

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

**SAU 03
SUMMARY REPORT**

BERLIN SCHOOL DISTRICT

**John Moulis, Superintendent of Schools
Stephen P. Michaud, Director of Special Education**

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Chairperson, Visiting Team:
Education Consultant, SERESC

Visit Conducted on May 10-11, 2006
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I. TEAM MEMBERS

Visiting Team Members:

NAME	PROFESSIONAL ROLE
Chairperson: Dick Lates	Educational Consultant
Allen Abendroth	Inclusion Coordinator
Moira Bundschuh	Special Educator
Sharon Edwards	Special Education Administrator
Sue Ellis	Director of Education
Rebecca Hebert-Sweeney	Special Education Director
Karen Langley	Special Education Coordinator
Kelly Mask	Special Educator
Beth Morris	Administrator/Special Educator
Rochelle Mulkern	Special Educator
Sarah Fox	NHDOE
Nancy D'Agostino	Educational Consultant – Preschool
Michelle Mason	Special Educator
Maureen Soraghan	Special Education Director
Steve Gordon	Special Education Consultant

Building Level Team Members:

NAME	PROFESSIONAL ROLE	NAME	PROFESSIONAL ROLE
Donna Church	Speech/Language Pathologist	Faye Nolan	Speech/Language Pathologist.
Karen Turgeon	Special Educator	Pam Couture	Special Educator
Niqe Ware	Special Educator	Lori Blais	Special Educator
Bob Bourque	Special Educator	Kelly Ort	Special Educator
Cheryl Bouchard	Special Educator	Gina Lauze	Special Educator
Diane Brodeur-Fossa	Special Educator	Gloria Caouette	Special Educator
Meri Costa	Special Educator	Debbie Middleton	Special Educator
William Welch	Special Educator	Gail Rivard	Preschool Teacher

II. INTRODUCTION

SAU 03 is comprised of a single school district in the city of Berlin, New Hampshire. The district's October 1, 2005 enrollment was 1,597 students of whom 251 were identified with educational disabilities. This represents 16.9% of the public school-age population in the district, excluding the preschool and out of district students. The district has 23 students in out of district placement, of which 14 are court-placed. The district reports that 41.2% of its students are eligible for free and reduced lunch, and 24.5% of its students receive Title I assistance. Berlin High School serves as a regional vocational center and as a receiving district for the communities of Milan, Dummer and Errol. The district is currently in the process of phasing out its SUCCESS Program, a self-contained Alternative EH Program for eight students grades 6 through 8, to be replaced by a regional agency program that will provide these supports and services. Consequently, the SUCCESS program was not reviewed as part of the program approval process.

The current population of Berlin is under 10,500. The per capita income in the city is \$15,780 compared to a state per capita income figure of \$23,844, indicating an economically depressed region. The regional unemployment rate currently is more than twice the state rate. A recent mill closing cost the city 250 jobs and city officials anticipate a second mill closing in the near future which will remove over 400 additional jobs.

The district reports that the school budget represents only 26% of the entire city budget, down from 37% four years ago, as other city services are demanding a larger portion of the city budget. During the same time period, the special education portion of the school budget has climbed from 13% to 20%. The Berlin School district has struggled historically to provide basic maintenance and necessary building improvements to its school facilities. The district is presently in serious need of adequate space and resources for administrative offices, school buildings and athletic fields. Although the district's technology needs remain largely unmet, a grant-funded mobile wireless laptop laboratory was recently installed at the junior high school. As a result of the region's depressed economic conditions, Berlin School District has had difficulty recruiting educational assistants and is currently unable to fill 7 existing vacancies with no applicants available. In addition, the district faces a lack of certified substitutes. A significant increase in the number of special education referrals since January has forced the special education department to seek a number of extensions of the 45 day time frame for evaluations.

Despite these financial challenges, the Berlin School District can point to a number of recent initiatives, undertaken since its last special education program approval visit. The Marston, Bartlett and Brown elementary schools have been designated as Reading First schools, and the Bartlett and Brown schools are currently school-wide Title I schools. After school programs have been established at the three elementary schools and the junior high school is part of a 21st Century Community of Learners grant. A Student Support Team has been established at the high school, and both the high school and the junior high have undertaken a Student Assistance Program. The junior high school staff has made a successful transition to a team teaching organizational structure. The district has begun implementation of NWEA's Measures of Academic Progress at the junior high school to measure the academic progress of individual students. The high school staff has increased the focus on the School to Career Program and on career counseling generally.

