

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

**HEAR in New Hampshire
SUMMARY REPORT**

Lynda French, Executive Director

Chairperson, Visiting Team:
Kathryn L. Skoglund
Education Consultant

Site Visit Conducted on January 13, 14, 2009
Report Date, March 12, 2009

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I. TEAM MEMBERS

Visiting Team Members:

NAME	PROFESSIONAL ROLE
Chairperson: Kathryn L. Skoglund	Education Consultant
Team Members:	
Janet Davis	Early Childhood Coordinator
Colleen Bovi	Education Consultant, SERESC
Cherie Sullivan	Consultant, NHDOE – Special Education Bureau

Building Level Team Members:

NAME	PROFESSIONAL ROLE
Lynda French	Executive Director
Stacey Hagggett	Hearing Disabilities Specialist
Pat DuPaul	Para-Educator
Jane Ruddock	Speech/Language Pathologist
Dianna Lindholm	Hearing Disabilities Specialist / Special Educator
Teresa Piper	Speech/Language Pathologist
Jennifer Strong Rain	General Educator

II. INTRODUCTION

HEAR in New Hampshire is a private pre-school/Kindergarten program located in Hooksett, NH. The school is dedicated to teaching children who are deaf and hard-of-hearing the pre-academic, listening, and spoken language skills that will enable them to realize their full potential and become active and successful participants in their local schools and communities. Additionally, HEAR in NH educates, supports and assists the families of their students in becoming strong advocates for their children's education and inclusion in mainstream society. HEAR in NH works collaboratively with their sending school districts to assure successful educational outcomes for students who are deaf or hard of hearing. Special education services are delivered in accordance with each student's IEP and outreach services are provided as needed to each sending school district to assure that each student's transition to public school is smooth and successful.

HEAR in NH is governed by a Board of Trustees and supervised by the Executive Director in their daily operations. The school is approved for a total of 9 students identified as deaf or hearing impaired. Currently, 7 students are enrolled from 6 NH school districts.

SCHOOL DEMOGRAPHICS	2007-08	2008-09
Student Enrollment as of December 1	8	7
Do you accept out-of-state students? If so, list number from each state in 08-09	Yes, but no out of state students in the last two years	
Number and Names of Sending New Hampshire LEAs (as of October 1)	6 - Auburn, Epping, Hooksett, Peterborough, Merrimack, Newmarket	
# of Identified Students Suspended One or More Times	0	0
Average Length of Stay for Students	2.5 years	2 years
STAFF DEMOGRAPHICS		
Student/Teacher Ratio (as of Oct. 1)	2:1	2:1
# of Certified Administrators	1 (Intern)	1 (Intern)
# of Certified Teachers	4	4
# of Teachers with Intern Licenses		
# of Non-certified Teachers		
# of Related Service Providers	2	2
# of Paraprofessionals	1	1
# of Professional Days Made Available to Staff	3	3

SPECIAL EDUCATION PROGRAM DATA		
Primary Disability Types:	2007-08	2008-09
Autism		
Deaf / Blindness		
Deafness	7	5
Emotional Disturbance		
Hearing Impairment	1	2
Mental Retardation		
Multiple Disabilities		
Orthopedic Impairment		
Other Health Impairment		
Specific Learning Disabilities		
Speech or Language Impairment		
Traumatic Brain Injury		
Visual Impairment		
Developmental Delay ages 3-9		

III. PURPOSE AND DESIGN OF THE CASE STUDY COMPLIANCE REVIEW PROCESS

The New Hampshire Department of Education (NHDOE) conducted a Special Education Program Approval Visit to HEAR in NH on January 13 and 14, 2009 for the purpose of reviewing the present status of programs and services made available to children and youth with educational disabilities. Program Approval Visits are conducted using a Case Study Model that is a focused review. This focused review permits the NHDOE to leverage its impact for change and improvement within private special education schools statewide, by focusing the attention of all educators on the following three areas of critical importance in the provision of FAPE for students with disabilities.

