

**New Hampshire Department of Education
Bureau of Special Education**

**Special Education Program Approval and
Improvement Process**

2004-2005 Year End Summary Report

September 12, 2005

*The Mission Of Special Education Program Approval Is:
To Improve Educational Results
For All Children, Youth And Their Families*

Submitted by:

Jane Bergeron-Beaulieu, M.Ed
Email: jbergero@seresc.net
Southeastern Regional Education Service Center (SERESC)
29 Commerce Dr.
Bedford, NH 03110



NH Department of Education
Bureau of Special Education
101 Pleasant Street
603-271-3741
Concord, NH 03301
www.ed.state.nh.us



Program Approval Management Team
29 Commerce Dr, Bedford, NH 03110
603-206-6800
www.seresc.net

**NEW HAMPSHIRE DEPARTMENT OF EDUCATION
SPECIAL EDUCATION PROGRAM APPROVAL AND
IMPROVEMENT PROCESS
2004-2005 YEAR END SUMMARY REPORT
SEPTEMBER 2005**

INTRODUCTION

**“Everything that can be counted isn’t always worth counting,
and everything that is worth counting isn’t always countable”
-Albert Einstein**

On behalf of the NHDOE Special Education Program Approval Management Team, I am pleased to offer this year-end summary report. I hope that you will find it informative, and that it will provide insight into the work of the NHDOE and SERESC, as well as LEAs, parents, students and private special education schools who have been involved in the varied aspects of special education program approval activities. This is the 19th year that the Southeastern Regional Education Service Center has been a collaborative partner with the NHDOE in the oversight and implementation of special education program approval.

The mission of the NHDOE Special Education Program Approval and Improvement Process is:

“To Improve Educational Results For All Children, Youth And Their Families”

This mission is guided by the provisions of IDEA 2004, state rules, and accountability for improved student performance. The NHDOE Special Education Program Approval and Improvement Process is not an external review or prescription for improvement, but rather a method for conducting self-assessment, and developing an improvement/corrective action plan. The findings and improvement planning are based on the data collected and presented by the educational community, as well as the supporting documentation and data requested by the NHDOE in the application process.

During the 2004-05 school year, the NHDOE and SERESC have reviewed more than 187 case studies in 31 educational communities (see appendix for list of sites). These case studies were presented to visiting teams who were responsible for reviewing the evidence, asking questions of their professional colleagues, and verifying compliance with state and federal rules and regulations. The case study process is one of inquiry, collection and review of data, job embedded professional development and accountability. The case study model was developed by the NHDOE and SERESC as a constructive alternative to the traditional file review and reporting systems that can sometimes masquerade educational accountability and evidence of improved student outcomes.

The NHDOE Special Education Yearlong Improvement Process was developed by the NHDOE and SERESC as an option available to educational communities who are participating in the Special Education Program Approval Process. During the 2004-05 school year, 6 educational communities took advantage of this yearlong process (see appendix for list and more detailed information). The yearlong process is designed to allow an educational community to select a critical topic related to special education and focus intensely on multiple sources of data to answer an essential question. Throughout this process, an improvement team is provided with high quality ongoing technical assistance to assist in data collection, analysis and development of an improvement plan. Throughout this yearlong improvement process, key stakeholders are

engaged in action research, the collection of data, data analysis, and time to examine the successful outcomes of students with disabilities.

The report that follows is a summary of the work of the NHDOE Special Education Program Approval Management Team, our priorities, and the data collected from our work and our stakeholders. On behalf of the management team, let me say that we are proud of the work that we do and look forward to continuing to find ways to strengthen the NHDOE Special Education Program Approval and Improvement Process. We have accomplished a lot in the past 19 years, and look forward to many challenges in the future.

THE YEAR IN REVIEW:

“People acting together as a team can accomplish things which no one individual acting alone could ever hope to bring about”.

-Franklin D. Roosevelt

At the heart of the NHDOE Special Education Program Approval Process is the pragmatic collection of statewide data generated through two separate processes: The Yearlong Improvement Process and the Case Study Compliance Review. Through both of these program approval activities, the management team is able to gather a collective sense of patterns and trends in several areas, including areas of noncompliance, professional development needs, status of corrective action planning, parent satisfaction and general feedback from the field regarding the NHDOE Special Education Program Approval and Improvement Process. The NHDOE, Bureau of Special Education, has taken much time and effort to work collaboratively with SERESC in the design of a monitoring model that is not just about achieving compliance through paperwork checklists and desk audits. The NHDOE Special Education Program Approval and Improvement Process begins with the fundamental premise that educators and school leaders want all students to be successful, and that through a process of data inquiry, discovery and personal application, educators have the opportunity to use data as a source of dialog for improvement and addressing issues of noncompliance.

The NHDOE Special Education Program Approval and Improvement Process Management Team is convinced that good data leads to good decisions about special education. The data found in this report is only part of an overall effort to make reliable data more available. We hope this summary provides you with an overview of the work conducted across the state of New Hampshire during the 2004-05 school year. It is important to note that the data presented in this report is based on the representative sampling of the LEAs and Private Special Education Schools visited during the 2004-05 school year.

Statistical Information, General Overview:

Total # of Sites involved in Case Study Compliance Reviews: 31

Shaker Road School
J.E.W.E.L. School
Center of Optimum Learning (COOL)
Child Development Center
Second Start
Davenport
Coe-Brown/Northwood Academy
Birchtree Center for Children
Crotched Mtn.
Easter Seals – Lancaster
Easter Seals - Manchester
Wediko Children’s Services
Youth Development Center
Tobey School & Youth Detention Services Unit (YDSU)
NH Hospital School
SAU 01 Contoocook Valley
SAU 39 Amherst/Souhegan Cooperative/Mont Vernon
SAU 02 Inter-Lakes
SAU 04 Newfound
SAU 20 Gorham
SAU 13 Tamworth/Madison/Freedom
SAU 63 Wilton/ Lyndeborough/Wilton-Lyndeborough Cooperative/Mascenic
SAU 50 Greenland/Rye
SAU 71 Goshen/Lempster
SAU 38 Monadnock
SAU 28 Pelham/Windham
SAU 37 Manchester
SAU 51 Pittsfield/Barnstead
SAU 58 Stark/Stratford/Northumberland/Groveton
SUA 24 Henniker
SAU 64 Milton/Wakefield

Total # of Sites ALSO involved in Yearlong Improvement Process: 6

Easter Seals – Manchester
SAU 39 Souhegan Cooperative
SAU 1 ConVal
SAU 63 Wilton-Lyndeborough Cooperative
SAU 64 Milton/Wakefield
NH Hospital School

Total # of Preschool Special Needs Programs Reviewed: 18

SAU 39 Amherst/Mont Vernon/Souhegan
SAU 02 Inter-Lakes
SAU 04 Newfound
SAU 20 Gorham
SAU 13 Tamworth
SAU 01 ConVal
SAU 63 Wilton/Lyndeborough/Mascenic
SAU 50 Greenland/Rye
SAU 71 Goshen/Lempster
SAU 64 Milton/Wakefield
SAU 38 Monadnock
SAU 28 Pelham/Windham
SAU 37 Manchester
SAU 58 Stark/Stratford/Northumberland/Groveton
SAU 51 Pittsfield/Barnstead
SAU 24 Henniker
Shaker Road
Birchtree Center for Children

Total # of Shelter Care Facilities Visits Conducted: 3

NFI Midway
NFI North
Antrim Girls Shelter

Total # of James O. Compliance Reviews Conducted: 38

Total # of Visiting Team Members Utilized During the 2004-05 School Year: 290

Total # of Volunteer Team Members in Database: 349 (04-05 school year)

Total # of Applications Submitted and Reviewed for New Programs and/or Changes To Existing Approved Program: 61

Total # of Audit Visits Conducted: 16

SERESC's proposal to the NHDOE, Bureau of Special Education, was based on three broad goals that were broken down in more specific objectives in the RFP. A summary of progress in reaching these goals is summarized below:

Goal #1: To establish an effective Special Education Program Approval and Improvement Process that would support continuous, sustainable program initiatives statewide, resulting in improved educational outcomes for students with disabilities.

As outlined in the proposal, the NHDOE Special Education Program Approval and Improvement Process has maintained an experienced team that has been responsible for the oversight of all monitoring activities. (See appendix for the names and credentials of the 2004-05 Program Approval Management Team) The Program Approval Management Team recognizes that technical assistance to the field is not a series of isolated events, but rather an ongoing part of the long- range plan for systems change and improvement. The management team has developed a unique system of technical assistance by working as a collaborative partner with the NHDOE, SETAC, NH Connections and the field to support, collect and disseminate data required by state and federal reporting requirements.

Visiting Team Members:

In order to carry out the many aspects of the special education program approval process, the management team depends upon professionals from the field in fulfilling its mandate to conduct program approval activities. The project assistants assigned to work with the management team are responsible for maintaining the database of volunteers from the field who assist as visiting team members in the varied program approval activities. To date there are 1,225 professionals who have offered their skills and expertise as visiting team members. During the 2004-05 school year 290 of these individuals were utilized to fill various roles ranging from serving on Case Study Compliance Reviews, to conducting focus groups, to serving on teams reviewing corrective action plans, or assisting the NHDOE and SERESC with presentations made to the field. At the start of each school year, recruitment letters are sent out to special education directors, private special education schools, principals and preschool coordinators asking for volunteers. In addition, during case study compliance reviews, volunteer forms are distributed to gain even a greater variety of expertise. (See appendix for sample letter and volunteer form).

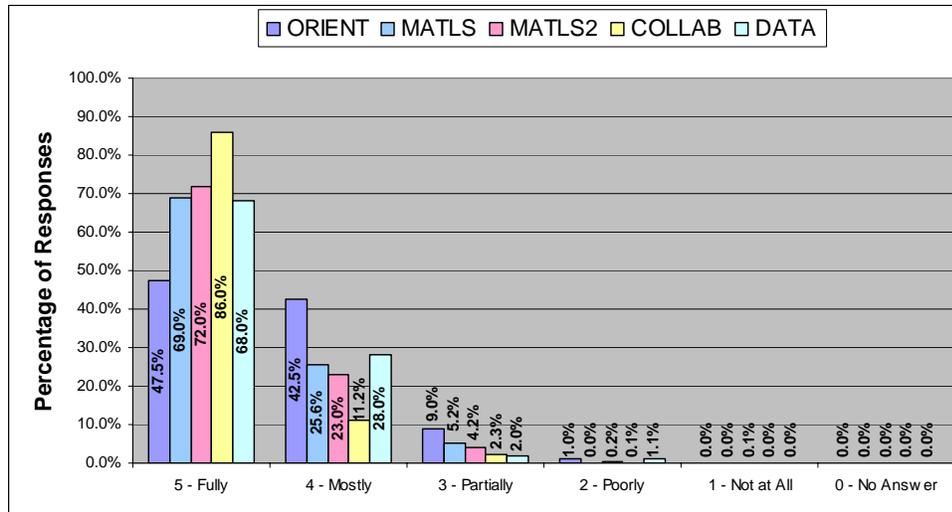
Reactions from Visiting Team Members:

Of the 290 Visiting Team Members utilized for Case Study Compliance Reviews during the 2004-05 school year, 222 or 77% of them returned reactionnaires. As indicated in the chart below, the vast majority of visiting team members indicated that they were well prepared to serve as visiting team members (training/orientation), the case study materials were appropriate, and that they worked as collaborative partners with the site being visited.

Listed below is a summary of reactions from visiting team members. See appendix for a sample copy of the reactionnaire.

VISITING TEAM MEMBERS					
	ORIENT	MATLS	MATLS2	COLLAB	DATA
5 – Fully	47.5%	69.0%	72.0%	86.0%	68.0%
4 - Mostly	42.5%	25.6%	23.0%	11.2%	28.0%
3 - Partially	9.0%	5.2%	4.2%	2.3%	2.0%
2 - Poorly	1.0%	0.0%	0.2%	0.1%	1.1%
1 - Not at All	0.0%	0.0%	0.1%	0.0%	0.0%
0 - No Answer	0.0%	0.0%	0.0%	0.0%	0.0%
	100%	100%	100%	100%	99%

Reactions from Visiting Team Members



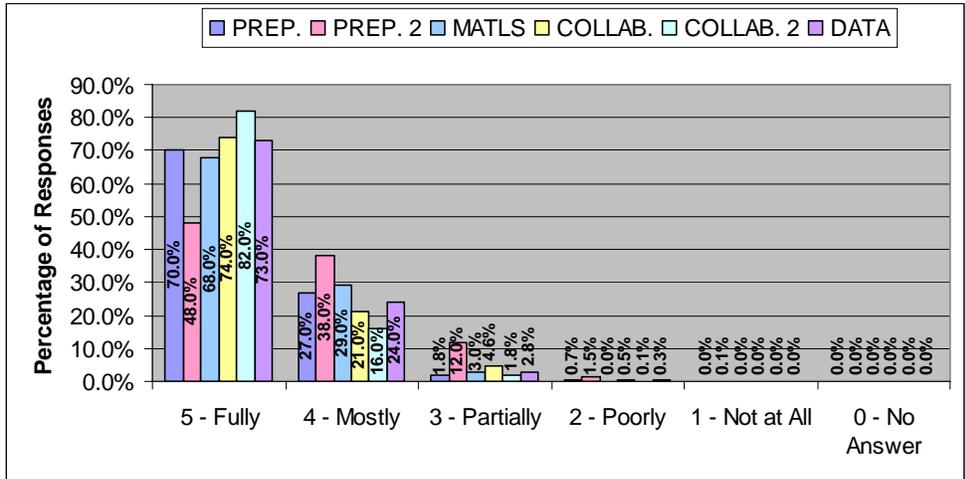
Reactions from the Field:

Building Level Participants

As part of the Case Study Compliance Review, the NHDOE Program Approval and Improvement Team also collects data from the LEAs and private schools that have gone through the Case Study Compliance Review. Based on the feedback provided, it is evident that the staff and administration within the buildings who participated in the Case Studies indicated they were fully trained and well prepared, and that the case study materials were comprehensive. In addition, staff felt they worked collaboratively with visiting team members, and that the process provided them with an opportunity for self assessment, job embedded professional development and the opportunity to use data to strengthen their professional skills, which will positively impact the outcomes of all students. (See appendix for a sample copy of the reactionnaire, and see graphs below.)

BUILDING TEAM MEMBERS						
	PREP.	PREP. 2	MATLS	COLLAB.	COLLAB. 2	DATA
5 - Fully	70.0%	48.0%	68.0%	74.0%	82.0%	73.0%
4 - Mostly	27.0%	38.0%	29.0%	21.0%	16.0%	24.0%
3 - Partially	1.8%	12.0%	3.0%	4.6%	1.8%	2.8%
2 - Poorly	0.7%	1.5%	0.0%	0.5%	0.1%	0.3%
1 - Not at All	0.0%	0.1%	0.0%	0.0%	0.0%	0.0%
0 - No Answer	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	100%	100%	100%	100%	100%	100%

Reactions from Building Level Team Members



Special Education Administrators

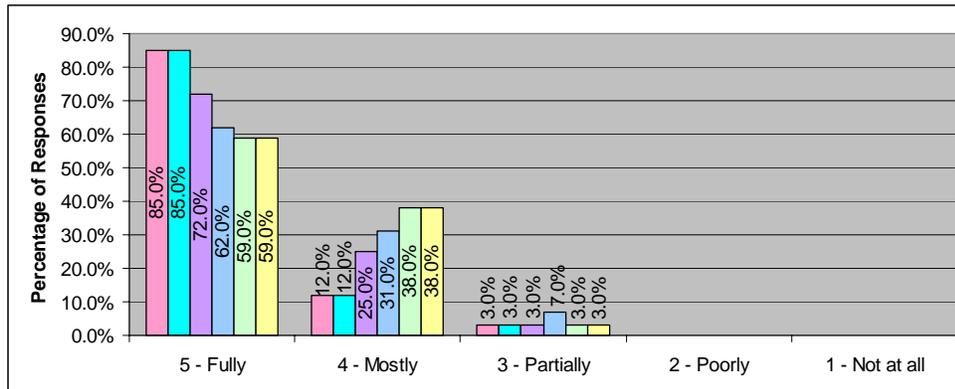
In addition to the surveys that we distributed during every Case Study Compliance Review (results summarized above), each Special Education Director/Private School Program Director was mailed a Case Study Compliance Review Reactionnaire at the conclusion of the entire process (see appendix for case study reactionnaire). The purpose is to collect their reactions to and comments on the process after the report was finalized and the corrective action plan submitted. The directors were asked to share the reactionnaire with anyone at their SAU/private school who played a key role in the process.