DISTRICT ENROLLMENT DATA	2003-04	2004-05	2005-06
Total Student Enrollment (ages 6-21) (as of Oct 1)	1,615	1,631	1,597
Expenditure Per Pupil	\$ 7,706	\$ 8,422	
Cumulative Drop-Out % (grades 9-12) students with disabilities	1.2 %	1.3 %	
Cumulative Drop-Out % (grades 9-12) non-disabled students	5.6 %	4.3 %	
Free/Reduced Lunch %	35.9 %	37.1 %	41.2 %
Title I %	10.3 %	21.8 %	24.5 %
LEP %	0	0	0.25 %

SPECIAL EDUCATION PROGRAM DATA	2003-04	2004-05	2005-06
# of Identified Students Ages 3-5 (as of Oct. 1)	15	22	22
# of Identified Students Ages 6-21 (as of Oct. 1)	231	281	229
% Identified Ages 6-21 (as of Oct. 1)	14.3 %	17.2 %	14.3 %
# Out of District	21	20	23
% Out of District	1.3 %	1.2 %	1.4 %
# of Students Out of Compliance (as of Oct. 1)			68
Special Programs Total Expenditure	\$ 2,340,052	\$ 2,427,286	
Average Caseload (as of Oct. 1)	35	40	25
# Identified Students Suspended One Or More Times		72	
# of students with disabilities who are being provided home instruction (as of Dec.1)		0	0
# of students with disabilities who have been placed on a "shortened school day" (as of Dec. 1)		0	0
Special Education Staffing: (report in FTEs)	2003-04	2004-05	2005-06
# of Special Educators			17
# of Related Service Providers			16
# of Paraprofessionals			44

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

The New Hampshire Department of Education (NHDOE) conducted a Special Education Program Approval Visit to SAU 03 on May 10-11, 2006 for the purpose of reviewing the present status of programs and services made available to children and youth with educational disabilities. As part of the NHDOE Special Education Program Approval Visit, Case Study Compliance Reviews were conducted at all of the schools in SAU 03. The New Hampshire Department of Education, Bureau of Special Education conducts program approval visits using a Case Study Model that is a focused review. This focused review permits the NHDOE to leverage its impact for change and improvement within school districts and private special education schools statewide, by focusing the attention of all educators on the following three areas of critical importance in the provision of FAPE for students with disabilities.

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

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

- ♦ All application materials submitted by the SAU
- ♦ Status of corrective actions since the last NHDOE Special Education Program Approval Visit
- ♦ Personnel credentials for special education staff (verified by NHDOE)
- ♦ Program descriptions and SPEDIS verification reports
- ♦ All data collected during the visit

The New Hampshire Department of Education provided a visiting team of professional educators to work collaboratively with staff in each of the schools in conducting the Case Study Compliance Review and the varied data collection activities. The NHDOE Special Education Program Approval Process allowed the visiting and building level team members to conduct case studies of a representative sampling of the special education student population throughout the school district.

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

Throughout the entire review process, the visiting team worked in collaboration with the staff of SAU 03. Their professionalism, active involvement in the process and cooperation were greatly appreciated and well recognized.

VISION STATEMENT:

Graduates of the Berlin Public Schools will be active, life-long learners who participate constructively in the civic, economic, educational, and cultural growth of their continually changing, information-based, local and global communities.

MISSION STATEMENT:

The Berlin Public Schools are committed to the belief that all students must be given appropriate opportunities to achieve clearly defined, meaningful, and rigorous standards which include those outlined in the New Hampshire curriculum frameworks. We further believe that the learner is the focus of all of our efforts and that the evolution of our programs will be guided by data that reflect what each learner knows and is able to do.

Each of the programs in the Berlin Public Schools will emphasize depth of understanding and the active participation of students in the learning process. We will capitalize on the power of technology as a motivational information source and as a problem-solving tool by integrating appropriate technologies within each program area.

Our vision cannot be attained if the Berlin Public Schools must act alone. We and our students are part of a larger learning community. Parents and the community at large must share in the responsibility to educate our youth. The community must provide the resources necessary to support the schools and must also help students value learning in all its contexts – within school and outside the formal educational setting. Community members can best help students see that the process of becoming a competent member of the local and global communities is one of continuous progress that lasts a lifetime.