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

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

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

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

The New Hampshire Department of Education provided a visiting team of professional educators to work collaboratively with staff in HEAR in NH in conducting the Case Study Compliance Review and the varied data collection activities. Throughout the entire review process, the visiting team worked in collaboration with the staff of HEAR in NH. Their professionalism, active involvement in the process and cooperation were greatly appreciated and well recognized.

Evidence of the work conducted and results related to student outcomes was gathered throughout the process, guided by the materials and templates provided by the NHDOE, Bureau of Special Education. Examples of evidence included student individual education plans (IEPs), progress reports, samples of student work, grades, extracurricular involvement, permanent records, curriculum, etc. Input was gathered from key constituents, including interviews with professional staff, parents, administrators, and in some cases the students. In addition, classroom observations were conducted for each of the case studies being reviewed. The collective data were summarized by the visiting and building level teams. The summaries, included in the following pages, outline identified areas of strength and areas needing improvement for each school reviewed.

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

Based on review of the March 31, 2004 NHDOE Special Education Program Approval Report, the following patterns were identified as needing improvement:

Citation	Status as of September 2005	Status as of January 2009
ED 1133.08(a) Qualified Personnel	In Process	Met. Intern's License has been in place and Ex. Dir. has completed Sped Ed Admin certification program through PSU as of 12/08.

V. JANUARY 13-14, 2009 CASE STUDY COMPLIANCE REVIEW RESULTS

Data collection is an important part of the NHDOE Special Education Case Study Compliance Review Process. In order to monitor whether or not special education programs are in compliance in the three focus areas, and determine any root causes of problems that may be identified through the case study process, it is essential that each case study team dig deeply into the data, and not just take a surface look. This process takes time, and the entire team working with the child being studied must be involved in collecting and analyzing the data, as well as presenting and summarizing the data with the visiting team. As such, the NHDOE works with educational communities to determine the number and type of case studies to be prepared and presented, to ensure that building teams are not inundated with much more data than they can possibly analyze, allowing them to reflect upon and generalize their newly found knowledge of their programs, practices, policies and procedures.

A case study of two students at HEAR in NH was conducted. The first student was a pre-school student age 4 yrs, 7 mos. The second was a Kindergartener, age 6. Both children are identified as Deaf. While the disability identification of each of these students was similar, their distinct educational needs allowed us a broad look at curriculum, classroom management, communication development, and related services at HEAR in NH.

Through HEAR in NH's careful scheduling and planning, we were able to observe these two students in all aspects of their school day, including instruction, curriculum, therapies and play/social time. The students had been informed of our visit and were especially eager to share their school and their activities with us.

LEA SURVEYS

Approximately 66% of the districts surveyed responded (4 out of 6). Since HEAR in NH only serves six districts this was a strong return. Almost without exception the districts responding gave positive marks on all areas of the survey indicating that HEAR in NH is meeting or exceeding the needs of their students and the expectations of the sending districts. Of note were "high marks" for the educational program, the related services, student progress on IEP goals, and comprehensive reporting to parents and school districts. Only two responses (2%) indicated any area of dissatisfaction and these came from only one district. Specifically, these responses reflected communication with the district and notification to the district if HEAR in NH had concerns with the student placement. Steps are being taken and have been taken to address these issues. Neither of these comments were in the "strongly disagree" category of the survey.

Summary Report of Sending LEAs

Total number of surveys sent: 6	Total # of completed surveys received: 4	Percent of response: 66%
Number of students placed by: LEA: 6	Court: 0	Parent: 0

SCALE 4 Strongly agree 3 Agree 2 Disagree 1 Strongly Disagree

	4	3	2	1	No Answer
1. The private school team has positive expectations for students.	3	1			
2. I am satisfied with the educational program at the above school.	4				
3. The school consistently follows special education rules and regulations.	2	2			
4. The school has an effective behavioral program (if applicable).	3				1 N/A
5. I am satisfied with the related services provided by the school.	4				
6. The school implements all parts of students' IEPs.	3	1			
7. I feel the school provides the necessary skills to allow the student to make progress on the IEP goals.	4				
8. The school program measures academic growth.	3	1			
9. The school program measures behavioral growth (if applicable).	2				2/N/A
10. The school completes a minimum of 3 comprehensive reports per year on each child with a disability enrolled.	4				