To date, 11 districts/private schools have submitted feedback out of the 31 districts sites visited this year. The results are as follows:

Case Study Compliance Review Survey Data

	SERESC/NHDOE provided adequate support, technical assistance and training in preparation for the Case Study Compliance Review.	There was an open line of communication with SERESC/NHDOE in providing all necessary information/documents/tools for the implementation of the Case Study Compliance Review Process.	The materials provided by the NHDOE (data collection forms, interview forms, sample documents, template, etc.) were effective in collecting data around the focus areas of Access to the General Curriculum, Transition and Behavior Strategies and Discipline.	The visiting team members assigned to work with your educational community were a helpful resource and were productive contributors to the Case Study Compliance Review.	The report summarizing the findings of the collaborative teams was helpful in targeting areas of improvement.	The corrective action/improvement plan that was developed as a result of the NHDOE Case Study Compliance Review will have a positive impact on student outcomes.
5 - Fully	85.0%	85.0%	72.0%	62.0%	59.0%	59.0%
4 - Mostly	12.0%	12.0%	25.0%	31.0%	38.0%	38.0%
3 - Partially	3.0%	3.0%	3.0%	7.0%	3.0%	3.0%
2 - Poorly						
1 - Not at all						
	100%	100%	100%	100%	100%	100%

Case Study Compliance Review Survey Results



Focused Monitoring:

**“We need to measure, not count”
-Peter F. Drucker**

As the NHDOE moves toward a new way of approaching special education program approval activities, the management team continues to work as a collaborative partner in this transition. The Focused Monitoring Model determines compliance with federal and state special education laws and regulations while also addressing educational benefit. Focused monitoring emphasizes two major areas of the Individuals with Disabilities Education Act (IDEA) of 2004: access to the general education curriculum and improved educational performance for children with disabilities. This is a process that purposefully selects priority areas as identified through an analysis of data and examines them for compliance/results while not specifically examining other areas for compliance to maximize resources, emphasize important variables, and increase the probability of improved results. While the focused monitoring model for NH has not yet been fully developed, typical monitoring procedures include review of data, determination of specific indicators of compliance/noncompliance, data analysis and comparison of data, on-site visitations, planning of corrective actions and feedback cycles of reporting and correction.

During the 2004-05 school year, representation from the management team was included in the following activities:

- Focused Monitoring Stakeholder Group
- Development of the Focused Monitoring Work Plan
- Participation in Focused Monitoring Technical Assistance Calls
- Participation in Federal Monitoring Conference

As a result of several stakeholder meetings held during the 2004-05 school year, it was determined that the key indicator for focused monitoring would be the “the achievement gap” between general and special education students. During the 2005-06 school year the NHDOE, Bureau of Special Education, will be piloting a focused monitoring model with two school districts, at which time the goal will be upon development of the process, data collection analysis and reporting.

Additional Monitoring Activities:

Other duties performed by the NHDOE Program Approval Management Team included conducting James O. Compliance Reviews, visits to Shelter Care Facilities and Audit Visits, as well as the review of all new programs or changes to existing approved programs. As in the past, a significant amount of time was spent on revision of program approval materials, including toolkits, the program approval application materials and the corrective action plan template. And, upon request, any related activities, as determined by the NHDOE, Bureau of Special Education were incorporated into the work scope. Examples of such activities include participation in: Private Providers Task Force, QUILT, SETAC, CARE NH, Quarterly Initiatives Meeting, Cornerstones Project, GSHS Advisory Committee, etc. By serving on such committees the management team is better able to ensure that the special education program approval process is supporting and integrating current NHDOE initiatives into program approval activities. Lastly, the management team has been responsible for working collaboratively with the NHDOE in the writing of reports, summaries, and correspondence related to all program approval activities. These documents have been provided to the NHDOE throughout the 2004-05 school year.

Goal # 2: To provide educators, families and communities with greater access to and participation in the NHDOE Special Education Program Approval and Improvement Process that:

- Encourages cooperative problem solving by fully including the voices of parents, families, students, educators, agencies, and community members
- Promotes promising practices in the fields of special and general education and
- Offers professional development opportunities based on current research

In order to accomplish this goal, the Program Approval Management Team was charged with several objectives. As part of their work scope, the team was responsible for collecting, documenting and recording parent input in all program approval activities and reports that have been sent to the NHDOE. During the 2004-05 school year the involvement of key stakeholders in the program approval process has been strengthened in a variety of ways. The management team has begun discussions and the involvement NH Connections has to determine ways to increase parental involvement in the program approval process. Several meetings were held with NH Connections, to discuss parent involvement, which resulted in having NH Connections participating in two of the Case Study Compliance Reviews.

In addition, the management team conducted quarterly meetings with SETAC to discuss how the two groups could support one another in the implementation of the program approval activities, and follow up technical assistance for improvement planning and addressing corrective action plans. At these meetings, information was shared regarding monitoring activities, compliance issues, systemic areas in need of improvement, and data that has been collected by both teams.

Parent Involvement:

**“The real voyage in discovery consists not in seeking new landscapes,
but in having new eyes”.**
- Marcel Proust

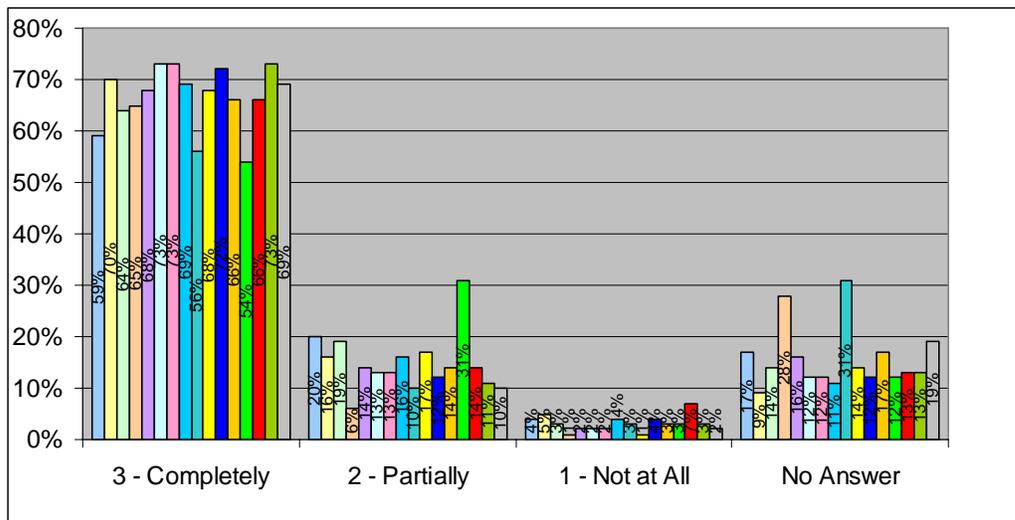
Parents are a valuable source of information when it comes to assessing practices and progress being made by students. And, the involvement of parents and guardians in the special education process clearly has a major impact upon student outcomes. As such, the NHDOE and SERESC rely upon parental input as a meaningful way to measure the effectiveness of the programs and services made available to children and youth with disabilities. Knowing this, multiple measures are taken in the NHDOE Special Education Program Approval and Improvement Process to ensure parental involvement and input. During the 04-05 school year these included parental representation on yearlong improvement teams, individual parent interviews during the case study compliance review process, mandatory distribution of parental surveys to all parents of students with disabilities for educational communities participating in the program approval process, and upon request, conducting of parent focus groups, and/or additional parental interviews. During the 2004-05 school year, approximately 192 parents of students with disabilities were personally interviewed through the case study compliance review process. Each LEA, and private special education facility also sent out parent surveys to all parents of students with disabilities and the results of the surveys were compiled and submitted with the application. In looking at the data provided by LEA's and private special education facilities, there was a total of 7,748 parent surveys distributed and 1,943 were returned, which is the equivalent of a 25% response rate. It is important to note that input was gathered from parents who had students

ranging from preschool through age 21 in private special education schools, public schools and preschool special education settings. While the results of individual parent interviews have confidential information that cannot be shared publicly, a summary of patterns and trends are outlined in the Case Study Compliance Reviews. Below is a summary of statewide parental responses to the surveys required for distribution.

Public School Parent Surveys by SAU								
	SAU04 Newfound	SAU02 Inter-Lakes	SAU20 Gorham	SAU13 Tamworth	SAU28 Pelham/ Windham	SAU38 Monadnock	SAU37 Manchester	SAU24 Henniker
3 - Completely	59%	70%	64%	65%	68%	73%	73%	69%
2 - Partially	20%	16%	19%	6%	14%	13%	13%	16%
1 - Not at All	4%	5%	3%	1%	2%	2%	2%	4%
No Answer	17%	9%	14%	28%	16%	12%	12%	11%
	100%	100%	100%	100%	100%	100%	100%	100%

Public School Parent Surveys by SAU, Continued								
	SAU01 ConVal	SAU58 Stark/ Stratford/ Northumbe r-land	SAU50 Greenland/ Rye	SAU71 Goshen/ Lempster	SAU63 Wilton/ Lynde- borough/ Mascenic	SAU64 Milton/ Wakefield	SAU51 Pittsfield/ Barnstead	SAU39 Amherst/ Mont Vernon/ Souhegan
3 - Completely	56%	68%	72%	66%	54%	66%	73%	69%
2 - Partially	10%	17%	12%	14%	31%	14%	11%	10%
1 - Not at All	3%	1%	4%	3%	3%	7%	3%	2%
No Answer	31%	14%	12%	17%	12%	13%	13%	19%
	100%	100%	100%	100%	100%	100%	100%	100%

Public School Parent Survey Results



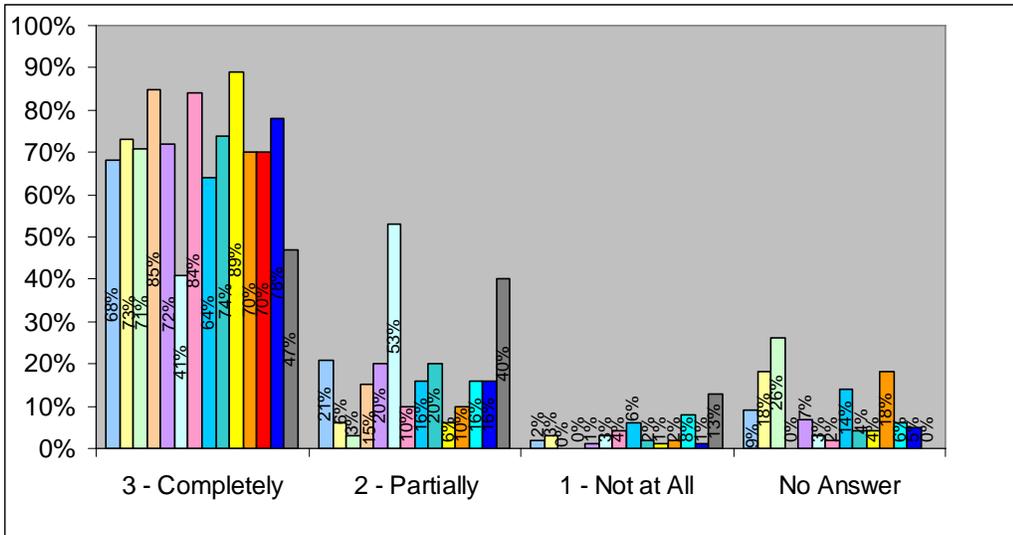
Private School Parent Survey

	Easter Seals Manchester	COOL	Shaker Rd.	J.E.W.E.L.	Easter Seals Lancaster	Tobey School	Birchtree Center for Children
3 - Completely	68%	73%	71%	85%	72%	41%	84%
2 - Partially	21%	6%	3%	15%	20%	53%	10%
1 - Not at All	2%	3%	0%	0%	1%	3%	4%
No Answer	9%	18%	26%	0%	7%	3%	2%
	100%	100%	100%	100%	100%	100%	100%

Private School Parent Survey Continued

	Crotched Mtn.	YDC	Wediko	CDC	Coe-Brown	Second Start	NH Hospital
3 - Completely	64%	74%	89%	70%	70%	78%	47%
2 - Partially	16%	20%	6%	10%	16%	16%	40%
1 - Not at All	6%	2%	1%	2%	8%	1%	13%
No Answer	14%	4%	4%	18%	6%	5%	0%
	100%	100%	100%	100%	100%	100%	100%

Private School Parent Survey Results



Davenport School, at the time they submitted their application, did not have any students with educational disabilities, therefore they did not use the NHDOE parent survey.

Professional Development Offerings:

**“The team is the cornerstone of the learning organization. What really matters is how people make decisions and take action- how the team thinks and acts together”
- Peter Senge**

A primary role of the NHDOE Special Education Program Approval Management Team is to provide technical assistance and professional development to the field. The technical assistance used by the program approval management team is a systematic process for transferring knowledge about policy and procedure, compliance, program improvement, research, and best practice, to ensure that all students with disabilities benefit from high quality programming, and that educational communities meet compliance with state and federal regulations.

In working with the 2004-05 LEAs and private schools going through the NHDOE Special Education Program Approval Process, the management team was responsible for a variety of professional development offerings, which included state wide trainings, professional development at the district/private school level and ongoing technical assistance from the management team. Listed below is a sampling of the professional development opportunities offered by the NHDOE Program Approval and Improvement Management Team.

Spring Informational Sessions Were Held:

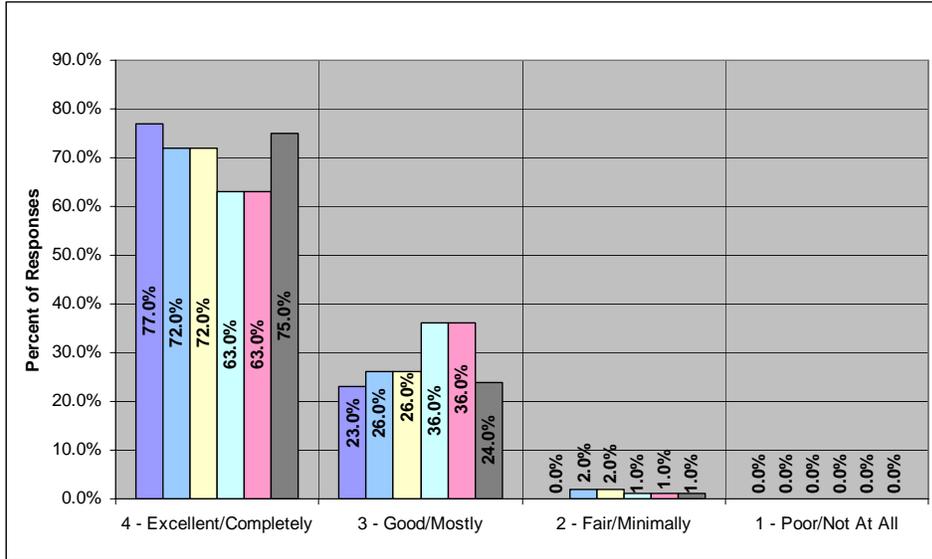
March 14, 2005 at SERESC and March 21, 2005 at The Common Man Inn Plymouth, NH for all sites scheduled for The Special Education Program Approval Process in 2005-2006. At the SERESC session, 38 attendees completed reaction forms, and at the Plymouth session, 14 people completed reaction forms.

