

**New Hampshire Department of Education**  
**Bureau of Special Education**  
**Special Education Program Approval and Improvement Process**  
**2005-2006 Year End Summary Report**  
**October 2, 2006**

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## **Section 1: Introduction**

**“The ultimate guardians of excellence are not external forces, but internal professional responsibilities.”**

**-Paul Ramsden**

This 2005-2006 Year End Report for the New Hampshire Department of Education Special Education Program Approval and Improvement Process is intended to summarize the data that has been collected through NHDOE Special Education Program Approval monitoring activities. In the end, this report, like the data collected in the school districts and private special education schools we work with, is a means to the end: improved student learning, as well as measuring compliance and ensuring provision of FAPE. This summary report is also designed to capture the various activities that were conducted during the 2005-2006 NHDOE Special Education Program Approval Process. The report itself is divided into four sections, which are intended to outline most all components of the NHDOE Special Education Program Approval and Improvement Process.

## Section 2: Goals, Objectives, Activities, Output and Outcomes

**NEW HAMPSHIRE DEPARTMENT OF EDUCATION  
SPECIAL EDUCATION PROGRAM APPROVAL AND IMPROVEMENT PROCESS  
YEAR END REPORT  
FY 2005-2006**

**Goals: The goals listed below are aligned with the requirements of the NHDOE RFP for the 2005-2007 Special Education Program Approval Process**

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

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

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

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

Project Objective	Proposed Activity	Short-Term Output	Outcomes
<p>1. Hire qualified personnel to be responsible for the project.</p> <p>2. Maintain an updated database of general and special educators, related service providers, administrators, parents, etc. for volunteer visiting team members.</p>	<p>1.1.1-1.1.3 Hire a project manager and highly qualified consultants for management team and hire project assistants.</p> <p>1.2.1-1.2.3 Recruit volunteers through print and electronic means; review and match skills to activities of the project and design an orientation process and materials to support members.</p>	<ul style="list-style-type: none"> <li>• Staffing completed for highly qualified team. (See appendix for list.)</li> <li>• 240 volunteers were recruited and utilized during the 2005-06 school year to assist in the NHDOE Case Study Compliance Review Process. There were 1,355 volunteers in our 05-06 database who could be called upon to assist in the NHDOE Special Education Program Approval Process. (See volunteer form in appendix)</li> </ul>	<ul style="list-style-type: none"> <li>• Project is effectively managed and scope of work was completed for the 2005-06 school year.</li> <li>• The 240 volunteers utilized were recruited, trained and enabled the NHDOE to effectively carry out the Special Education Case Study Compliance Review Process.</li> </ul>

Project Objective	Proposed Activity	Short-Term Output	Outcomes
	<p>1.2.4 Design a process, supporting materials and training for parent team members.</p>	<ul style="list-style-type: none"> <li>• Orientation for volunteers is provided the first day of each Case Study Compliance Review Visit. As part of this orientation, visiting team members are provided with a visiting team member manual used to guide the orientation session. (Visitor Orientation Manual located in appendix)</li> <li>• Parents participated/were recruited for advisory committee and pilot sites.</li> </ul>	<ul style="list-style-type: none"> <li>• Volunteers were oriented to the project and have the requisite knowledge and skills to perform effectively in their roles.</li> <li>• Parents have been recruited to participate on Focused Monitoring Achievement Teams and orientation/training for the teams is ongoing.</li> <li>• Three parents are full members of the Focused Monitoring Advisory Committee. (List of FM Advisory Committee members located in appendix)</li> </ul>

Project Objective	Proposed Activity	Short-Term Output	Outcomes
<p>3. Provide high quality technical assistance, support and professional development to all NH public and approved private and charter schools as they participate in the NHDOE Special Education Program Approval and Improvement Process, including: Case Study Review, Yearlong Improvement, James O. Consent, Shelter Care Compliance, Corrective Action Process, Audit Visits, New Program Approvals, technical assistance to identified sites for intensive year long support, other monitoring, written correspondence and reports for all, capturing information on effective practices, collaborating with statewide early childhood initiatives.</p>	<p>1.3.1-1.3.2 Correspond with schools due for approval; conduct spring statewide information sessions with overview and explanation of (1) Case Study, (2) Year Long Monitoring Process and (3) Focused Monitoring process.</p> <p>1.3:3 Offer Case Study technical assistance by: Providing professional development to all site personnel to conduct/ present case studies</p> <ul style="list-style-type: none"> <li>• Assist in selecting case studies</li> <li>• Develop a schedule for the process</li> <li>• Guide Improvement Planning and Corrective Action process</li> </ul>	<ul style="list-style-type: none"> <li>• On April 3 &amp; April 6, 2006, 123 participants attended the NHDOE Special Education Program Approval Spring Information Sessions. The breakdown of attendees is as follows: <ul style="list-style-type: none"> <li>57 individuals attended the Information Session conducted at SERESC and</li> <li>66 individuals attended the Information Session conducted in Plymouth NH.</li> </ul> </li> <li>• During the 2005-06 school year, NHDOE Case Study Compliance Reviews were conducted at 30 sites, 7 in private schools and 23 in SAUs. (List of sites visited is included in appendix.) For all of these sites, technical assistance to the teams preparing the case studies was provided at each site.</li> </ul>	<ul style="list-style-type: none"> <li>• Participant satisfaction and levels of learning were evaluated. (Results of these evaluations are included in this report on pages 44-45.)</li> <li>• Materials were distributed, technical assistance provided, visits conducted, reports written and process completed.</li> </ul>

Project Objective	Proposed Activity	Short-Term Output	Outcomes
	<p>1.3.4 Offer Yearlong Process technical assistance by: Providing professional development in systems change and improvement planning</p> <ul style="list-style-type: none"> <li>• Conducting facilitator trainings</li> <li>• Attending all Improvement Team meetings</li> <li>• Guiding Improvement Planning and Corrective Action Process</li> <li>• Distributing support funds</li> <li>• Supporting/assisting the Improvement Teams in writing reports and plans.</li> <li>• Offering other technical assistance/support as needed.</li> </ul>	<ul style="list-style-type: none"> <li>• 5 LEAs engaged in the Yearlong NHDOE Special Education Program Approval and Improvement Process during the 2005-06 school year, in addition to the required Case Study Compliance Review.</li> <li>• Four Technical Assistance Networking Sessions were conducted at SERESC for the 5 sites going through the NHDOE Yearlong Special Education Program Approval and Improvement Process.</li> </ul>	<ul style="list-style-type: none"> <li>• NHDOE Program Approval Management Team Members met monthly with the 5 Yearlong Improvement Teams at their site to ensure the process was successfully completed.</li> <li>• Four trainings were completed, resulting in improved knowledge of data collection, school improvement and compliance with state and federal special education rules and regulations. (The agendas for the four sessions are included in the appendix.)</li> <li>• 5 Yearlong Final Reports were submitted to the NHDOE, which included improvement plans designed to enhance student outcomes and strengthen programs and services for students with disabilities.</li> </ul>

Project Objective	Proposed Activity	Short-Term Output	Outcomes
	1.3.5 Summarize findings and write reports for all NHDOE Case Study Review Visits Conducted.	<p>Technical assistance was provided to the 5 Yearlong Improvement Teams in the completion of Sliver Lite Grant Applications.</p> <p>All reports have been submitted to the NHDOE.</p>	<ul style="list-style-type: none"> <li>• 5 Sliver Lite Applications were submitted and are currently being reviewed. Once approved by the NHDOE, Bureau of Special Education, these Sliver Lite Grants will enable Year Long Improvement Teams to begin implementation of the goals outlined in the improvement plan. All of these plans are designed to enhance programs and services to students with disabilities.</li> <li>• 227 Student Records were reviewed, file review forms completed and information summarized and included in Case Study Compliance Review Reports. As a result of these reviews, citations of non-compliance were noted in summary reports.</li> </ul>

Project Objective	Proposed Activity	Short-Term Output	Outcomes
	<p>1.3.6 Review James O. Files at visits.</p> <p>1.3.7 Review programs and services for children and youth at shelter care facilities.</p> <p>1.3.8 Conduct and write summary reports for Corrective Action Visits conducted to sites undergoing the approval process the previous year (2004-05).</p>	<ul style="list-style-type: none"> <li>• As part of the Case Study Compliance Review Process, James O File Reviews were conducted.</li> <li>• Case Study Compliance Reviews were conducted at Shelter Care Facilities.</li> <li>• During the 2005-06 School year, 17 Corrective Action Follow Up Visits were conducted, and the remaining 14 visits were conducted during the first few months of the 2006-07 school year, as that is when the visits were due to be conducted. During the <u>2004-05</u> school year, 31 SAUs and private special education schools participated in the NHDOE Special Education Program Approval Process.</li> </ul>	<ul style="list-style-type: none"> <li>• 14 James O Summary Reports were included in the final Case Study Compliance Review Reports.</li> <li>• 3 Case Study Compliance Reviews were conducted at the 3 NH Shelter Care Facilities. Results of the visits were summarized, reports written and the process completed.</li> <li>• Corrective Action database established, template revised and data collected, summarized and provided to the NHDOE on a regular basis.</li> </ul>

Project Objective	Proposed Activity	Short-Term Output	Outcomes
<p>4. Design a model for communication between the Program Approval Management Team and NHDOE liaisons and consultants to ensure alignment of priorities in IDEA 2004.</p>	<p>1.4.1-1.4.2. Conduct monthly meetings with the Program Approval Management Team and NHDOE and others re: corrective actions, early childhood education and other Program Approval activities; expand ongoing exchange to ensure effective communication.</p> <p>1.4.3. Management Team will attend</p> <ol style="list-style-type: none"> <li>1.) Trainings/events as requested by NHDOE</li> <li>2.) Meetings with Bureau consultants and SETAC</li> <li>3.) Quarterly Senior Management Team Meetings</li> </ol>	<p>Each site was re-visited within one year, to assess their progress in the areas of non-compliance and suggestions. In some cases, the one-year timeframe extended into the 06-07 school year.</p> <ul style="list-style-type: none"> <li>• It was determined that twice monthly meetings were needed to cover all discussions and decisions</li> <li>• 1.) During the 2005-06 school year the NHDOE Program Approval Management Team participated in several professional development activities as requested by the NHDOE. These included, but were not limited to, Quarterly Initiatives Meetings, Focused</li> </ul>	<ul style="list-style-type: none"> <li>• During the 2005-06 school year, Program Approval Management Team Meetings were conducted twice a month, resulting in an ongoing open line of communication with the NHDOE, Bureau of Special Education.</li> <li>• 1. &amp; 2.) Attendance and representation at meetings assists the NHDOE in ensuring that Special Education Program Approval is linked to other statewide initiatives, that the Special Education Program Approval Process is represented as necessary, and that the field</li> </ul>

Project Objective	Proposed Activity	Short-Term Output	Outcomes
		<p>Monitoring Technical Assistance calls, stakeholder meetings, meetings with SETAC, meeting with the Bureau of Accountability, meeting with OSEP, etc.</p> <ul style="list-style-type: none"> <li>• 2.) During the 2005-06 school year, the Program Approval Management Team participated in 10 joint meetings with the Special Education Technical Assistance Consultants (SETAC) and the NHDOE.</li> <li>• 3.) It was determined that meetings were needed more frequently than quarterly, and 7 Senior Management Team Meetings were scheduled,.</li> </ul>	<p>and other key professional organizations are kept abreast of the work of the Program Approval Management Team.</p> <ul style="list-style-type: none"> <li>• 3.) Sr. Management Team meetings have resulted in maintaining an open line of communication with upper administration at the NHDOE, and have ensured the NHDOE is well aware of critical issues that have been identified through the Special Education Program Approval Process.</li> </ul>

Project Objective	Proposed Activity	Short-Term Output	Outcomes
	1.4.4-1.4.5 Maintain a webpage with all Program Approval information and forms, and a master calendar of all Program Approval activities.	<ul style="list-style-type: none"> <li>• Webpage and current program approval information available to NHDOE and to the field and the master calendar is maintained and updated regularly.</li> </ul>	<ul style="list-style-type: none"> <li>• All NHDOE Special Education Program Approval descriptions and forms and documents, are posted on the website and can be downloaded for use. The master calendar was reviewed regularly to ensure that Program Approval activities do not conflict in regard to scheduling, and to allow for easy identification of visits/ professional development activities scheduled.</li> </ul>
5. Design and revise all forms and documents necessary for the implementation of the Case Study Review Process and the Yearlong Improvement Process.	1.5.1 Based on user and NHDOE feedback, review and revise forms annually; provide all forms in electronic and print format, including website.	<ul style="list-style-type: none"> <li>• Forms revised and provided to the field in both electronic and print format.</li> <li>• During the 2005-06 School year, the Program Approval Management Team worked with the NHDOE in the revision of Case Study Templates.</li> </ul>	<ul style="list-style-type: none"> <li>• Case Study template revised/updated and distributed to 30 sites.</li> <li>• Documents are in compliance with NHDOE requirements for Program Approval.</li> </ul>

Project Objective	Proposed Activity	Short-Term Output	Outcomes
6. Oversee all expenditures and ensure responsible use of funds.	1.6.1 Maintain financial records 1.6.2 Review/approve all NHDOE Special Education Program Approval Process expenditures.	<ul style="list-style-type: none"> <li>• Complete financial records and appropriate use of funds.</li> </ul>	<ul style="list-style-type: none"> <li>• Funds are expended appropriately and in a timely manner.</li> </ul>

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

Project Objective	Proposed Activity	Short-Term Output	Outcomes
<p>1. Work with local, state, regional and federal supports e.g. Northeast Regional Resource Center (NERRC), National Center on Special Education Accountability and Monitoring (NCSEAM), NHDOE, NH Connections, Content Enhancement Instructional Leadership (CEIL), Special Education Technical Assistance Center (SETAC) and Special Education Administration in the design of a Focused Monitoring System.</p>	<p>2.1.1 Continue participation in all Focused Monitoring activities including Focused Monitoring stakeholder group, conferences, meetings, and work sessions as requested by NHDOE.</p>	<ul style="list-style-type: none"> <li>• Two management team members participated in Focused Monitoring stakeholder group meetings. One meeting with CEIL has been conducted and future meetings scheduled. The NHDOE has been the link to NERRC and NCSEAM to share the NH Focused Monitoring materials/process. Materials have been shared with the team and the team has participated in technical assistance calls. Monthly meetings are conducted with SETAC. A regular agenda item is an update on Focused Monitoring.</li> </ul>	<ul style="list-style-type: none"> <li>• Participation resulted in ensuring that the management team is being provided with input from various stakeholders, and also serves as a vehicle for distribution of information related to Focused Monitoring. The information gathered from such meetings is used as part of the technical assistance provided to the field.</li> </ul>

	<p>2.1.2. With NHDOE, review data and identify 3 pilot sites for 2006-2007.</p>	<ul style="list-style-type: none"> <li>• Conduct spring informational sessions for potential 2006-07 pilot sites.</li>   <li>• Identify 3 Pilot Sites to assist the NHDOE in the development and piloting of Focused Monitoring during the 2006-07 school year.</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to Focused Monitoring was provided at the spring information sessions (agenda in appendix). This resulted in building awareness in the field and generating further interest for potential volunteer pilot sites.</li>   <li>• Application process/procedures and criteria were developed for selection of pilot sites. (See appendix for process)</li>   <li>• Pilot sites were selected and matched with technical assistants. The 3 sites are: Moultonborough School District, Plymouth School District and Sanborn Regional School District. (The 3 Pilot Sites created Profiles as part of the application process, and they are provided in the appendix)</li>   <li>• Introductory Session was conducted with key leadership from each pilot site, resulting in the outlining of expectations for the 2006-07 pilot year.</li> </ul>
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	<p>2.1.3. Begin to develop protocols and materials for FM pilot site process.</p>	<ul style="list-style-type: none"> <li>• Develop/introduce Focused Monitoring Sketches, Executive Summary, and draft protocols.</li>   <li>• Provide appropriate professional development to accompany the Focused Monitoring materials that are developed.</li>   <li>• Select FM Advisory Committee and conduct an initial meeting.</li> </ul>	<ul style="list-style-type: none"> <li>• Focused Monitoring Overview and Executive Summary were developed, along with a draft of Focused Monitoring Self Assessment. Materials were provided to those school districts that were interested in applying as pilot sites. Materials were also shared with the FM Committee for feedback and additional revisions.</li>   <li>• Follow up technical assistance was provided on site within each district to assist leadership in better understanding the Focused Monitoring Process, and the formation of an Achievement Team that would implement the Focused Monitoring Process.</li>   <li>• Focused Monitoring Advisory committee has been selected and an initial meeting held, with follow up sessions scheduled for the 2006-07 school year. The purpose of the committee, along with expectations for participation, has been outlined and provided to committee members. The wide array of stakeholders has resulted in</li> </ul>
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			<p>direct links to parents, administrators, teachers, NHDOE and other key organizations, to ensure that Focused Monitoring information is disseminated and feedback provided back to the NHDOE Program Approval Management Team and the Pilot sites. (List of advisory committee members, and the introductory letter sent to them is in the appendix)</p>
<p>2. Work with NHDOE and parent group representatives to identify meaningful roles for parents in the FM process and the design of materials and effective training components.</p>	<p>With NH Connections and/or others:  2.2.1 Develop a work plan to expand parent involvement in Program Approval activities</p> <p>2.2.2 Assist in design of related materials and training as outlined in work plan.</p>	<ul style="list-style-type: none"> <li>• Two parents representing parent organizations (NH Connections and Parent Information Center) and one parent at large are members of the advisory group.</li> <li>• Parents are full members on Focused Monitoring Achievement Teams. Parents on the teams are responsible for assisting in the design of future involvement of parents in Focused Monitoring.</li> </ul>	<ul style="list-style-type: none"> <li>• With two key parent organizations, NH Connections and Parent Information Center, represented on the advisory committee, input will be gathered in the development of expanded parent representation in Focused Monitoring.</li> <li>• Parents participating in Focused Monitoring Pilot Sites will be full participants in the development of all Focused Monitoring parent activities and materials during the 2006-07 school year.</li> </ul>