11.	Progress reports describe the child's progress toward meeting the IEP goals, include a record of attendance, and are written in terminology understandable to the parent.	3	1			
12.	Progress reports are provided to the LEA and to the parent of the child.	4				
13.	I am satisfied with the way the school communicates students' progress.	2	2			
14.	The school communicates effectively with parents.	2	1			1
15.	The school communicates effectively with the LEA.	1	2	1		
16.	The school involves parents in decision-making.	3	1			
17.	The school actively plans for future transition to a less restrictive placement.	3	1			
18.	If the school finds it necessary to change or terminate placement, they notify the LEA by convening the IEP team to: review the concerns, review/revise the IEP, discuss the placement and determine if the facility can fully implement the IEP and provide FAPE.	1		1		2/Not Applicable
19.	The school team sets meeting times that are convenient for both parents and LEA.	2	1			1/N/A
20.	The school has met my expectations.	3	1			
21.	I have a good relationship with the school.	3	1			
22.	I would enroll other students at the school.	3	1			

PARENT PARTICIPATION

One of the defining features of effective schools is strong parent/community relations and open communication. Having parents as an active stakeholder in the NHDOE Special Education Program Approval Process ensures broader perspectives and brings forth new ideas. In addition, including the parent perspective enhances and strengthens the teams' case study presentations, and makes for stronger school/parent relationships. As such, parent participation and input is a required part of the NHDOE Special Education Program Approval Process. In order to ensure parent participation and feedback, the NHDOE, Bureau of Special Education involves parents in a variety of aspects of the Special Education Program Approval Process. First, parents are encouraged to be active participants in the case study presentations; second, parents of the children presented in the case study process are formally interviewed; and third, the school is required to send all parents of students with disabilities a written survey with a request to respond. Below is a summary of the results of the parent survey, along with a summary of the comments/feedback provided to the visiting team during the January 13, 14, 2009 Case Study Compliance Review at HEAR in New Hampshire.

HEAR in NH distributed 6 parent surveys and received 5 in return (83% response). Responses from parents indicate strong satisfaction with HEAR in NH's program, particularly communication with parents, outside-of-school activities and supports, students' comfort and safety, development of appropriate behavioral interventions, and parent participation in educational decisions and program planning. The only mild concerns expressed focused on opportunities for students to interact with non-disabled peers and progress on IEP ("partial satisfaction" on each of these areas). Director French's comments on this reflect on the fact that one quarter of the students currently enrolled at HEAR in NH are "typical" students and all Kindergarten students at HEAR in NH attend public Kindergarten programs with non-disabled peers in their home districts. Additionally, she explains, the majority of the pre-school students attend afternoon community day care programs. It is possible that this issue is reflective of a specific family. Regarding lack of progress on the IEP HEAR in NH has discussed this with staff and determined that this reflects the way IEP's have been written. HEAR in NH has provided training for its staff focusing on measurable goals and developing a data-driven IEP format. This work should allow all IEP team members to see student growth more easily.

Summary of Parent Survey Data

Total number of surveys sent: 6	Total # of completed surveys received: 5	Percent of response: 83%
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Scale 3 = Completely 2 = PARTIALLY 1 = Not At All

ACCESS TO THE GENERAL CURRICULUM:	3	2	1	No Answer
I am satisfied with my child's program and the supports that he/she receives.	5			
My child has opportunities to interact with non-disabled peers on a regular basis.	4	1		
I am adequately informed about my child's progress.	5			
My child is informed about and encouraged to participate in school activities outside of the school day, and is offered necessary supports.	5			
My child feels safe and secure in school and welcomed by staff and students.	5			
A variety of information (observations, test scores, school work, parent input) was used in developing my child's IEP.	5			
I am satisfied with the progress my child is making toward his/her IEP goals.	4	1		
TRANSITION:				
I am satisfied with the planning and support provided for the moves my child has made from grade to grade and school to school.	4			1
All of the people who are important to my child's transition were part of the planning.	4			1
BEHAVIOR STRATEGIES AND DISCIPLINE:				
My child's classroom behaviors affect his/her ability to learn. <i>If the answer is yes, please answer the next two questions. If no, skip to OTHER.</i>	YES	NO		
	3	2	1	No Answer
I have been involved in the development of behavior interventions, strategies and supports for my child.	5			
I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs.	5			
OTHER:				
I fully participate in special education decisions regarding my child.	5			
I have been provided with a copy of the procedural safeguards (parental rights) at least once a year	5			

