGS OF NON-COMPLI-ANCE**	**TOTAL # of FINDINGS CORRECT-ED**	**TOTAL # of FINDINGS NOT CORRECT-ED**
Antrim Girls Shelter	1/30/2009	Implementation of IEP Elements of IEP Contents of IEP	**ED 1109.05 ED 1109.01 CFR 300.320**	IEP goals are not written in measureable terms.	5/7/2010	Corrected 5/7/2010	yes	3	2	1
		Equal Education Opportunity Access to the General Education Curriculum Program Requirements-Qualifications of Staff	**ED 1109.08 ED 1119.03 ED 1133.05**	In order for students to have full opportunities to earn a regular high school diploma and equal access to the general curriculum, the Antrim Girl's Shelter needs to provide consultants to the staff in areas where they are not certified. This includes all of the requirements as listed in the "Minimum Standards for Public School Approval". The following content area consultants were not in place at the time of the visit: Physical Education and Business Administration.	5/7/2010	Not Corrected		3	2	1
		Policies and Procedures	**ED 1114.04**	The policies and procedures provided for review are dated August of 1999 and reference Individuals with Disabilities Act (IDEA) of 1997. Current policies and procedures must comply with IDEA 2007.	5/7/2010	Corrected 8/5/10	no	3	2	1
Brentwood	12/12/ 2008	No Findings of Non-Compliance	**N/A**	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Burnham Brook	2/4/2009	Elements of IEP Contents of an IEP	**ED 1109.01 34 CFR 300.320**	One of two IEPs reviewed did not include clearly measurable goals.	6/11/ 2010, 6/21/10	Corrected 6/21/ 2010	yes	5	4	1
		Program Requirements	**ED 1114.05**	Burnham Brook Middle School has a student currently enrolled with a Deaf/Hard of Hearing disability for which they are not approved.	6/11/ 2010, 6/21/10	Corrected 6/21/ 2010	yes	5	4	1
		Provision of the Services of a Certified Administrator	**ED 1114.05(j) ED 306.15**	The Director of Burnham Brook School is not certified as administrator with the NH Dept. of Education.	6/11/ 2010, 6/21/11	Not Corrected		5	4	1

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Burnham Brook Cont'd		Program Requirements (full access to a middle school curriculum)	**ED 1114.05(g)**	Burnham Brook Middle School must develop written curriculum in all required middle school content area and show evidence of implementation.	6/11/ 2010, 6/21/10	Corrected 6/21/ 2010	yes	5	4	1
		Program Requirements Required Certified Staff or Consultants	**ED 1114.05(j) ED 306.15**	Burnham Brook Middle School does not maintain certified staff in the following areas: Art Education, Library Media, Music, Health, Physical Education, Social Studies, Family and Consumer Science, and Technology Education, nor were they able to provide evidence of certified consultants in these areas.	6/11/ 2010, 6/21/10	Corrected 6/21/ 2010	yes	5	4	1
		Administration	**ED1114.04(g)**	Burnham Brook Middle School does not have an approved written plan of professional development.	6/11/ 2010, 6/21/10	Corrected 6/21/ 2010	yes	5	4	1
Birchtree Children's Center	12/2-3/08	No Findings of Non-Compliance	**N/A**	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Children Unlimited	3/3-4/09	No Findings of Non-Compliance	**N/A**	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Clearway High School	5/28/2009	Qualifications and Requirements for Instructional, Administrative, and Support Personnel, Personnel Credentials	**ED 1114.10 CRF 300.320**	One staff member lacked NH teacher certification. This individual does have a "statement of eligibility" which was issued by the NHDOE, Bureau of Credentialing; however the individual has no intern license or teacher certification.	6/24/ 2010	Corrected 6/24/ 2010	yes	3	3	0
		Full Access to the District's Curriculum / Equal Educational Opportunities	**ED 1114.05 (g) CFR 300.320 9(a)**	All students enrolled at Clearway must have full access to equal educational opportunities within their programs. The programs must support the student's progress in the general curriculum as defined in state and federal and special education rules and regulations. Specific reference is required to current state regulations for High School Competencies and Grade Level Standards.	6/24/ 2010	Corrected 6/24/ 2010	yes	3	3	0