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

Based on review of the Summary Report of the May 29-30, 2003 Special Education Program Approval Visit and the summary report of the January 11, 2005 follow up visit, the following patterns were identified as needing improvement: (see **Program Approval district application for details of improvements made since last visit.**)

ED 306.06, ED 403.01 School Facilities - School facilities are aging, crowded and lack adequate instruction and storage space.

- a. Marston, Brown and Bartlett do not comply with NH requirement for school facilities.
- b. Marston, Bartlett and Brown were unclean
- c. Marston, Bartlett and Brown lacked any regular schedule of maintenance
- d. Brown School lower level in disrepair and not ventilated.
- e. Brown School lower level (former art/speech) was cluttered with materials and had dirty, sagging ceiling tiles
- f. Brown School lower level (Title I) with inadequate exit routes.
- g. Marston, Bartlett and Brown have no screens on the second floor classroom windows.
- h. Bartlett School needs handicapped access to second floor.

- i. Bartlett School needs covers/protection for the radiators.
- j. Brown and Marston Schools – unreliable heat in winter.
- k. Playground areas in need of repair and safety improvements

Status: In Progress

ED 1109.03 IEP Team - IEP team must include LEA representative. **Status: Met**

ED 1109.01 Elements of an IEP - IEPs not consistently complete. **Status: Met**

ED 1109.10 Monitoring of an IEP - Progress was not found to be consistently reported. **Status: Met**

ED 1107.01 Evaluation and determination of educational Disabilities – Determination of Eligibility - District must evaluate a child prior to determining that child is no longer a child with a disability. **Status: Met**

In addition the district has had difficulty completing required evaluations within 45 day period as a result of lack of qualified examiner. **Status: In Progress**

SUCCESS Program

ED 1119.03 Curricula - To maximum extent appropriate, every child with a disability has full access to the LEA’s general curriculum. **Status: Met**

ED 1119.04 - Equipment, materials and assistive technology provided to implement IEP for each child with a disability. **Status: Met**

ED 119.05 Class Size and Age Range - District does not meet standard. **Status: Met**

ED 1119.07 Personnel Standards - Including academic content consultation in place for program. **Status: Met**

ED 1119.09 Supervision and Administration - District must meet all requirements. **Status: Met**

ED 1119.10 Length of School Day - District must meet requirements. **Status: Met**

ED 1119.11 Disciplinary Procedures and Child Management - Required procedures must be in place. **Status: Met**

ED 1119.08 Diplomas - District must ensure that all children with disabilities have equal opportunity to complete a course of studies leading to a regular high school diploma. **Status: Met**

V. MAY 10-11, 2006 CASE STUDY COMPLIANCE REVIEW RESULTS

Data collection is an important part of the NHDOE Special Education Case Study Compliance Review Process. In SAU 03, the NHDOE worked with staff and administration in the selection of case studies to ensure that there was a representative sampling of data collected from the various programs and schools located within the school district. In order to monitor whether or not special education programs are in compliance in the three focus areas, and determine any root causes of problems that may be identified through the case study process, it is essential that each case study team dig deeply into the data, and not just take a surface look. This process takes time, and the entire team working with the child being studied must be involved in collecting and analyzing the data, as well as presenting and summarizing the data with the visiting team. As such, the NHDOE works with educational communities to determine the number and types of case studies to be prepared and presented, to ensure that building teams are not inundated with much more data than they can possibly analyze, allowing them to reflect upon and generalize their newly found knowledge of their programs, practices, policies and procedures.

The Berlin special education staff prepared and presented 13 case studies as follows:

Preschool and Marston	1 DD - Autism, 2 S/L	Modified Regular
Bartlett	1 LD	Modified Regular
Brown	1 S/L, 1 MR	Modified Regular and Resource Room
Hillside	2 OHI	Modified Regular and Resource Room
Jr. High	1 LD, 1MR	Modified Regular and Resource Room
High School	2 OHI, 1 MR	Modified Regular and Self -contained

PARENT PARTICIPATION

One of the defining features of effective schools is strong parent/community relations and open communication. Having parents as an active stakeholder in the NHDOE Special Education Program Approval Process ensures broader perspectives and brings forth new ideas. In addition, including the parent perspective enhances and strengthens the teams' case study presentations, and makes for stronger school/parent relationships. As such, parent participation and input is a required part of the NHDOE Special Education Program Approval Process. In order to ensure parent participation and feedback, the NHDOE, Bureau of Special Education involves parents in a variety of aspects of the Special Education Program Approval Process. First, parents are encouraged to be active participants in the case study presentations; second, parents of the children presented in the case study process are formally interviewed; and third, the SAU/school is required to send all parents of students with disabilities a written survey with a request to respond. Below is a summary of the results of the parent survey, along with a summary of the comments/feedback provided to the visiting team during the May 10-11, 2006 Case Study Compliance Review in SAU 03.