PARTICIPANT REACTIONS:

SERESC ORIENTATION Spring 05 - Training Content and Materials

	The Purpose/Goals of the training were clearly defined	The content of the training reflected the stated goals	The goals of the training were accomplished	Based on this training, I have the information I need the next steps in the NHDOE Program Approval and Improvement Process	The materials used were appropriate and helpful	If I were to assess my learning at this training session, I would rate it as
4 - Excellent/Completely	77.0%	72.0%	72.0%	63.0%	63.0%	75.0%
3 - Good/Mostly	23.0%	26.0%	26.0%	36.0%	36.0%	24.0%
2 - Fair/Minimally	0.0%	2.0%	2.0%	1.0%	1.0%	1.0%
1 - Poor/Not At All	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	100%	100%	100%	100%	100%	100%

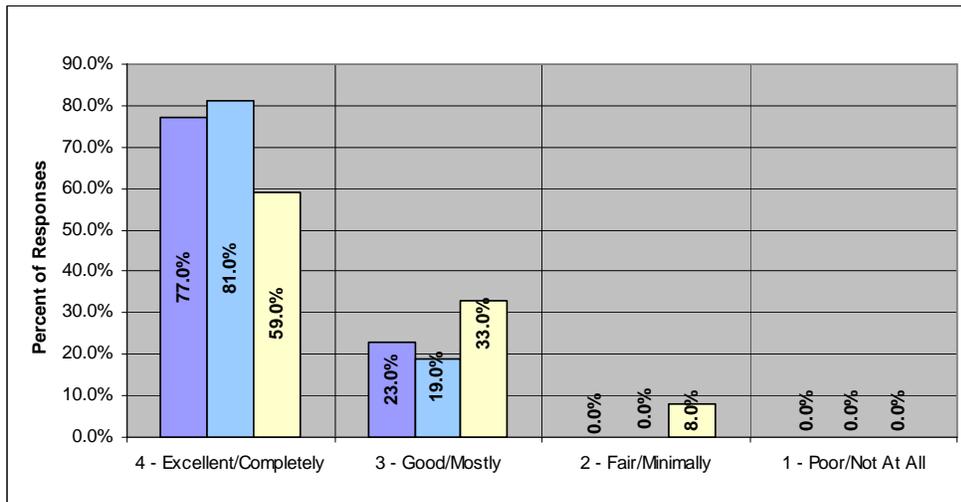
SERESC Informational Session Results Training Content and Material



SERESC INFORMATIONAL SESSION Spring 05 - Training Delivery

	The presenters were knowledgeable about the content	The presenters were clear and easy to understand	The balance between presentation and participant involvement was appropriate
4 - Excellent/Completely	77.0%	81.0%	59.0%
3 - Good/Mostly	23.0%	19.0%	33.0%
2 - Fair/Minimally	0.0%	0.0%	8.0%
1 - Poor/Not At All	0.0%	0.0%	0.0%
	100%	100%	100%

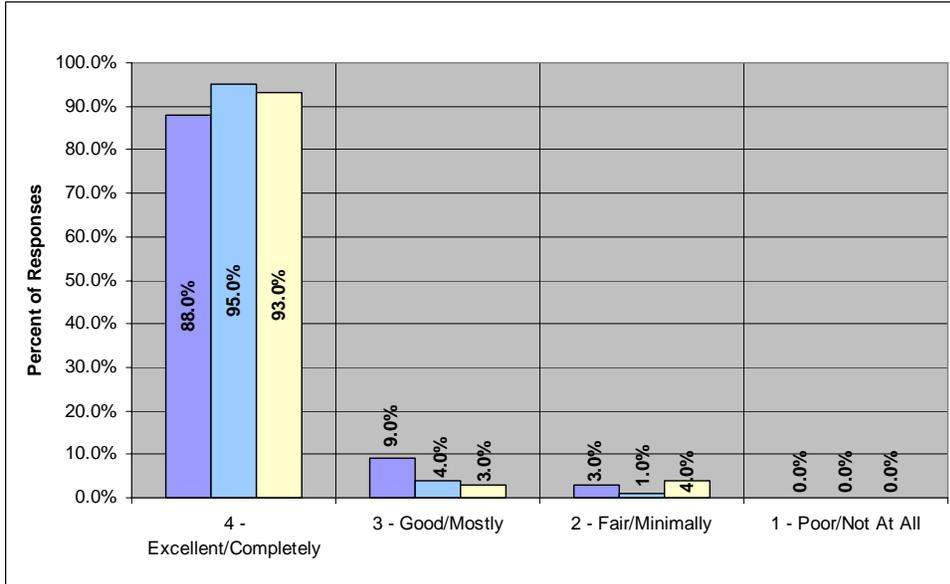
SERESC Informational Session Survey Results Training Delivery



SERESC INFORMATIONAL SESSION Spring 05 - Facilities

	The room/setting was comfortable	The refreshments and service were satisfactory	The technology that was available improved the quality of the presentation
4 - Excellent/Completely	88.0%	95.0%	93.0%
3 - Good/Mostly	9.0%	4.0%	3.0%
2 - Fair/Minimally	3.0%	1.0%	4.0%
1 - Poor/Not At All	0.0%	0.0%	0.0%
	100%	100%	100%

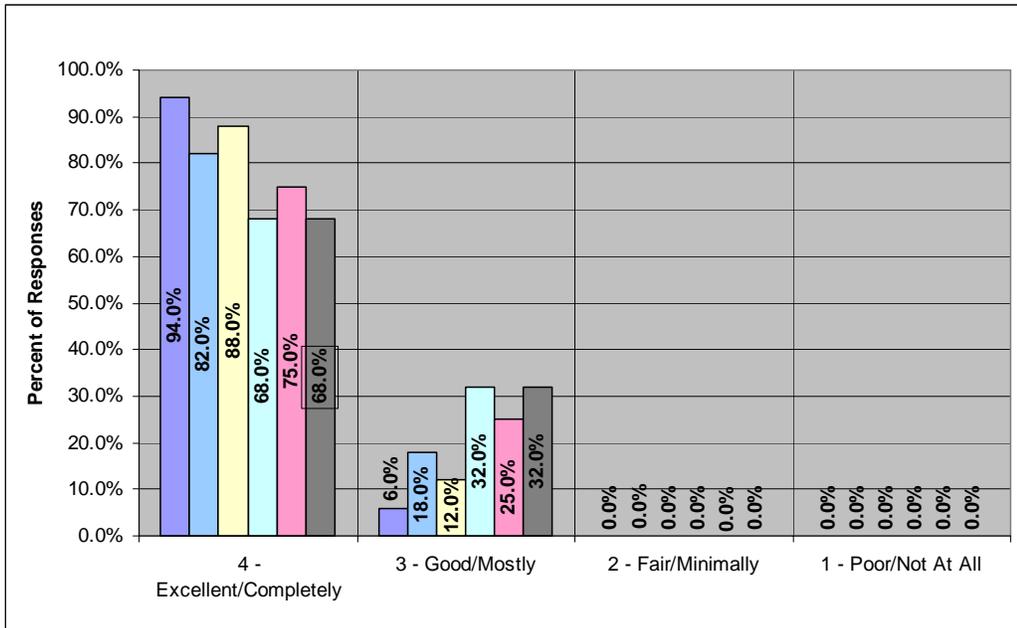
SERESC Informational Session Survey Results Facilities



PLYMOUTH INFORMATIONAL SESSION Spring 05 - Training Content and Materials

	The Purpose/Goals of the training were clearly defined	The content of the training reflected the stated goals	The goals of the training were accomplished	Based on this training, I have the information I need the next steps in the NHDOE Program Approval and Improvement Process	The materials used were appropriate and helpful	If I were to assess my learning at this training session, I would rate it as
4 - Excellent/Completely	94.0%	82.0%	88.0%	68.0%	75.0%	68.0%
3 - Good/Mostly	6.0%	18.0%	12.0%	32.0%	25.0%	32.0%
2 - Fair/Minimally	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
1 - Poor/Not At All	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	100%	100%	100%	100%	100%	100%

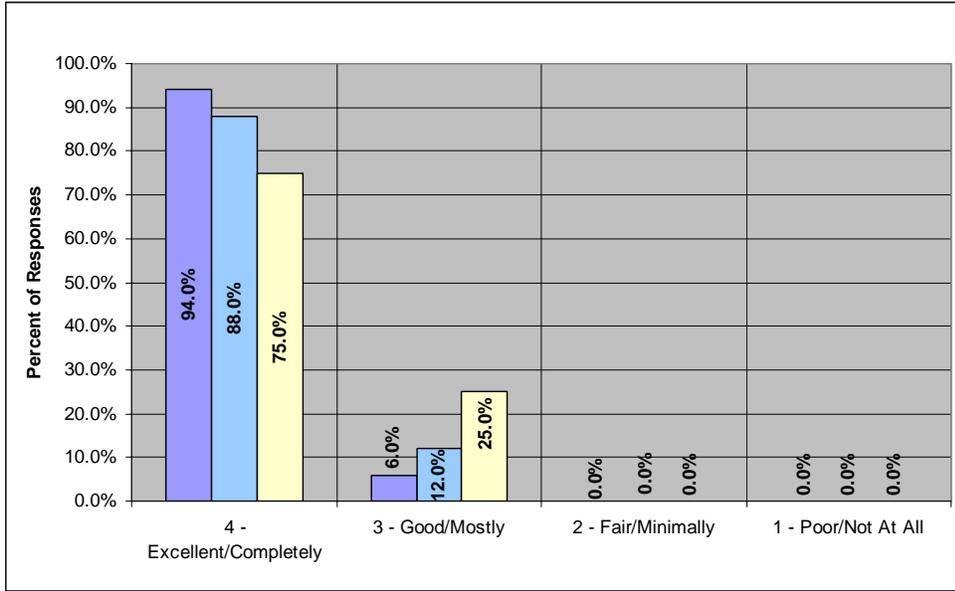
Plymouth Informational Session Results Training Content and Materials



PLYMOUTH INFORMATIONAL SESSION Spring 05 - Training Delivery

	The presenters were knowledgeable about the content	The presenters were clear and easy to understand	The balance between presentation and participant involvement was appropriate
4 - Excellent/Completely	94.0%	88.0%	75.0%
3 - Good/Mostly	6.0%	12.0%	25.0%
2 - Fair/Minimally	0.0%	0.0%	0.0%
1 - Poor/Not At All	0.0%	0.0%	0.0%
	100%	100%	100%

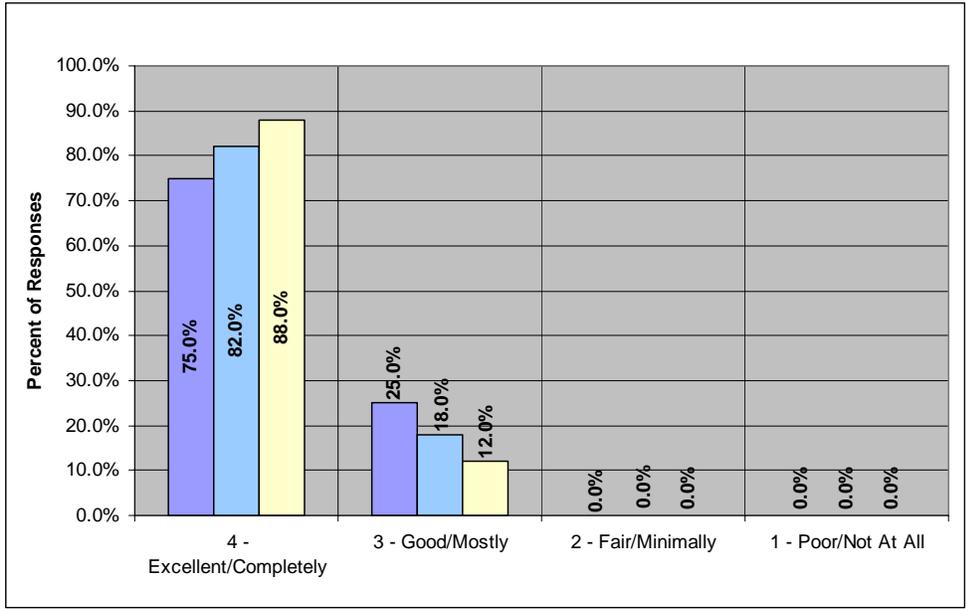
Plymouth Informational Session Survey Results Training Delivery



PLYMOUTH INFORMATIONAL SESSION Spring 05 - Facilities

	The room/setting was comfortable	The refreshments and service were satisfactory	The technology that was available improved the quality of the presentation
4 - Excellent/Completely	75.0%	82.0%	88.0%
3 - Good/Mostly	25.0%	18.0%	12.0%
2 - Fair/Minimally	0.0%	0.0%	0.0%
1 - Poor/Not At All	0.0%	0.0%	0.0%
	100%	100%	100%

Plymouth Informational Survey Results Facilities



Facilitator Networking Sessions for Yearlong Improvement Team Facilitators (04-05):

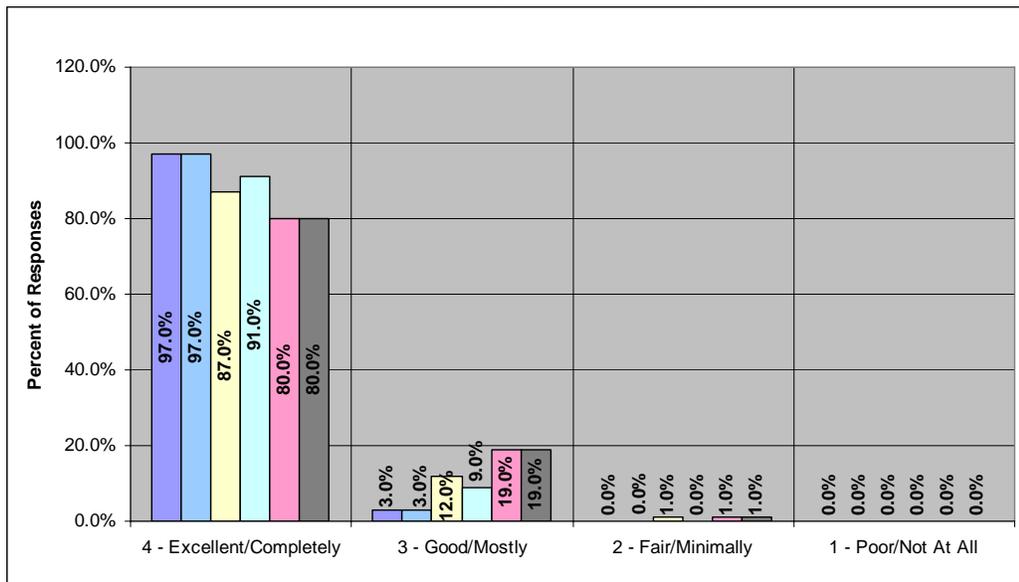
- August 17, 2004 Facilitating the Journey
 - September 22, 2004 Mobilizing the Improvement Team: Successful Beginnings
 - November 16, 2004 Using and Understanding Data to Link to School Improvement
 - February 3, 2005 Guiding the Improvement Team Through Data Analysis
 - April 6, 2005 The Home Stretch... Writing the Final Report
- (See sample reactionaire and agendas in the appendix.)

The purpose of the facilitator networking sessions is to provide technical assistance to those individuals who have been charged with assisting the yearlong improvement teams to work together to complete tasks, generate new ideas, gather and analyze data and write the final report. At these sessions facilitators are guided through the improvement process, and provided with skill development in such areas such as facilitation, team building, gathering and analyzing data and summarizing the work of the team for a final report. The role of the facilitator in the NHDOE Special Education Program Approval and Improvement Process is critical, and can be both exciting and challenging. The networking sessions provide an opportunity for technical assistance, reflection with colleagues, professional development and assistance in addressing the many challenges the facilitator will face during the improvement year.