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

Project Objective	Proposed Activity	Short-Term Output	Outcome
<p>1. Collect data and maintain databases that support compliance with IDEA 2004 and provide information for NHDOE related to the APR and respond to key indicators outlined in the Focused Monitoring Process.</p>	<p>3.1.1 With NHDOE, identify data related to IDEA 2004 and the APR.</p> <p>3.1.2. Report annually on patterns and trends, including incidences of noncompliance and status of corrective actions.</p>	<ul style="list-style-type: none"> <li>• Data Collection from Case Study Visits</li> <li>• Results of Follow Up Corrective Action Visits will be entered into a database</li> <li>• Patterns and trends derived from collected data are reported annually.</li> </ul>	<ul style="list-style-type: none"> <li>• Data is summarized and provided to the DOE for identification of statewide trends. See pages 20-49 in this report for data summary including patterns and trends.</li> <li>• Results of follow up Corrective Action Visits have been entered into a database and provided to the DOE.</li> <li>• Patterns and trends are noted on the following pages of this report.</li> </ul>

## **Section 3: Data Collection Summary**

### **New Hampshire Department of Education Special Education Program Approval and Improvement Process Summary of Data Collected, 2005-06 School Year**

During the 2005-06 School Year, the NHDOE conducted Case Study Reviews on a total of 227 students at 30 SAUs/private schools. 180 of the case studies were conducted within public school districts at the elementary, middle and high school level. 16 were conducted at private schools at the elementary, middle and high school level. The remaining 31 case studies were conducted at the preschool level, two at a private school and the rest at SAUs.

The Case Study Reviews are conducted to ensure compliance with state and federal special education rules and regulations. The reviews have evolved to emphasize partnerships with and technical assistance to LEAs and private schools, as well as job embedded professional development, in order to develop strong accountability systems. The aim of the Case Study Compliance Review is to ask questions and collect data around 3 target areas: Access to the General Curriculum, Transition, and Behavior Strategies and Discipline.

As part of the Case Study Compliance Review Process, the LEA or private school must also complete an application and provide documented special education policy and procedures, qualifications of staff, program descriptions and other information.

On the following pages are tables tallying the responses gathered at the Case Study Reviews conducted during the 2005-06 school year. The data is collected on the Building Level Case Study Data Summary Forms that the visiting and building level team members complete together (Sample form included in appendix.). Please note that the tables below reflect all statements recorded by visiting team members. Not every question is answered for every case study; consequently, the total numbers of responses vary within each table. After each set of tables there is a narrative summary of the data.

## PUBLIC SCHOOL CASE STUDY REVIEW RESPONSES

(not including preschool case studies)

**These responses were collected on the Building Level Data Summary Form  
during the reviews**

PUBLIC SCHOOLS							
<b>ACCESS TO THE GENERAL CURRICULUM STATEMENTS</b> <small>Ed. 1109.01 Elements of an IEP CFR 300.347 Content of IEP                      Ed. 1109.05, Implementation of IEP 20 U.S.C. 1414 (d)                      Ed. 1115.07, Ed. 1119.01 (f) Provision of Non-Academic Services/Settings CFR 300.553                      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. 1133.05 (c)(h)(k)                      CFR 300.347 Program Requirements, Content of IEP                      Ed. 1133.20 Protections Afforded to Children with Disabilities                      CFR 300.347 (a)(1)(f)</small>	<b>Total Number of Responses</b>	YES		NO		N/A	
		#	%	#	%	#	%
		Team uses multiple measures to design, implement and monitor the student's program.	173	171	99	2	1
IEP goals are written in measurable terms.	174	122	70	52	30		
Student has made progress over the past three years in IEP goals. Goal 1	175	171	98	2	1	2	1
Student has made progress over the past three years in IEP goals. Goal 2	174	161	93	2	1	11	6
Student <u>has access to</u> the general curriculum (as outlined by the district, sending district or NH frameworks.)	174	173	99	1	1		
Student <u>participates in</u> the general curriculum in a regular education setting with non-disabled peers, as appropriate, with necessary supports.	175	174	99	1	1		
When <u>participating in a regular education setting with non-disabled peers</u> with necessary supports, student <u>has made progress in</u> the general curriculum.	175	172	98	2	1	1	1
Student participates appropriately in state, district and school-wide assessments.	178	168	94	1	1	9	5
Student <u>shows progress</u> in state, district and school-wide assessments.	178	140	79	7	4	31	17
Student <u>has opportunities</u> to participate in general extracurricular and other non-academic activities with necessary supports.	178	172	97	4	2	2	1
Student <u>does participate</u> in general extracurricular and other non-academic activities with necessary supports.	171	145	85	16	9	10	6
Was the student's most recent LEA evaluation, including a written summary report and meeting, held within 45 days of parental permission to test?	171	103	60	64	37	4	2
<b>For High School Students:</b>	<b>Total Number of Responses</b>	YES		NO			
		#	%	#	%		
Student is earning credits toward a regular high school diploma.	37	34	92	3	8		
Student will earn an IEP diploma or a certificate of completion.	26	3	12	23	88		
Does this school / district have a clear policy for earning a high school diploma?	33	30	91	3	9		

**PUBLIC SCHOOLS (continued)**

<b>TRANSITION STATEMENTS</b> <small>Ed. 1102.53, Transition Services CFR 300.29 Ed. 1107.02 CFR 300.132 Part C Transition Ed. 1109.01, Elements of and IEP (Transition Services) CFR 300.347 (b)(1)(2) 20 U.S.C. 1401(34) 20 U.S.C. 1414 (d)(1)(A)(i)(VIII)(aa)(bb)(cc) Ed. 1109.03, IEP Team CFR 300.344 (b)(1) Ed. 1133.05 CFR 300.347 (b)(1)(2) Program Requirements</small>	<b>Total Number of Responses</b>	<b>YES</b>		<b>NO</b>			
		#	%	#	%		
		<b>For all students, respond to the following 3 statements:</b>					
Transition planning from grade to grade takes place.	176	174	99	2	1		
Transition planning from school to school takes place.	172	168	98	4	2		
Collaboration has occurred between general and special education staff in IEP development and in transition planning.	176	175	99	1	1		
<b>For middle or high school students, <u>also</u> respond to the following 4 statements:</b>							
Transition planning is designed as a results oriented process that promotes movement from school to the student's desired post-school goals.	70	65	93	5	7		
IEP team includes parent as part of transition planning.	84	84	100				
IEP team and process includes student as part of transition planning.	82	74	90	8	10		
IEP includes current level of performance related to transition services.	75	64	85	11	15		
<b>If the student is age 14 or older during the course of the IEP, <u>also</u> respond to the following 3 statements:</b>							
There is documentation that the student has been invited to attend IEP meetings.	51	45	88	6	12		
A statement of the transition service needs is included in the IEP.	47	40	85	7	15		
The statement of transition focuses on the student's course of study (e.g. vocational programming, advanced placement).	48	39	81	9	19		
<b>If the student is age 16 or older during course of the IEP, <u>also</u> respond to the following 11 statements:</b>							
	<b>Total Number of Responses</b>	<b>YES</b>		<b>NO</b>		<b>N/A</b>	
		#	%	#	%	#	%
Transition plan, including student's <u>measurable</u> post-high school goals, is in place.	29	22	76	7	24		
There is documentation that representatives of other agencies have been invited to IEP meetings.	30	24	80	1	3	5	17
Statement of needed transition services is presented as a coordinated set of activities.	28	25	89	3	11		
The statement of transition focuses on the student's course of study (e.g. vocational programming, advanced placement).	27	27	100				
The IEP includes a statement of needed transition services and considers instruction.	27	27	100				
The IEP includes a statement of needed transition services and considers related services.	29	26	90			3	10
The IEP includes a statement of needed transition services and considers community experiences.	27	27	100				
The IEP includes a statement of needed transition services and considers development of employment skills.	27	27	100				
The IEP includes a statement of needed transition services and considers development of daily living skills.	29	21	72	1	3	7	24
Student is informed prior to age 17 of his/her rights under IDEA.	24	23	96	1	4		
If the student is preparing to graduate this year, there is a summary of the student's <b>academic achievement and functional performance</b> , which includes recommendations on how to assist the student in meeting his or her post-secondary goals.	25	12	48	2	8	11	44

**PUBLIC SCHOOLS (continued)**

<b>BEHAVIOR STRATEGIES AND DISCIPLINE</b> <small>Ed. 1109.02 Program CFR 300.346                      Ed. 1119.11 Disciplinary Procedures CFR 300.519-300.529                      Ed. 1133.07 (a)(b)(c)(d)(e) CFR 300.510-300.529 20 U.S.C. 1415 (K)                      Child Management – Private Schools                      RSA 169-C Child Protection Act</small>	<b>Total Number of Responses</b>	<b>YES</b>		<b>NO</b>		<b>N/A</b>	
		#	%	#	%	#	%
		Data are used to determine impact of student behavior on his/her learning.	167	109	65	7	4
If appropriate, a functional behavior assessment has been conducted.	170	48	28	14	8	108	64
IEP team has addressed behaviors that are impacting student learning.	169	104	62	2	1	63	37
A behavior intervention plan has been written to address behaviors.	170	60	35	9	5	100	59
All individuals working with the student have been involved in developing behavior intervention strategies.	169	91	54	3	2	75	44
Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.	166	94	57	3	1	69	42
Results of behavior intervention strategies are evaluated and monitored.	166	95	57	3	2	68	41
A school-wide behavior intervention model exists.	165	98	60	61	37	6	3

**Interpretation/Analysis of the Data Above:**

Upon review of the data collected through the NHDOE Special Education Case Study Presentations, the following trends have been identified in public schools (K-12):

- **Evaluations conducted within 45 days of parental permission to test:**  
 During the 2005-06 school year, the case studies presented in the public school setting reflected that educational communities continue to be challenged by completing special education evaluations in a timely manner. (37% of the evaluations were not completed within 45 days of parental permission to test.)
- **Annual Measurable Goals:**  
 Staff within the public school setting continue to need assistance in writing annual measurable IEP goals. (30% of the IEPs did not contain measurable annual goals.)
- **Transition Planning:**  
 Staff within the public school setting continue to need assistance in writing measurable post high school goals as part of the transition plan in IEPs.

## PRIVATE SCHOOL CASE STUDY REVIEW RESPONSES

(not including preschool case studies)

**These responses were collected on the Building Level Data Summary Form  
during the reviews**

PRIVATE SCHOOLS							
<b>ACCESS TO THE GENERAL CURRICULUM STATEMENTS</b> <small>Ed. 1109.01 Elements of an IEP CFR 300.347 Content of IEP                      Ed. 1109.05 Implementation of IEP 20 U.S.C. 1414 (d)                      Ed. 1115.07, Ed 1119.01 (f) Provision of Non-Academic Services/Settings CFR 300.553                      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. 1133.05 (c)(h)(k)                      CFR 300.347 Program Requirements, Content of IEP                      Ed. 1133.20 Protections Afforded to Children with Disabilities                      CFR 300.347 (a)(1)(i)</small>	Total Number of Responses	YES		NO		N/A	
		#	%	#	%	#	%
		Team uses multiple measures to design, implement and monitor the student's program.	16	15	94	1	6
IEP goals are written in measurable terms.	16	8	50	8	50		
Student has made progress over the past three years in IEP goals. Goal 1	15	13	87	2	13		
Student has made progress over the past three years in IEP goals. Goal 2	13	10	77	1	8	2	15
Student <u>has access to</u> the general curriculum (as outlined by the district, sending district or NH frameworks.)	16	9	56	7	44		
Student <u>participates in</u> the general curriculum in a regular education setting with non-disabled peers, as appropriate, with necessary supports.	14	4	29			10	71
When <u>participating in a regular education setting with non-disabled peers</u> with necessary supports, student <u>has made progress in</u> the general curriculum.	16	4	25			12	75
Student participates appropriately in state, district and school-wide assessments.	16	14	88			2	12
Student <u>shows progress</u> in state, district and school-wide assessments.	16	8	50	1	6	7	44
Student <u>has opportunities</u> to participate in general extracurricular and other non-academic activities with necessary supports.	16	15	94	1	6		
Student <u>does participate</u> in general extracurricular and other non-academic activities with necessary supports.	16	14	88	2	13		
Was the student's most recent LEA evaluation, including a written summary report and meeting, held within 45 days of parental permission to test?	15	12	80	1	7	2	13
<i>For High School Students:</i>	Total Number of Responses	YES		NO			
		#	%	#	%		
Student is earning credits toward a regular high school diploma.	8	7	88	1	12		
Student will earn an IEP diploma or a certificate of completion..	5	1	20	4	80		
Does this school / district have a clear policy for earning a high school diploma?	7	7	100				

**PRIVATE SCHOOLS (continued)**

<b>TRANSITION STATEMENTS</b> <u>Ed. 1102.53, Transition Services CFR 300.29 Ed. 1107.02</u> <u>CFR 300.132 Part C Transition</u> <u>Ed. 1109.01, Elements of and IEP (Transition Services) CFR 300.347 (b)(1)(2)</u> <u>20 U.S.C. 1401(34) 20 U.S.C. 1414 (d)(1)(A)(i)(VIII)(aa)(bb)(cc) Ed. 1109.03, IEP Team</u> <u>CFR 300.344 (b)(1) Ed. 1133.05 CFR 300.347 (b)(1)(2) Program Requirements</u>	<b>Total Number of Responses</b>	<b>YES</b>		<b>NO</b>			
		#	%	#	%		
		<b>For all students, respond to the following 3 statements:</b>					
Transition planning from grade to grade takes place.	16	16	100				
Transition planning from school to school takes place.	14	14	100				
Collaboration has occurred between general and special education staff in IEP development and in transition planning.	11	10	91	1	9		
<b>For middle or high school students, <u>also</u> respond to the following 4 statements:</b>							
Transition planning is designed as a results oriented process that promotes movement from school to the student's desired post-school goals.	11	10	91	1	9		
IEP team includes parent as part of transition planning.	11	10	91	1	9		
IEP team and process includes student as part of transition planning.	11	11	100				
IEP includes current level of performance related to transition services.	11	8	73	3	27		
<b>If the student is age 14 or older during the course of the IEP, <u>also</u> respond to the following 3 statements:</b>							
There is documentation that the student has been invited to attend IEP meetings.	10	6	60	4	40		
A statement of the transition service needs is included in the IEP.	9	9	100				
The statement of transition focuses on the student's course of study (e.g. vocational programming, advanced placement).	7	7	100				
<b>If the student is age 16 or older during course of the IEP, <u>also</u> respond to the following 11 statements:</b>							
	<b>Total Number of Responses</b>	<b>YES</b>		<b>NO</b>		<b>N/A</b>	
		#	%	#	%	#	%
Transition plan, including student's <u>measurable</u> post-high school goals, is in place.	7	5	71	2	29		
There is documentation that representatives of other agencies have been invited to IEP meetings.	7	6	86			1	14
Statement of needed transition services is presented as a coordinated set of activities.	7	5	71	2	29		
The statement of transition focuses on the student's course of study (e.g. vocational programming, advanced placement).	5	3	60	2	40		
The IEP includes a statement of needed transition services and considers instruction.	7	6	86	1	14		
The IEP includes a statement of needed transition services and considers related services.	7	5	71	1	14	1	14
The IEP includes a statement of needed transition services and considers community experiences.	7	6	86	1	14		
The IEP includes a statement of needed transition services and considers development of employment skills.	7	6	86	1	14		
The IEP includes a statement of needed transition services and considers development of daily living skills.	7	5	71	1	14	1	14
Student is informed prior to age 17 of his/her rights under IDEA.	5	5	100				
If the student is preparing to graduate this year, there is a summary of the student's <b>academic achievement and functional performance</b> , which includes recommendations on how to assist the student in meeting his or her post-secondary goals.	7	1	14			6	86