Berlin parents generally expressed satisfaction with the supports and services received by their children. At the elementary level, parents reported some concern in three areas – encouraging their children to participate in school activities, transition planning and support, and behavioral and developmental support and parental involvement in developing behavioral interventions. At the junior high level, parents reported two areas of concern – satisfaction with the child's program and supports and transition planning and support. At the high school level, parents reported concern in three areas – information received about the child's progress, the child's feelings of safety and security, and involvement of all adults who work with the child in the transition planning process. During one parent interview, the parent recommended that Berlin staff members receive more in-depth training regarding specific disabilities.

The district will benefit from reviewing the following areas in order to increase parent satisfaction:

- Actively encourage students with disabilities to participate in school activities.
- Increase transition planning activities and involve parents in that planning process.
- Involve parents in planning students' behavior interventions, strategies and supports.
- Increase progress reporting to parents.

SUMMARY OF LEA PARENT SURVEY DATA

SAU: 03 PRESCHOOL							
Total number of surveys sent: 8		Total # of completed surveys received: 2		Percent of response: 25%			
ACCESS TO THE GENERAL CURRICULUM:				3	2	1	No Answer
I am satisfied with my child's program and the supports that he/she receives.				2			
My child has opportunities to interact with non-disabled peers on a regular basis.				2			
I am adequately informed about my child's progress.				2			
My child is informed about and encouraged to participate in school activities outside of the school day, and is offered necessary supports.				2			
My child feels safe and secure in school and welcomed by staff and students.				2			
A variety of information (observations, test scores, school work, parent input) was used in developing my child's IEP.				2			
I am satisfied with the progress my child is making toward his/her IEP goals.				2			
TRANSITION:							
I am satisfied with the planning and support provided for the moves my child has made from grade to grade and school to school.				2			
All of the people who are important to my child's transition were part of the planning.				2			
BEHAVIOR STRATEGIES AND DISCIPLINE:							
My child's classroom behaviors affect his/her ability to learn. <i>If yes, please answer the next two questions. If no, skip to OTHER.</i>				YES 1		NO 1	
I have been involved in the development of behavior interventions, strategies and supports for my child.				1			1

I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs.	1			1
OTHER:				
I fully participate in special education decisions regarding my child.	2			
I have been provided with a copy of the procedural safeguards (parental rights) at least once a year.	2			

SAU: 03 ELEMENTARY				
Total number of surveys sent: 66	Total # of completed surveys received: 36		Percent of response: 55	
ACCESS TO THE GENERAL CURRICULUM:	3	2	1	No Answer
I am satisfied with my child's program and the supports that he/she receives.	31	5		
My child has opportunities to interact with non-disabled peers on a regular basis.	29	5	1	1
I am adequately informed about my child's progress.	33	3		
My child is informed about and encouraged to participate in school activities outside of the school day, and is offered necessary supports.	28	7	2	
My child feels safe and secure in school and welcomed by staff and students.	31	4	1	
A variety of information (observations, test scores, school work, parent input) was used in developing my child's IEP.	34	2		
I am satisfied with the progress my child is making toward his/her IEP goals.	31	4	1	
TRANSITION:				
I am satisfied with the planning and support provided for the moves my child has made from grade to grade and school to school.	16	6	2	4
All of the people who are important to my child's transition were part of the planning.	32			4
BEHAVIOR STRATEGIES AND DISCIPLINE:				
My child's classroom behaviors affect his/her ability to learn. <i>If yes, please answer the next two questions. If no, skip to OTHER.</i>	YES 16			NO 8
I have been involved in the development of behavior interventions, strategies and supports for my child.	26	2		8
I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs.	25	3		8
OTHER:				
I fully participate in special education decisions regarding my child.	32	3		1
I have been provided with a copy of the procedural safeguards (parental rights) at least once a year.	35	1		