FACILITATOR NETWORKING SESSION 04-05 - Training Content and Materials

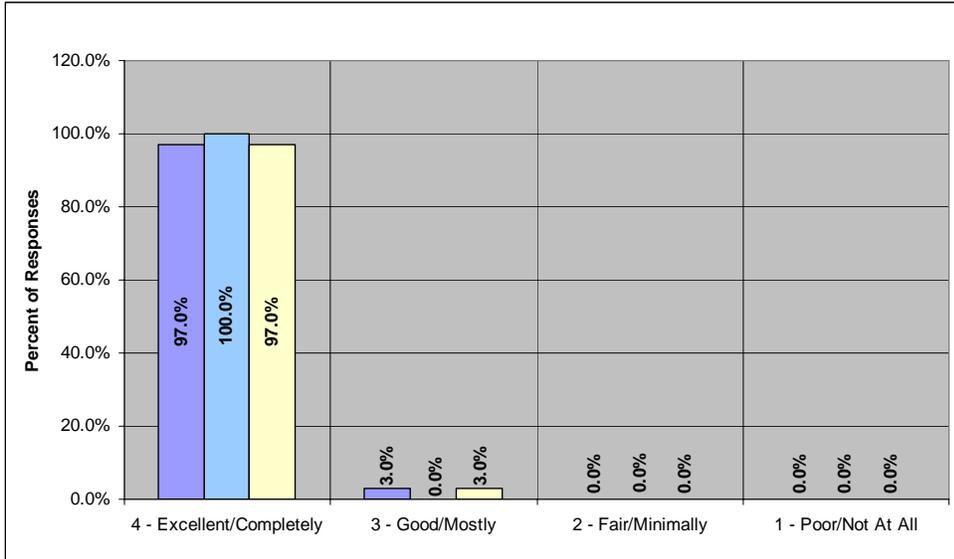
	The Purpose/Goals of the training were clearly defined	The content of the training reflected the stated goals	The goals of the training were accomplished	Based on this training, I have the information I need the next steps in the NHDOE Program Approval and Improvement Process	The materials used were appropriate and helpful	If I were to assess my learning at this training session, I would rate it as
4 - Excellent/Completely	97.0%	97.0%	87.0%	91.0%	80.0%	80.0%
3 - Good/Mostly	3.0%	3.0%	12.0%	9.0%	19.0%	19.0%
2 - Fair/Minimally	0.0%	0.0%	1.0%	0.0%	1.0%	1.0%
1 - Poor/Not At All	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	100%	100%	100%	100%	100%	100%

Facilitator Networking Session Survey Results Training Content and Materials



FACILITATOR NETWORKING SESSION 04-05 - Training Delivery			
	The presenters were knowledgeable about the content	The presenters were clear and easy to understand	The balance between presentation and participant involvement was appropriate
4 - Excellent/Completely	97.0%	100.0%	97.0%
3 - Good/Mostly	3.0%	0.0%	3.0%
2 - Fair/Minimally	0.0%	0.0%	0.0%
1 - Poor/Not At All	0.0%	0.0%	0.0%
	100%	100%	100%

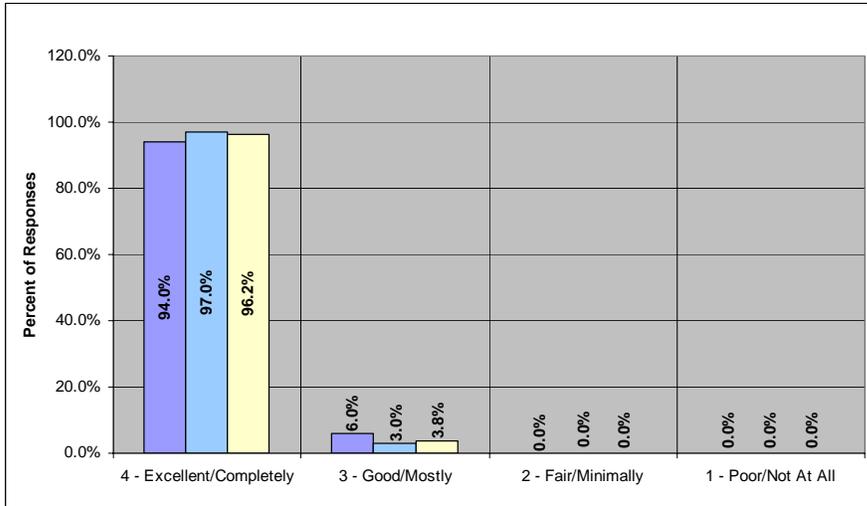
Facilitator Networking Session Survey Results Training Delivery



FACILITATOR NETWORKING SESSION 04-05 - Facilities

	The room/setting was comfortable	The refreshments and service were satisfactory	The technology that was available improved the quality of the presentation
4 - Excellent/Completely	94.0%	97.0%	96.2%
3 - Good/Mostly	6.0%	3.0%	3.8%
2 - Fair/Minimally	0.0%	0.0%	0.0%
1 - Poor/Not At All	0.0%	0.0%	0.0%
	100%	100%	100%

Facilitator Networking Session Survey Results Facilities



Joint Professional Development Meetings with SETAC and the NHDOE:

Beginning in 2003, the NHDOE, Bureau of Special Education, began conducting quarterly meetings with both SETAC and the Program Approval Management Team. It was jointly agreed by the three groups that the purpose of these meetings was:

“To provide a systematic way to share information among Program Approval Management Team, SETAC, and the Bureau of Special Education to identify patterns, trends and issues that impact the implementation of the Special Education Program Approval and Improvement Process”.

During the 2004-05 school, it was determined by all three stakeholder groups that quarterly meetings would not continue, rather it was more important for all to begin discussions and professional development focused on IDEA 2004. Hence, monthly work sessions were scheduled through December 2005. After one work session was conducted, the remaining meetings were cancelled at the discretion of the NHDOE. It was then determined that SETAC would continue to meet with the Program Approval Management Team and have the NHDOE, Bureau of Special Education liaison be at these meeting. SETAC, The NHDOE and the Program Approval Management Team came to consensus on the following goals for each meeting:

- To share information with one another regarding technical assistance made available to the field from SETAC and The Program Approval Team
- To provide a forum for supporting one another, in order to expand and strengthen the technical assistance that we make available to the field

Dates of these meetings, are listed below:

- February 22, 2005
- May 18, 2005
- July 15, 2005
- August 15, 2005

The program approval management team continues to meet with SETAC on a monthly basis with representation from the NHDOE, Bureau of Special Education. The purpose of these meetings is to ensure that both groups are providing a multi-level or tiered system of technical assistance to the field. This technical assistance is immediately directed toward addressing issues of non-compliance outlined in NHDOE Program Approval Reports, and further directed at systemic issues in need of improvement. The immediate goal of this technical assistance is resolving corrective actions, and meeting full compliance, as well as providing the support and professional development necessary to increase the likelihood of long term sustainable change that results in improved student learning.

Other Professional Development Activities:

The program approval management team conducted over 31 Case Study Compliance Review training sessions at the district/private school level, to ensure that educational communities were well prepared to use the data collection documents for the case studies, and ready to present them to the visiting team. (See appendix for documents used during these trainings: Building Level Manual, Case Study Presentation page and Countdown to Case Study Compliance Review.) In addition, more than 35 follow up trainings were conducted in the same educational communities and this year several focus group sessions were conducted by the management team, along with

professional development sessions to administrative teams to ensure that administrators were fully engaged in the NHDOE Special Education Program Approval and Improvement Process.

Lastly, the program approval management team has acted as technical assistants and networking professionals in the field and to one another in the sharing of promising practices, development of policy and procedures, and establishment of new programs. Having the opportunity to visit virtually every educational community in the state of NH allows the management team to observe and learn about many effective practices that should be shared with others statewide. At this time there is no formal mechanism to utilize in this networking; however, during the 2005-06 school year, the management team proposes to collect and disseminate, through the application process, some of the innovative practices that have been identified as a result of special education program approval visits.

Goal #3: To design a comprehensive data collection system for the NHDOE Special Education Program Approval and Improvement Process. The data gathered will provide a reliable method to identify statewide patterns of program strengths, issues of significance, and areas in need of improvement. This data will be available for use by the NHDOE to inform the process of educational improvements.

The Program Approval Management Team has made great strides in working toward more efficient ways to gather and analyze data. We have developed several databases including summarizing compliance data from each Case Study Compliance Review and corrective actions, summaries of all reactionnaires collected from stakeholders, as well as narrative comments that have been collected from the field. In addition, the management team collected data related to preschool settings. The results of this data collection are illustrated throughout this year-end summary report.

As part of goal #3, The Program Approval Management Team was responsible for looking at the data collected through the Case Study Compliance Reviews. In order to accomplish this, the data summarized in each school visited, (related to the three focus areas: Access to the General Curriculum, Transition, Behavior and Discipline) was reviewed and analyzed. The summary is presented on the following pages:

Public Schools: 141 Case Studies Conducted:

Public Schools							
ACCESS TO THE GENERAL CURRICULUM QUESTIONS	Total Number of Files Reviewed	Yes		No		N/A	
		#	%	#	%	#	%
Was the student's most recent LEA evaluation, including a written summary report and meeting, held within 45 days of parental permission to test? If not, was it due to:	141	68	48%	41	29%	32	23%
Extension in place?		31		5		1	
Lack of Qualified Personnel (psychologist, educator, other related services)		13					
Evaluation Not Completed in Time?		19					
Summary Report Not Written in Time?		1		1			
Meeting Not Held in Time?		10		2			
Other		6		2			
IEP goals are written in measurable terms.		118	83%	8	5%	15	11%
Team uses multiple measures to design, implement and monitor the student's program.		125	88.7%	2	1%	14	10%
Student has access to the general curriculum (as outlined by the district, sending district or NH frameworks).		127	90%			14	10
Student participates and progresses in the general curriculum in a regular education setting with non-disabled peers with necessary supports.		126	89%			15	11
Student participates appropriately in state, district and school-wide assessments.		121	86%	1	.1%	19	13%
Student has opportunities to participate in general extracurricular and other non-academic activities with necessary supports.		117	83%	3	2%	21	15%
Student does participate in general extracurricular and other non-academic activities with necessary supports.		111	78.7%	9	6%	21	15%
For High School Students:	18						
Student is on track to earn a regular high school diploma		17	94%	1	6%		
If YES: within 4 years?		17	94%	1	6%		
Before the age of 21?		6	33%	1	6%		
Student is on track to earn an IEP diploma or a certificate of competency		1	6%	7	39%		
If YES: within 4 years?		4	22%	2	11%		
Before the age of 21?		2	11%	2	11%		
Does this school/district have a clear policy for earning a high school diploma?		11	61%	1	6%		

Public Schools					
TRANSITION STATEMENTS	Total Number of Files Reviewed	Yes		No	
	141	#	%	#	%
For Elementary school students, respond to the following 3 statements only:					
Transition planning from grade to grade takes place.		91	64.5%	50	35%
Transition planning from school to school takes place.		87	61.7%	54	38%
Collaboration has occurred between general and special education staff in IEP development and in transition planning.		91	64.5%	50	35%
For all middle or high school students, respond to the following 5 statements:	63				
Transition planning is designed as an outcome oriented process that promotes movement from school to the student's desired post-school goals.		57	90%	6	10%
Collaboration has occurred between general and special education staff in IEP development and in transition planning.		60	95%	3	5%
IEP team includes parent.		63	100%		
IEP team includes student.		47	75%	16	25%
IEP includes current level of performance related to transition services.		37	59%	26	41%
If student is age 14 or older during the course of the IEP, respond to the following 3 statements:	34				
There is documentation that the student has been invited to attend IEP meetings.		24	71%	10	29%
A statement of the transition service needs is included in the IEP.		32	94%	2	6%
The statement of transition focuses on the student's course of study (e.g. vocational programming, advanced placement).		29	85%	5	15%
If the student is age 16 or older during the course of the IEP, also respond to the following 9 statements:	24				
Transition plan, including student's post-high school goals, is in place.		19	79%	5	21%
There is documentation that representatives of other agencies have been invited to IEP meetings.		15	63%	9	38%
Statement of needed transition services is presented as a coordinated set of activities.		17	71%	7	29%
The IEP includes a statement of needed transition services and considers instruction.		17	71%	7	29%
The IEP includes a statement of needed transition services and considers related services.		19	79%	5	21%
The IEP includes a statement of needed transition services and considers community experiences.		18	75%	6	33%
The IEP includes a statement of needed transition services and considers development of employment skills.		17	71%	7	29%
The IEP includes a statement of needed transition services and considers development of daily living skills.		15	63%	9	37%
Student is informed prior to age 17 of his/her rights under IDEA.		19	79%	5	21%

Public Schools							
BEHAVIOR STRATEGIES AND DISCIPLINE	Total Number of Files Reviewed	Yes		No		N/A	
	141	#	%	#	%	#	%
Data are used to determine impact of student behavior on his/her learning.		79	56%	6	4.3%	39	27.7%
A functional behavior assessment has been conducted and a behavior intervention plan written to address behaviors.		41	29.1%	20	14.2%	69	49%
IEP team has addressed behaviors that are impacting student learning.		89	63.1%	3	2.1%	34	24.1%
All individuals working with the student have been involved in developing behavior intervention strategies.		80	56.7%	3	2.1%	41	29%
Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.		73	51.8%	4	2.8%	42	29.8%
Results of behavior intervention strategies are evaluated and monitored.		76	54%	2	1.4%	44	31.2%
Student's overall participation in classroom, school-wide and extracurricular activities has increased.		87	61.7%	1	.07%	38	27%
Student has improved relationships with peers and adults in the school community.		88	62.4%	1	.07%	34	24.1%
A school-wide behavior intervention model exists.		91	64.5%	23	16.3%	3	2.1%
Has this student ever been suspended from school?		24	17%	84	59.6%	3	2.1%
If yes, for how many days?		13	9.2%			5	3.5%

Private Schools: 29 Case Studies Conducted

Private Schools							
ACCESS TO THE GENERAL CURRICULUM QUESTIONS	Total Number of Files Reviewed	Yes		No		N/A	
		#	%	#	%	#	%
Was the student's most recent LEA evaluation, including a written summary report and meeting, held within 45 days of parental permission to test? If not, was it due to:	29	18	62%	4	13.8%	6	20.7%
Extension in place?				1			
Lack of Qualified Personnel (psychologist, educator, other related services)		2					
Evaluation Not Completed in Time?		4					
Summary Report Not Written in Time?		1					
Meeting Not Held in Time?		3					
Other		3					
IEP goals are written in measurable terms.		20	69%	9	31%		
Team uses multiple measures to design, implement and monitor the student's program.		29	100%				
Student has access to the general curriculum (as outlined by the district, sending district or NH frameworks).		23	79%	4	13.8%	2	7%
Student participates and progresses in the general curriculum in a regular education setting with non-disabled peers with necessary supports.		10	34%	2	6.9%	17	59%
Student participates appropriately in state, district and school-wide assessments.		28	96.6%			1	3%
Student has opportunities to participate in general extracurricular and other non-academic activities with necessary supports.		25	86.2%			4	14%
Student does participate in general extracurricular and other non-academic activities with necessary supports.		19	65.5%	1	3.4%	9	31%
For High School Students:	13						
Student is on track to earn a regular high school diploma		4	31%	9	69%		
If YES: within 4 years?		3		2		8	
Before the age of 21?				3		10	
Student is on track to earn an IEP diploma or a certificate of competency		5				8	
If YES: within 4 years?		3				1	
Before the age of 21?		3		4			
Does this school/district have a clear policy for earning a high school diploma?		5	38%	2	15%	6	46%