**PRIVATE SCHOOLS (continued)**

<b>BEHAVIOR STRATEGIES AND DISCIPLINE</b> <small>Ed. 1109.02 Program CFR 300.346                      Ed. 1119.11 Disciplinary Procedures CFR 300.519-300.529                      Ed. 1133.07 (a)(b)(c)(d)(e) CFR 300.510-300.529 20 U.S.C. 1415 (K)                      Child Management – Private Schools                      RSA 169-C Child Protection Act</small>	<b>Total Number of Responses</b>	<b>YES</b>		<b>NO</b>		<b>N/A</b>	
		#	%	#	%	#	%
		Data are used to determine impact of student behavior on his/her learning.	16	16	100		
If appropriate, a functional behavior assessment has been conducted.	16	5	31			11	69
IEP team has addressed behaviors that are impacting student learning.	16	16	100				
A behavior intervention plan has been written to address behaviors.	16	12	74	2	13	2	13
All individuals working with the student have been involved in developing behavior intervention strategies.	16	14	88			2	12
Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.	16	13	81			3	19
Results of behavior intervention strategies are evaluated and monitored.	16	14	88			2	12
A school-wide behavior intervention model exists.	16	16	100				

**Interpretation/Analysis of Private Special Education School Data:**

Upon review of the data collected through the NHDOE Special Education Case Study Presentations, the following trends have been identified in private schools K-12:

- **Annual Measurable Goals in IEPs:**  
A significant number (50%) of IEPs reviewed did not have measurable annual goals in the IEPs.
- **Full Access to the General Curriculum:**  
Based on the case studies presented, a significant number (44%) of students did not have full access to the general curriculum.
- **Transition Planning:**  
Based on the case study presentations, a significant number of transition plans lacked required components: evidence that students were invited to meetings and participated in the transition planning, measurable post high school goals, and statement of needed transition services. For the purpose of reporting for the State Performance Plan, of the 30 LEAs and private schools visited during the 2005-06 school year, 6 of the sites had transition plans that were lacking measurable post high school goals in transition plans.

## PUBLIC PRESCHOOL CASE STUDY REVIEW RESPONSES

These responses were collected on the Building Level Data  
Summary Form during the reviews

PUBLIC PRESCHOOL							
<b>ACCESS TO THE GENERAL CURRICULUM STATEMENTS</b> <small>Ed. 1109.01 Elements of and IEP CFR 300.347 Ed. 1109.05, Implementation of IEP                      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 CFR 300.347(a)(1)(i) CFR 300.347 (a)(1)(iii)</small>	<b>Total Number of Responses</b>	YES		NO		N/A	
		#	%	#	%	#	%
		Is there a written general education curriculum in place for preschoolers?	29	26	90	3	10
Does the curriculum incorporate social/emotional skills?	29	29	100				
Has this student made progress in social/emotional skills?	29	28	97			1	3
Does the curriculum incorporate early language/communication skills?	29	29	100				
Has this student made progress in early language/communication skills?	29	28	97			1	3
Does the curriculum incorporate pre-reading skills?	29	29	100				
Has this student made progress in pre-reading skills?	29	27	93	1	3	1	3
Does this student have access to appropriate preschool activities?	29	29	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?	29	28	97	1	3		
Was the student's most recent LEA evaluation, including a written summary report and meeting, held within 45 days of parental permission to test?	29	17	59	9	31	3	10
Did the IEP team meet to create the IEP within 30 calendar days of eligibility?	28	25	89	2	7	1	3
Was and IEP fully developed and signed by the student's third birthday?	28	11	39	7	25	10	36
Are this student's IEP goals written in measurable terms?	28	13	46	13	46	2	7

**PUBLIC PRESCHOOL (continued)**

<b>TRANSITION STATEMENTS</b> <u>Ed. 1102.53, Transition Services CFR 300.29</u> <u>Ed. 1109.01, Elements of an IEP (Transition Services) CFR 300.347 (b)(1)(2)</u> <u>Ed. 1109.03, IEP Team CFR 300.344 (b)(1)</u>	<b>Total Number of Responses</b>	<b>YES</b>		<b>NO</b>	
		#	%	#	%
		Transition planning from ESS to preschool takes place.	19	19	100
Transition planning from preschool to kindergarten or 1st grade takes place.	26	23	89	3	11
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.	19	8	42	11	58
Team around transition includes parents.	26	26	100		
Team around transition includes appropriate agencies.	29	27	93	2	7
Services agreed on in the IEP began by the time specified in the IEP.	29	29	100		
Early Supports and Services provided the school or district with initial information prior to 90 days.	19	10	53	9	47
Early Supports and Services evaluation information was shared with the school or district.	16	15	94	1	6

**PUBLIC PRESCHOOL (continued)**

<b>BEHAVIOR STRATEGIES AND DISCIPLINE</b> <u>Ed. 1109.02 Program CFR 300.346</u> <u>Ed. 1119.11 Disciplinary Procedures</u> <u>CFR 300.519-300.529</u> <u>Ed. 1133.07 (a)(b)(c)(d)(e)</u> <u>CFR 300.510-300.529</u> <u>Child Management – Private Schools</u> <u>RSA 169-C Child Protection Act</u>	<b>Total Number of Responses</b>	<b>YES</b>		<b>NO</b>		<b>N/A</b>	
		#	%	#	%	#	%
		Data are used to determine impact of student behavior on his/her learning.	29	24	83		
Has this student ever been suspended from school?	29	26	90			3	10
A functional behavior assessment has been conducted.	29	3	10	2	7	24	83
IEP team has addressed behaviors that are impacting student learning.	28	25	89			3	11
A behavior intervention plan has been written to address behaviors.	28	9	32	1	4	18	64
All individuals working with the student have been involved in developing behavior intervention strategies.	28	25	89			3	10
Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.	27	16	59			11	41
Results of behavior intervention strategies are evaluated and monitored.	26	21	81			5	19

**PRIVATE PRESCHOOL CASE STUDY REVIEW RESPONSE**

**These responses were collected on the Building Level Data  
Summary Form during the reviews**

PRIVATE PRESCHOOL							
<b>ACCESS TO THE GENERAL CURRICULUM STATEMENTS</b> <small>Ed. 1109.01 Elements of and IEP CFR 300.347 Ed. 1109.05, Implementation of IEP                      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 CFR 300.347(a)(1)(i) CFR 300.347 (a)(1)(iii)</small>	<b>Total Number of Responses</b>	YES		NO		N/A	
		#	%	#	%	#	%
		Is there a written general education curriculum in place for preschoolers?	2	2	100		
Does the curriculum incorporate social/emotional skills?	2	2	100				
Has this student made progress in social/emotional skills?	2	2	100				
Does the curriculum incorporate early language/communication skills?	2	2	100				
Has this student made progress in early language/communication skills?	2	2	100				
Does the curriculum incorporate pre-reading skills?	2	2	100				
Has this student made progress in pre-reading skills?	2	2	100				
Does this student have access to appropriate preschool activities?	2	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	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?	2	2	100				
Did the IEP team meet to create the IEP within 30 calendar days of eligibility?	2	2	100				
Was and IEP fully developed and signed by the student's third birthday?	2	2	100				
Are this student's IEP goals written in measurable terms?	2	1	50	1	50		

**PRIVATE PRESCHOOL (continued)**

<b>TRANSITION STATEMENTS</b> <u>Ed. 1102.53, Transition Services CFR 300.29</u> <u>Ed. 1109.01, Elements of an IEP (Transition Services) CFR 300.347 (b)(1)(2)</u> <u>Ed. 1109.03, IEP Team CFR 300.344 (b)(1)</u>	<b>Total Number of Responses</b>	YES		NO	
		#	%	#	%
		Transition planning from ESS to preschool takes place.	2	2	100
Transition planning from preschool to kindergarten or 1st grade takes place.	2	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.	2	2	100		
Team around transition includes parents.	2	2	100		
Team around transition includes appropriate agencies.	2	2	100		
Services agreed on in the IEP began by the time specified in the IEP.	2	2	100		
Early Supports and Services provided the school or district with initial information prior to 90 days.	2	2	100		
Early Supports and Services evaluation information was shared with the school or district.	2	2	100		

**PRIVATE PRESCHOOL (continued)**

<b>BEHAVIOR STRATEGIES AND DISCIPLINE</b> <u>Ed. 1109.02 Program CFR 300.346</u> <u>Ed. 1119.11 Disciplinary Procedures</u> <u>CFR 300.519-300.529</u> <u>Ed. 1133.07 (a)(b)(c)(d)(e)</u> <u>CFR 300.510-300.529</u> <u>Child Management – Private Schools</u> <u>RSA 169-C Child Protection Act</u>	<b>Total Number of Responses</b>	YES		NO		N/A	
		#	%	#	%	#	%
		Data are used to determine impact of student behavior on his/her learning.	2	2	100		
Has this student ever been suspended from school?	2	2	100				
A functional behavior assessment has been conducted.	2					2	100
IEP team has addressed behaviors that are impacting student learning.	2	2	100				
A behavior intervention plan has been written to address behaviors.	2					2	100
All individuals working with the student have been involved in developing behavior intervention strategies.	2	2	100				
Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.	2	2	100				
Results of behavior intervention strategies are evaluated and monitored.	2	2	100				

**Interpretation/Analysis of Preschool Program Data:**

Based on the preschool case study presentations in SAUs, the following trends were identified as needing attention:

- **Evaluations conducted within 45 days of parental permission:**  
The data indicates that staff are challenged by completing special education evaluations in a timely manner. (31% of the evaluations were not completed within 45 days of parental permission to test.)
- **Annual Measurable Goals in IEP:**  
As with the K-12 public schools, staff at the preschool level are challenged by writing annual measurable goals in IEPs. (46% of IEPs did not have annual goals written in measurable terms.)

**Private, NHDOE Approved Special Education Preschool (only one visited):**

At the one private special education preschool visited, it was clear that the facility has the same IEP needs as the public preschool settings. The goals in the IEPs presented did not have all measurable annual goals in the IEP.

**Additional Compliance Data Collected During the Case Study Compliance Review Process:**

The following is a spreadsheet of the 2005-06 sites and their citations by site. Details of the citations are included in each site’s Case Study Compliance Review Report.

**ALL 2005-06 SITES, PRESCHOOL – GRADE 12  
AND THEIR CITATIONS OF NON-COMPLIANCE**

<b>SITE NAME</b>	<b>TYPE (SAU/ Private)</b>	<b>REPORT DATE</b>	<b>CITATION</b>	<b>ED #</b>
<b>Children Unlimited</b>	private	8/24/2006	IEP	Ed 1109.01
			Facilities	Ed 1133.13
<b>Clearway HS</b>	private	4/24/2006	IEP	Ed 1109.01
			Transition	Ed 1102.53
			Personnel	Ed 1133.08
<b>Lakeview Learning Center</b>	private	6/3/006	IEP	Ed 1190.01
			Facilities	Ed 1133.13
<b>Parker Academy</b>	private	6/28/2006	Governance	Ed 1133.03
			IEP	Ed 1109.01
			Consultants	Ed 1119.08

<b>Pine Haven</b>	private	8/25/2006	IEP Team	Ed 1109.03
			IEP	Ed 1109.01
			Equal Ed Opportunities & Full Access	Ed 1119.08 CFR 300.304 CFR 300.24 CFR 300.347
			Administration	Ed 1133.04
			Program Requirements	Ed 1133.05 (c)(d)(e)(h)(I)
			Transition Planning	Ed 1102.53 CFR 300.29
<b>Seacoast Learning Collaborative</b>	private	2/27/2006	Access to the General Curriculum	Ed 1109.03 (a) & Ed 1133.05 (h)
			Assessment	Ed 1133.05 (I)
			Personnel & Program Requirements	Ed 1133.05 (k) & Ed 1133.08 (a)
			IEP	Ed 1119.01
			Transition	Ed 1102.53 & Ed 1109.01(a)
			Administration	Ed 1133.04 (b)
			Facilities	Ed 1133.13 (g)
			Facilities	Ed 1133.13 (d)
<b>Prospect Mt HS</b>	SAU 301	7/25/2006	No Citations	
<b>Berlin</b>	SAU 03	7/28/2006	Facilities	Ed 306.06 & Ed 403.01
			Determination of Eligibility	Ed 1107.01
			IEP	Ed 1109.01
			Diplomas	Ed 1119.08
			OOD File	Ed 1109.01
			James O Files	Ed 1107.02 (d)
			"	Ed 1107.03 (l)
			"	Ed 1107.01
			"	CFR 300.347 (a) (2)
			"	CFR 300.347 (b) (1)
			"	CFR 300.347 (c)
			"	CFR 300.309 (a) (2)
			"	Ed 1109.01
			"	Ed 1107.04
			"	CFR 300.347 (a) (5)
<b>Colebrook</b>	SAU 07	8/29/2006	Determination of Disabilities	Ed 1107.01(c)
			Provision of FAPE	Ed 1107.02(h) CFR 300.132(b)
			Evaluation Timelines	Ed 1107.04(d)

<b>Colebrook continued</b>			Evaluation Requirements	Ed 1107.06
			IEP Elements	Ed 1109.01(a) CFR 300.347 (a;b, 1 & 2)
			IEP Team	Ed 1109.03 CFR 300.344
			IEP Monitoring and Evaluation	Ed 1109.10
			Vocational Ed	Ed 1113
			LRE	Ed 1115.01 Ed 1115.02 CFR 300.550- 300.553
			Full Access	Ed 1119.03 CRF 300.24 CFR 300.347
			Personnel Standards	Ed 1119.07(a) CFR 300.23 CFR 300.136
			Diplomas	Ed 119.08
			Policies & Procedures	Ed 1129.01(b)
			Pre-placement and Placement Review Procedures	Ed 1130.03
			Emergency Placement	Ed 1130.04(a)(b)
<b>Concord</b>	SAU 08	6/5/2006	IEP	Ed 1119.01
			IEP	Ed 1119.01
			IEP	Ed 1119.01
			IEP	Ed 1119.02
			Diploma	Ed 1119.08
			Policy and Procedures	Ed 1100
			Diploma	Ed 1119.08
<b>Chester</b>	SAU 82	4/26/2006	IEP	Ed 1109.01
<b>Fremont</b>	SAU 83	8/21/2006	IEP	Ed 1109.01
<b>Bedford</b>	SAU 25	5/22/2006	No Citations	
<b>Laconia</b>	SAU 30	6/19/2006	IEP	Ed 1109.01
			Discipline	Ed 1119.11
			Diplomas	Ed 1119.08
<b>Newmarket</b>	SAU 31	6/20/2006	IEP	Ed 1107.07
			IEP	Ed 1109.02
<b>White Mountains</b>	SAU 36	5/17/2006	Transition	Ed 1102.05

<b>White Mountains continued</b>			IEP	Ed 1109.01
			Evaluation	Ed 1107.05
			Transition	20 USCA B 1414
<b>Milford</b>	SAU 40	6/27/2006	Operation of Programs	Ed 1119.03
			Qualifications of Service Providers	Ed 1119.07
			IEP	Ed 1109.01
			Transition	Ed 1102.53
			Transition	Ed 1109.01
			IEP	Ed 1109.03
			From James O / OOD	CFR 300.347(a)(4)
			From James O / OOD	Ed 1109.01 & CFR 300.347(a)(3)
<b>Northwood, Nottingham, Strafford</b>	SAU 44	7/28/2006	Policy & Procedures	Ed 1106.01
			Evaluation & Determination	Ed 1107.01(a)(c)(d) & 1107.06 1119.07 & CFR 300.347
			IEP	Ed 1109.01(a)(b) (1&2) CFR 300.347
			Placement	Ed 1115.02
			James O	Ed 1130.03 & Ed 1130.04
<b>Pembroke</b>	SAU 53	6/14/2006	IEP	Ed 1109.01 & CFR 300.347(a)(2)
			IEP	Ed 1109.04 & CFR 300.345(3)(ii)
			Diplomas	Ed 1119.08
			Evaluation Process	Ed 1107.04(d)
			Transition	Ed 1109.01 & CFR 300.347(a)(2)
			Facilities	Ed 1119.06
<b>Timberlane</b>	SAU 55	3/27/2006	No Citations	
<b>Hampstead</b>	SAU 55	2/28/2006	IEP	Ed 1109.01(a)(2)
			Qualified Examiners	Ed 1107.04(d)
<b>Hopkinton</b>	SAU 66	6/6/2006	Diplomas	Ed 1119.08
<b>Bow</b>	SAU 67	2/28/2006	IEP	Ed 1109.01(a)
			Team Composition	Ed 1107.01 & CFR 300.534