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Clearway High School Cont'd		Elements of IEP (Transition Services)	**ED 1109.01 CFR 300.30 (b) (1) (2) USC 1401 (34)**	Two of the IEPs presented during the Case Study Reviews lacked annual measurable goals in regard to transitions in subject matter and upon graduation from Clearway.	6/24/ 2010	Corrected 6/24/ 2010	yes	3	3	0
Diamond Pond Academy, Camp E-Toh-Anee, Cascade Academy	4/27-29/09	Elements of IEP	**ED 1109.01**	Six of the seven IEPs reviewed at EYA Programs lacked measurable annual goals.	6/15/ 2010	Corrected 6/15/ 2010	yes	7	6	1
		Transition Services Elements of a IEP (Transition Services)	**ED 1102 CFR 300.43ED 1109.01**	Six of the seven IEPs reviewed lacked transition planning requirements as outlined in state and federal special education rules and regulations.		Corrected 6/15/2010	yes	7	6	1
		Elements of IEP Content of IEP Program Requirements	**ED 1109.01 CFR 300.320 ED 1114.05 9 (c)**	Of the IEPs reviewed, six lacked evidence that Annual IEP goals were measurable. All of the IEPs developed for implementation at EYA programs must have evidence of measurable annual goals. Prior to the enrollment of a student, EYA must ensure that the IEP meets full compliance, including but not limited to, annual IEP goals that are measurable.		Corrected 6/15/2010	yes	7	6	1
		Full Access to the District's Curriculum/Equal Educational Opportunities	**ED 1114.085 (g) CFR 300.320 (a)**	Seven of the IEPs reviewed did not provide sufficient evidence that students enrolled in EYA programs have full access to the general curriculum. All students enrolled at EYA Programs must have full access to equal educational opportunities within their programs, and the ability to progress in the general curriculum as outlined in state and federal and special education rules and regulations.		Corrected 6/15/ 2010	yes	7	6	1

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Diamond Pond Academy, Camp E-Toh-Anee, Cascade Academy Cont'd		Emergency Planning and Preparedness	**ED 1114.21**	Written processes for Diamond Pond Academy and Cascade Academy need to be developed for staff and students to follow in case of emergency. This includes emergency drills, and documentation that the drills are conducted as outlined in ED 1114.21		Corrected 6/15/2010	yes	7	6	1
		Transition Services Elements of a IEP (Transition Services)	**ED 1102** **ED 1109.01**	Five of the seven IEPs reviewed lacked sufficient evidence of transition planning, including but not limited to: inclusion of parents in transition planning, documentation that students are invited to transition planning meetings, the fact that representatives from other agencies are included in planning process, and lack of documentation that transition plan goals are coordinated and measurable. All IEPs implemented within EYA programs must demonstrate full compliance with transition planning requirements.		Corrected 6/15/ 2010	yes	7	6	1

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Diamond Pond Academy, Camp E-Toh-Anee, Cascade Academy Cont'd		Qualifications and Requirements for Instructional, Administrative and Support Personnel Program Requirements	**ED 1114.10 ED 1114.04 (j) CFR 300.320**	All of the staff and administration in all of the EYA programs must hold appropriate certification for the position in which they provide instruction or services. At the time of the April 2009 visitation to EYA, the personnel roster lacked a full complement of required consultants, and several of the individuals listed did not hold updated credentials. Additionally, at the time of the April 2009 visit to the EYA programs, the full time position of Education Director was occupied by an individual who worked with the programs on a part time basis, and therefore was not available on-site for direct supervision of staff on a daily basis. Instructional leadership from a certified administrator in all of the EYA programs warrants immediate attention.	6/15/ 2010	Not Corrected		7	6	1
Hear in NH, Inc.	1/13-14/09	Elements of an IEP Content of an IEP	**ED 1109.01 CFR 300.320**	Neither of the two IEPs reviewed included measurable goals.	3/15/ 2010	Corrected 3/15/2010	yes	2	2	0
		Standards for Approval of Private Providers of Special Education and Non-LEA Programs	**ED 1114**	HEAR in NH needs to bring its policies and procedures into compliance with these standards effective June 30, 2008.		Corrected 6/24/ 2010	no	2	2	0
Nashua Children's Home	3/25-26/09	Implementation of IEP Elements of IEP Content of IEP	**ED 1109.05 ED 1109.01 CFR 300.320**	IEP goals are not written in measureable terms.	5/27/ 2010	Corrected 5/27/ 2010	yes	2	2	2