Private Schools					
TRANSITION STATEMENTS	Total Number of Files Reviewed	Yes		No	
	29	#	%	#	%
For Elementary school students, respond to the following 3 statements only:					
Transition planning from grade to grade takes place.		14	48.3%	15	52%
Transition planning from school to school takes place.		13	44.8%	16	55%
Collaboration has occurred between general and special education staff in IEP development and in transition planning.		8	28%	21	72%
For all middle or high school students, respond to the following 5 statements:					
Transition planning is designed as an outcome oriented process that promotes movement from school to the student's desired post-school goals.	18	13	72%	5	28%
Collaboration has occurred between general and special education staff in IEP development and in transition planning.		15	83%	3	17%
IEP team includes parent.		18	100%		
IEP team includes student.		78%	48.3%	4	22%
IEP includes current level of performance related to transition services.		12	67%	6	33%
If student is age 14 or older during the course of the IEP, respond to the following 3 statements:					
There is documentation that the student has been invited to attend IEP meetings.	18	12	67%	6	33%
A statement of the transition service needs is included in the IEP.		13	72%	5	28%
The statement of transition focuses on the student's course of study (e.g. vocational programming, advanced placement).		14	78%	4	22%
If the student is age 16 or older during the course of the IEP, also respond to the following 9 statements:					
Transition plan, including student's post-high school goals, is in place.	16	14	88%	2	12%
There is documentation that representatives of other agencies have been invited to IEP meetings.		12	75%	4	25%
Statement of needed transition services is presented as a coordinated set of activities.		11	69%	5	31%
The IEP includes a statement of needed transition services and considers instruction.		14	88%	2	13%
The IEP includes a statement of needed transition services and considers related services.		15	94%	1	6%
The IEP includes a statement of needed transition services and considers community experiences.		14	88%	2	12%
The IEP includes a statement of needed transition services and considers development of employment skills.		14	88%	2	12%
The IEP includes a statement of needed transition services and considers development of daily living skills.		14	88%	2	12%
Student is informed prior to age 17 of his/her rights under IDEA.		15	94%	1	6%

Private Schools							
BEHAVIOR STRATEGIES AND DISCIPLINE	Total Number of Files Reviewed	Yes		No		N/A	
	29	#	%	#	%	#	%
Data are used to determine impact of student behavior on his/her learning.		23	79.3%	1	3.4%	5	17%
A functional behavior assessment has been conducted and a behavior intervention plan written to address behaviors.		13	44.8%	10	34.5%	6	21%
IEP team has addressed behaviors that are impacting student learning.		28	97%			1	3%
All individuals working with the student have been involved in developing behavior intervention strategies.		28	97%			1	3%
Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.		29	100%				
Results of behavior intervention strategies are evaluated and monitored.		21	72.4%			8	27.6%
Student's overall participation in classroom, school-wide and extracurricular activities has increased.		28	96.6%			1	2.4%
Student has improved relationships with peers and adults in the school community.		28	96.6%			1	2.4%
A school-wide behavior intervention model exists.		23	79.3%	5	17.2%		
Has this student ever been suspended from school?		3	10.3	25	86.2%		
If yes, for how many days?		1					

Public Preschool							
ACCESS TO THE GENERAL CURRICULUM QUESTIONS	Total Number of Files Reviewed	Yes		No		N/A	
	20	#	%	#	%	#	%
Is there a curriculum in place for preschoolers?		19	95%	1	5%		
Does the curriculum incorporate early language/communication and pre-reading skills?		20	100%				
Does the curriculum incorporate social/emotional skills?		20	100%				
Has this student made progress in early language/communication skills?		20	100%				
Has this student made progress in pre-reading skills?		19	95%	1	5%		
Has this student made progress in social/emotional skills?		20	100%				
Was the student's most recent LEA evaluation, including a written summary report and meeting, held within 45 days of parental permission to test? If not was it due to:		11	55%	6	30%	3	15%
Extension in place?		5					
Lack of Qualified Personnel (psychologist, educator, other related services)?		2					
Evaluation Not Completed in Time?		1					
Summary Report Not Written in Time?		1					
Meeting Not Held in Time?		1					
Other?							
Does this student have access to appropriate preschool activities?		20	100%				
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?		17	85%	3	15%		
Did the IEP team meet to create the IEP within 30 calendar days of eligibility?		19	95%	1	5%		
Was an IEP fully developed and signed by the student's third birthday?		13	65%	4	20%	3	15%
Are this student's IEP goals written in measurable terms?		20	100%				
Does this student have opportunities to participate in activities outside the preschool program with non-disabled peers?		19	95%			1	5%
Does this student participate in activities outside the preschool program with non-disabled peers?		16	80%	2	10%	2	10%

Public Preschool							
TRANSITION STATEMENTS	Total Number of Files Reviewed	Yes		No		N/A	
	20	#	%	#	%	#	%
Transition planning from ESS to preschool takes place		18	90%	1	5%	1	5%
Transition planning from grade to grade (e.g. preschool to kindergarten, kindergarten to 1 st grade) takes place		14	70%	2	10%	4	20%
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:		13	65%	5	25%	2	10%
Meeting Not Held in Time?							
Staff Didn't Understand the Process?							
Communication Breakdown Between School and Early Supports and Services Agency?		2					
Student Moved Into the District After This Time Period?		2					
Student Not Referred Prior to 90 Days?		1					
Parent/School Communication Breakdown?							
Other?		2					
Team around transition includes parents.		20	100%				
Team around transition includes appropriate agencies.		19	95%			1	5%
Services agreed on in the IEP began by the time specified in the IEP.		20	100%				
Early Supports and Services provided the school or district with initial information prior to 90 days.		15	75%	4	20%	1	5%
Early Supports and Services evaluation information was shared with the school or district.		17	85%	2	10%	1	5%

Public Preschool							
BEHAVIOR STRATEGIES AND DISCIPLINE	Total Number of Files Reviewed	Yes		No		N/A	
	20	#	%	#	%	#	%
Data are used to determine impact of student behavior on his/her learning.		11	55%			9	45%
A functional behavior assessment has been conducted and a behavior intervention plan written to address behaviors.		5	25%			15	75%
IEP team has addressed behaviors that are impacting student learning.		15	75%			5	25%
All individuals working with the student have been involved in developing behavior intervention strategies.		17	85%			3	15%
Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.		15	75%			5	25%
Results of behavior intervention strategies are evaluated and monitored.		16	80%			4	20%
Student's overall participation in preschool activities has increased.		19	95%			1	5%
Student has improved relationships with peers and adults in the early childhood community.		19	95%			1	5%

The tables above do not include preschool data from:
SAU 37, Manchester, because a modified visit was conducted in SAU 37 and our standard summary forms were not used
SAU 71, Goshen/Lempster, because a modified visit was conducted at the preschool level.

Private Preschool: 2 Case Studies Conducted

Private Preschool							
ACCESS TO THE GENERAL CURRICULUM QUESTIONS	Total Number of Files Reviewed	Yes		No		N/A	
	2	#	%	#	%	#	%
Is there a curriculum in place for preschoolers?		2	100%				
Does the curriculum incorporate early language/communication and pre-reading skills?		2	100%				
Does the curriculum incorporate social/emotional skills?		2	100%				
Has this student made progress in early language/communication skills?		2	100%				
Has this student made progress in pre-reading skills?		2	100%				
Has this student made progress in social/emotional skills?		2	100%				
Was the student's most recent LEA evaluation, including a written summary report and meeting, held within 45 days of parental permission to test? If not was it due to:		2	100%				
Extension in place?							
Lack of Qualified Personnel (psychologist, educator, other related services)?							
Evaluation Not Completed in Time?							
Summary Report Not Written in Time?							
Meeting Not Held in Time?							
Other?							
Does this student have access to appropriate preschool activities?		2	100%				
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	100%				
Did the IEP team meet to create the IEP within 30 calendar days of eligibility?		2	100%				
Was an IEP fully developed and signed by the student's third birthday?		1	50%			1	50%
Are this student's IEP goals written in measurable terms?		1	50%	1	50%		
Does this student have opportunities to participate in activities outside the preschool program with non-disabled peers?		2	100%				
Does this student participate in activities outside the preschool program with non-disabled peers?		2	100%				

Private Preschool							
TRANSITION STATEMENTS	Total Number of Files Reviewed	Yes		No		N/A	
	2	#	%	#	%	#	%
Transition planning from ESS to preschool takes place		1	50%			1	50%
Transition planning from grade to grade (e.g. preschool to kindergarten, kindergarten to 1 st grade) takes place		2	100%				
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:		1	50%			1	50%
Meeting Not Held in Time?							
Staff Didn't Understand the Process?							
Communication Breakdown Between School and Early Supports and Services Agency?							
Student Moved Into the District After This Time Period?							
Student Not Referred Prior to 90 Days?							
Parent/School Communication Breakdown?							
Other?							
Team around transition includes parents.		2	100%				
Team around transition includes appropriate agencies.		1	50%			1	50%
Services agreed on in the IEP began by the time specified in the IEP.		2	100%				
Early Supports and Services provided the school or district with initial information prior to 90 days.		1	50%			1	50%
Early Supports and Services evaluation information was shared with the school or district.		1	50%			1	50%

Private Preschool							
BEHAVIOR STRATEGIES AND DISCIPLINE	Total Number of Files Reviewed	Yes		No		N/A	
	2	#	%	#	%	#	%
Data are used to determine impact of student behavior on his/her learning.		1	50%			1	50%
A functional behavior assessment has been conducted and a behavior intervention plan written to address behaviors.		1	50%			1	50%
IEP team has addressed behaviors that are impacting student learning.		1	50%			1	50%
All individuals working with the student have been involved in developing behavior intervention strategies.		1	50%			1	50%
Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.		1	50%			1	50%
Results of behavior intervention strategies are evaluated and monitored.		1	50%			1	50%
Student's overall participation in preschool activities has increased.		1	50%			1	50%
Student has improved relationships with peers and adults in the early childhood community.		1	50%			1	50%

PATTERNS AND TRENDS OF NONCOMPLIANCE IDENTIFIED THROUGH CASE STUDY COMPLIANCE REVIEWS:

(* Indicates that at the time of the this writing 2 reports were still in draft form, and some of the citations may be stricken from reports based on documentation provided by LEAs)

LEAs:

SAU01 Contoocook Valley School District

ED 1119.08 Diplomas – LEAs shall ensure that all children with disabilities have equal opportunity to complete a course of studies leading to a regular high school diploma. The district does not have a policy for students with disabilities earning high school credits and earning a high school diploma.

ED 1107.01 Evaluation Team – LEA present and participating on Evaluation team.

ED 1107.04 (d) – Evaluation not completed within the appropriate time frame of 45 days.

SAU02 Inter-Lakes School District (not required action of improvement but citations)

ED 1119.03 Full Access to the District's Curriculum – A formal curriculum needs to be developed or adopted for the preschool program.

ED 1107.01 Evaluation and Determination of Educational Disabilities; IEP Team – SAU02 needs to comply with state and federal special education regulations relative to initial and re-evaluation procedures. Specifically, completing the process within timelines, and/or providing paperwork documentation that verifies parental involvement through signed extensions from parents.

James O Required Actions for Improvement

ED 1113.01 Vocational Evaluation - In the student file reviewed, there was no evidence that the student was considered for vocational evaluation.

ED 1109.01 Elements of Individualized Education Plan CFR 300.347 (b)(1) Transition Planning - In the student file reviewed, there was no evidence that the team considered transitioning planning beginning at age 14.

ED 1119.08 Diplomas - In the student file there was no evidence of a clear statement of how the student is earning high school graduation credits that lead toward a regular high school diploma.

SAU04 Newfound Area School District

ED 1109.01 Elements of IEP – Revise IEP to include Measurable Annual Goal statements and current level of performance related to transition services.

ED 1109.03 IEP Team – There is a need to document that the student has been invited to attend the IEP meetings beginning at age 14.

ED 1119.11 Disciplinary Procedures for Children with Disabilities – Ensure that functional behavior assessments are conducted when necessary.

SAU13 Freedom, Madison and Tamworth

ED 1109.01 – One record reviewed did not have a statement about how the student will participate with other disabled and non-disabled students in extracurricular and other non-academic activities.

SAU20 Gorham, Dummer, Errol, Milan, Randolph, Shelburne School District

No required actions for improvement.

SAU24 Henniker, John Stark Regional, Stoddard and Weare School District

ED 1108.02 Process; Provision of FAPE – At the time of the visit 61 (14%) of students in SAU24 were out of compliance according to SPEDIS reports. The areas of non-compliance were: 27 with outdated or no placements and 34 with outdated or incomplete evaluations. This data would suggest issues with the provision of FAPE and honoring students' and parents' rights to FAPE. More likely it speaks to the need for the district to continue to train staff and to monitor and enforce the Special Education process and reporting requirements and timelines. It will be important to improve compliance with the NH Rules of the Education of Children with Disabilities by continuing to train staff and by monitoring and enforcing the Special Education reporting and process requirements and timelines as put forth in the newly developed Special Education Policies and Procedures Manual.

ED 1107.04 (d) Qualified Examiners – Of the 12 re-evaluations of students in the Case Studies, three were done within the 45 days. Of the remaining nine, only four had evidence of a parent-signed extension. In addition, of the five out-of-district/James O. files reviewed: 3 re-evaluations were not completed within the 45 day required timeframe (two without a parent agreed upon/signed extension and one that was not completed within the agreed upon extended timeframe). One had no parent signed consent to evaluate and one was missing the evaluation summary report. In the absence of parent-signed consent to extend the time requirement, the SAU must assure compliance with all evaluation requirements, in particular the 45-day timeline for evaluations/re-evaluations.

ED 1109.01 Elements of and Individual Education Program (IEP), 300.347 (a) (b) Content of IEP – Staff training and support in writing measurable annual goals and effective transition plans should be continued. Technical assistance may be sought in writing measurable, preschool-specific goals as well to assure that the policies, procedures, timelines, forms and protocols in the newly developed Special Education Policies and Procedures Manual are implemented. Monitor and assess the implementation and success of the above.

ED 1113 Vocational Education for Children with Disabilities – Access to vocational programming for SAU24 students is limited because openings in the region's vocational center in Concord are insufficient to meet the student need. Increased vocational, internship and job coach opportunities are needed.

ED 1119.02 (c) Establishment of Education Programs for Children with Disabilities Ensure that Speech/Language Therapy will be provided to all students as per their IEPs in the future.

ED 1119.04 (a) Equipment, Materials and Assistive Technology, ED 1119.05 (b) (6) Class Size and Age Range, ED 1119.06 (d) Facilities and Location – The Class II program at John Stark Regional High School has a student age range beyond the required four years. In addition, the Visiting Team reported that the current classroom space lacks the equipment/facilities necessary to implement the children's IEPs and to provide for all other learning activities. The Visiting Team noted the lack of sufficient small group instructional areas for the other special education programs at John Stark, as well. Be sure that the age range for self-contained programs does not exceed the required four year. The equipment, materials and physical space necessary to implement the children's IEP and to provide for all other learning activities are essential.

ED 1119.08 Diplomas – A policy that reflects state and federal requirements for the earning of high school credits leading to a regular high school diploma, and the process for awarding and alternate diploma/certificate, must be developed and adopted by the school board in SAU24.

James O Required Actions for Improvement

ED 1107.04 (d) Qualified Examiners - Three files had evaluations that were not completed within the 45 days. In two files, there were no parent-signed extension agreements. In

the third file there was a signed evaluation extension agreement, but the evaluation was not completed within the new time frame.

ED 1107.02 (d) Referral and Evaluation - One file did not have evidence that a written notice of disposition of referral was given to the parent within 15 days of initial referral to the Special Education Evaluation Team.

ED 1109.01 CFR 300.347 (a) (2) (i) Contents of IEP - Two files did not have all the annual goals stated in measurable terms. In one file, the goals and objectives did not meet the child's other educational needs that result from the disability (i.e. social/emotional). One file did not have statements of how the child's progress toward the annual goals will be measured or the extent to which that progress is sufficient to enable the child to achieve the goals by the end of the year.