<b>Bow continued</b>			Evaluations	Ed 1107.04(d)
			IEP	CFR 300.345(a)(ii)
<b>Lin-Wood</b>	SAU 68	5/26/2006	Process	Ed 1106.01
			Diplomas	Ed 1119.08
			Curricula	Ed 1119.03(c)
			IEP	Ed 1119.01
<b>Hanover</b>	SAU 70	8/17/2006	IEP	Ed 1109.01 & CFR 300.347(a)(2)
			Team Composition	Ed 1107.01(l)
			Diplomas	Ed 1119.08
<b>Gilford</b>	SAU 73	4/11/2006	IEP	Ed 1109.01(a)
<b>Barrington</b>	SAU 74	1/20/2006	IEP	Ed 1109.01(a)
<b>Lyme</b>	SAU 76	3/10/2006	IEP	Ed 1109.01(a)
<b>Gilmanton</b>	SAU 79	7/10/2006	IEP	Ed 1107.07
			Communication	Ed 1100.01 & Ed 1102.13
			Personnel	Ed 1119.07
			Qualified Examiners	Ed 1107.04(d)
			Evaluation	Ed 1107.01
			IEP	Ed 1109.01
			Transition	Ed 1109.01

**Summary of the Compliance Data:**

Based on the data collected during the 2005-06 case study presentations, the following patterns of citations of non-compliance were identified:

**Private Schools:**

- Annual measurable IEP goals were lacking at all the private schools.
- Private schools do not always have qualified/certified administrators.
- Access to the General Curriculum: Two of the private schools were cited for not providing full access to the general curriculum.
- Transition Plans reviewed at three of the schools lacked required components.

## LEAs

- Annual Measurable Goals were lacking in IEPs at 17 of the 23 SAUs.
- Evaluations are not always being conducted with 45 days.
- Written Policy is not in place in 8 SAUs regarding earning of credits/issuing of high school credits/issuing of regular high school diploma.
- Transition Planning lacked required components.

## **NHDOE Special Education Program Approval Visits To New Programs**

As part of the NHDOE Special Education Program Approval Process, the Program Approval Management Team works with the Bureau of Special Education in the oversight and coordination of application materials for new special education programs. This includes logging requests for application materials, distribution of the application materials, technical assistance to the field in the completion of the materials, review and response to completed applications as well as scheduling and conducting follow up visits and writing summary reports. During the 2005-06 school year, there were 37 requests for application materials for establishment of new special education programs. Listed below is a summary of all requests, along with the status of the application materials.

Request for New Program Approvals						
SAU	Full name	Program Name	Request Type	Revd Application	Date Approved	Approved Through
SAU 54	Rochester School District	HOPE School	Add lower grades and ages	7/25/2005	10/6/06	6/30/2008
SAU 18	Franklin School District	Preschool Program	Relocation from Smith Elem to Franklin HS	8/15/2005	10/26/05	6/30/2008
SAU 49	Gov Wentworth School District	Self-Contained Resource Room at Tuftonboro Elementary	new elementary program	8/19/2005	10/26/05	6/30/2008
	New Alternative Options, LLC	New Private HS	New Private HS	8/19/2005		Closure Letter Sent
	Wolfeboro Area Children's Center	WACC - Preschool Special Needs	Decrease Capacity from 20 to 12	9/1/2005	10/26/05	6/30/2008
	Strafford Learning Center	Preschool Education Program (PEP)	Additional Classroom	9/9/2005	10/26/05	6/30/2009
SAU 38	Monadnock Regional School District	Autism Program	new program at Monadnock Middle / High School	9/27/2005		* In Process
SAU 74	Barrington School District	On Track Program - Barrington Middle School	new program	10/18/2005	4/25/06	6/30/2011
SAU 11	Dover School District	Comprehensive Program at Dover MS	new program	10/27/2005		* In Process
SAU 11	Dover School District	Behavior Resource Room at Woodman Park Elem	new program	10/27/2005		* In Process
SAU 53	Pembroke School District	LIFE (Learning is for Everyone)	Increase capacity and disabilities served	11/16/2005	12/15/05	6/30/2011

		White Mtns. Regional High School Life Skills Program	Change program capacity from 10 to 15 students		12/1/05	
SAU 36	Whitefield School District			11/17/2005		6/30/2006
	Davenport School	New building		11/23/2005	12/8/05	6/30/2008
SAU 41	Hollis Primary School	Preschool Program	Change the program name	11/28/2005	11/7/05	6/30/2007
SAU 25	Bedford School District	Riddle Brook School Integration Program		12/2/2005	12/13/05	6/30/2011
	Antrim Girls Shelter	Antrim Girls Shelter	Moving into a new building and hiring new staff	12/12/2005	10/4/06	6/30/2009
	Child Development Center	Child Development Center	Change Name to Monarch School of NE	12/21/2005	5/5/06	6/30/2008
	The Hunter School		Add Girls	1/13/2006	4/18/06	6/30/2007
SAU 10	Derry School District	Derry Early Education Program (Inclusionary Pre/K)	increase capacity from 9 to 12	1/25/2006		6/30/2008
	DO-IT School	DO-IT School	Change name to Granite Hill School	1/27/2006	4/23/06	6/30/2007
	Learning Skills Academy	High School	Add grades 11 & 12	3/7/2006	7/7/06	6/30/2007
	Regional Services & Education Center	RSEC Academy	Increase capacity	3/27/2006	4/28/06	6/30/2007
	Regional Services & Education Center	RSEC Academy Summer Program	Increase capacity	3/27/2006	4/28/06	6/30/2007
	Regional Services & Education Center	Longview School	Increase capacity	3/27/2006	4/28/06	6/30/2007
	Birchtree Center for Children	Birchtree Center for Children	Moving to a new building	3/27/2006	4/27/06	6/30/2008
SAU 66	Hopkinton School District	Language Based Program - Maple Street School	New Program	4/3/2006	8/16/06	6/30/2011
SAU 66	Hopkinton School District	Language Based Program - Hopkinton Middle High School	New Program	4/3/2006	8/16/06	6/30/2011
	Brentwood (SERESC)	Brentwood School	change capacity	5/4/2006	5/19/06	6/30/2009
	Birchtree Center for Children	Birchtree Center for Children	Adding Grade 9	5/8/2006	10/6/06	6/30/2007
	Cedarcrest School	Day Program	Decrease Approved Capacity	5/16/2006	6/15/06	6/30/2007
	Becket Family of Services	Life Centered Learning Institute in Tilton	Summer program	5/25/2006	6/16/06	8/31/06
	Becket Family of Services	Mount Prospect Academy	Expand Mount Prospect capacity; terminate Haverhill approval	5/25/2006		6/30/2007
SAU 12	Londonderry Early Education Program	F.R.I.E.N.D.S. Program at Moose Hill School	new program	6/5/2006	9/19/06	6/30/2007
	Camp Connect - Easter Seals	Camp Connect @ Riddle Brook School, Bedford		6/19/2006		Closure Letter Sent
	Lakeview Neurorehabilitation	Lakeview School Elementary Program	Decrease Capacity	6/21/2006	9/14/06	6/30/2009
	HEAR in New Hampshire		Decrease Capacity	6/22/2006	10/6/06	6/30/2009
SAU 55	Hampstead School District	Adding Public Kindergarten	new program	6/23/2006	9/1/06	6/30/2011

\* Sites applying for approval of new programs or changes to existing approved programs have one year to complete the application process. A few sites were still working through the process as of the date of this report.

**Parent Input Gathered from the Case Study Compliance Reviews**

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

Survey results have been summarized and analyzed and the results are included below. It is important to note that this summary includes only those questions where data is needed for the State Performance Plan (SPP). Copies of results for each site visited are included in the final reports. A total of 6,587 parent surveys were distributed and 1,802 were completed and returned, which equals a 29% response rate.

***Parent Survey Responses***

<b>Public Schools</b>									
<b>Question</b>	<b>Total Number of Responses</b>	<b>3 Completely</b>	<b>%</b>	<b>2 Partially</b>	<b>%</b>	<b>1 Not at all</b>	<b>%</b>	<b>n/a</b>	<b>%</b>
I am adequately informed about my child's progress	1520	983	65	428	28	79	5	30	5
A variety of information (observations, test scores, school work, parent input) was used in developing my child's IEP	1536	1303	85	184	12	24	2	25	2
I have been involved in the development of behavior interventions, strategies and supports for my child.	1406	638	45	161	11	44	3	563	40
I fully participate in special education decisions regarding my child.	1515	1322	87	108	7	20	1	65	4
I have been provided with a copy of the procedural safeguards (parental rights) at least once a year.	1526	1406	92	44	3	10	1	66	4
All of the people who are important to my child's transition were part of the planning.	1487	909	61	225	15	49	3	304	20

<b>Private Schools</b>									
<b>Question</b>	<b>Total # of Responses</b>	<b>3 Completely</b>	<b>%</b>	<b>2 Partially</b>	<b>%</b>	<b>1 Not at all</b>	<b>%</b>	<b>n/a</b>	<b>%</b>
I am adequately informed about my child's progress	79	67	85	11	14	0	0	1	1
A variety of information (observations, test scores, school work, parent input) was used in developing my child's IEP	87	71	82	8	9	2	2	6	7
I have been involved in the development of behavior interventions, strategies and supports for my child.	54	42	78	9	17	1	2	2	4
I fully participate in special education decisions regarding my child.	88	66	75	8	9	0	0	5	6
I have been provided with a copy of the procedural safeguards (parental rights) at least once a year.	79	73	92	0	0	0	0	6	8
All of the people who are important to my child's transition were part of the planning.	78	62	79	7	9	1	1	8	10

<b>Public Preschools</b>									
<b>Question</b>	<b>Total # of Responses</b>	<b>3 Completely</b>	<b>%</b>	<b>2 Partially</b>	<b>%</b>	<b>1 Not at all</b>	<b>%</b>	<b>n/a</b>	<b>%</b>
I am adequately informed about my child's progress	152	112	74	36	24	1	1	3	2
A variety of information (observations, test scores, school work, parent input) was used in developing my child's IEP	146	134	92	7	5	2	1	3	2
I have been involved in the development of behavior interventions, strategies and supports for my child.	136	60	44	10	7	1	1	65	48
I fully participate in special education decisions regarding my child.	150	140	93	5	3	0	0	5	3
I have been provided with a copy of the procedural safeguards (parental rights) at least once a year.	147	141	96	2	1	0	0	4	3
All of the people who are important to my child's transition were part of the planning.	138	54	39	3	2	0	0	81	59

Private Preschool									
Question	Total # of Responses	3 Completely	%	2 Partially	%	1 Not at all	%	n/a	%
I am adequately informed about my child's progress	9	9	100						
A variety of information (observations, test scores, school work, parent input) was used in developing my child's IEP	9	9	100						
I have been involved in the development of behavior interventions, strategies and supports for my child.	9	7	78					2	22
I fully participate in special education decisions regarding my child.	9	9	100						
I have been provided with a copy of the procedural safeguards (parental rights) at least once a year.	9	9	100						
All of the people who are important to my child's transition were part of the planning.	no answer								

**Interpretation/Analysis of Parent Survey Data:**

In looking at the survey results, the majority of parents report a high satisfaction with special education services. This is noted above in regard to being informed of student progress (65-100% of parents responded “completely”), utilization of a variety of assessments to measure student progress (82-100% of parents answered “completely”) and full participation in decision making as related to the special education process (75-100% of parents answered “completely”). Parents report they are being informed of their rights, transition planning is occurring, and if applicable they are included in the development of behavior interventions, strategies and supports.

## **Follow Up Corrective Action Visits To 2004-05 Sites**

During the 2005-06 school year, the NHDOE Program Approval Management Team was responsible for conducting corrective action follow up visits to all SAUs and private schools that went through the Program Approval Process in 2004-2005. The purpose of these visits was to determine the status of citations of non-compliance that were outlined in the final reports and corrective action plans. At these follow up visits, the Program Approval Management Team was responsible for meeting with key leadership to review the citations, the goals set forth to address the citation, the evidence that addressed the citation and for determining the status of the citations as met or not met.

These visits were due to be conducted within 1 year from the date the corrective action plan was accepted. In many cases, the 1-year timeframe was not yet up by the end of the 2005-06 school year. Of the 31 2004-05 Program Approval sites, 17 had received follow up visits by June 30, 2006, and the remaining 14 were visited during early months of the 2006-07 school year. On the following page is a summary of these visits and the status of citations from each Corrective Action Plan.

The following sites received follow-up visits by June 30, 2006:

SAU01, Contoocook Valley  
SAU02, Inter-Lakes Cooperative and Ashland  
SAU04, Newfound Regional  
SAU13, Freedom, Madison, Tamworth  
SAU20, Gorham, Randolph, Shelburne, Milan, Errol & Dummer  
SAU24, Henniker, Stoddard, Weare and John Stark Regional  
SAU38, Monadnock Regional, Hinsdale, Winchester  
SAU39, Amherst, Mont Vernon, Souhegan Cooperative  
SAU50, Rye, Greenland, New Castle, Newington  
SAU71, Goshen Lempster Cooperative  
Coe Brown Northwood Academy  
Crotched Mountain Rehabilitation Center  
Davenport  
Easter Seals Jolicoeur School  
JEWEL School  
NH Hospital School  
Shaker Rd School  
Wediko Children's Services

The remainder of our 2004-05 sites were visited during the first few months of the 2006-07 school year.

<b>SITE NAME</b>	<b>SAU or Private</b>	<b>DATE PLAN APPROVED</b>	<b>DATE OF FOLLOW UP VISIT</b>	<b>TOTAL # OF CITATIONS</b>	<b>TOTAL MET</b>	<b>TOTAL NOT MET</b>
<b>Contoocook Valley</b>	SAU01	6/2/2005	5/17/2006	3	2	1
<b>Inter-Lakes</b>	SAU02	5/6/2005	5/1/2006	4	4	0
<b>Newfound</b>	SAU04	4/15/2005	6/2/2006	3	3	0
<b>Freedom, Madison, Tamworth</b>	SAU13	5/22/2005	5/26/2006	1	1	0
<b>Gorham</b>	SAU20	4/15/2005	5/23/2006	0		
<b>Henniker, John Stark, Stoddard, Weare</b>	SAU24	10/25/2005	Visit scheduled but not conducted by 6/30/06			
<b>Pelham, Windham</b>	SAU28	9/14/2005	9/20/2006	1	1	0
<b>Manchester</b>	SAU37	10/19/2005	9/27/2006	6	5	1
<b>Monadnock, Hinsdale, Winchester</b>	SAU38	9/27/2005	5/25/2006	11	6	5
<b>Amherst, Mont Vernon, Souhegan</b>	SAU39	4/13/2005	3/7/2006	0		
<b>Greenland, New Castle, Newington, and Rye</b>	SAU50	5/6/2005	3/9/2006	1	1	0
<b>Barnstead, Pittsfield</b>	SAU51	7/20/2005	7/19/2006	4	4	0
<b>Groveton, Stark, Stratford, Northumberland</b>	SAU58	12/15/2005	Visit scheduled but not conducted by 6/30/06			
<b>Wilton-Lyndeborough, Mascenic</b>	SAU63	2/23/2006	8/22/2006	13	3	10
<b>Milton/Wakefield</b>	SAU64	6/22/2005	8/29/2006	7	7	0
<b>Goshen/Lempster</b>	SAU71	5/15/2005	4/27/2006	6	2	4
<b>Birchtree Center for Children</b>	Private	8/31/2005	8/22/2006	2	1	1
<b>Child Development Center (Now Monarch School)</b>	Private	9/21/2005	9/14/2006	Report is in Progress (as of 6/30/06)		
<b>Center of Optimum Learning</b>	Private	8/19/2005	8/23/2006	5	3	2
<b>Coe-Brown Northwood Academy</b>	Private	8/19/2005	5/31/2006	0		
<b>Crotchet Mountain Rehabilitation Center</b>	Private	7/27/2005	5/15/2006	2	1	1
<b>Davenport</b>	Private	7/15/2005	5/8/2006	2	0	2
<b>Easter Seals Jolicoeur</b>	Private	3/24/2005	4/4/2006	3	1	2
<b>Easter Seals Lancaster</b>	Private	9/26/05	9/29/2006	5	2	3
<b>JEWEL School</b>	Private	4/15/2005	4/11/2006	3	2	1
<b>New Hampshire Hospital School</b>	Private	9/14/2005	5/12/2006	5	3	2
<b>Second Start Alternative High School</b>	Private	6/22/2005	8/29/2006	2	1	1
<b>Shaker Road School</b>	Private	2/9/2005	2/8/2006	1	0	1
<b>Wediko Children's Services</b>	Private	8/19/2005	6/1/2006	4	2	2
<b>Tobey School and Youth Detention Service Unit</b>	Private	11/3/2005	9/20/2006	2	0	2
<b>New Hampshire Youth Development Center</b>	Private	9/26/2005	9/18/2006	3	3	0

**Interpretation/Analysis of Data Collected From Follow up Corrective Action Visits:**

As a result of the follow up corrective action visits conducted, it is clear that the majority of LEAs and private special education schools have worked hard to meet most citations of non-compliance. The citations that were not met tended to be “systems” issues that could not be easily resolved within one year.