SAU: 03 MIDDLE SCHOOL				
Total number of surveys sent: 139	Total # of completed surveys received: 16		Percent of response: 12	
ACCESS TO THE GENERAL CURRICULUM:	3	2	1	No Answer
I am satisfied with my child's program and the supports that he/she receives.	8	8		
My child has opportunities to interact with non-disabled peers on a regular basis.	13	3		
I am adequately informed about my child's progress.	14	2		
My child is informed about and encouraged to participate in school activities outside of the school day, and is offered necessary supports.	7	2	2	
My child feels safe and secure in school and welcomed by staff and students.	10	5	1	
A variety of information (observations, test scores, school work, parent input) was used in developing my child's IEP.	14	1	1	

I am satisfied with the progress my child is making toward his/her IEP goals.	10	5	1	
TRANSITION:				
I am satisfied with the planning and support provided for the moves my child has made from grade to grade and school to school.	8	6	2	
All of the people who are important to my child's transition were part of the planning.	8	3	3	2
BEHAVIOR STRATEGIES AND DISCIPLINE:				
My child's classroom behaviors affect his/her ability to learn. <i>If yes, please answer the next two questions. If no, skip to OTHER.</i>	YES 8			NO 6
I have been involved in the development of behavior interventions, strategies and supports for my child.	7	2		7
I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs.	7	2		7
OTHER:				
I fully participate in special education decisions regarding my child.	12	4		
I have been provided with a copy of the procedural safeguards (parental rights) at least once a year.	16			

SAU: 03 HIGH SCHOOL				
Total number of surveys sent: 101	Total # of completed surveys received: 16		Percent of response: 16	
ACCESS TO THE GENERAL CURRICULUM:	3	2	1	No Answer
I am satisfied with my child's program and the supports that he/she receives.	10	5	1	
My child has opportunities to interact with non-disabled peers on a regular basis.	14	2		
I am adequately informed about my child's progress.	10	6		
My child is informed about and encouraged to participate in school activities outside of the school day, and is offered necessary supports.	11	3	1	1
My child feels safe and secure in school and welcomed by staff and students.	10	6		
A variety of information (observations, test scores, school work, parent input) was used in developing my child's IEP.	14	1	1	
I am satisfied with the progress my child is making toward his/her IEP goals.	11	4	1	
FOR PARENTS OF HIGH SCHOOL STUDENTS:				
My child earns credits toward a regular high school diploma in all of his/her classes.	13	3		
TRANSITION:				
I am satisfied with the planning and support provided for the moves my child has made from grade to grade and school to school.	12	4		
All of the people who are important to my child's transition were part of the planning.	10	6		
FOR PARENTS OF STUDENTS AGE 16 OR OLDER:				
I am satisfied with the written secondary transition plan that is in my child's IEP.	6	3		6
BEHAVIOR STRATEGIES AND DISCIPLINE:				
My child's classroom behaviors affect his/her ability to learn. <i>If yes, please answer the next two questions. If no, skip to OTHER.</i>	YES 6			NO 4
I have been involved in the development of behavior interventions, strategies and supports for my child.	8	2		6
I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs.	6	3	1	6
OTHER:				
I fully participate in special education decisions regarding my child.	13	2		1
I have been provided with a copy of the procedural safeguards (parental rights) at least once a year.	13	2		1

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

Access To The General Curriculum

Implementation of IEPs

Provision of Non-Academic Services

Full Access to the District's Curriculum

Equal Education Opportunity

The case studies presented by the building teams demonstrate a philosophy of inclusion with limited pullout for special services. Resource room support is provided in addition to general classroom support. The district is progressing toward a least restrictive instructional setting model. A lottery system is utilized in the Vocational Center for course selection, and this limits student choice and access to specialized courses. The district needs to provide adaptive physical education for students with handicapping conditions.

Transition

Transition Planning

Process: Provision of FAPE

Transition Services

Students experience three school to school transition points by grade 4 – preschool to kindergarten at Marston, to grade 1 at Brown or Bartlett to grade 4 at Hillside. Although collaborative meetings of teachers in sending and receiving schools are taking place, these meetings are not documented, and the planning process and resulting activities are not consistent across the district. A district-wide planning process that is systematic and consistent needs to be developed, carried out and then evaluated for effectiveness. The parent survey indicated some concern about the lack of parent involvement in the transition planning for individual students. Collaboration time will need to be scheduled for teachers and specialists from sending and receiving schools to share information about student needs and student progress. The high school staff has focused on post-high school options for students through career guidance and college entrance support.