ED 1109.01 CFR 300.347 (a) 4 Content of IEP - One file did not have an explanation of the extent, if any, to which the child will not participate with non-disabled children in the regular class and in activities. One file's IEP did not reflect placement in a separate school or the related services being provided at the school.

ED 1111.01 CFR 300.309 (a) (1) Extended School Year - One file did not note consideration of whether extended school year services were available as necessary to provide FAPE.

ED 1113.01 Vocational Evaluation - One file indicated consideration for vocational education for a student, but there was no evidence that a vocational evaluation was completed.

ED 1130.03 (d) - One file did not have evidence that, once joined, the LEA convened the team. One file did not have evidence that the convened team considered what changes should be made to accommodate the IEP in the proposed educational assignment.

SAU28 Pelham/Windham School District

No required actions for improvement.

James O Required Actions for Improvement

ED 1109.01 Individualized Education Programs Extent of Participation in regular class - Explanation to the extent, if any, to which the child will not participate with non-disabled children in the regular class and in activities.

SAU37 Manchester School District

ED 1107.04 Evaluation – Not all evaluations were completed within 45 days.

ED 1107.01 CFR 300.344 Evaluation Team – Evaluation team lacked at least one teacher of the suspected disability.

ED 1115.03 IEP Team Membership, CFR 300.347 IEP Team – The public agency shall invite a student with a disability of any age to attend his or her IEP meeting if a purpose of the meeting will be the consideration of (i) The students transition service needs under CFR 300.347. If the student does not attend the IEP meeting, the public agency shall take other steps to ensure that the students' preferences and interests are considered.

ED 1109.09 (1) (2) IEP Accountability – Each public agency must provide special education and related services to a child with a disability in accordance with the IEP; and make a good faith effort to assist the child to achieve the goals and objectives or benchmarks listed in the IEP. While this effort is clear in most cases in SAU 37, it is unclear how the implementation of all services are provided in those schools (high schools and some elementary schools) where special education caseloads are very high. In addition, all general education teachers must have a copy of and read the IEPs for the students assigned to their classes.

ED 1113.03 (g) (3) (e) – Three files lacked documentation that the team provided the court with a copy of written recommendations and WPN 5 days prior to hearing. One file lacked

evidence that the recommendations of other parties were provided to the court at least 5 days prior to the hearing.

James O Required Actions for Improvement

CFR 300.347(b) (i) - Two files lacked documentation that student was invited to and attended IEP meetings.

ED. 1113.03 (g) - Three files lacked documentation that the team provided the court with a copy of written recommendations and WPN 5 days prior to hearing.

ED. 1113.03 (g) (3) - One file lacked evidence that the recommendations of other party(ies) were provided to the court at least 5 days prior to the hearing.

ED. 1130.03 (e) - One file lacked evidence that a DCYF representative was part of the team.

SAU38 Monadnock, Hinsdale, Winchester School District

ED 1119.02 Establishment of Education Programs for Children with Disabilities – SAU38 needs to complete the application process for the programs that are not yet approved through the NH Department of Education.

ED 306.06 School Facilities, ED 1119.06 Facilities and Location – Cutler Elementary School- (a) space for the behavior support program and space for related services personnel to deliver services needs to be explored and improved to meet compliance. (b) Space needs to be found at the Monadnock Junior High School for the children with autism who will be transitioning in from the elementary school. (c) Alternative space needs to be found for the two life skills programs. (d) The district needs to explore options to move the program for students with behavioral issues to the school where they will have greater access to the general curriculum.

ED 1102.44 Related Services – The district needs to ensure that students with disabilities are receiving their related services.

ED 1123.04 Prior Consent for Disclosure - Consent for disclosure of personally identifiable information shall be made in accordance with 34 CFR. Disclosure logs need to be in each student's folder district-wide, so that people who access those files can sign to indicate disclosure.

ED 1107.01 Evaluation – Multidisciplinary team, ED 1109.03 IEP team – The district needs to ensure that Evaluation and IEP teams include the required team members.

ED 1109.01 List of individuals who would be responsible for the implementation of the IEP – The district needs to ensure that the IEP includes a list of individuals who are responsible for implementing the IEP.

ED 1107.04 Qualified Examiners (d) Evaluation process, including a written summary shall be completed within 45 days after receipt of parental permission for testing. The district must explore ways to have staff available to complete evaluations within the required timeframe.

ED 1009.03 CFR 300.344 IEP team – A representative of the public agency (Winchester) needs to part IEP and Evaluation teams. Currently there is no LEA attending team meetings for Winchester students who attend Keene High School. SAU38 needs to designate a person to attend as LEA representative or have a written agreement from the Keene School District stating that they will be the LEA and will oversee special education programming and compliance for students from Winchester.

ED 1109.08 Diplomas – LEAs shall ensure that all children with disabilities have an equal opportunity to complete a course of studies leading to a regular high school diploma. SAU38 must develop policy that states that students, particularly those in alternative settings, have equal opportunities to receive a high school diploma.

James O Required Actions for Improvement (SAU 38)

ED 1123.04 Record of Disclosure - None of three files reviewed contained a record of disclosure with the date, purpose and parties requesting and/or obtaining information.

ED 1107.01 Evaluation-Multidisciplinary team - In three files, the Evaluation team was not multidisciplinary.

ED 1109.01 List of individuals who would be responsible for the implementation of the IEP - It was difficult to tell in two files, either in the IEP or on the Team notices, who was invited to or involved in the meeting and/or whether the student participated. The school district needs to ensure that out-of district schools send out notices and present IEPs that include all the required elements, or the district should take the responsibility to send out the notices. If the private school does not have its own IEP form, the district needs to ensure that all the required components are included or the district could offer a blank form to the private school to draft the IEP.

SAU39 Amherst, Mont Vernon, Souhegan School Districts

No required actions for improvement

SAU50 Greenland, New Castle, Newington and Rye School Districts

ED 1107.04 (d) – Evaluation not completed within appropriate time frame of 45 days. The SAU must monitor and ensure that evaluations are completed within the required time frame.

SAU51 Barnstead/Pittsfield School Districts

ED 1109.01 Elements of IEP – IEPs must be developed with annual student goals written in measurable terms and include all necessary components. Present levels of Performance should include specific information sources used.

ED 1119.03 Curriculum – While the Barnstead Preschool program presently has an informal curriculum, there is a need to adopt a formal preschool curriculum.

ED 1102.53 Transition Services – Student must be invited to their IEP meeting.

ED 1119.11 Disciplinary Procedures-Functional Behavior Assessments – There is a need to develop functional behavior assessments for students in the Pittsfield High School Transition Program who may require them.

James O Required Actions for Improvement

ED 1109.01 IEP – One of the IEPs reviewed (Spaulding Youth Center) did not clearly offer an explanation of the extent, if any, to which the child will not participate with non-disabled children in the regular class and in activities. One of the IEPs reviewed did not include a statement of Measurable Annual Goals. Goals were written in non-measurable terms. (Nashua Children's Home) One of the records reviewed did not show documentation that the student had been invited to the IEP meeting. (Mt. Prospect School)

SAU58 Groveton, Stark, Stratford and Northumberland School District *(Report is still in draft format at this time)

ED 1107.04 Evaluation – Not all evaluations were completed within 45 days.

ED 1109.01 Elements of an IEP – Content of IEPs are not consistently complete and do not consistently include Measurable Annual Goal statements and current level of performance related to transition services.

ED 1102.53 Transition plans and services – There is a need to develop a transition plan that includes all required transition components. Students age 16 or older need to be invited to attend their IEP meetings, with documentation that they have received their own invitation.

ED 1106.01 Special Education Process – The SAU 58 Special Education Policies and Procedures submitted to the NHDOE will need to be revised to reflect the recent changes in the reauthorized IDEA 2004. In addition, the SAU 58 staff and administration will need to be provided with the necessary professional development trainings to inform all of the recent changes in legislation and provide an opportunity for all to develop an understanding of implementation practices.

James O. Required Actions for Improvement

ED 1107.04 – Evaluation not completed within the 45-day time frame.

ED 1109.01 Elements of an IEP – Content of IEPs are not consistently complete and do not consistently include Measurable Annual Goal statements. IEP did not include a statement identifying the party assuming financial responsibility for the implementation of the IEP. Student did not receive an invitation to attend the IEP meeting.

SAU63 Wilton-Lyndeborough Cooperative, Mascenic, Wilton/Lyndeborough School District *(Report is still in draft format at this time.)

ED 1106.01 Special Education Policy and Procedure, Special Education Process – Implementation of Special Education Policy: (a) Lack of oversight of the special education process. (b) The need for updated policy and procedures, and training to accompany the procedures. (c) The need for consistent special education leadership and direction at the building level.

ED 1119.06 Facilities and Location – Several schools within the SAU remain crowded, with a lack of space for the provision of special education and related services.

ED 306.17, ED 598 Professional Development – Continued attention needs to be paid to ensuring that special education staff are provided with consistent training in regard to special education policy and procedures, and general education staff need support and professional development to ensure they are able to implement IEPs in the general education setting.

ED 1102.44 Related Services – Related services need to be provided as outlined in IEPs and staff providing services need to hold appropriate certification/licensure.

ED 1119.07 Personnel Standards, Special Education Staff Retention and Recruitment – As a result of the February 2005 visit to SAU63, it became apparent that there continue to be significant issues related to recruitment and retention of certified special education staff. In addition, it should be noted that new special education staff have little to no mentoring. The SAU continues to lack special educators endorsed in categorical certification areas, and some of the staff are filling positions for which they are not qualified (Speech, School Psychologist).

ED 1100.01, ED 1102.13 Established and Effective Communication Systems – The visiting team once again raised significant concern regarding the systems in place for internal communication and collaborative decision-making as it relates to both special and general education programming. In visiting SAU63, it once again became evident that each school functions quite separately and that there are weaknesses in the flow of communication at all levels: from school to school, from the central office to the schools, between general and special educators, from home to schools and between the community and the schools. The issue of communication relates significantly to a lack of a shared SAU educational philosophy, set of common beliefs, mission and long term strategic plan.

ED 1119.04 Resources, Supplies and Materials – Staff reports that special education programs do not always have the supplies, materials and equipment necessary for implementation of IEPs. It was noted that, in some schools, the special education supplies and materials are budgeted separately from general education and that acquisition of supplies and

materials must go through the SAU office. This process can be time consuming, and not always acted upon in a timely manner. In some situations, special educators have difficulty with even simple daily tasks, such as making copies and purchasing even basic supplies like paper and pencils, as they cannot be obtained at the building level.

ED 1109.01 Individual Education Plans – The visiting team found that there are varying formats being utilized in SAU63 for the writing of IEPs. In addition, the IEPs reviewed as part of the Case Study Compliance Review lacked essential components as outlined in state and federal special education rules and regulations (i.e. measurable annual goals, transition plans, measuring progress, etc.).

ED 1107.07 Determination of Eligibility – During the February 2005 visit to SAU63 the team determined that the current policy recently instituted by the central office in regard to the re-evaluation process and determination of assessments to be administered does not adhere to state and federal special education regulations. The IEP team must convene and be appropriately composed in order to make decisions regarding assessments to be administered to students with disabilities. The central office cannot be making these decisions.

ED 1107.03, ED 1125.04 Special Education Evaluations – At the time of February 2005 visit to SAU63, there were a significant number of students with disabilities identified whose evaluation timelines had not been adhered to.

ED 1199.07 Personnel Standards Staff Recruitment and Retention – There continues to be a high rate of staff turnover in the area of special education. A similar pattern was identified three years ago. This lack of consistent, experienced staff directly impacts the provision of services to students with disabilities as well as accuracy in the implementation of special education policies and procedures. At the time of the February 2005 NHDOE special education visit to SAU63, related services personnel were lacking, related services were not always delivered by credentialed staff and the SAU lacks teachers who hold endorsements in categorical areas. This presents a problem for appropriately composed IEP teams, consistency in the implementation of IEPs and consistent implementation of special education policies and procedures.

To her credit, the Special Education Director is attempting to monitor and supervise the special education staff in SAU63; however, at the building level this is not happening. Staff and administrators report lack of mentoring and supervision for new special educators, and there appears to be confusion around who is responsible for the supervision and evaluation of special education teachers.

ED 1119.07 Diplomas – A policy that reflects state and federal requirements for the issuing of high school credits that lead to a regular high school diploma must be developed and adopted by the school boards in SAU63.

CFR 300.125 Child Find Process – SAU63 needs to formalize the Child Find Process, resulting in assurance that young children with disabilities are identified as outlined in state and federal special education rules and regulations.

James O. Required Actions for Improvement

ED 1107.02 (d) Process: Provision of FAPE - One file had a written consent to conduct an individual evaluation that was not signed by the parent.

ED 1107.04 (d) Qualified Examiners - 2 files had evaluations that were not completed within the 45 days, but an extension agreement was signed.

ED 1109.01 CFR 300.347 (a) (2), (a) (4), (a) (7), (e) Content of IEP - In 3 files all or some of the annual goals were not stated in measurable terms. Two files did not have an explanation of the extent, if any, to which the children will participate with non-disabled children in the regular class and in activities. One file did not have a statement of how the child's progress toward the annual goals will be measured and of the extent to which that progress is sufficient to enable the child to achieve the goals by the end of the year. One file did not have a signature of the parent stating approval of the provisions of the IEP.

ED1109.09 IEP Accountability - All 3 files did not contain copies of the students' schedules, services or activities and therefore it was not possible to determine to what extent the provisions of his/her IEP are being implemented and whether they have access to the general curriculum.

ED 1130.05 (a) (1) Pre-placement and Placement Review Procedures for Children Not Previously Determined to Have Disabilities - One file had an evaluation that was not completed within the 45 days

SAU64 Milton/Wakefield School District

ED 1109.02 IEP Development – Students requiring an IEP should have a fully developed IEP in place by their 3rd birthday.

ED 1109.01 Elements of an IEP – Content of IEPs are not consistently complete. Areas identified included: present levels of performance, goals not consistently written in measurable terms and use of multiple measures to develop and monitor the IEP was not noted in some student plans.

ED 1111.01 Extended School Year Services – Extended school year programming goals, objectives and progress not fully documented.

ED 1107.04 Qualified Examiners – The evaluations process, including a written summary report, shall be completed within 45 days after receipt of parental permission for testing. Several evaluations reviewed did not meet the 45 day timeline and did not include a complete evaluation summary.

ED 1119.11 Functional behavior assessments and behavior plans – There is a need to formalize the process for conducting functional behavior assessments and implementing behavior intervention plans for students who require them.

ED 1102.53 Transition services – Students age 16 or older need to be invited to attend their IEP meetings with documentation that they have received their own invitation.

ED 1119.07 (c) Personnel Standards – Paraprofessionals shall not design programs, evaluate the effectiveness of programs; or assume responsibilities of a teacher/substitute teacher.

SAU71 Goshen/Lempster School District

ED 1100 Policies – The Special Education Policy and Procedures Manual for SAU71 needs to be updated. The District must make sure that its policies and procedures address all of the sections in the NH Rules for the Education of Children with Disabilities, July 1, 2002.

ED 1119.07 Personnel Standard – The special educator in the behavior (SAFE) program needs to be certified in special education or have an “intern license.” The school district needs to ensure that the services of a guidance counselor and counseling services are available to students.

ED 1117.01 Children with disabilities in private schools placed or referred by public agencies – The district needs to supervise and monitor students placed out of the district. This includes students in private placements or students with disabilities placed at the local high schools.

ED 1107.04 (d) – The evaluation process, including a written summary report, shall be completed within 45 days after receipt of parental permission for testing. The district needs to assure that evaluations are completed within the 45 day timeframe.

ED 1109.02 CFR 300.346 (2) – In the case of a child whose behavior impedes his or her learning of that of others, consider, if appropriate, strategies, including positive behavioral interventions, strategies, and supports to address that behavior. Behavior plans must be included in the IEPs of students with behavioral issues.