There are a few sites where several citations of non-compliance were not met. In these situations, continued technical assistance and monitoring has been provided by the Program Approval Management Team, SETAC and the NHDOE.

**Data Gathered From Reactionnaires Distributed at the NHDOE Special Education Program Approval and Improvement Process Trainings/ Professional Development Offerings**

As part of the NHDOE Program Approval and Improvement Process, feedback is gathered at all professional development /training sessions. Below is a summary of the data collected:

**1. Feedback/Reactions From Staff at the Building Level Who Created and Presented the Case Studies:**

Upon completion of the Case Study Compliance Review, all staff who participated in the presentation of the Case Studies are asked to provide feedback regarding the process. (See appendix for reactionnaire.) Below is a summary of the reactions that were submitted.

<b>Building Level Team Member Responses</b>	<b>Total number of responses</b>	<b>5 fully</b>	<b>%</b>	<b>4 mostly</b>	<b>%</b>	<b>3 partially</b>	<b>%</b>	<b>2 poorly</b>	<b>%</b>	<b>1 not at all</b>	<b>%</b>
I felt adequately prepared for the compliance visit.	402	240	60	144	36	16	4	2	0	0	0
The Program Approval Management Team technical assistance/support in preparation for the Case Study Visit was sufficient.	364	222	61	116	32	23	6	1	0	2	1
The materials provided for this Case Study Visit were appropriate and effective.	392	268	68	101	26	23	6	0	0	0	0
The collaboration between general and special educators in preparation for the case study presentation was effective.	381	260	68	93	24	24	6	2	1	2	1
The collaboration between the building level team and the visiting team during the Case Study Visit and building summary was effective and sufficient.	394	306	78	71	17	15	4	2	1	0	0

The case study process was a valuable professional learning experience.	392	275	70	90	23	25	6	2	1	0	0
The case study provided insight into the strengths and challenges of our programs and services for our students with educational disabilities.	366	271	74	76	20	17	5	2	1	0	0

**Interpretation/Analysis of Data Collected:**

Generally speaking, the results indicate that staff embraced the process and provided the opportunity for self assessment. The Case Study Compliance Review allowed staff to identify areas of strength and weaknesses in their own practice as well as finding it to be a valuable professional learning experience.

**2. Feedback Reactions from the Individuals Who Served as Visiting Team Members:**

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

<b>Visiting Team Member Responses</b>	<b>Total number of responses</b>	<b>5 fully</b>	<b>%</b>	<b>4 mostly</b>	<b>%</b>	<b>3 partially</b>	<b>%</b>	<b>2 poorly</b>	<b>%</b>	<b>1 not at all</b>	<b>%</b>
The orientation on the first morning of the visit prepared me for my role at the visit.	201	96	48	82	41	17	8	4	2	2	1
The materials provided for this compliance review were appropriate and effective.	212	151	71	54	25	7	3	0	0	0	0
Having some of the materials in advance helped me to prepare for the visit.	194	123	63	55	28	12	6	1	1	3	2
The collaboration between the building level team and the visiting team during the Compliance Review was effective and sufficient.	211	192	91	15	7	3	1	1	0	0	0
The process of summarizing the data was effective.	198	131	66	54	27	11	6	2	1	0	0

**Interpretation/Analysis of Data Collected**

The results clearly indicate that the materials provided to them were clear and that the information sent to them prior to the visit was helpful. Most visiting team members found the process to be collaborative, where they were engaged and working with the building level team. The data collected from the visiting team further indicates that the orientation provided to them on the first day could be strengthened to ensure they are better prepared to carry out their required duties.

### 3. Feedback/Reactions from Spring Information Sessions:

On April 3 and April 6, 2006, the NHDOE and the Program Approval Management Team conducted spring information sessions to prepare LEAs and private special education schools who were up for Special Education Program Approval Visits during the 2006-07 school year. The purpose of these sessions was to provide overviews of the Case Study Compliance Review Process, the Year-Long Special Education Program Approval and Improvement Process and to introduce the Focused Monitoring Model. Below is a summary of the feedback that was collected from the individuals who attended.

***NHDOE Program Approval and Improvement Process  
Spring Orientation in Plymouth, NH  
April 3, 2006***

QUESTION	Total number of responses	4		3		2		1	
		Excellent/Completely	%	Good/Mostly	%	Fair/Minimally	%	Poor/Not At All	%
The Purpose/goals of the training were clearly defined	26	24	92	2	8				
The Content of the training reflected the stated goals	26	20	77	6	23				
The goals of the training were accomplished	26	18	69	8	31				
Based on this training, I have the information I need to take the next steps in the DHDOE Program Approval and Improvement Process	26	18	69	8	31				
The materials used were appropriate and helpful	26	18	69	8	31				
If I were to assess my learning at this training session, I would rate it as	25	15	60	10	40				
The presenters were knowledgeable about the content	26	22	85	4	15				
The presenters were clear and easy to understand	26	22	85	4	15				
The balance between presentation and participant involvement was appropriate	25	16	64	9	36				
The room/setting was comfortable	26	20	77	6	23				
The technology that was available improved the quality of the presentation	26	17	65	7	27	2	8		
OVERALL, I WOULD RATE THIS TRAINING SESSION AS	23	17	65	6	26				

**NHDOE Program Approval and Improvement Process  
Spring Orientation at SERESC  
April 6, 2006**

QUESTION	Total number of responses	4 Excellent/Completely	%	3 Good/ Mostly	%	2 Fair/Minimally	%	1 Poor/Not At All	%
The Purpose/goals of the training were clearly defined	44	39	89	5	11				
The Content of the training reflected the stated goals	44	35	80	9	20				
The goals of the training were accomplished	44	29	66	15	34				
Based on this training, I have the information I need to take the next steps in the DHDOE Program Approval and Improvement Process	41	19	46	21	51	1	2		
The materials used were appropriate and helpful	44	27	61	17	39				
If I were to assess my learning at this informational session, I would rate it	41	14	34	26	63	1	2		
The presenters were knowledgeable about the content	43	34	79	9	21				
The presenters were clear and easy to understand	42	34	81	7	17	1	2		
The balance between presentation and participant involvement was appropriate	40	25	63	13	32	2	5		
The room/setting was comfortable	43	36	84	5	11	2	5		
The technology that was available improved the quality of the presentation	44	32	73	12	27				
OVERALL, I WOULD RATE THIS TRAINING SESSION AS	40	24	60	16	40				

**Interpretation/Analysis of the Data:**

In looking at the number of responses, it is clear that not all attendees completed the reactionnaire. Despite this, the feedback provided was valuable in gathering and identifying what the Program Approval Management Team needs to strengthen for future spring informational sessions. While the vast majority of those who completed the reactionnaire indicated that the content and information was valuable and clearly presented, the survey results further indicate that attendees walked away with a basic understanding of the NHDOE Special Education Program Approval and Improvement Process, and that they are now knowledgeable of the next steps.

**Preschool Technical Assistance in the NHDOE Special Education Program Approval Process  
and  
Continuous Improvement and Development of Educational Resources (Cider) Grant Information**

As part the NHDOE Special Education Program Approval Process, specific technical assistance is offered to preschool special needs programs that are participating the Case Study Compliance Review. Specifically, technical assistance is provided in the planning and preparation of case studies and data collection. In addition, at each Case Study Compliance Review, the preschool representative from the NHDOE Special Education Program Approval Team is present to assist the visiting team and summarize the preschool findings for inclusion in the final report.

**Program Approval Sites Eligible for Sliver Lite Grants 2005-2006**

As a result of participating in the NHDOE Special Education Year Long Program Approval and Improvement Process, the NHDOE offers follow up improvement monies in the form of “Sliver Lite” Grants. These grants are intended to support and address the goals that were identified and approved by the NHDOE in their Improvement Plan. All goals are developed as a result of the yearlong study and data collection activities. Each grant is reviewed by the NHDOE, Bureau of Special Education, and once approved, the site awarded grant monies.

<i>SAU</i>	<i>Districts</i>	<i>Sliver Grant Information</i>
14	Fremont	Still being processed
31	Newmarket	Development of a resource manual using data, focus on literacy, reading interventions and strategies.
36	White Mountain Regional	Increasing the effective use of para-educators improving outcomes for students with disabilities.
40	Milford	Creating individualized learning profiles by reporting individualized student data to monitor progress and improve outcomes for students with disabilities.
44	Northwood, Strafford, Nottingham	Formation of a leadership team and adoption of positive behavior supports and interventions for all three schools.

### Program Approval Sites Eligible for CIDER Grants 2005-2006

The NHDOE, Bureau of Special Education offers some additional support to preschool special education programs the year they go through the Special Education Program Approval Process. Preschool programs are offered the opportunity to apply for mini grants to address areas of programming that were identified as needing improvement. These mini grants are called "Cider" Grants (Continuous Improvement and Development of Educational Resources), and all preschool sites going through the Special Education Program Approval process may submit an application for these funds, which, during the 2005-06 school year, were \$1,500.00. As noted in the summary below, most sites took the opportunity to apply for the mini grant, and most were granted their funding. The chart that follows is a summary of the preschool sites visited as part of the 2005-06 NHDOE Case Study Compliance Review Process, along with the topic of the grant that was approved by the NHDOE Bureau of Special Education.

<i>SAU</i>	<i>Districts</i>	<i>Sped Director / Leadership</i>	<i>Received copy of grant</i>	<i>Preschool Coordinator or Teacher</i>	<i>Received copy of grant</i>	<i>Date Applied</i>	<i>Date Approved</i>	<i>Visit Date</i>	<i>Topic of Grant</i>
3	Berlin	Stephen Michaud	yes	Faye Nolan And Donna Church	Yes	June 16, 2006	July 2006	May 10/11	Behavioral Practices for Young Children with PDD, Autism Spectrum Disorders and Related Behavior Issues
7	Colebrook	Anthony Paul (Theresa Lord new director)	Yes Yes	Amy Brooks Community Preschool Director	Yes	August 4, 2006		May 16/17	Outdoor Gross Motor Equipment for Preschoolers
8	Concord	Rob Prohl	Yes	Barbara Hemingway	Yes	May 06	June 2006	March 21/22	Improving Communication with Families
83	Fremont	Dawn Lewis	Yes	Colleen	Yes	Mailing to DOE 5/19 Received	June 2006	May 3/4	Autism Summer Institute
82	Chester	Jana Ruiz	Yes	Karen Grady Patty Serrano	Yes	Mailed to DOE 5/19	June 2006	February 21/22	Lending Library for Families and Staff
25	Bedford	Kathleen Conlin	Yes	Christena Lassonde	Yes	November 2005	December 2005	February 13/14	Curriculum Materials and Related Professional Development
30	Laconia	Lori Detrude	Yes	Linda Fitzgerald	Yes	Dropped off at DOE 5/18 Received	June 2006	April 4/5	Expand Newly Developed Science Curriculum and Integrate Literacy Skills
31	Newmarket	Elaine McNulty-Knight	Yes	Amanda Donovan Julie Cooper	Yes	5/17 Received		March 30/31	"Let's Get Moving" Make The Preschool/Kindergarten Playground Accessible Regardless Of Physical Disability
36	White	Marie Fay	yes	Brenda Cole/J	Yes	Mailed to		March 13/14	Strengthening

	Mountains			Jackie Garneau/L		DOE 5/17 Received			Parent/Family Communication
40	Milford	Joanna Weick	yes	Irene Hart Brenda Martinez	Yes	5/17 Received		May 2/3	Dabbling With Dibbles - Purchase Dibbles Materials To Use In District & Community Programs
44	Northwood	Debra Conant	Yes	Sara Krebs Dana McKenna	Yes	December 2005	December 2005	April 19/20	Expanding Depth & Breadth of Curriculum Materials
53	Pembroke, Allenstown Deerfield, Epsom, Chichester	Patty Willis	yes	Dorothy O'Rourke Heather	Yes	5/17 Received		March 28/29	Enhancing Literacy Development
55	Timberlane	Colleen Bovi	Yes	Kathy McKecknie	Yes	June 2006		January 24/25	Literacy Programming
55	Hampstead	Winfried Feneberg	Yes	Fran Mary Buck	Yes	May 2006		November 17/18	Self Regulation – What Every Child Needs
66	Hopkinton	Val Aubrey	Yes	Kerri	Yes	July 2006		April 18/19	Muscle & Sensory Based Therapy
67	Bow	Dan Ferreira	Yes	Lee Ann Michelin	Yes	May 2006	pending	January 11/12	SLP Training for Paraprofessionals
68	Lincoln Woodstock	Michael Cosgriff	yes	Paula King	Yes	Sending to DOE 5/17 Received		March 20/21	Enhancing Early Language and Literacy Programs
70	Hanover	Jane Weissman	yes	Janne Piper	Yes	NOT applying		May 16/17	N/A
73	Gilford	Ester Kennedy	yes	Connie Mirski	Yes	5/17 Received		November 15/16	Expanding Child Find Strengthen Communication / Supports For Community Programs Servicing Preschoolers
74	Barrington	Tamara Drozin	yes	Michelle Sheryl	Yes	10/24/05	December 2005	November 16/17	Gross Motor Equipment
76	Lyme	Pamela Frost	yes			July 2006		January 26/27	Acoustical Modifications to Community Preschool
79	Gilmanton	Mary Paradise	yes	Joe Denning	Yes	August 2006		April 13/14	Research & Develop Programming To Support Preschoolers
Priv- ate	Children Unlimited	Jackie Sparks	yes	Katie Remmetter	Yes	Did Not Apply		May 23/24	

## **Section 4: Appendix**

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

<b>NHDOE SPECIAL EDUCATION PROGRAM APPROVAL AND IMPROVEMENT PROCESS TECHNICAL ASSISTANCE PROVIDERS 2005-2006</b>		
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<b>Maryclare Heffernan, M.Ed</b> Education Consultant SERESC Telephone: 603-206-6800 Fax: 603-434-3891 Email: mheffern@seresc.net	<b>Nancy Brogden, Ph. D</b> Education Consultant SERESC Telephone: 603-206-6800 Fax: 603-434-3891 Email: nancybrogden@vermontel.net	<b>Richard Lates, Ed.D.</b> Education Consultant SERESC Telephone: 603-465-7456 Fax: 603-434-3891 Email: rlates@charter.net
<b>Nancy D'Agostino, M.Ed</b> Education Consultant SERESC Telephone: 603-206-6800 Fax: 603-434-3891 Email: ndagosti@seresc.net	<b>Mary Anne Byrne, M.Ed</b> Education Consultant SERESC Telephone: 603-206-6800 Fax: 603-434-3891 Email: mabyrne@seresc.net	<b>Jennifer Dolloff, M.Ed, C.A.G.S</b> Education Consultant SERESC Telephone: 603-206-6800 Fax: 603-434-3891 Email: jendolloff@charter.net
<b>PROJECT ASSISTANTS</b>		
<b>Faye O'Neill</b> Phone: 603-206-6827 Fax: 603-434-3891 Email: faye@seresc.net	<b>Michelle Thomas</b> Phone: 603-206-6874 Fax: 603-434-3891 Email: michelle@seresc.net	
<b>MAILING ADDRESSES</b>		
<b>SERESC</b> 29 Commerce Dr. Bedford, NH 03110	<b>NH Department of Education</b> State Office Park South 101 Pleasant Street Concord, NH 03301	