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

Access To The General Curriculum
Implementation of IEPs
Provision of Non-Academic Services
Full Access to the District's Curriculum
Equal Education Opportunity

HEAR in NH provides its students with full access to developmental, thematic, and multi-sensory curriculum appropriate for pre-schoolers and students of Kindergarten age. IEP's are developed appropriately for each student and related and other support services are in place as needed. Classroom observations reveal appropriate student engagement and careful progress monitoring. All staff are appropriately certified or licensed and thoroughly knowledgeable about each student's needs. Students have full and equal access to the general (pre-school/Kindergarten) curriculum. Additionally, the majority of pre-school and Kindergarten students attend pre-school or Kindergarten, respectively, in their home communities on either end of their HEAR in NH day.

Transition
Transition Planning
Process: Provision of FAPE
Transition Services

There is strong evidence at HEAR in NH of transition planning both in preparation for attending HEAR in NH and in moving from HEAR in NH to community schools. Students are supported by staff, parents, and LEA reps. Transitions from EES services are timely. Of particular note are the outreach services HEAR in NH provides to support both the student and the receiving district as the student moves onto the public school. This service extends well beyond the student's initial enrollment and helps to assure the student's success. HEAR in NH has also established valuable partnerships with outside agencies in support of their students: audiologists, pediatricians, community support agencies, etc. HEAR in NH invites the "receiving teachers" to visit the summer program to become familiar with the students prior to their arrival at public school.

Behavior Strategies and Discipline

Although the students we observed did not have behavioral needs, it is evident that a positive behavioral system is in place. All staff are trained in "1-2-3 Magic" and are fully engaged in supporting students throughout their day. Positive reinforcement and a high degree of 1:1 availability eliminate the need for students to engage in negative behavior. Should behavioral support become necessary, HEAR in NH has access to behavioral specialists with skills appropriate for young children.

COMMENDATIONS

1. HEAR in NH has managed to maintain a very low student/staff ratio providing the maximum amount of student support. This particular support ultimately elicits a high degree of student independence which appears to carry through to placement in public school.
2. Special education and regular education co-exist at HEAR in NH creating a seamless system and a broad educational perspective.
3. HEAR in NH has developed a "self advocacy" curriculum which helps to create independent students with strong self-help skills that make the transitions to public school even more successful. This included teaching students to be knowledgeable about and care for their own hearing devices.
4. Itinerant professional staff from HEAR in NH have regular and frequent contact with their receiving school districts, supporting both the students and the LEA staff.
5. There is a strong and effective technology support system in place at HEAR in NH. The staff understands the use and repairs of cochlear implant devices and the FM systems and is able to communicate with the series of audiologists who serve the students. This enables HEAR in NH to provide services without interruption for equipment repairs or failures.
6. Parent engagement is particularly strong at HEAR in NH. Parents are invited often to observe and state they are welcomed and find the program inclusive of them and very accessible. HEAR in NH has "published" manuals and informational guides for parents and sends out a very detailed monthly newsletter.
7. Outreach has been an on-going objective for HEAR in NH. They are continually looking for ways to reach out to the deaf community even beyond their walls. Currently they are hosting an Infant-Toddler group (and their parents!), a social skills group for their middle school age graduates and their friends, and offer parents training on a regular basis on a variety of topics.
8. A great deal of support is provided to students leaving HEAR in NH for public school and to their receiving teachers and therapists. This included pre-service to LEA staff and summer visits for receiving teachers prior to the opening of school.
9. HEAR in NH staff have developed strong partnering relationships in support of their students. These include outside agencies, audiological services, and behavioral specialists as needed.