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Nashua Children's Home Cont'd		Transition Services Elements of IEP Content of IEP	**ED 1102 CFR 300.43 ED 1109.01 CFR 300.320**	One student IEP did not include a statement of transition service needs.	5/27/ 2010	Corrected 5/27/ 2010	yes	2	2	2
		Equal Education Opportunity Access to the General Education Curriculum Program Requirements-Qualifications of Staff	**ED 1109.08 ED 1119.03 ED 1133.05**	In order for students to have full opportunities to earn a regular high school diploma and equal access to the general curriculum, Nashua Children's Home needs to provide consultants to the staff in areas where they are not certified. This includes all of the requirements as listed in the "Minimum Standards for Public School Approval". Several content area consultants were not in place at the time of the visit.	5/27/ 2010	Not Corrected		2	2	2
		Policies and Procedures	**Ed. 1114.04**	The policies and procedures provided for review referenced Individuals with Disabilities Act (IDEA) of 1997. Current policies and procedures must comply with IDEA 2007.	5/27/ 2010	Not Corrected		2	2	2
Parker Academy	4/9-10/09	Elements of an Individualized Education Program (a), (1) The elements listed in c (b) CFR 300.320Transition Services	**ED 1109.01 CFR 300.320**	Transition goals in the Concord student's IEP were not measurable.	6/1/2010	Corrected 7/28/ 2009	yes	7	7	0
		Program Requirements	**ED 1114.05(c)**	Parker Academy has accepted an IEP which does not meet the requirements of Ed 1109.01(a) and 34 CFR 300.320: Lack of measurable (Transition) goals.		Corrected 6/27/ 2010	yes	7	7	0
		Insurance Coverage	**ED 1114.19**	All persons delegated the authority to sign checks or manage funds shall be bonded at the program's expense. Evidence that the delegated person is bonded was not submitted.		Corrected 6/24/ 2010	yes	7	7	0

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Parker Academy Cont'd		Qualifications and Requirements for Instructional, Administrative, and Support Personnel.	**ED 1114.10**	All administrative, instructional, and related service staff shall hold appropriate certification for the position in which they function as required by the State of NH or other licensing entity. Evidence of such qualification shall be on record with the program. Several of the staff members whose job title/role is "teacher" do not have certification as educators. According to the job descriptions and the submitted roster, the person responsible for supervising and evaluating staff does not hold appropriate credentials for this role.		Corrected 6/21/ 2010	yes	7	7	0
		Qualifications and Requirements for Instructional, Administrative and Support Personnel	**ED 1114.10 ED 500 (e)**	Each private provider of special education or other non-LEA program shall have written job descriptions covering all staff positions which hall be made available to the department. No job description was submitted for the Wellness Coordinator.		Corrected 6/21/ 2010	yes	7	7	0
		Use of functional behavioral assessments, development of individual behavioral plans.	**ED 1114.07(a) (b)(c)**	Policy & Procedures around behavior and discipline to be clarified and/or re-written		Corrected 6/27/ 2010	yes	7	7	0

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Parker Academy Cont'd		Program Requirements	**ED 1114.05**	The private provider of special education or other non-LEA program shall not accept any students with disabilities for which the program is not approved. At the time of the visit, 5 students were enrolled for whose disabilities Parker Academy was not approved. In addition, enrollment exceeded approved capacity of 32, and according to NHSEIS reports, additional students with disabilities have been placed in Parker Academy's Tutoring and Instructional Services setting. In each private provider of special education or other non-LEA program, all children with disabilities shall have access to equal educational opportunities within their programs and access to and ability to progress in the general curriculum as required under 34 CFR 300.320. Written curricula were not submitted for Economics and World Languages		Corrected 6/17/ 2010	yes	7	7	0
Pine Haven Boys Center	3/5-6/09	Elements of an IEP Content of IEP	**ED 1109.01 CFR 300.320**	IEPs lacked measurable goals.	5/26/ 2010	Corrected 5/26/ 2010	yes	10	9	1