## VISIT DATES 2005-2006

SCHOOL	METHOD	DATES	Technical Assistant
<b>CASE STUDY SITES</b>			
Seacoast Learning Collaborative	Case Study	November 9-10	Jane Bergeron
SAU 73 Gilford	Case Study	November 15-16	Nancy Brogden & Maryclare Heffernan
SAU 74 Barrington	Case Study	November 16-17	Jane Bergeron
SAU 55 Hampstead	Case Study	November 17-18	Maryclare Heffernan
Pine Haven Boys Center	Case Study	December 8 & Feb. 10	Jen Dolloff, Maryclare Heffernan & Dick Lates
SAU 67 Bow	Case Study	January 11-12	Nancy Brogden
SAU 55 Timberlane	Case Study	January 24-25	Maryclare Heffernan
SAU 76 Lyme	Case Study	January 26-27	Nancy Brogden.
SAU 25 Bedford	Case Study	February 13-14	Jen Dolloff
SAU 14 Chester	Case Study	February 21-22	Maryclare Heffernan
Clearway HS	Case Study	March 14-15	Dick Lates
SAU 68 Lincoln Woodstock	Case Study	March 20-21	Jane Bergeron
SAU 08 Concord	Case Study	March 21-22	Nancy Brogden, Dick Lates & Mary Anne Byrne
SAU 53 Pembroke, Allenstown, Chichester, Deerfield, Epsom	Case Study	March 28-29	Nancy Brogden
SAU 30 Laconia	Case Study	April 4-5	Mary Anne Byrne
Lakeview Learning Center	Case Study	April 4-5	Maryclare Heffernan
Prospect Mountain HS	Case Study	April 4-5	Dick Lates
Parker Academy	Case Study	April 10-11	Maryclare Heffernan
SAU 79 Gilmanton	Case Study	April 13-14	Jen Dolloff
SAU 66 Hopkinton	Case Study	April 18-19	Jane Bergeron
SAU 03 Berlin	Case Study	May 10-11	Dick Lates
SAU 07 Colebrook	Case Study	May 16-17	Mary Anne Byrne & Dick Lates
SAU 70 Hanover / Dresden	Case Study	May 16-17	Nancy Brogden
Children Unlimited	Case Study	May 23-24	Nancy D'Agostino & Jane Bergeron
KellCo	Case Study	June 5	Maryclare Heffernan
<b>YEARLONG SITES</b>			
SAU 36 White Mountains Regional	Yearlong	March 13-14	Jane Bergeron
SAU 31 Newmarket	Yearlong	March 30-31	Jen Dolloff & Maryclare Heffernan
SAU 44 Northwood, Nottingham, Strafford	Yearlong	April 19-20	Mary Anne Byrne
SAU 40 Milford	Yearlong	May 2-3	Dick Lates
SAU 14 Fremont	Yearlong	May 3-4	Maryclare Heffernan

# SPECIAL EDUCATION PROGRAM APPROVAL TEAM VOLUNTEER FORM

**MAIL, FAX OR EMAIL COMPLETED FORM TO FAYE OR MICHELLE AT SERESC:**  
**29 Commerce Dr. Bedford, NH 03110 FAX 603-434-3891**  
[faye@seresc.net](mailto:faye@seresc.net) or [michelle@seresc.net](mailto:michelle@seresc.net)

**Please type or print clearly**

Name:	Position:
School:	Town:
SAU #:	Work Phone:

Mail will be sent to your home address. An e-mail address will give us a quick and easy way to contact you. Your home phone number is needed only for snow-day cancellations or other last minute problems regarding a visit. All of this information will be kept in our database and **not shared** with anyone.

Home Address, City, Zip:	
Home Phone:	Email : (work or home)
Certifications:	

Have you served on a NHDOE Special Education Program Approval and Improvement Team before?  
Yes
No

Travel Restrictions:
Other Comments or Restrictions:

**WHEN YOU ARE ASKED TO BE PART OF A TEAM, PLEASE LET US KNOW IMMEDIATELY IF THERE IS ANY CONFLICT OF INTEREST (SUCH AS PREVIOUS EMPLOYMENT IN THAT DISTRICT OR CHILDREN OF YOUR OWN IN THAT SCHOOL)**

**Briefly explain any additional information about your skills that you feel would be valuable to the Team:**




# VISITOR ORIENTATION MANUAL

## New Hampshire Department of Education Special Education Case Study Compliance Review

2005-2006

NH Department of Education  
Bureau of Special Education  
101 Pleasant Street, Concord, NH 03301  
603-271-3494 [www.ed.state.nh.us](http://www.ed.state.nh.us)



Southeastern Regional Education Service Center, Inc.  
29 Commerce Drive, Bedford NH 03110-6835  
603-206-6800  
[www.seresc.net](http://www.seresc.net)



**VISITOR ORIENTATION MANUAL**  
NEW HAMPSHIRE DEPARTMENT OF EDUCATION  
SPECIAL EDUCATION CASE STUDY COMPLIANCE REVIEW

## **INTRODUCTION**

Thank you for volunteering to serve on a Special Education Case Study Compliance Review Visiting Team. We hope that you will find this experience to be as professionally and personally rewarding as it is intended to be. Serving on a visiting team is very important work, for you will be helping a New Hampshire school district or private school improve its services to children.

This orientation manual is intended to provide you with background information on the Case Study Compliance Review Process prior to the scheduled visit. In previous years, the entire visitor orientation occurred at the beginning of the first day of the visit, leaving very little time for clarification and questions. Also, so much information was provided during the brief visitor orientation, that visitors often forgot specific instructions when the time came to participate in certain activities and complete certain forms. It is our hope that you will read this manual and the enclosed forms, bring them with you to the visit and come to the visit prepared with questions that will make your participation more meaningful for you and your hosts.

### What is the Role of SERESC?

The SERESC agency (Southeastern Regional Education Service Center, Inc.) holds a contract with the New Hampshire Department of Education to administer the Special Education Program Approval Process. SERESC/NHDOE Special Education Program Approval Management Team consultants work together to administer the process, and one member of the team is assigned to chair each Case Study Compliance Review. The chair serves as technical assistant to the school or district undergoing program approval and helps the staff in that school or district prepare for the visit.

### How Has the Program Approval Process Changed?

Five years ago, the Department of Education changed the compliance visit component of the program approval process from that of a file review to a more in-depth review of a school or district's special education practice. Instead of asking the members of a visiting team to inspect randomly selected files of students with educational disabilities, the visitors are now asked to participate collaboratively with host practitioners in a comprehensive review of special education programming within the school or district. The overall purpose of the visit has shifted from a compliance check to a process of continuous improvement. The host school/district is engaged primarily in a self-assessment of its work, and the role of the visiting team is to validate the host's findings and provide clarification and feedback.

### What is a Case Study?

Case studies now represent the essence or heart of the review process. They tell the visitors about the work being done for students with educational disabilities by the staff in the organization. The host school or district special education staff selects several student cases in each building which reflect a cross-section of programs offered and students served. For each student case selected, a team of special educators, general educators and related service providers prepares a portfolio that tells the student's educational story. The team gathers evidence to answer specific questions about the individual student and the work done by the school or district to support that student. The team then analyzes this evidence and prepares a student profile to provide the visiting team a snapshot of the student's educational experience. In advance of the visit, the case study team members will prepare a case study presentation for the visiting team members assigned to a particular building. During the visit, this presentation will be followed by a discussion about the case between the presenters and the visitors and a review of the student profile and the evidence prepared by the case study

team in the data collection sheet. The discussion is intended to fill in any gaps in the student's story and to provide clarification when necessary. These are very rich discussions from which all participants deepen their understanding of the student and the quality of the work being done to support that student. All adults who work with this student should take part in the development of the case study presentation and, if at all possible, participate in the case study presentation.

### What is a Focused Review?

A focused review permits the Department of Education to leverage its impact for change and improvement within schools and school districts statewide, by focusing the attention of all educators on three key areas of critical importance in the education of students with disabilities. The three areas that the Department of Education has determined to be in need of improvement by LEAs and private schools statewide are:

1. Access to the General Curriculum
2. Transition
3. Behavior Strategies and Discipline

In their case study presentations, case study teams will demonstrate evidence of their practice and compliance with state and federal special education rules and regulations in these key areas. If, during your visit, you should encounter an issue of non-compliance or a suggestion for improvement that is outside the scope of the focus areas, you should note it and be sure to include it in the final building summary of the visit.

Access to the General Curriculum: As a result of IDEA 2004 Amendments to the Special Education Law, students are guaranteed access to the general curriculum in the least restrictive learning environment. This means that identified students are entitled to access to the same curriculum standards as their non-disabled peers, and, to the maximum extent possible, they are entitled to instruction within the same setting as their non-disabled peers.

Transition: Transition points in a student's educational experience occur frequently and require careful planning so as not to interrupt the student's progress. Additionally, state and federal special education rules and regulations require documentation of transition planning at key points in the special education process. During the Case Study Compliance Review Process, educators are asked to examine their preparation for and documentation of the transitions of identified students leaving Early Supports and Services; entering school; moving from grade to grade, program to program, or school to school; leaving school and entering adult life. Student attendance at such team meetings will also be reviewed.

Behavior Strategies and Discipline: Behaviors by a student with educational disabilities that affect his/her ability to learn require positive intervention strategies and supports, and thus specialized staff training and planning, in order for the student to function successfully in the least restrictive environment. The case study process examines the procedures, strategies, training, planning and supports provided to students with educational disabilities who are in need of them. Interviews with administrators will elicit information about the host system's philosophy, policies and procedures with regard to behavior interventions and discipline practice.

### In What Ways is the Case Study Compliance Review a Collaborative Process?

During the preparation of the case studies, the evidence gathering process involves all school or district personnel who work with that student. Special and general educators, related service personnel, parents, students and paraprofessionals meet together to respond to the questions on the Data Collection Form provided to them prior to the visit. General educators are required to participate in the case study presentations as time and schedules permit. This collaboration reinforces the common planning and teamwork between general and special educators that is required in order for a student with educational disabilities to succeed in a regular classroom setting.

The Case Study Compliance Review is also structured to promote collaboration between the host personnel and the visiting team members. During all review activities – case study presentations and discussions, classroom observations, and interviews – host personnel and visitors work together as a collaborative team. In this way, interviewees are made more comfortable and host personnel feel that they are actively involved in the review process. They are part of the reviewing process rather than the subjects of an external inspection.

## What Does the Two-Day Schedule Consist of?

### Orientation

All visiting team members will first meet as a group with the Superintendent or Executive Director and representative teachers and administrators from each school building in a central location to receive instructions about the visit schedule and procedures. The Superintendent and the Director of Special Education or the Executive Director will provide an overview of the school or district's programming, demographics, last program approval visit, improvement plan, corrective actions taken and other pertinent information. The Chair of the visit will review the packet of documents that you will receive at the orientation, and will answer any questions you may have after reading this manual. The orientation will take about an hour, after which you will follow a host representative to the building you will be visiting. Typically, two or three visitors will be assigned to each building.

### Tour

Upon your arrival, your host will provide you with a brief tour of the building, in order to acquaint you with the school environment.

### Case Study Presentation

You will next attend the first of several case study presentations which will tell you the story of a particular student, selected by the host staff, to illustrate the extent of services provided that student by the school. The presentation will provide evidence regarding the student's progress over the course of his/her schooling and the student's IEP. You will receive a copy of the Data Collection Form, including the student profile, with responses to a series of questions relating to the three focus areas and information about other aspects of the student's school life. You will be given an opportunity to ask questions about the student's programming and to clarify any questions you have about the evidence collected on the student by the staff.

The case study presentation and follow-up discussion will take about one hour to complete. You will then either listen to another case study presentation, observe the first case study student in class or interview that student's parent(s). Time will also be allocated in the schedule for the visiting team to review the materials presented to you. School district staff will prepare as many as 3 case studies per building, representing the continuum of services provided in the building. The case study presentations are the heart of the 2-day visit and provide the context for your feedback as a visitor. Visitors are encouraged to raise clarifying questions as part of the presentation, such as:

- What are \_\_\_\_\_'s academic strengths? Weaknesses?
- Describe \_\_\_\_\_'s academic progress since s/he was identified as having an educational disability.
- How does \_\_\_\_\_ react to a change in his/her program, teacher, schedule?
- Does \_\_\_\_\_ have any close friends at school?
- Does \_\_\_\_\_ attend and participate in his/her IEP meetings? (if a middle or high school student)
- What program changes would you like to see for \_\_\_\_\_?
- What have you learned from working with \_\_\_\_\_?
- How does \_\_\_\_\_'s behavior impact school performance?

At the conclusion of each case study presentation, the presenters and visitors will reach consensus on the level of service being provided to the student in each focus area.

### Interviews

You and your visitor colleagues will interview the parents of the students of each case study prepared by your hosts. You will also interview the student (if appropriate) and the building leadership. Teacher and related service personnel interviews have now been replaced by the case study discussion. It is expected that host staff members will accompany you and participate with you in each of the interviews you conduct. Included in this packet are the interview forms for each of these interviews. Please use the forms only as guides, and do not feel obligated to get responses to every question. Rephrase the questions as necessary to fit the flow of the conversation. Your most important consideration in the interviews will be the comfort level of the parent and the student. The interviews should each take about ½ hour, and you should try to adhere to what will be a tight and full 2-day schedule.

### Classroom Observations

You will be asked to observe the student of each case study within the classroom setting. Prior to the observation, please be sure to review the student's IEP. You will find a form in this packet to assist you in taking notes on your classroom observation. Once again, this is intended only as a guide, and you should not feel limited by the questions raised in the form. Your purpose in the observation is to observe the student and the supports s/he is receiving, his/her interaction with peers, his/her level of engagement, etc. in as unobtrusive a manner as possible.

### Building Level Compliance Data Summary

Finally, you, your visitor colleagues and some members of your host staff will collaborate in completing the Building Level Compliance Data Summary. This meeting will take place after lunch on the second day of your visit, and the form will probably require 1½ hours to complete. In this summary report you will attempt to make generalizations about the special education services being provided to educationally disabled students in each of the three focus areas and across the several case studies. Since this document, along with the summaries from the other buildings, will provide the basis for the report prepared by the Chair of the Case Study Compliance Review, it is very important that the summary be prepared with care and with the full involvement of all participants in the meeting. Information from classroom observations and interviews needs to be shared and integrated into the building summary. We suggest that you keep this report in mind throughout your 2-day visit, and keep a running list of observed strengths and possible suggestions for improvements to bring to the discussion at this summary meeting.

The person actually completing the Building Summary document for the collaborative team should be careful to write legibly in complete, clear sentences so that the Chair of the visit can convey the correct meaning in the final report.

### Chair Interviews

During the time that you are occupied with case study presentations, classroom observations and interviews, the Chair will interview the Superintendent of Schools or Executive Director, a School Board member and the Director of Special Education to obtain a district/school-wide perspective. S/he will also review selected files of out-of district placements and selected James O. files.

### Visit Summary

After completing the building summary, and as the final activity of your visit, you will return to a central location with all the other visitors (and as many of the host staff as are able to attend) to report on your building summary. One member of your collaborative team (visitors and host staff) will be asked to provide a brief oral report on the your team's findings – building strengths and suggestions for improvement.

### Confidentiality

In order to protect the confidentiality of each of the students involved in the case studies, we ask that all forms and school data – observation, interview and portfolio information – be placed in a single envelope with the school's name on it. A coordinator from each building will be responsible for collecting this paperwork and giving it to the Chair at the conclusion of the visit.

### Other Forms

You will be asked to turn in a mileage form to compensate you for your travel during the visit and a reactionnaire form to provide us with feedback on ways to improve the program approval process.

### Professional Development

In the packet you will receive at the visit, you will find a professional development clock-hour certificate to credit you for your participation time.

### Final Report

The Chair will use the collected data in the building envelopes to prepare a final report on the visit. A draft of this report will be sent to the Director of Special Education for questions and corrections, and a final report will then be sent to the Special Education Bureau of the NH Department of Education. The State Director of Special Education will issue an approval letter to the host school or district for a specific time period of up to five years.