ISSUES OF SIGNIFICANCE

Issues of significance are defined as systemic deficiencies that impact the effective delivery of services to all students, including those with educational disabilities. Examples of such may include system wide issues related to curriculum, instruction and assessment. Other examples might be concerns related to inadequate facilities, ineffective communication systems within the educational community, leadership, shared mission, vision and goals, deficiencies in policies and procedures, staff recruitment and retention, professional development or other important factors related to the learning organization.

As a result of the 2009 visit to Hear in NH, there are no issues of significance.

CITATIONS OF NONCOMPLIANCE IDENTIFIED AS A RESULT OF THE JANUARY 13, 14, 2009 CASE STUDY COMPLIANCE REVIEW

Citations of noncompliance are defined as deficiencies that have been identified through the Case Study Compliance Review Process, which are in violation of state and federal special education rules and regulations. Citations of non-compliance may result from review of policies and procedures and related application materials, case study presentations, review of student records or any other program approval activity related to the visit. **It is important to note that all citations of non-compliance listed below must be addressed in a corrective action plan and resolved within one year of this report. A template and instructions for such planning will be provided.**

Child Specific Citations to Be Addressed by Both the LEA and Private School Setting:

ED 1109.01 Elements of an IEP

CFR #300.320 Content of an IEP

Responsible LEA: Epping (SAU 14); Merrimack (SAU 26)

Neither of the two IEPs reviewed included measurable goals.

NOTE: Training has been implemented in support of measurable goals and IEPs show progress toward measurable goals.

Systemic/Program Specific Citations to Be Addressed by the Private School Setting:

ED 1114: Standards for Approval of Private Providers of Special Education and Non-LEA Programs

HEAR in NH needs to bring its policies and procedures into compliance with these standards effective June 30, 2008.

SUGGESTIONS FOR PROGRAM-WIDE IMPROVEMENT

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

1. Explore ways of collecting data from HEAR in NH graduates to substantiate their successes (as well as the success of HEAR in NH), as well as to inform any program modifications for HEAR in NH.
2. It is recommended that staff consider ways to streamline and make more routine the process of gathering and analyzing data, although there is strong evidence that HEAR in NH staff already recognizes the value of using data.

3. Consider inviting day care providers (of HEAR in NH students) to observe within HEAR in NH environment to benefit from activities and interventions modeled.
4. To assist in addressing the few concerns expressed regarding HEAR in NH's communication with LEAs, tailor communication styles to individual district needs and expectations. LEA survey data specifies the origin of this issue.

VI. BUILDING LEVEL SUMMARY REPORTS

USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT

PRESCHOOL BUILDING LEVEL CASE STUDY DATA SUMMARY

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

School: HEAR in New Hampshire	Date: January 13, 14, 2009
Recorder/Summarizer: Kathryn L. Skoglund	Number of Cases Reviewed: 2

Name: Colleen Bovi	Position: FM/SI Team	Building Level or Visiting
Name: Janet Davis	Position: Early Chldhd. Coord, SAU 39	Building Level or Visiting
Name: Kathy Skoglund	Position: FM/SI Team	Building Level or Visiting
Name: Stacey Haggett	Position: Hearing Dis. Specialist	Building Level or Visiting
Name: Pat DuPaul	Position: Para-educator	Building Level or Visiting
Name: Jane Ruddock	Position: Speech/lang Pathologist	Building Level or Visiting
Name: Dianna Lindholm	Position: Hearing Dis Spec/Spec. Ed	Building Level or Visiting
Name: Teresa Piper	Position: Speech/lang Pathologist	Building Level or Visiting
Name: Jennifer Strong Rain	Position: Gen'l Educator	Building Level or Visiting
Name: Lynda French	Position: Exec. Director	Building Level or Visiting