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Pine Haven Boys Center Cont'd		Program Requirements IEPs for Children Placed in Private Providers of Special Education or other non-LEA Programs by Public Agencies. Content of IEP Responsibilities of Private Providers of Special Education or Other Non-LEA Programs in the Implementation of IEPs	**ED 1114.05 (c) ED 1109.05 CFR 300.320 ED 1114.06**	Pine Haven Boys Center must ensure that prior to enrollment the sending LEA shall provide an IEP that meets all requirements as outlined in ED 1109. IEPs at Pine Haven must consistently be written with measurable goals.	5/26/ 2010	Corrected 5/26/ 2010	yes			
		Responsibilities of Private Providers of Special Education or Other Non-Public LEA Programs in the Implementation of IEPs	**ED 1114.06 (g)**	Pine Haven Boys Center must maintain progress information on each child with a disability on an ongoing basis. Currently, staff is dependent upon utilizing anecdotal information, and work samples to document student progress. IEP goals are not measurable or related to the curriculum or assessment data, therefore IEP progress is not able to be measured.	5/26/ 2010	Corrected 5/26/ 2010	yes			

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Pine Haven Boys Center Cont'd		Program Requirements Equal Educational Opportunities / Full Access to the General Curriculum Qualifications and Requirements for Instructional, Administrative and Support Personnel	**ED 1114.05 (g) (j) ED 1114.10**	Students enrolled at Pine Haven must have full access to the curricular standards established for NH schools and school districts, and have certified staff and or consultants providing oversight to course offerings/instruction. Pine Haven Boys Center must demonstrate that there is a viable curriculum at both the elementary and middle school levels, which meets all of the NH Curriculum Requirements, and that there are certified staff or consultants available to implement the curriculum.	5/26/ 2010	Not Corrected				
		Qualifications and Requirements for Instructional, Administrative and Support Personnel	**ED 1114.10**	At the time of the visit all classroom teachers and the principal held current NH certification. However, these special educators are responsible for teaching all of the required content as outlined in the NH Minimum State Standards and do not benefit from supervision or consultation with educators who hold appropriate certification in academic content areas; this is especially significant at the middle school level. It was also noted that the physical education staff and music educator hold no teaching certificates. Pine Haven Boys Center must ensure that all administrative, instructional and related service staff holds appropriate certification or licensure for the position in which they function as required by the state of NH and other licensing entities.	5/26/ 2010	Corrected 5/26/ 2010	yes			

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Pine Haven Boys Center Cont'd		Behavioral Interventions	**ED 1114.07**	Based on the March 2009 visitation to Pine Haven Boys Center and review of the submission of various handbooks and manuals, the school needs to review and revise current behavior management policy and procedures to ensure that all are in compliance with both state and federal special education rules and regulations. In addition, attention needs to be given to ensuring that IEPs reflect such documentation as related to behavior plans, and monitoring of student progress.	5/26/ 2010	Not Corrected				
		Governance	**ED 1114.03 (c)**	The governing board of Pine Haven Boys Center must ensure that the program is in compliance with all state, federal and local laws concerning the education of children with disabilities, including IDEA and RSA 186-C. At the time of the March 2009 NHDOE visitation to Pine Haven Boys Center, multiple Findings of Non-Compliance of non-compliance were identified. All of the policy and procedures at Pine Haven Boys Center need comprehensive review to ensure compliance.	5/26/ 2010	Not Corrected				
		Program Requirements	**ED 1114.05 (f)**	Pine Haven Boys Center shall not accept any students with disabilities for which the program is not approved. At the time of the March 2009 visitation to Pine Haven Boys Center, there was one student identified as having multiple disabilities, and Pine Haven is not approved to serve this disability category.	5/26/ 2010	Corrected 5/26/ 2010	yes			

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Pine Haven Boys Center Cont'd		Responsibilities of Private Providers of Special Education or Other Non-LEA Programs in the Implementation of IEPs	**ED 1114.06 (f)**	Pine Haven Boys Center must have a process in place to ensure that lesson plans are clear, concise, and reflective of IEP goals. At the time of the March 2009 visitation to Pine Haven Boys Center, there was not sufficient evidence of processes in place that would demonstrate compliance.	5/26/ 2010	Corrected 5/26/ 2010	yes			
		Qualifications and Requirements of Instruction, Administrative and Support Personnel	**ED 1114.10 (c)**	Pine Haven Boys Center currently has written procedures for the supervision and evaluation of education staff, which are not consistently implemented. Further, upon review of the teacher supervision and evaluation model, it was evident that it was dated, and not aligned with the written master professional development plan in accordance with ED500 certification standards for educational personnel in New Hampshire. Significant attention must be directed toward quality teacher supervision and evaluation and the direct connection with curriculum, instruction and assessment.	5/26/ 2010	Corrected	yes			
Seacoast Learning Collabora-tive	2/9-10/09	Implementation of IEP Elements of IEP Content of IEP	**ED 1109.05** **ED 1109.01** **CFR 300.320**	IEPs reviewed lacked annual measurable goals	2/10/ 2010	Corrected 2/10/ 2010	yes	6	6	0
		Provision of Non-Academic Services/Settings	**ED 1115.07** **ED 1119.0 (f)**	One of the SAU #44 IEPs lacked evidence that the student was able to participate in extracurricular activities in the home school district (e.g. dances, sports, etc.)	2/10/ 2010	Corrected 2/10/ 2010	yes	6	6	0