ED 1109.03 IEP Team – The IEP team must include at least one regular education teacher of the child, if the student is, or may be, participating in the regular education environment. For students transitioning to area high schools a regular education teacher from the high school must be invited to participate in developing the student’s IEP.

Private Schools:

Birchtree Center for Children

ED1119.08 CFR 300.304 Equal Education Opportunity – In order to meet the required NH State Minimum Standards Birchtree administration must contract with certified educators in Art, Music and Physical Education to provide consultation to staff to ensure that these content areas are offered in a systematic, regularly scheduled manner.

ED 1119.07 Personnel Standards – Birchtree Center administration must clarify in writing and practice the roles of Clinical Instructors. Personnel providing services to children with disabilities shall be qualified personnel as required under 34 CFR 300.23 and 34 CFR 300.136 except as provided for paraprofessional personnel.

(b) Paraprofessional personnel shall (1) work under the supervision of appropriately certified professional (c) Paraprofessional personnel shall not: 1. design program, 2. evaluate the effectiveness of programs and 3. assume responsibilities of a teacher/substitute.

Child Development Center

ED 1133.05 (c) (d) (h) CFR 300.347 Program Requirements, Content of IEP; ED 1133.20 Protections Afforded to Children with Disabilities – 1. In order to increase your students’ access to the general education curriculum, seek public school curricula scopes and sequences aligned to the NH Curriculum Frameworks and/or GLEs/GSEs in all content areas as required by the NH Minimum Standards for elementary, junior high/middle school and high school. Align your functional skills curriculum to these general education curricula. Use this information to plan and implement lesson plans with materials and activities that are more age appropriate for your students. 2. Purchase materials and equipment and train teachers and other staff members in the curriculum, strategies and instruction to implement the above. 3. Contract with certified/HQT teachers in each of the required content areas to consult with staff in content and adaptations for your students’ individual needs.

ED 1133.05 (h) CFR 300.347 (b) Program Requirements – 1. In order to meet compliance with federal and state requirements, CDC must ensure that every child who is enrolled at CDC, and is 14 or older, is invited to IEP meetings, and that a statement of transition services is included in the IEP. 2. Students enrolled who are 16 years or older must have transition plans that include post-high school goals, documentation that other agencies have been invited to IEP meetings and a statement of transition services that considers all of the following: instruction, related services, community experiences, development of employment skills and development of daily living skills.

ED 1133.05 (b) Program Requirements – CDC has requested approval to provide services to students, ages 5-21. The current website and/or some of the written material refer to

IFSPs and ages 3-21. These must be changed to reflect the approved ages. Existing students who are not yet 5 must have an Individual Program Approval (IPA) to continue at CDC. Additionally, no students may be newly admitted outside of this approved age range without an IPA prior to admission.

ED 1133.09 (a-d) Change in Placement or Termination of the Enrollment of a Child with a Disability – Revise the Enrollment Policy to include procedures that will be followed in the event that a student’s placement must be changed/terminated.

ED 1133.11 Class Size – Currently some classrooms do not conform to the class size and age range outlined in the NH Rules for the Education of Children with Disabilities. CDC will need to continue to work to maintain a 4 year age span in each classroom.

ED 1133.16 (d) (e) Health and Medical Care – Revise the Student/Parent Handbook, Incidence Report Form and/or other policy and procedures documents to include the reporting requirements for contagious illness, accident or death of a child.

Request to increase capacity – In order to increase the capacity of CDC from 39 to 45 students, an additional certified teacher must be added at the Williams School. To accommodate the additional students at the Williams School, it is understood that you propose that the “gym” will be converted into a third classroom, stored items will be moved to another space and the storage area will be converted into the “gym.” Once the above nine requirements are met, the space is converted and the teacher has been hired, please contact SERESC and arrange a visit to the new classroom and gym prior to occupying it.

Coe-Brown/Northwood Academy

No citations

Center of Optimum Learning

ED 1133.04 Administration – 1. Once the annual external audit is completed, submit it to SERESC and the NHDOE no later than June 30, 2005.

ED 1133.05 (c) (h) CFR 300.347 Program Requirements, Content of IEP, ED 1133.20 Protections Afforded to Children with Disabilities, ED 1109.05 CFR 300.342 Implementation of IEPs, ED 1115.07 CFR 300.306 Provision of Non-Academic Services, ED 1119.03 CFR 300.26 CFR 300.347 Full Access to the District’s Curriculum, ED 1119.08 CFR 300.304 Equal Education Opportunity – 1. In order to ensure that instruction contains key content in each of the 10 areas set forth in the NH Minimum Standards for Middle Schools, scope and sequence charts should be developed that contain the major elements of the curriculum in each of these content areas: Language Arts and Reading, Mathematics, Science, Social Studies, Art, Music, Health Education, Physical Education, Consumer and Homemaking Education, and Industrial Arts/Technology. 2. Instruction of the required content areas requires Certified/Highly Qualified personnel. It is not expected that small, private schools with few teachers meet these requirements in each of the above content areas. However, it is required that the school contracts with Certified/Highly Qualified teachers in each area to consult on the implementation of these curricula. Certified personnel/consultants are on the Personnel Roster for English/Language Arts, Art, Physical Education and Music. Once the additional contracts are obtained, submit a revised Personnel Roster to SERESC by June 30, 2005. 3. The 4MAT pages in the IEPs should be removed from the IEPs. Measurable annual goals and objectives need to be developed by the IEP Teams and the progress specific to these goals and objectives needs to be measured and reported quarterly. This may be accompanied by the 4MAT reports, which are akin to a general report card.

ED 1133.05 CFR 300.347 (b) Program Requirements, ED 1102.53 CFR 300.29 Transition Planning, ED 1107.02 CFR 300.347 (b) (1) Process: Provision of FAPE, ED 1109.01

CFR 300.132 Transition Services – Once any student reaches the age of 14, transition needs to be included in their IEP. If the sending LEA does not initiate this, COOL should ensure that “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” be included when developing the IEP.

Crotched Mountain Rehabilitation Center

ED 1133.05 Program Requirements-Qualifications of staff – Crotched Mtn.

Rehabilitation Center does not have a full complement of staff certified in all the areas required for high school programs. Areas missing consultants that are certified in the following subjects are: English, Mathematics, Health Education, Business Education and Foreign Language. The administration needs to provide a list of certified teachers in the above areas to show that the consultants are being used.

ED 1109.04 300.347 (b) (1) Notices of IEP meetings – There was no evidence in two files that the student, once age 14, had been invited to his or her IEP meeting. This information needs to be added to the meeting notice.

James O Required Actions for Improvement

300.347 (b) (1) - There was no evidence in two files that the student, once age 14, had been invited to his or her IEP meeting.

Davenport

ED 1109.05 CFR 300.342 Implementation of IEPs, ED 1115.07 CFR 300.306 Provision of Non-Academic Services, ED 1119.03 CFR 300.26 CFR 300.347 Full Access to the District’s Curriculum, ED 1119.08, CFR 300.304 Equal Education Opportunity – As a result of the program approval activities conducted through the NHDOE Case Study Compliance Review, it was determined by the visiting team that the students enrolled at the Davenport School have access to a strong curriculum and that the staff make every effort to continue programming from the sending school when a student arrives. That being said, the Davenport School is still not able to provide full access to the full array of course offerings outlined in the NH Minimum State Curriculum Standards. The visiting team talked in depth about the need to ensure that course work from the sending school continues and that students not lose credit for classes they were enrolled in at their previous settings. This includes such curriculum offerings as fine arts, vocational programming, technology courses etc. As a result the visiting team determined that this is an area that has only been partially addressed and warrants further attention.

Ed 1102.53, CFR 300.29 Transition Planning, ED 1107.02 CFR 300.347 (b) (1) Process: Provision of FAPE, ED 1109.01 CFR 300.132 Transition Services – Staff and administration at the Davenport School are working hard to ensure smooth transitions for all students. This includes transitions between the residence and the school, from the sending school to Davenport and with the receiving school once a child is read to leave the facility. In addition, the visiting team was impressed with the involvement of Project Renew and the initial professional development that has been provided to staff in “Futures Planning,” which actively involves students in planning for their future. While significant progress has been made in this area, the one IEP reviewed as part of the Case Study Compliance Review did not have a complete transition plan in the IEP.

ED 1133.05 (l) CFR 300.347 (a) (5) RSA 193-C – At the Davenport School there are a wide variety of measures and strategies utilized for the management of student behaviors and measurement of progress is being made. The Davenport School has a well-defined behavior management system that is based on positive interventions, and all of the students appear to understand the system and respond well to the structure and ability to earn privileges. Staff at

the Davenport School utilizes the behavioral data to inform their instruction, as well as measure the success of student progress. There is open and ongoing communication between the residential program staff and the Davenport School regarding student behaviors as well as with parents and the sending and receiving schools.

Easter Seals of NH Robert B. Jolicoeur School

ED 1109.01 Elements of an IEP CFR 300.347, ED 1115.07 Provision of Non-Academic Services CFR 300.306, ED 1119.03 Full Access to District's Curricula CFR 300.24, CFR 300.347, ED 1119.08 Diplomas, ED 1107.04 (d) Qualified Examiner, ED 1109.05 Implementation of IEP, CFR 300.347 (a) (1) (i) "...general curriculum (i.e., the same curriculum as for non-disabled children)", CFR 300.347 (a) (1) (iii) "To be educated and participate with other children with disabilities and non disabled children", Plus: ED 1133.05 (h) Program Requirements – The Jolicoeur School needs to ensure that the written curriculum is fully implemented, aligned with lessons plans, student IEPs and that there is a full compliment of certified staff to oversee the instruction being provided to the students enrolled. This includes, but is not limited to academic content areas, vocational education, physical education, technology, library media services, the unified arts, fine arts and electives at the high school level. Refer to the Minimum Standards for Public School Approval for a full listing of required subjects and units for high school graduation, as well as elementary and junior high school curriculum requirements and time schedules.

At the high school level there needs to be an outline of course offerings developed, a policy regarding student transcripts and the issuing of high school credits leading to a regular high school diploma. In the are of vocational education, there needs to be a fully developed written curriculum which is linked to student IEPs, vocational assessments, vocational programming, course offerings, and earning of high school credits. Further evidence needs to be provided that the students enrolled at the Jolicoeur School have full access to the general curriculum and equal educational opportunities as outlined in the NH Minimum Standards for Public Schools.

ED 1133.05 Program Requirements (k), ED 1133.08 (a) Qualifications and Requirements for Instructional, Administrative and Support Personnel, CFR 300.23 – Most staff members at the Jolicoeur School hold NHDOE certification in the area of special education, and have endorsements in a variety of specialty areas. Exceptions include the following: two classroom teachers who are in the process of seeking certification, but have no intern licenses available, a recreation therapist who is responsible for physical education, however this individual holds no teaching credentials and is not supervised by a certified physical education teachers, and the individuals responsible for the delivery of vocational courses hold no vocational certification. In addition, there is not a full array of certified consultants to the Jolicoeur School in the content areas outlined in the NH Minimum Standards for Public School Education.

ED 1102.53 Transition Services CFR 300.29, ED 1109.01 Elements of an IEP (Transition Services) CFR 300.347 (b) (1) (2), ED 1109.03 IEP Team CFR 300.344 (b) (1) This includes movement from (a) Early Supports and Services (ESS) to preschool, (b) pre-school to elementary school, (c) age 14 or younger, or (d) age 16 or older, as well as from grade to grade and school to school – In order to meet compliance with state and federal special education regulations, it will be essential that all transition plans have evidence of student participation, that outside agencies are involved and that the effectiveness of the plans are being measured.

Easter Seals of NH Lancaster School

ED 1102.53 CFR 300.29 Transition Planning, ED 1107.02 CFR 300.347 (b) (1) Process: Provision of FAPE, ED 1109.01 CFR 300.132 Transition Service – Transition plans reviewed during the case study compliance review did not include all required components. In order to

meet compliance with state and federal regulations regarding special education, transition plans must be developed in coordination with parent(s) and student, promote movement from school to post-school activities, be based on individual student needs and include instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and if appropriate, acquisition of daily living skills and a functional vocational evaluation.

ED 1109.03 Access to the General Curriculum, CFR 300.24, CFR 300.347 – Staff and Administration in the Easter Seals Lancaster Program need to ensure that once completed, the written curriculum is fully implemented, aligned with lesson plans and that a full complement of certified staff oversee instruction. Students need to be provided with full access to Middle, Elementary and High School course offerings. Information gathered from the case study presentations, combined with staff interviews and review of policies and procedures indicate that instruction is not yet aligned with school curriculum. Visitors did note, however, that the curriculum is in the process of being developed by school personnel. It is expected that once curriculum is complete it will drive instruction and assessment. Students enrolled in the Easter Seals Lancaster program do not currently have access to formalized curriculum offerings in all areas. For example, students do not currently have access to library media classes and unified arts.

ED 1133.05 Program Requirements (k), ED 1133.08 (a) Qualifications and Requirements for Instructional, Administrative and Support Personnel, CFR 300.23 – The personnel roster provided by Easter Seals Lancaster indicates that three of the staff members at the Lancaster School hold NHDOE certification in the area of special education and/or other have endorsements in specialty areas. However, as a result of the verification check on the personnel roster, the NHDOE indicated that two of the classroom teachers are not in the NHDOE credentialing system, and another classroom teacher has a certification that has expired. In addition, there is not a full array of certified consultants to the Lancaster School in the content areas outlined in the NH Minimum Standards for Public School Education.

ED 1109.03 IEP Elements of an IEP, CFR 300.347 – During the visit team members noted that IEP goals as presented during the case studies were not always measurable. IEP goals must be written in measurable terms.

ED 1107.02 CFR 300.347 (b) (1) Process: Provision of FAPE, ED 306 Provision of Related Services – During a majority of the school year students who required speech/language services were not provided with the services outlined in their IEP. LEAs and parents were not notified of this situation.

J.E.W.E.L. School

ED 1133.05 (c) (h), CFR 300.347 Program Requirements, Content of IEP – The IEP reviewed was co-developed by the sending LEA, J.E.W.E.L. School, parents and the student using the sending district's form. It is understood that during the IEP development process, the student's parents refused to put "qualifiers" on the goals and objectives in the IEP. Therefore, the annual goals and many of the objectives are not stated in measurable terms. This is a requirement and is necessary in order to measure and report progress on the IEP goals.

ED 1133.04 (a) Administration – J.E.W.E.L. School has yet to complete its first annual external audit and is scheduled to complete and submit one by April 1, 2005.

ED 1133.17 Insurance Coverage (a) – All persons with delegated authority to sign checks or manage funds shall be bonded at the program's expense.

New Hampshire Hospital School

ED 1107.01 Evaluation and Determination of Educational Disabilities – Two of the three files reviewed for the James O consent decree contained no evaluation information. NHHS needs to make better attempts to secure this information when students are admitted to the hospital.

ED 1107.04 Evaluation (d) The evaluation process, including a written summary report, shall be completed within 45 days. – Of the four cases reviewed in the school programs, two evaluations were not completed within the 45 day time frame and two files had no evaluation information in them. NHHS needs to attempt to get this information from sending schools as soon as the student is admitted.

ED 1109.02 300.343 (c) (1) When an IEP is in effect. – The IEP of one long term student in the APS Program expired in September 2004. While it is the responsibility of the sending district to set up the meetings to develop a new IEP, APS should remind the sending district that the students needs a new IEP.

ED 1109.03 Team Composition- A representative of the local education agency and Transition Services participants – NHHS needs to assure that local education agencies and transition support agencies are invited to participate in planning for students while at NHHS programs. Notes documenting efforts should be included in students' files.

ED 1133.05 Program Requirements-Qualifications of staff – In order for students in the high school (APS) program to have full opportunities to earn a regular high school diploma and equal access to the general curriculum, the school 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, 1996" NHHS staff needs to document that they are meeting with and using the consultants on a regular basis.