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

SUMMARY OF BUILDING LEVEL DATA

<u>ACCESS TO THE GENERAL CURRICULUM STATEMENTS</u>					Filled in with the combined number of times a statement is marked on all Data Collection Forms				
Ed. 1109.01 Elements of an IEP CFR 300.320 Content of IEP Ed. 1109.05, Implementation of IEP 20 U.S.C. 1414 (d) Ed. 1115.07, Ed 1119.01(f) Provision of Non-Academic Services/Settings CFR 300.320(a) CFR 300.34 Ed. 1113.08, Full Access to District's Curricula Ed. 1107.04 (d) Qualified Examiner Ed. 1109.01 CFR 300.320 Program Requirements Ed. 1119 Protections Afforded to Children with Disabilities CFR 300.320(a)(1)(ii) “. . .for preschool children, as appropriate, how the disability affects the child’s participation in appropriate activities;)” CFR 300.320(a)(4)(iii) “To be educated and participate with other children with disabilities and non disabled children”					YES	NO	N/A		
A1.) Is there a written general education curriculum in place for preschoolers?					2				
A2.) Does the curriculum incorporate social/emotional skills?					2				
A3.) Has this student made progress in social/emotional skills?					2				
A4.) Does the curriculum incorporate early language/communication skills?					2				
A5.) Has this student made progress in early language/communication skills?					2				
A6.) Does the curriculum incorporate pre-reading skills?					2				
A7.) Has this student made progress in pre-reading skills?					2				
A8.) Does this student have access to appropriate preschool activities?					2				
A9.) Does this student have opportunities to interact with non-disabled peers to the maximum extent appropriate on a regular basis, as part of the educational program?					2				
A10.) Did this student participate in an assessment as part of the Preschool Special Education Outcomes Measurement System?					2				
A11.) Was this student’s most recent individual evaluation (initial or reevaluation), including a written summary report and meeting, held within 45 days of parental permission to test? If not, was it due to (check all that apply):					1	1			
a. Extension in Place YES	b. Lack of Qualified Personnel: Psychologist Other	c. Evaluation Not Completed in Time Educator Related Services	d. Summary Report Not Written in Time	e. Meeting Not Held in Time	f. Other				
					YES	NO	N/A		
A12.) Did the IEP team meet to create the IEP within 30 calendar days of eligibility?					2				
A13.) Was an IEP fully developed and signed by the student’s third birthday?					2				
A14.) Are this student’s IEP goals written in measurable terms?						2			
A15.) Does this student’s IEP have at least one functional goal?					2				

Access Strengths	Access Suggestions for Improvement
<ol style="list-style-type: none"> 1. Student/staff ratio 2. General ed/special ed in combination; “seamless” team work broadens background and experiences for students 3. Curriculum is a strength; lessons are developmental and thematic. Self-advocacy curriculum is very valuable. 4. Access to/communication with Audiologists 5. Itinerant support system for students and LEAs 6. Effective technology and technology consult 7. Parent engagement 8. Staff: professional, collaborative, highly skilled, collegial 9. Bright, clean, welcoming facility 10. Publications developed for and available to parents 11. Outreach: Infant/Toddler group, Social Skills Group, parent trainings 	<ol style="list-style-type: none"> 1. Assure that all IEP contents are complete and in sequence. 2. Consider parent input into IEP prior to IEP draft. 3. Data gathering/analyses should become more routine and streamlined. 4. Collect data from “graduates”: to substantiate success of HEAR in NH and to use for program development.

SUMMARY OF BUILDING LEVEL DATA

<u>TRANSITION STATEMENTS</u>				Filled in with the combined <u>number</u> of times a statement is marked on all Data Collection Forms		
Ed. 1106 Process; Provision of FAPE CFR 300.124 Part C Transition Ed. 1109.01 Elements of an IEP (Transition Services) Ed. 1103 IEP Team CFR 300.320(b) CFR 300.322 (b) Parent Participation This includes movement from (a) Early Supports and Services (ESS) to preschool, and b) pre-school to elementary school.				YES	NO	N/A
T1.) Transition planning from ESS to preschool takes place.				2		
T2.) Transition planning from preschool to kindergarten or 1 st grade takes place.				2		
T3.) District staff participated in a transition planning conference arranged by ESS and this transition planning conference occurred at least 90 days before the student's third birthday. If not, was it due to: (check all that apply)				2		
a. Meeting Not Held In Time	b. Staff Didn't Understand The Process	c. Communication Breakdown Between School And Early Supports And Services Agency	d. Student Moved Into The District After This Time Period			
e. Student Not Referred Prior To 90 Days	f. Parent / School Communication Breakdown	e. Other				
				YES	NO	NA
T4.) Team around transition includes parents.				2		
T5.) Team around transition includes appropriate agencies.				2		
T6.) Services agreed on in the IEP began by the time specified in the IEP.				2		
T7.) Early Supports and Services provided the school or district with initial information prior to 90 days.				2		
T8.) Early Supports and Services evaluation information was shared with the school or district.				2		
Strengths			Suggestions for Improvement			
1. Support to sending districts during transitions; collaborative efforts between HEAR in NH and receiving districts 2. Partnership building: relationships with outside agencies and networking benefits students 3. HEAR in NH staff invites receiving public school teachers to visit during the summer to meet and observe students			1. Have day care providers of HEAR in NH students observe in HEAR in NH environment; modeling instruction, etc. 2. Tailor communication styles to sending districts as necessary. 3. Confirm role of HEAR in NH transition/consultant for (receiving) classroom teachers; clarify availability.			