### Enclosed Forms

Included with this manual for your review are the following forms, which will be used in the Case Study Compliance Review Process:

- Sample Completed Data Collection Form
- Sample Completed Building Summary Form
- Classroom Observation Form
- Parent, Student and Leadership Interview Forms

### Many Thanks

The NH Department of Education Special Education and Program Approval staff want to express our thanks to you for your willingness to participate in this very important work on behalf of students with educational disabilities. Your gift of professional and personal time is going to help a private school or school district to improve its delivery of special education services. We hope that you will benefit personally and professionally from this experience by learning new approaches from your colleagues and by hearing the rich stories of how students are being served in another location. We are looking forward to working with you to improve special education in New Hampshire.

Please Bring This Manual And All Of The Program Approval Forms  
With You To The Orientation.

USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT  
**BUILDING LEVEL CASE STUDY DATA SUMMARY**  
 NEW HAMPSHIRE DEPARTMENT OF EDUCATION  
 SPECIAL EDUCATION PROGRAM APPROVAL AND IMPROVEMENT PROCESS

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

Collaborative Team Members: **PLEASE PRINT ALL NAMES CLEARLY**

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

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

## SUMMARIZE YOUR BUILDING LEVEL DATA

Fill in with the number of times a statement was marked from all Data Collection Forms:

<b><u>ACCESS TO THE GENERAL CURRICULUM STATEMENTS</u></b>							
<b><u>Ed. 1109.01 Elements of an IEP</u></b> <b><u>CFR 300.347 Content of IEP</u></b> <b><u>Ed. 1109.05, Implementation of IEP</u></b> <b><u>20 U.S.C. 1414 (d)</u></b> <b><u>Ed. 1115.07, Ed 1119.01(f) Provision of Non-Academic Services/Settings</u></b> <b><u>CFR 300.553 Ed. 1119.03, Full Access to District's Curricula</u></b> <b><u>CFR 300.24, CFR 300.347</u></b> <b><u>Ed. 1119.08, Diplomas</u></b> <b><u>Ed. 1107.04 (d) Qualified Examiner</u></b> <b><u>Ed. 1133.05 (c)(h)(k) CFR 300.347 Program Requirements, Content of IEP</u></b> <b><u>Ed. 1133.20 Protections Afforded to Children with Disabilities</u></b> <b><u>CFR 300.347(a) (1) (i)</u></b> “... general curriculum (i.e. ,the same curriculum as for nondisabled children)” <b><u>CFR 300.347 (a) (3) (iii)</u></b> “To be educated and participate with other children with disabilities and non disabled children”					<b>YES</b>	<b>NO</b>	<b>N/A</b>
Team uses multiple measures to design, implement and monitor the student’s program.							
IEP goals are written in measurable terms.							
Student has made progress over the past three years in IEP goals. Goal 1							
Student has made progress over the past three years in IEP goals. Goal 2							
Student <u>has access to</u> the general curriculum (as outlined by the district, sending district or NH frameworks.)							
Student <u>participates in</u> the general curriculum in a regular education setting with non-disabled peers, as appropriate, with necessary supports.							
When <u>participating in a regular education setting with non-disabled peers</u> with necessary supports, student <u>has made progress in</u> the general curriculum.							
Student participates appropriately in state, district and school-wide assessments.							
Student <u>shows progress</u> in state, district and school-wide assessments.							
Student <u>has opportunities</u> to participate in general extracurricular and other non-academic activities with necessary supports.							
Student <u>does participate</u> in general extracurricular and other non-academic activities with necessary supports.							
Was the student’s most recent LEA evaluation, including a written summary report and meeting, held within 45 days of parental permission to test? <b>If not, was it due to:</b> (check all that apply)							
Extension in Place	<del>Lack of Qualified Personnel</del> _____ Psychologist    Educator Related Services    Other	Evaluation Not Completed in Time	Summary Report Not Written in Time	Meeting Not Held in Time	Other		
<b><i>For High School Students:</i></b>					<b>YES</b>	<b>NO</b>	
Student is earning credits toward a regular high school diploma.							
<i>IF YES:</i> within 4 years?							
Student will earn an IEP diploma or a certificate of competency.							
<i>IF YES:</i> within 4 years?							
Does this school / district have a clear policy for earning a high school diploma?							

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

## SUMMARIZE YOUR BUILDING LEVEL DATA

Fill in with the number of times a statement was marked from all Data Collection Forms:

<u>TRANSITION STATEMENTS</u> (Revised 10/19/05)		
<p><b><u>Ed .1102.53, Transition Services</u> <u>CFR 300.29</u></b>  <b><u>Ed. 1107.02</u> <u>CFR 300.132 Part C Transition</u></b>  <b><u>Ed. 1109.01, Elements of an IEP (Transition Services)</u></b>  <b><u>CFR 300.347 (b) (1) (2)</u> <u>20 U.S.C. 1401 (34)</u></b>  <b><u>20 U.S.C. 1414 (d)(1)(A)(i)(VIII)(aa)(bb)(cc)</u></b>  <b><u>Ed. 1109.03, IEP Team</u> <u>CFR 300.344 (b) (1)</u></b>  <b><u>Ed. 1133.05</u> <u>CFR 300.347 (b)(1)(2) Program Requirements</u></b>                      This includes movement from (a) Early Supports and Services (ESS) to preschool, b) preschool 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.</p>	<b>YES</b>	<b>NO</b>
<b>For all students, respond to the following 3 statements:</b>		
Transition planning from grade to grade takes place.		
Transition planning from school to school takes place.		
Collaboration has occurred between general and special education staff in IEP development and in transition planning.		
<b>For middle or high school students, <u>also</u> respond to the following 4 statements:</b>		
Transition planning is designed as a results oriented process that promotes movement from school to the student’s desired post-school goals.		
IEP team includes parent as part of transition planning.		
IEP team and process includes student as part of transition planning.		
IEP includes current level of performance related to transition services.		
<b>If the student is age 14 or older during the course of the IEP, <u>also</u> respond to the following 3 statements:</b>		
There is documentation that the student has been invited to attend IEP meetings.		
A statement of the transition service needs is included in the IEP.		
The statement of transition focuses on the student’s course of study (e.g. vocational programming, advanced placement).		
<b>If the student is age 16 or older during course of the IEP, <u>also</u> respond to the following 11 statements:</b>	<b>YES</b>	<b>NO</b>
Transition plan, including student’s <u>measurable</u> post-high school goals, is in place.		
There is documentation that representatives of other agencies have been invited to IEP meetings.		
Statement of needed transition services is presented as a coordinated set of activities.		
The statement of transition focuses on the student’s course of study (e.g. vocational programming, advanced placement).		
The IEP includes a statement of needed transition services and considers instruction.		
The IEP includes a statement of needed transition services and considers related services.		
The IEP includes a statement of needed transition services and considers community experiences.		
The IEP includes a statement of needed transition services and considers development of employment skills.		
The IEP includes a statement of needed transition services and considers development of daily living skills.		
Student is informed prior to age 17 of his/her rights under IDEA.		
If the student is preparing to graduate this year, there is a summary of the student’s <b>academic achievement and functional performance</b> , which includes recommendations on how to assist the student in meeting his or her post-secondary goals.		

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

**SUMMARIZE YOUR BUILDING LEVEL DATA**

Fill in with the number of times a statement was marked from all Data Collection Forms:

<b><u>BEHAVIOR STRATEGIES AND DISCIPLINE</u></b>				
<b><u>Ed. 1109.02 Program</u></b>	<b><u>CFR 300.346</u></b>			
<b><u>Ed. 1119.11 Disciplinary Procedures</u></b>	<b><u>CFR 300.519-300.529</u></b>			
<b><u>Ed. 1133.07 (a) (b) (c) (d) (e)</u></b>	<b><u>CFR 300.510-300.529</u></b>			
<b><u>20 U.S.C. 1415 (K)</u></b>				
<b><u>Child Management – Private Schools</u></b>	<b><u>RSA 169-C Child Protection Act</u></b>	<b>YES</b>	<b>NO</b>	<b>N/A</b>
Data are used to determine impact of student behavior on his/her learning.				
Has this student ever been suspended from school?				
If yes, for how many days?				
If appropriate, a functional behavior assessment has been conducted.				
IEP team has addressed behaviors that are impacting student learning.				
A behavior intervention plan has been written to address behaviors.				
All individuals working with the student have been involved in developing behavior intervention strategies.				
Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.				
Results of behavior intervention strategies are evaluated and monitored.				
A school-wide behavior intervention model exists.				
<b>Behavior Strategy Strengths</b>		<b>Behavior Strategy Suggestions for Improvement</b>		

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

Strengths	Suggestions for Improvement

**NHDOE SPECIAL EDUCATION PROGRAM APPROVAL AND IMPROVEMENT PROCESS CASE STUDY  
COMPLIANCE REVIEW  
BUILDING LEVEL TEAM REACTIONAIRE**

Within each category, please respond to the statements using the following Likert Scale:

- (1) Not at All      (2) Poorly      (3) Partially      (4) Mostly      (5) Fully

**PREPARATION FOR THE CASE STUDY VISIT**

I felt adequately prepared for the compliance visit: \_\_\_\_\_  
*Additional Comments:*

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THE NHDOE/SERESC technical assistance/support in preparation for the Case Study Visit was sufficient: \_\_\_\_\_  
*Additional Comments:*

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**MATERIALS**

The materials provided for this Case Study Visit were appropriate and effective: \_\_\_\_\_  
*Additional Comments:*

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**COLLABORATION**

1.) The collaboration between general and special educators in preparation for the case study presentation was effective: \_\_\_\_\_

2.) The collaboration between the building level team and the visiting team during the Case Study Visit and building summary was effective and sufficient: \_\_\_\_\_

*Additional Comments:*

**CASE STUDY PROCESS:**

The case study process was a valuable professional learning experience: \_\_\_\_\_

The Case Study provided insight into the strengths and challenges of our programs and services for our students with educational disabilities: \_\_\_\_\_

*Additional Comments:*

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**Any suggestions for improving the process?**

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**School:** \_\_\_\_\_ **Grade Level:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**NHDOE SPECIAL EDUCATION PROGRAM APPROVAL AND IMPROVEMENT PROCESS  
CASE STUDY COMPLIANCE REVIEW  
VISITING TEAM MEMBER REACTIONAIRE**

Within each category, please respond to the statements using the following Likert Scale:

- (1) Not at All                      (2) Poorly                      (3) Partially                      (4) Mostly                      (5) Fully

**ORIENTATION**

The orientation on the 1st morning of the visit prepared me for my role at the visit: \_\_\_\_\_

*Additional Comments:*

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**MATERIALS**

The materials provided for this compliance review were appropriate and effective: \_\_\_\_\_

*Additional Comments:*

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Having some of the materials in advance helped me to prepare for the visit: \_\_\_\_\_

*Additional Comments:*

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**COLLABORATION**

The collaboration between the building level team and the visiting team during the Compliance Review was effective and sufficient: \_\_\_\_\_

*Additional Comments:*

---

---

**SUMMARY OF DATA**

The process of summarizing the data was effective: \_\_\_\_\_

*Additional Comments:*

---

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**Any suggestions for improving the process?**

---

---

**School Visited:** \_\_\_\_\_ **Grade Level:** \_\_\_\_\_ **Date:** \_\_\_\_\_



NEW HAMPSHIRE DEPARTMENT OF EDUCATION  
BUREAU OF SPECIAL EDUCATION



Program Approval and Improvement Process

**Facilitator Networking and Professional Learning Session**

FACILITATING THE JOURNEY

August 17, 2005

8:30-3:00

Common Man, Concord, NH

**AGENDA**

8:30 Gather, Coffee, Continental Breakfast

9:00 Welcome, Introductions and “Warm Up”

First Inning

9:30 Here’s What We Hope to Accomplish....

Goal: To support facilitators as they begin the journey through the NHDOE Special Education Program Approval and Improvement Process

Can I:

- Provide a 30 Second “Laser Talk”, describing the yearlong process?
- Describe the attributes and membership of a strong improvement team?
- Give my team an overview of the improvement process and intended outcomes?
- Describe my role as the facilitator of the improvement team?
- Explain the purpose of defining a problem, and framing the essential question?
- Prepare an Agenda for the 1<sup>st</sup> Improvement Team Meeting?

Let’s Talk About Our Group Norms

Second Inning

10:00 Let’s Break Open the NHDOE Special Education Program Approval and Improvement Process Tool Kit

- Laser Talk Concept....Here’s Our “Pitch”
- Mission and Beliefs Of NHDOE Special Education Program Approval and Improvement Process
- Overview of the NHDOE Special Education Program Approval and Improvement Process Tool Kit

(List the sections of the tool kit...or maybe not...if you think it takes too much room...I think it is on the powerpoint)

10:30 Let’s Stretch....Break Time

Third Inning

10:45 The Improvement Team

Chalk Talk...

“When you think about the most effective teams you have been on...”

- What makes an effective team?
- Improvement Team Recruitment and Selection of Team Members
- Composition of Team
- Team Member Roles

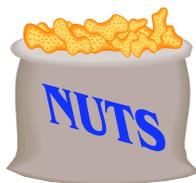


Pair/Share Work Session.... Break into home teams...

Who will be on the team, how will they be selected, what roles/stakeholder group will they represent etc?

11:55 Quick Check for Understanding....How are we doing...questions? Concerns?

12:00 Anyone Hungry?



12:30 Afternoon Energizer....

Fourth Inning:

12:45 What Does Effective Facilitation Look Like?

- Structures that need to be in place
- Role of the facilitator
- Characteristics of Strong Facilitator

Fifth Inning:

1:45 Defining a Problem and Framing the Essential Question

- Strategies to Assist in Defining The Problem
- Essential Question
- Mapping out The Year

*Time for a Work Session*

Sixth Inning

2:30 Important Things to Remember...

1. *Improvement Team Membership List to SERESC by?*
2. *Mark Your Calendar...Follow up Networking Sessions*
3. *List Dates and Topics (in PowerPoint)*



Seventh Inning:

2:35 Let's Check for Understanding....

*Can I:*

(list questions at start of the session)

Ninth Inning....

2:45 Here's Your Challenge...

Walk Off Home Run....

2:50 Evaluation and Reflection

3:00 Adjourn

See you September 14, 2005 at SERESC



**FACILITATOR NETWORKING SESSION**

“Mobilizing the Improvement Team: Successful Beginnings”

AGENDA

November 2, 2005

8:30 am- 1:00 pm

SERESC



8:30 Greet, Meet and Eat...Enjoy the Continental Breakfast

9:00 Welcome

Let's Begin With the End In Mind...Intended Outcomes for Today's Session

Goals:



- Identify Strategies For Determining and Framing the Essential Question
- Strengthen Facilitation Skills: Team Building
- Identify Possible Data Sources Related to Essential Question
- Map Out the Improvement Year
- Provide Opportunity for Networking and Sharing of Ideas
- Anything Else?

9:10 Opening Activity...."Cool Quotes"

9:30 Networking and Team Updates

- Team Membership
- Essential Question
- Possible Data Sources
- Successes / Challenges



10:00 Fish Bowl Activity:

Defining the Problem, Team Building, Framing the Essential Question

10:45 Time for A Break...

11:00 Collecting and Analyzing Data: Qualitative vs. Quantitative

11:30 Work Session: Mapping Out the Improvement Year:  
Important Benchmarks for the Improvement Team

11:45 Quick De-Brief...Next Steps for Your Improvement Team...  
Where Does Your Map Take You?



11:55 Let's Wrap Up...

- Did we accomplish our goals?
- Reminder: Future Meeting Dates
  - February 15
  - April 12
- Your Reactions Please

New Hampshire Department of Education  
Special Education Program Approval and Improvement Process  
February 15, 2006  
9:00 am – 12:00 pm  
SERESC



**FACILITATOR NETWORKING SESSION**

“Guiding the Team Through Data Analysis”

- 8:30 Enjoy the Continental Breakfast
- 9:00 Let’s Get Started...  
Welcome and Quick Opening Activity: “One Word Description”
- 9:15 Let’s Begin With the End in Mind...Here’s What We Hope To Accomplish:
- Deepen understanding of data collection and interpretation
  - Provide the opportunity for networking and learning from one another....
  - Introduce expectations for the final report and the RFP
  - Anything else?
- 9:20 Updates From Improvement Teams...What’s New....Teach Us About What Your Team Is Doing...  
Update Us On Improvement Team Activities  
Talking Points  
Mapping Out the Year
- 10:30 Time to Stretch...
- 10:45 Time to Break Out the Tool Kit...Highlights of Chapter 4 Gathering and Analyzing Data and Quick Overview of Hand-Out...Analysis and Use of Data
- 11:00 Data Carousel
- 11:45 The Final Report...Chapter 6 The Final Report by the Improvement Team  
Improvement Monies....RFP Application and Process
- 11:55 Let’s Wrap Things Up...
- Mapping Out The Improvement Year
  - Next Meeting April 12<sup>th</sup> 9:00 am – 12:00 pm
  - Did we meet our goals?
  - Your Reactions Please...