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Seacoast Learning Collabora-tive Cont'd		Definitions: Transition services Elements of an IEP Transition Services	**ED 1102 CFR 300.43 ED1109.01 CFR 300.320 (a)(7) (b) 20 USC 1402(34)**	IEP lacked a transition plan with coordinated, measureable IEP transition goal and did not include transitional services that would reasonably enable the student to meet postsecondary goals	2/10/ 2010	Corrected 2/10/ 2010	yes	6	6	0
		Full Access to the District's Curriculum Program Requirements	**ED1113.08 CFR 330.320 (a) CFR 300.34 ED 1114.05 (g)**	SLC must ensure that all students enrolled have access to equal educational opportunities within their programs and access to and ability to progress in the general curriculum as required under state and federal special education rules and regulations.	2/10/ 2010	Corrected 2/10/ 2010	yes	6	6	0
		Elements of IEP Content of IEP Program Requirements	**ED 1109.01 CRF 300.320 ED 1114.05 (c)**	Prior to enrollment, the sending LEA must provide a copy of the child's IEP, one that meets all the requirements of ED 1109. Several of the IEPs reviewed during the case study visit lacked measurable annual goals. SLC must work with LEAs to ensure that all IEPs meet compliance.	2/10/ 2010	Corrected 2/10/ 2010	yes	6	6	0
		Qualifications and Requirements for Instructional, Administrative and Support Personnel	**ED 1114.10 (c)**	SLC must ensure written procedures for supervision of staff are fully implemented and that staff are provided with ongoing instructional leadership including, but not limited to, oversight of curriculum, instruction, assessment, aligned professional development and monitoring of all aspects of special education.	2/10/ 2010	Corrected 2/10/ 2010	yes	6	6	0

PRIVATE SPECIAL EDUCATION SCHOOL NAME	DATE OF CASE STUDY COMPLI-ANCE REVIEW VISIT	FINDINGS OF NON-COMPLIANCE	ED # OF FINDINGS	SUMMARY OF NON-COMPLIANCE	FOLLOW UP VISIT DATE(S)	VERIFIED DATE OF CORREC-TION OF NON-COMPLI-ANCE	WAS THE AREA OF NON-COMPLI-ANCE CORRECT-ED WITHIN ONE YEAR	TOTAL # OF FINDINGS OF NON-COMPLI-ANCE	TOTAL # of FINDINGS CORRECT-ED	TOTAL # of FINDINGS NOT CORRECT-ED
Strafford Learning Center	1/22-23/09	Elements of an Individualized Education Program Definition of individualized education program Measurable Annual Goals	**ED 1109.01 (a) (1) , CFR§300.320.(2) (i)**	IEP goals must be written in measurable terms.	3/4/2010	Corrected 3/4/2010	yes	3	3	0
		Elements of an Individualized Education Program	**Ed 1109.01 (10) 34 CFR 300.4334 CFR 300.320(b)**	A statement of transition services that meets the requirements of 34 CFR 300.43 and 34 CFR 300.320(b), with the exception that a plan for each student with a disability beginning at age 14 or younger, if determined appropriate by the IEP team, shall include a statement of the transition service needs of the student under the applicable components of the student's IEP that focuses on the student's courses of study such as participation in advanced-placement courses or a vocational education.	3/4/2010	Corrected 3/4/2010	yes	3	3	0
		Evaluations Reevaluations	**ED 1107.01 CFR §300.303 (2)**	The evaluation process, including a written summary report, shall be completed within 45 days after receipt of parental consent for testing or at the conclusion of any extension provided in Ed 1107.01(c).	3/4/2010	Corrected 3/4/2010	yes	3	3	0

FEEDBACK/REACTIONS FROM STAFF AT THE PRIVATE SCHOOLS WHO DEVELOPED AND PRESENTED THE 2009-2010 CASE STUDY COMPLIANCE REVIEWS

Upon completion of each Case Study Compliance Review, all staff who presented the Case Studies were asked to provide feedback regarding the process. (See appendix for Building Team reactionaire.) Below is a summary of the reactions that were submitted.