SUMMARY OF BUILDING LEVEL DATA

BEHAVIOR STRATEGIES AND DISCIPLINE		Filled in with the combined number of times a statement is marked on all Data Collection Forms		
<u>Ed. 1109 Program</u> <u>CFR 300.324</u> <u>Ed. 1124 Disciplinary Procedures</u> <u>CFR 300.530-300.536</u> <u>Ed. 1133.07 (a) (b) (c) (d) (e)</u> <u>CFR 300.530-300.536</u> <u>20 U.S.C. 1415 (K)</u> <u>Child Management – Private Schools</u> <u>RSA 169-C Child Protection Act</u>		YES	NO	N/A
B1.) Data are used to determine impact of student behavior on his/her learning.		2		
B2.) Has this student ever been suspended from school?				2
B3.) If yes, for how many days?				
B4.) A functional behavior assessment has been conducted.				2
B5.) IEP team has addressed behaviors that are impacting student learning.				2
B6.) A behavior intervention plan has been written to address behaviors.				2
B7.) All individuals working with the student have been involved in developing behavior intervention strategies.				2
B8.) Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.				2
B9.) Results of behavior intervention strategies are evaluated and monitored.				2
Strengths	Suggestions for Improvement			
1. Given advances in technology and skill level of staff (1-2-3 Magic) students do not demonstrate behavioral issues 2. Access to behavioral specialists, home visits, etc, as necessary	NONE			

SUMMARY OF BUILDING LEVEL STRENGTHS AND SUGGESIONS FOR IMPROVEMENT

Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> 1. Student/staff ratio 2. Gen'l ed/special ed in combination; “seamless” teamwork broadens background and experiences for students 3. Curriculum is a strength; lessons are developmental and thematic. Self-advocacy curriculum very valuable 4. Access to/communication with Audiologists 5. Itinerant support system for students and LEAs 6. Effective technology and technology consult 7. Parent engagement 8. Staff: professional, collaborative, highly skilled, collegial 9. Bright, clean, welcoming facility 10. Publications developed for and available to parents 11. Outreach: Infant/Toddler group, Social Skills Group, parent trainings 12. Support to sending districts during transitions; collaborative efforts between HEAR in NH and receiving districts 13. Partnership building: relationships with outside agencies and networking benefits students 14. HEAR in NH staff invites receiving public school teachers to visit during the summer to meet and observe students 15. Given advances in technology and staff skill level (1-2-3 Magic) students do not demonstrate behavioral issues 16. Access to behavioral specialists, home visits as needed 	<ol style="list-style-type: none"> 1. Explore ways of collecting data from HEAR in NH graduates to substantiate their successes (as well as the success of HEAR in NH) as well as to inform any program modifications for HEAR in NH. 2. It is recommended that staff consider ways to streamline and make more routine the process of gathering and analyzing data, although there is strong evidence that HEAR in NH staff already recognizes the value of using data. 3. Consider inviting day care providers (of HEAR in NH students) to observe within HEAR in NH environment to benefit from activities and interventions modeled. 4. To assist in addressing the few concerns expressed regarding HEAR in NH’s communication with LEAs, tailor communication styles to individual district needs and expectations. LEA survey data specifies the origin of this issue.