# New Hampshire Department Of Education Special Education Program Approval And Improvement Process

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

## Facilitator Networking Session

**April 12, 2006  
9:00 – 12:00**

### *The Home Stretch...Writing the Final Report*



8:30 – 9:00	Greet, Eat, Meet...
9:00 – 9:10	Welcome and Here's What We Hope To Accomplish Today... Goals: <ul style="list-style-type: none"><li>▪ To Network And Share Work Of The Improvement Teams</li><li>▪ To Share Initial Findings Of Improvement Teams</li><li>▪ To Review Expectations For Final Report And Response To RFP</li><li>▪ To Develop Outline Of Final Report</li></ul> What Are Your Expectations? Let's do a Quick Pair and Share.
9:10 – 9:30	Opening Activity: "Telling Lies"
9:30 – 10:00	What's New? Updates on Data Collection Activities, Strategies Used to Identify Patterns/Trends in Data, Initial Findings, Status of Report Writing...Biggest Aha...Greatest Challenge
10:00 – 10:30	The Home Stretch...Important Things to be Thinking About  The Final Report...Table of Contents... and Results of the Yearlong Improvement Process
10:30-10:45	Let's Take A Break
10:45 – 11:00	The Improvement Plan and Response to RFP
11:00-11:30	Team Work Session
11:30 –12:00	Next Steps...How Can We Be Of Help To You During the "Home Stretch?" <ul style="list-style-type: none"><li>▪ Tips for the 2006-07 Teams?</li><li>▪ Have We Met Your Expectations For Today?</li><li>▪ Please Tell Us... "What Is The Most Important Thing You Have Learned From This Process?"</li><li>▪ Important Reminder: Submission Date For R.F.P.: May 26, 2006</li><li>▪ Don't Forget \$500 Improvement Team Monies/Reimbursement Form</li><li>▪ Your Reactions Please...</li></ul>
	 A Special Thanks and Congratulations!
	Time to Eat...

**New Hampshire Department Of Education**  
**Bureau Of Special Education**  
**Special Education Program Approval And Improvement Process**  
*The Mission Of Special Education Program Approval Is:*  
*To Improve Educational Results For All Children, Youth And Their Families*

**Spring Information Session**

**“Cultivating A Culture of Collective Responsibility”**  
**April 3, 2006**  
**SERESC**

- 8:30 – 9:00 Greet, Eat and Meet...Enjoy the Continental Breakfast
- 9:00 Welcome and Introductions
- 9:30 Let’s Begin With the End in Mind...Here’s What We Hope to Accomplish Today...Success For This Session Will Be That Collectively We Have...
  1. Provided An Overview Of The 3 Aspects Of The NHDOE Special Education Program Approval And Improvement Process.
  2. Assisted Participants In Developing An Understanding Of Focused Monitoring And The Pilot Process.
- 9:40 New Hampshire Department of Education, Program Approval and Improvement Process: Mission and Beliefs
- 9:45 New Hampshire Department of Education, Program Approval and Improvement Process: What We Know About the Case Study Compliance Review
- 10:00 Powerful Ideas...Lessons Learned From the Field...SAU# 55 Timberlane
- 10:30 Your Questions Please...
- 10:45 Let’s Stretch....
- 11:00 New Hampshire Department of Education, Program Approval and Improvement Process:  
Year Long Self Study  
Interested in Participating in the Year Long Process?  
Questions?
- 11: 15 Focused Monitoring:  
What is Focused Monitoring?  
Why Focused Monitoring?  
Interested in Becoming A Pilot Site?  
Let’s Recap the Three Aspects of Special Education Program Approval  
Questions?
- 11:50 Wrap Up and Next Steps  
Did We Accomplish Our Goals?  
Web-Site Information  
Follow Up Correspondence From Today’s Session  
Questions?  
Your Reactions, Please  
Lunch
- 11:45 – 12:00 Your Reactions Please
- 12:00 Let’s Eat!

**New Hampshire Department Of Education**  
**Bureau Of Special Education**  
**Special Education Program Approval And Improvement Process**  
*The Mission Of Special Education Program Approval Is:*  
*To Improve Educational Results For All Children, Youth And Their Families*

**Spring Information Session**

**“Cultivating A Culture of Collective Responsibility”**

**April 6, 2006**

**Common Man Inn Plymouth, NH**

- 8:30 – 9:00 Greet, Eat and Meet...Enjoy the Continental Breakfast
- 9:00 Welcome and Introductions
- 9:30 Let's Begin With the End in Mind...Here's What We Hope to Accomplish Today...Success For This Session Will Be That Collectively We Have...
1. Provided An Overview Of The 3 Aspects Of The NHDOE Special Education Program Approval And Improvement Process.
  2. Assisted Participants In Developing An Understanding Of Focused Monitoring And The Pilot Process.
- 9:40 New Hampshire Department of Education, Program Approval and Improvement Process: Mission and Beliefs
- 9:45 New Hampshire Department of Education, Program Approval and Improvement Process: What We Know About the Case Study Compliance Review
- 10:00 Powerful Ideas...Lessons Learned From the Field...SAU# 68 Lincoln-Woodstock
- 10:30 Your Questions Please...
- 10:45 Let's Stretch....
- 11:00 New Hampshire Department of Education, Program Approval and Improvement Process:  
Year Long Self Study  
Interested in Participating in the Year Long Process?  
Questions?
- 11: 15 Focused Monitoring:  
What is Focused Monitoring?  
Why Focused Monitoring?  
Interested in Becoming A Pilot Site?  
Let's Recap the Three Aspects of Special Education Program Approval  
Questions?
- 11:50 Wrap Up and Next Steps  
Did We Accomplish Our Goals?  
Web-Site Information  
Follow Up Correspondence From Today's Session  
Questions?  
Your Reactions, Please  
Lunch

### **Dates of Scheduled Senior Management Meetings**

August 1, 2005  
October 27, 2005  
December 12, 2005  
January 4, 2006  
February 8, 2006  
March 29, 2006  
April 20, 2006

### **Dates of Management Team Meetings**

(Including twice monthly meetings, summer sessions to revise documents and meetings to plan Facilitator and Orientation Sessions)

July 26, 2005	July 27, 2005	July 29, 2005
August 4, 2005	August 13, 2005	August 14, 2005
August 16, 2005	August 18, 2005	August 15, 2005
August 22, 2005	August 25, 2005	September 8, 2005
September 19, 2005	October 3, 2005	October 17, 2005
November 7, 2005	November 21, 2005	December 7, 2005
December 19, 2005	January 9, 2006	January 30, 2006
February 1, 2006	February 2, 2006	February 6, 2006
February 20, 2006	February 23, 2006	March 2, 2006
March 6, 2006	March 8, 2006	March 13, 2006
March 20, 2006	March 27, 2006	March 28, 2006
April 17, 2006	May 1, 2006	May 15, 2006
June 5, 2006	June 7-9, 2006	June 19, 2006
June 21, 2006	June 26, 2006	June 29, 2006

### **Dates of Facilitator Networking Sessions**

August 17, 2005  
November 2, 2005  
February 15, 2006  
April 12, 2006

### **Dates of Spring Information Sessions**

April 3, 2006 @ SERESC  
April 6, 2006 @ Plymouth

***Focused Monitoring Advisory Committee***

<b>First Name</b>	<b>Last Name</b>	<b>Role</b>
Alan	Pardy	NHASEA
Michael	Hopkins	Superintendent, SAU 54
Martha	Miller	Teacher
Helene	Bickford	Director of Curriculum, Instruction and Assessment
Mary	Heath	Deputy Commissioner
Paul	Ford	Principal
Kathy	Cuddy-Egbert	Director of Spec. Ed
Lindsay	Morin	Special Education Teacher
Dawne	Altemus	Parent
Howard	Muscott	Higher Ed
Bonnie	Dunham	Parent Consultant
Richard	Nannicelli	Principal
Joan	Izen	PTAN
Carolyn	Woodman	CEIL & Autism
Eric	Mann	PBIS
Jonas	Taub	SETAC (replaced Carol Kosnitsky as of 9/06)
Sandra	Plocharczyk	Special Education Support Center Director, NH School Administrators Association
Mariellen	MacKay	NH Connections

Letter to Advisory Team Members

May 17, 2006

SAMPLE

Howard Muscott  
48 Country Rd.  
Amherst, NH 03031

Dear Howard,

I hope this letters finds you safe and dry, and that you have been able to weather the recent storms and rain! As many of you are aware, our first New Hampshire Department of Education Focused Monitoring Advisory Committee meeting was cancelled due to inclement weather and school closings. Please know that this meeting has been rescheduled for May 30<sup>th</sup> from 2:00 – 4:00 pm at SERESC.

In our last correspondence to you, most of you received the draft NHDOE Special Education Focused Monitoring Sketches, and we would ask that you bring these documents with you to our May 30<sup>th</sup> meeting. If you need copies, we will have extras available at the meeting, or, feel free to contact me at SERESC and we will get them to you. For those of you who were recently recruited to serve on the committee, these documents are enclosed for your review.

Thanks again for your willingness to serve on the NHDOE Focused Monitoring Advisory Committee. We appreciate your support and value your input and expertise. Please RSVP your attendance at the May 30<sup>th</sup> meeting to Faye O'Neill at 206-6827 or faye@seresc.net.

We look forward to seeing you on May 30<sup>th</sup>.

Sincerely,



Jane Bergeron-Beaulieu  
Administrator, Program Approval Process

Cc: Management Team

NHDOE Program Approval and Improvement Process Focused Monitoring  
**LETTER OF INTEREST FOR FM PILOT SITES**

Date

**SAMPLE**

Dear

Thank you for your interest in becoming one of the NHDOE Program Approval and Improvement Pilot sites for the Focused Monitoring process for the 2006-2007 school year.

SERESC is working with the NHDOE in the development of a Focused Monitoring Model that will enable districts to participate in self-reflection data collection and analysis to better determine why the achievement gap exists, and what steps need to be taken to improve student performance. It is the goal of the NHDOE to maintain a focus on program improvement, and its existing mission and beliefs as they relate to program approval. During the upcoming year we will work as partners with the NHDOE and three pilot sites in the development of the process, materials, the tools and the roll out of the model to the field.

Please provide us with a letter of interest, no later than \_\_\_\_\_, signed by the Special Education Director and the Superintendent. The letter should briefly answer the following questions, with the understanding that these are not all required:

- Why does this pilot project interest you?
- Will you be able to organize a yearlong team that is representative of your school and community? (e.g. General and special educators, support staff, administration, parents, students and community members)
- Will you be able to make a commitment of team time to meet on a regular basis?
- What are your district goals?
- What resources do you have for data management and technical support?
- What are current initiatives in your district? (e.g. HOPE, PBIS, Reading First, Curriculum mapping, etc.)
- Are the curriculum, instruction and assessment aligned and consistently implemented in your district?

Please note that to become part of this exciting pilot on focused monitoring, your school/community team should be prepared to spend many hours in training, collecting and analyzing data and developing activities for growth and improvement in your school.

Please do not hesitate to contact me directly at any time, if you have questions.



Jane Bergeron-Beaulieu  
Administrator, Program Approval Process

**NH DOE Focused Monitoring Pilot Site Profile**  
**SAU 45, Moultonborough School District**  
**July 13, 2006**

The Moultonborough School District is located in the Lakes Region of New Hampshire and in 2005-2006 served 686 students in grades Preschool through 12. The relatively small rural school district supports two schools. They are Moultonborough Central School with 13 preschool students and 335 elementary students in grades K to 6, and Moultonborough Academy with 126 Junior High students in grades 7-8 and 226 High School students in grades 9 – 12.

The NH DOE 2005 Adequate Yearly Progress Report indicates that Moultonborough Academy made AYP in all areas and for all subgroups at the high school level. The NH DOE 2004 Adequate Yearly Progress Report indicates that the district made AYP in all areas for the grades 3 and 6 in all areas and for all subgroups.

While Moultonborough's population of students with disabilities is smaller than the state's cell size, it is clear, based on the data available from the NHDOE, that there is a significant gap between the students with and without disabilities. The 6<sup>th</sup> grade is the one grade level large enough to report percentages which finds that 72% of the students without disabilities score proficient and above while 0% of the students with disabilities score proficient or above. This is based on the 2005 NECAP scores from grades 2, 3, 6, and 7.

This is a district with strong leadership that sets broad strategic goals and aligns efforts to meet those goals. They place a high priority on collaborative work, meeting individual student needs and the gathering and analysis of data. But they also recognize that the data development and usage is not done by the practitioners at the classroom level and that is where this important work will have the greatest impact on improving student outcomes. Moultonborough School District in their application letter stated the following:

“The district places a high priority on self-assessment and continuous improvement. This pilot is compatible with the district's high priority areas. Moreover, the project aligned with the district's mission statement goals, including:

- Promoting high standards of academic achievement.
- Emphasizing the ability to access, analyze and utilize information.
- Creating an atmosphere in which all are empowered, trusted and encouraged to take risks.
- Providing for our students' broad range of abilities, talents and interests”.

**NHDOE Focused Monitoring Pilot Site Profile**  
**SAU 48, Plymouth School District**  
**July 13, 2006**

Plymouth Elementary School is the primary elementary school for the Plymouth School District located in the Pemi-Baker Valley, approximately 60 miles north of Concord, New Hampshire. The Plymouth School District is the largest of eight individual school districts which compose the Pemi-Baker School District, SAU # 48 Supervisory Union. Plymouth Elementary School houses pre-kindergarten through eighth grades with a total student population of 502 and a professional staff component of 43 teachers with a student teacher ratio of 11.8 to 1. Plymouth Elementary School has a tradition of student centered instruction and more recently has begun to plan for the comprehensive use of test data to support their professional development and strategic planning for enhancing classroom instruction and student assessment. They are particularly interested in the development of strategies that will bridge the achievement gap between special needs students and regular education students. The Superintendent and SAU staff are encouraged by the opportunity for Plymouth Elementary School to be a pilot site for emerging framework for the meaningful application of data to inform decision making in regard to program modifications, professional development for professional and support staff as well as program enhancement for students with defined needs.

The Plymouth School District and the Plymouth Elementary School in particular, have not met the provision for Adequate Yearly Progress (AYP) in the area of reading in the 2004 NEIAP assessment. Specific to Plymouth Elementary School, grade three assessments indicate a differential or gap of 58 percentage points between the basic level of competency between regular and special education students, a 56 percent achievement gap in Language Arts for grade seven, a 54 percent achievement gap in mathematics for grade 3, and a 24 percent achievement gap in mathematics for grade seven.

The district team, under the direction of Peter Hutchins, Principal, Shannon Bartlett, Assistant Principal and Connie Helgerson, Director of Special Education, will be directing the year-long study and resulting plan addressing the issues related to the achievement gap.

**NHDOE Focused Monitoring Pilot Site Profile**  
**Sanborn Regional School District**  
**July 13, 2006**

Sanborn Regional School District services the towns of Kingston and Newton with schools located on two campuses. In Newton, the Memorial School houses grades K-5 for that community. Additionally, the District's middle school serving grades 6-8 is located in Newton. The Kingston campus houses the D. J. Bakie School, which includes a pre-school program and grades K-5, and the district's comprehensive high school. In total, the District's enrollment is approximately 1,825 students. The District's central administration building (SAU #17) is located at 178 Main Street in Kingston.

In spring 2005, the Sanborn Regional School District Participated in a "Root Cause Analysis" as required by the New Hampshire Department of Education due to the spring 2005 designation of a "District in Need of Improvement" (DINI) in the area of reading. In August of 2005 the Sanborn Regional School District's Root Cause Analysis Team participated in the H.O.P.E. Institute in Nashua, NH. During the week at the institute the district developed and finalized a two-year DINI plan. In June of this year the district completed year one of the plan. Focus areas identified in the DINI plan include:

- Student Motivation
- Standards Based Instruction
- Early, Timely Interventions
- Professional Learning Community
- Instructional Time

Review of recent NECAP assessment scores indicate that a sizable gap exists between students with and students without educational disabilities. Further analysis of this data will be required to fully understand the size of the gap and to draw conclusions about this gap.