Reactions from Building Level Team Members	**Average Response**
Scale: (4) Fully (3) Mostly (2) Partially (1) Poorly/Not at all	
The NHDOE/SERESC technical assistance/support in preparation for the Program Approval Visit was valuable.	3.62
The materials provided for this Program Approval Visit were appropriate and useful.	3.65
Indicate the degree to which each of the following participated in data collection for the visit:	
Parents	2.87
Related Service Providers	3.19
Administrators	3.70
General Educators	3.62
Students	3.24
This visit added to my knowledge of special education rules and regulations.	3.37
I will use ideas/information from this visit in my professional practice.	3.71
The review of student outcome data in the Case Study Process increased my knowledge of the effectiveness of my educational community's programs and services.	3.62

INTERPRETATION/ANALYSIS OF CASE STUDY PROCESS DATA

Generally speaking, the results indicate that staff embraced the process and the opportunity for self assessment. Specifically, building level team members found that the case study process was a useful job embedded professional development activity that increased their knowledge in a variety of areas. The Case Study Compliance Review allowed staff to identify areas of strength and weaknesses in their own practice as well as finding it to be a valuable professional learning experience. Additionally, as noted in the summary above, the case study process was collaborative in nature and included general and special educators along with parents, students and administrators.

FEEDBACK REACTIONS FROM THE INDIVIDUALS WHO SERVED AS VISITING TEAM MEMBERS 2009-2010 CASE STUDY COMPLIANCE REVIEWS

A concluding activity of the 2-day Case Study Compliance Review is to gather feedback from those individuals who served as visiting team members. (See appendix for visiting team reactionaire.) Below is a summary of the reactions that were submitted.

Reactions from Visiting Team Members	Average Response
Scale: (4) Fully (3) Mostly (2) Partially (1) Poorly/Not at all	
The orientation by the Technical Assistant on the 1st morning of the visit helped me understand . . .	
How to use the forms	3.74
The collaborative nature of the process	3.89
The focus in the case study on measuring student progress toward IEP goals	3.86
The materials provided for this compliance review were appropriate and useful.	3.82
The following process of summarizing the data was effective . . .	
Completing the Building Level Summary Form	3.86
The discussion at the "Report Out"	3.90
This visit added to my knowledge of special education rules and regulations.	3.69
I will bring new ideas/information from this visit back to my school / classroom.	3.84

INTERPRETATION/ANALYSIS OF VISITING TEAM FEEDBACK DATA

The results of the feedback above indicate that the visiting team members participating in case study reviews had very positive reactions to the process, especially to the "Report Out" at the end of the Case Study Review. They found the process collaborative, with a focus on the student, student progress and the IEP. The training provided to them was clear and helpful, and the documents provided were appropriate in checking for required compliance. Visiting team members found that the process added to their special education knowledge and provided ideas/information they could bring back to their classrooms.

SECTION 5: SUMMARY OF OTHER SPECIAL EDUCATION PROGRAM APPROVAL ACTIVITIES AND DATA COLLECTED

REACTIONS FROM ORIENTATION/INFORMATION SESSIONS

A Case Study orientation was held on March 30, 2010 for the 2010-2011 Case Study sites and a Focused Monitoring Orientation was held on May 4, 2010 for the 2010-2011 FM sites. A feedback form was provided, asking attendees to list "positives", "concerns" and "interesting insights" resulting from the information sessions. The results are included in the appendix.

NHDOE SPECIAL EDUCATION PROGRAM APPROVAL VISITS TO NEW PROGRAMS / CHANGED PROGRAMS

As part of the NHDOE Special Education Program Approval Process, the Program Approval Management Team works with the Bureau of Special Education in the oversight and coordination of application materials for new special education programs. This includes logging requests for application materials, distributing applications, providing technical assistance to the field, conducting visits and writing summary reports. During the 2009-2010 school year there were 62 requests for application materials for establishment of new special education programs or changes to existing programs, which was a significant increase over the past several years. Specifically, during the previous two years (2007-2009) 48-49 new program requests were received each year, and during the two years before that (2005-2007) there were 37-38 requests per year. As such the increase in requests represented a significant increase in

the time dedicated to the application process by both the management team and the project assistants who process the application materials.