James O Required Actions for Improvement

ED 1107.01 Evaluation and Determination of Educational Disabilities; - Two of the three files reviewed contained no evaluation information. Even though both of these students were attending the day program at their local school, the James O consent decree requires that students' files contain this information.

Second Start Alternative High School

ED 1109.01 Elements of an IEP – IEP goals reviewed are not written in clearly measurable terms.

ED 1133.05 Program Requirements – The Second Start Program does not have consultants contracted for all of the content areas required by the NH Minimum Standards that are not presently covered by the certifications of present staff.

Shaker Road School

ED 1133.05 (c) (h), CFR 300.347 – The LEA and Shaker Road School need to ensure that all IEPs have statements of measurable annual goals, including benchmarks or short term objectives.

Wediko Children's Services School and Treatment Program

ED 1133.08 (a) Qualifications and Requirements for Instructional, Administrative and Support Personnel, CFR 300.136 Personnel Standards – Wediko does not provide teachers or consultants in all of the areas required by the Minimum Standards for Public School Approval. Missing are certified teachers or consultants in Arts Education, Computer Education, Health Education, English/Language Arts and Information Technology (Library/Media).

ED 1133.08 Standards for Approval of Private Facilities-Qualifications and Requirements for Instructional, Administrative and Support Personnel – Each private school must provide personnel meeting the same standards as personnel providing services in the public schools. There is no certified administrator on the staff at Wediko.

ED 1107.01 Evaluation and Determination of Disability – The staff at Wediko Children’s Services must assure that Evaluation teams are multidisciplinary, including a teacher certified in the area of suspected disability (in most cases a teacher certified in ED). Also, the school must document attempts to secure evaluation materials from the sending school, so that current evaluation materials are being used to develop students’ IEPs.

ED 1115.03 Placement IEP team membership – A representative of the local education agency must be present at the placement meeting, according to ED 1115.03. Even if the placement is made by the court, Wediko should make sure that the LEA is involved in placement program decisions.

James O Required Actions for Improvement

ED 1107.01 Evaluation and Determination of Disability - In one file there was no evidence that the team was multidisciplinary. There was no teacher certified in the area of suspected disability. In the second file there were no evaluation materials included in the file, so it was difficult to tell if the evaluation team was multidisciplinary.

ED 1115.03 Placement IEP team membership - In one file the LEA representative was not present at the meeting that placed the student at Wediko.

Tobey School and Youth Detention Service Unit (YDSU)

ED 1115.07 CFR 300.306 Provision of Non-Academic Services, ED 1119.03 CFR 300.26 CFR 300.347 Full Access to the District’s Curriculum, ED 1119.08 CFR 300.304 Equal Education Opportunity, ED 1119.07 Qualified Personnel, CFR 300.23 Qualified Personnel, ED 1109.05 Evidence of IEP Implementation, ED 1109.09 IEP Accountability – Tobey School and YDSU must ensure that all students with disabilities have equal educational opportunities and that staff and administration have appropriate certification for the positions that they hold.

ED 1106.01 Special Education Process, ED 1103.01 Child Find, Responsibilities of the LEA – Tobey School and YDSU must update all special education policies and procedures to ensure compliance with state and federal special education regulations.

New Hampshire Youth Development Center

ED 1109.01 Elements of the IEP – IEP needs to include current level of performance related to transition services. Transition planning must be designed as an outcome orientated process that promotes movement from the school and addresses the student’s desired post-school goals for students with educational disabilities.

ED 1109.03 (a) (7) IEP Team – The public agency shall invite a student with a disability to attend his or her meeting if the purpose of the meeting will be the consideration of the student’s needed transition services. The student receives his/her own invitation.

ED 1133.05 Program Requirements – Equal Education Opportunities. There is a need to provide access to courses required as outlined in the NH Minimum Curriculum Standards.

PATTERNS AND TRENDS IDENTIFIED

LEAs:

As outlined above, there were varying citations noted in the 2004-05 Case Study Compliance Review Final Reports. Patterns included:

Of the 16 LEAs visited, 9 were cited, (56%) for not completing evaluations within the 45-day time requirement.

Of the 16 LEAs visited, 4 were cited (25%) for not having policy and procedures related to earning of credits and issuing of HS Diplomas for students with disabilities.

Of the 16 LEAs visited, 4 were cited (25%) for IEPs that lacked required components such as measurable annual goals, complete transition plans.

Of the 16 LEAs visited, 6 were cited (38%) for not having appropriately composed IEP and evaluation teams.

Private Schools:

Of the 15 private schools visited the following patterns were identified:

2 Schools (13%) were cited for not having certified special education staff.

2 Schools (13%) were cited for not having a certified administrator.

12 Schools (80%) were cited for not providing full access to the general curriculum to the students enrolled and/or full compliment of staff or consultants to implement a full curriculum as outlined in the NH Minimum State Standards.

8 Schools (53%) were cited for IEPs that lacked required components.

6 Schools (40%) were cited for inadequate documentation of transition planning.

Deleted: (once added to each district, I will make some kind of summary statement)

YEARLONG IMPROVEMENT SITES:

The NHDOE Special Education Program Approval and Improvement Process provides the field with the opportunity to engage in a review of current practices within their educational community. Each team determines the critical issue to be studied and examines a variety of data sources, with the outcome being an improvement plan that results in improved outcomes for children and youth with disabilities.

During the 2004-05 school year, 6 educational communities participated in this yearlong improvement process. Listed below are the focus questions from each site. A detailed summary of their yearlong study, their findings and improvement plans can be seen in their final reports.

Easter Seals Manchester: Are the ways in which we are collecting and using data resulting in positive student outcomes?

NH Hospital: How can we best implement a model of internal teamwork that supports the sharing of important student information with community schools?

SAU 01 ConVal Regional: What is the best way to organize, manage and lead the special education program in order to ensure:

- a. High level of student learning
- b. Appropriate level of services
- c. Sufficient staff training
- d. Cost effectiveness

SAU 39 Souhegan Cooperative: What components are necessary in order to provide all students access to the general curriculum, so that all students have the opportunity to experience success?

SAU 63 Wilton-Lyndeborough Cooperative: Are we providing an efficient continuum of services and programs to ensure all students have the opportunity to develop to their potential?

SAU 64 Milton-Wakefield: What are the changes, in and out of our schools, that will be made to improve student achievement?

CIDER GRANTS (Continuous Improvement and Development of Educational Resources):

As part of the NHDOE Special Education Program Approval and Improvement Process, the Bureau of Special Education provided incentives to educational communities who currently serve preschoolers with disabilities. The CIDER Grants (see appendix for a copy) allow for the opportunity to apply for funding in order to address and support curriculum, instruction and assessment of preschoolers with disabilities. Specifically, monies are made available to address areas of weakness, or citations of non-compliance that were identified as a result of the NHDOE Special Education Program Approval Process. The management team works with the NHDOE, Bureau of Special Education, in the distribution and review of the CIDER Grants. Listed on the following page is a summary of the status of CIDER Grants for the 2004-05 school year:

**Program Approval Sites Eligible for
CIDER Grants 2004-2005**

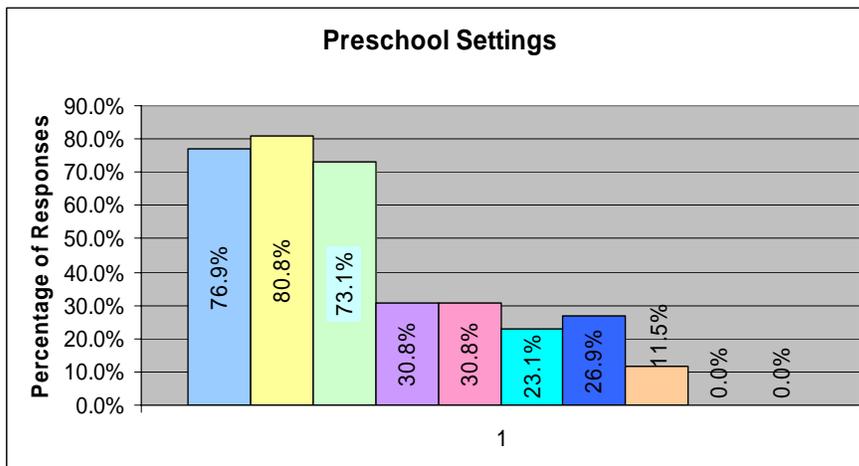
<i>SAU</i>	<i>Districts</i>	<i>Date Applied</i>	<i>Date Approved</i>	<i>Visit Date</i>	<i>Topic of Grant</i>
1	Contoocook Valley	5/12/05	5/26/05	Feb. 9/10	Design a tutoring program to meet the needs of autistic children
2	Inter-Lakes	Extension	Not applying	Jan. 19/20	
4	Newfound	Extension	Not applying	Jan. 26/27	
13	Tamworth	9/20/04	12/21/04	Feb. 1/2	Sensory Integration Equipment
20	Gorham	3/05	5/26/05	Jan. 27/28	Purchase materials designed to address the speech/language and cognitive development needs of preschoolers
24	Henniker Weare	Extension	Not applying	May 10/11	
28	Windham Pelham	5/19/05	5/26/05	March 30/31	Playground equipment
37	Manchester	Extension	6/16/05	April 7 th & 8 th	Curriculum development
38	Monadnock	5/23/05	5/26/05	March 23/24	Hand Writing without Tears - materials & trainings
39	Souhegan Amherst Mont Vernon	10/29/04	12/21/04	Dec. 14/15	Educational assistant for a new extended-day program for SI / Autistic children
50	Greenland Rye	5/20/05	5/26/05	Feb 15/16	Enhance the curriculum by implementing a multi-modal approach to early literacy.
51	Pittsfield Barnstead	5/19/05	5/26/05	April 14/15	Training for parents of preschoolers around literacy.
58	Stark Stratford Northumberland	Extension	Not applying	June 1/2	
63	W-L Coop Mascenic Wilton Lyndeborough	Extension	6/16/05	Feb. 15/16	Purchase of equipment for Sensory Integration disorders

64	Milton Wakefield	12/9/2004	12/21 2004	March 8/9	Preschool lending library for parents, educators, childcare providers & specialists.
71	Goshen Lempster	5/23/05	5/26/05	March 3/4	Develop an outdoor play space
Private	Birchtree Center for Children	Extension	6/16/05	April 19/20	Equipment to support the expansion of the curriculum
Private	Shaker Road	5/19/05 5/23/05	5/26/05	Dec. 14/15	Purchase new accessible playground equipment for preschoolers

PRESCHOOL SETTINGS:

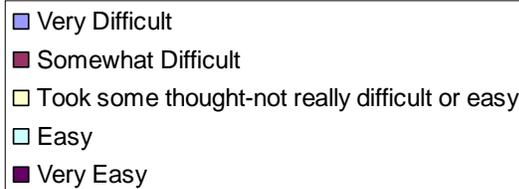
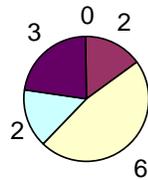
Beginning in January 2005, the management team worked collaboratively with the NHDOE in the collection of data around preschool settings. Specifically, during program approval visits, sites with preschools were asked to select one or more of the newly defined preschool settings, which were developed by the NHDOE. (See appendix for set of definitions.) While this was only a “pilot”, the data represented below is the information that special education administrators and/or preschool coordinators selected as definitions to represent preschool settings. The chart reflects the number of “pilot” sites that chose each preschool setting.

Community Early Childhood Setting	Home Program	Part-time Early Childhood/ Part-time Early Childhood Special Education	Early Childhood Special Education ~ Integrated Program	Early Childhood Special Education ~ Partially Integrated Setting	Early Childhood Special Education ~ Specialized/ Therapeutic Program	Early Childhood Special Education ~ General Self-Contained Program	Early Childhood Special Education ~ Specialized Self-Contained Setting	Separate School Setting	Residential Setting
76.9%	80.8%	73.1%	30.8%	30.8%	23.1%	26.9%	11.5%	0.0%	0.0%



In reviewing the comments and feedback provided by those who piloted these definitions, all but one indicated that the new definitions captured the preschool programming and services being provided for young children with disabilities. When asked the following question: “How difficult was it to make the determination of the most appropriate preschool setting?” (on a scale of 1 – 5, five being most difficult), the results were as follows: (Two SAUs did not respond to this question)

How difficult was it to make the determination of the most appropriate preschool setting?



CORRECTIVE ACTION PLANS AND FOLLOW UP VISITS:

The NHDOE Special Education Program Approval Management Team is responsible for working with the NHDOE in the initial monitoring of corrective action plans resulting from Special Education Program Approval visits. As such, the management team conducts follow up visits to validate progress that has been made on corrective action plans from the previous year's (2003-04) sites. During the 2004-05 school year, the management team worked closely with the NHDOE in the development of a database that would track the progress of corrective actions. Included in the appendix is a copy of the database and a summary of the data collected thus far. It is important to note that, at the time of the development of the database, the NHDOE had directed the management team to ensure that visits were conducted within 1 year of the approval of the corrective action plan. Therefore, as this report is being written, (September 2005), there are still several follow up visits that have yet to be conducted as they are not due for review until September- December of 2005. In reviewing the statewide data collected thus far from the 2003-04 corrective action follow- up visits, it appears that most all educational communities have worked hard to resolve citations of non-compliance. In many of the educational communities where citations have not yet been fully resolved, most of the issues tend to be those that are long standing, systemic issues, that will take resources and longer than one year to fully address.

CONCLUDING REMARKS:

**“A hundred times every day I remind myself that my inner and outer life
are based on the labors of others”
-Albert Einstein**

As much as I would like to take credit for all of the data and information described in this document, my sense of honesty would not allow it. The NHDOE Special Education Program Approval and Improvement Process Management Team works collectively to carry out the work of the special education program approval process. This team holds the vision and understanding of all aspects of the work, and these extraordinary individuals constantly elevate my thinking, and that of the field, to see things in new and different ways. As the project director for the NHDOE Special Education Program Approval and Improvement Process for the past 16 years, I have never been asked to stand alone; rather I have been fortunate to stand on the shoulders of these skilled, knowledgeable and dedicated individuals. I am deeply indebted and owe a note of acknowledgment to the entire team for their contributions. This team constantly considers all perspectives; our conversations always broaden the views of the field, deepen understanding of critical issues in special education, and of course enhance my repertoire of humorous stories. I am fortunate to walk with them, and to listen and learn from them.

In closing, I would like to take a moment to recognize the many people who have contributed to the NHDOE Special Education Program Approval and Improvement Process during the 2004-05 school year. I am particularly grateful to our project assistants, Michelle Thomas and Faye O’Neill, for their skills and willingness to work with all the stakeholders, the team, the NHDOE, SETAC, NH Connections and the field. I would especially like to express my sincere appreciation to the management team, Maryclare Heffernan, Nancy Brogden, Richard Lates, MaryAnne Byrne, Nancy D’Agostino and Jennifer Dolloff, for all of their contributions and support. To our NHDOE, Bureau of Special Education liaisons, Barbara Cohen and Steve Gordon, many thanks for creating the time, support, and technical assistance that guides us. The dedication, expertise and commitment of all of these individuals cannot be measured; the NHDOE Special Education Program Approval Process continues to be enriched by their influence.

APPENDIX:

1. List of 2004-2005 NHDOE Special Education Program Approval and Improvement Process Management Team Members
2. List of new or changed programs reviewed
3. Sample of letter to schools requesting volunteers for visiting teams
4. Sample of letter to early childhood educators requesting volunteers for visiting teams
5. Volunteer Form
6. Sample letter to volunteers
7. Visiting Team Member Reactionaire
8. Building Level Team Member Reactionaire
9. Sample cover letter and surveys to Special Education Directors involved in the 03-04 process
10. Sample of Facilitator Networking Session Agendas
11. Sample reactionaire for Facilitator Networking Sessions
12. Building Level Orientation Manual
13. Case Study Presentation Page
14. Countdown for the Case Study Compliance Review
15. Cider Grant Form
16. Preschool Settings Definitions
17. Corrective Action Tracking Spreadsheet