Listed below is a summary of all new program/change to program requests, along with the status of the application as of June 30, 2010.

Full Name	SAU	Program Name	Request Type	Rcvd App Matls	DOE Approval Letter Date	Approved Through
Manchester School District	SAU 37	Selma Deitch Early Learning Program	relocation	7/8/2009	9/14/09, 6/29/10	unless otherwise notified
Regional Services & Education Center, Inc.		Summit School Summer Program	increase capacity	7/8/2009	8/31/09	6/30/12
Cedarcrest			decrease capacity	7/9/2009	8/31/09	6/30/10
Portsmouth PASS	SAU 52	Portsmouth Alt Secondary School	name change to Robert J. Lister Academy	7/16/2009	9/10/09	unless otherwise notified
Becket Family of Services		Mt. Prospect Academy	inc capacity, change age, add autism	7/17/2009	1/7/2010, 6/10/10	6/30/13
Concord School District	SAU 08	Language / Play Program	new program	7/17/2009	8/31/09	6/30/10
Concord School District	SAU 08	TALK Program	new program	7/17/2009	8/31/09	6/30/10
Allenstown School District	SAU 53	Pride	new program	7/20/2009	1/8/10, 6/11/10	unless otherwise notified
Claremont School District	SAU 06	Mod. Self-Cont. Prog at Stevens HS (name changed to Taking New Steps -TNSP)	new program,	7/23/2009	9/24/09, 5/12/10	unless otherwise notified
Franklin School District	SAU 18	Franklin Preschool	add disabilities	7/24/2009	9/8/09	unless otherwise notified
Bryant Academy		Bryant Academy High School	new program	7/28/2009	1/12/10, rev name1/26/10	6/30/10
Goffstown School District	SAU 19	Success Program	new program	7/30/2009	9/14/09	6/30/10
Derry School District	SAU 10	NECC Partner Program - Derry Village	new program	8/5/2009	9/14/09, 6/29/10	unless otherwise notified
Sunapee School District	SAU 85	Integrated Preschool Program	new program	8/11/2009	9/4/09, 5/14/10	6/30/10
Claremont School District	SAU 06	Disnard Preschool	relocation from Bluff School to Disnard	8/12/2009	9/17/09	6/30/10
Pelham School District	SAU 28	Kindergarten	add public K to Golden Brook Elem/Pelham Elem	8/27/2009	11/3/09	unless otherwise notified
Strafford Learning Center		PEP	add classroom to Mast Way	8/27/2009	10/8/09, 3/23/10	6/30/14
Birchtree Center		Birchtree Center	increase age to 21	8/31/2009	9/14/09	6/30/12
Newport School District	SAU 43	STEP UP Newport School	new program	8/31/2009	10/29/09	6/30/10

Full Name	SAU	Program Name	Request Type	Rcvd App Matls	DOE Approval Letter Date	Approved Through
Raymond School District	SAU 33	Behavioral Academic Support for Independent Control (BASIC)	new resource room program	9/11/2009	1/28/10	6/30/11
Mascenic Regional HS	SAU 87	Learning Center	new program	9/24/2009	10/29/09	6/30/10
Enriched Learning Center		Enriched Learning Center	decrease capacity	9/25/2009	10/8/09	6/30/10
Pelham School District	SAU 28	Pelham Preschool Program	new program	9/29/2009	3/9/10	6/30/11
Wolfeboro Area Children's Center		Preschool Special Needs	increase capacity	10/5/2009	11/24/09	6/30/11
Hillsboro-Deering School District	SAU 34	Hillsboro-Deering Alternative Program (at Elem. School)	add one disability – Developmental Delay	10/30/2009	12/11/09	unless otherwise notified
Goshen- Lempster School District	SAU 71	Goshen-Lempster Self-Contained	new programs	11/4/2009	2/16/10	6/30/11
Wakefield Paul School	SAU 64	Autism Program	add program	11/4/2009	2/16/10	6/30/10
Lebanon School District	SAU 88	Lebanon School District	school consolidation	11/17/2009	2/24/10	unless otherwise notified
Mascenic Regional	SAU 87	Greenville Elem & New Ipswich Central	add K	11/24/2009	12/4/09	unless otherwise notified
Claremont - Stevens HS	SAU 6	Taking New Steps	add OHI, increase capacity	11/30/2009	12/7/09	6/30/10
Spaulding Youth Center		Spaulding Youth Center	add K	12/1/2009	7/29/10	6/30/15
Birchtree Center for Children		Birchtree Center for Children	relocation, increase capacity	12/11/2009	1/8/10	6/30/12
Windham High School	SAU 28	Windham High School	new school	12/16/2009	1/12/10, 7/16/10	6/30/10
Franklin School District	SAU 18	Paul Smith School Self-Contained Classroom	new program	12/18/2009	6/10/10	6/30/11
Raymond School District	SAU 33	Autism Program for Middle School	new program	1/11/2010	In Process	
Wediko Children's Services		Wediko Children's Services	name change to Wediko School	2/1/2010	4/27/10	6/30/12
Crotched Mt. Rehab Center		Day Program	new preschool program	2/3/2010	In Process	
Brentwood School		Brentwood School	decrease capacity	3/5/2010	3/22/10	6/30/14
Chichester Central School	SAU 53	Part time Self-Contained	New program, Grades K-4, & 5-8	3/11/2010	6/29/10	6/30/11
Second Start		Academic & TET	change capacity	3/12/2010	5/11/10	6/30/12
Fall Mt.Reg School District	SAU 60	Sped programs for VASE students	new programs	3/30/2010	9/21/09, 6/1/10	unless otherwise notified

Full Name	SAU	Program Name	Request Type	Rcvd App Matls	DOE Approval Letter Date	Approved Through
Children Unlimited, Inc.		Autism Program	new self-cont autism program for K	3/30/2010	6/8/10	6/30/11
Regional Services & Education Center, Inc.		The Summit School	capacity increase for school year	4/1/2010	5/3/10	6/30/12
Hillsboro-Deering	SAU 34	Hillsboro-Deering	change Middle & Elem Alt programs to school year only	4/2/2010	4/13/10	unless otherwise notified
Keene High School	SAU 29	North Campus	change name	4/2/2010	6/29/10	unless otherwise notified
Hampstead Middle	SAU 55	Autism Spectrum Disorder	new program	4/2/2010	5/28/10	6/30/11
Crotched Mt.		Crotched Mt.	decrease capacity	4/2/2010	6/25/10	6/30/13
HEAR in NH		HEAR in NH	change capacity	4/8/2010	4/28/10, 7/16/10	6/30/14
Seacoast Learning Collaborative		Seacoast Learning Collaborative	increase capacity	4/9/2010	4/28/10	6/30/12
Pelham School District	SAU 28	Pelham Preschool	add Dev Delay as a disability	4/19/2010	EC program- no approval required	
Portsmouth School District	SAU 52	Developmental Disabilities Program	change name to ALP - Alternative Learning Prog	4/22/2010	5/28/10	unless otherwise notified
Wolfeboro Area CC		Preschool Special Needs	decrease capacity	4/22/2010	In Process	
Hunter School		Hunter School	increase capacity	4/23/2010	6/17/10	6/30/11
Wediko Children's Services		Wediko Children's Services	increase capacity	5/6/2010	6/29/10	6/30/12
Concord School District	SAU 08	Rumford Preschool Program	relocation	5/18/2010	7/16/10	unless otherwise notified
Regional Services & Education Center, Inc.		Sunrise Children's Center	age change	5/20/2010	6/17/10	6/30/12
Pinkerton Academy		PASSES	add disabilities	5/24/2010	6/10/10	6/30/13
Raymond - Iber Holmes Gove Middle School	SAU 33	The Connections Program	new program	5/28/2010	7/16/10	6/30/11
Littleton School District	SAU 88	EBD & Life Skills	new programs	6/14/2010	In Process	
Learning Skills Academy		LSA	increase capacity	6/18/2010	8/31/09 7/28/10	6/30/11
Easter Seals- Jolicoeur		Robert B. Jolicoeur-Zachary Rd.	increase capacity, add classroom	6/22/2010	In Process	
Goshen-Lempster School District	SAU 71	self contained program	age change	6/22/2010	In Process	

APPENDIX

1. Management Team List
2. Volunteer Form
3. Visitor Orientation Manual
4. IEP Review Training Materials
5. LEA Student Specific Findings of Non-Compliance Materials for Private Schools and Sending LEAs
6. PSU Course Description
7. Focused Monitoring Networking Session Agendas (3)
8. IEP Review Data Collection Forms
9. Parent and LEA Surveys
10. Reactionnaires for Building and Visiting Level Team Members
11. Orientation / Information Session Feedback