Behavior Strategies and Discipline

The visiting team identified a clear need for a school-wide behavior intervention model in each building and at all levels that is focused on positive behavior supports. A data keeping system is needed that documents and updates behavior interventions and their effectiveness. Greater communication is needed between administrators and special education personnel regarding disciplinary actions. The staff indicated a need for CPI restraint training; preschool staff and community-based preschool personnel are in need of training in positive behavior supports, and a district-wide, pre-referral intervention model is needed to assist classroom teachers in dealing with challenging student behaviors. The district provides EH programming for K-8, but an EH program is needed at the high school level to maintain a continuum of services for students with emotional disabilities.

COMMENDATIONS

The district is to be commended for:

1. The dedication of the general and special education staff who continue to serve their students with commitment. Despite economic setbacks, the staff maintains its focus on students and their learning.
2. The innovative practices initiated by the district which indicate staff creativity and ability to “make do with what they have” (NWEA, Reading First, 3-tier intervention model).
3. The focus on literacy at the elementary level.
4. The initiation of a team structure at the junior high school.
5. The post-graduate planning and career focus at the high school.
6. The family and community connections initiated and nurtured by the special education administration.
7. The efforts at regionalization and collaboration that are initiated and supported by district administration.

ISSUES OF SIGNIFICANCE

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

The district has responded to corrective actions and suggestions that resulted from its last program approval visit three years ago. Nevertheless, although progress has been demonstrated, most of the issues of significance remain as challenges.

Professional Development - The Berlin staff are in need of targeted professional development opportunities in the areas of technology applications, assessment, differentiated instruction and behavior management.

Communication - There is a need for improvement in the system of communication across the district – between buildings and between levels of supervision in order to improve consistency and to tighten the special education philosophy, system model, procedure and practice.

Collaboration - Within the district's schools, time needs to be scheduled for collaboration between general and special educators and paraprofessionals so that a culture of shared responsibility and ownership is developed for students with educational disabilities.

Facilities - The need for additional space for the work of instruction and special education programs and services is acute in the district. Space needs are impeding the ability of district personnel to make the necessary programmatic improvements to benefit student needs.

Special Education Administrative Support - The district is in need of administrative support, both clerical and supervisory in order to carry out its mission for students with disabilities. Additional related service support is needed to meet evaluation deadlines. Oversight of students placed out of district frequently takes the Director away from his LEA responsibilities of planning and supervision. Building level coordination of special education services requires additional support. Clerical support for special educators in individual buildings is needed to assist them in scheduling meetings, completing paperwork, etc.

Positive Behavior Supports - There is a strong need within the district to develop a system-wide set of behavior management strategies that will focus on prevention and positive behavior supports and strategies rather than on crisis management.

CITATIONS OF NONCOMPLIANCE IDENTIFIED AS A RESULT OF THE May 10-11, 2006 CASE STUDY COMPLIANCE REVIEW

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

As a result of the Case Study Compliance Review, the following citations of non-compliance were identified. Each citation listed below must be addressed in a corrective action plan and resolved within one year of this report. A template and instructions for such planning will be provided.

From Corrective Action Visit – January 11, 2005

ED 306.06, ED 403.01 School Facilities - School facilities are aging, crowded and lack adequate instruction and storage space. **In progress**

ED 1107.01 Evaluation and determination of educational Disabilities – Determination of Eligibility - The district has had difficulty completing required evaluations within 45 day period as a result of lack of qualified examiner.

In progress

From Case Study Compliance Review – May 10-11, 2006

ED 1109.01 Elements of an IEP

- IEP goals must be written in measurable terms.
- Documentation that a student is invited to attend the IEP meeting must be included in the student's file.
- A statement of the transition services needed must be included in the student's IEP.
- The statement of transition in the student's IEP must focus on the student's course of study (e.g. vocational programming, advanced placement).

ED 1119.08 Diplomas – LEAs shall ensure through a written policy that all children with disabilities have an equal opportunity to complete a course of studies leading to a regular high school diploma.

From Out-of-District file Review

ED 1109.01 - The file should contain a copy of the student's daily or weekly schedule.

From James O File Review

ED 1107.02(d) - Documentation that notice of disposition of referral was given to the parent(s) within 15 days of initial referral to Special Education Evaluation Team was missing from the file.

ED 1107.03(l) - Mental retardation evaluation lacked an adaptive behavior measure.

ED 1107.01 - The evaluation team lacked a certified teacher of the disability.

300.347(a)(2) - The IEP lacked a statement of measurable annual goals.

300.347(b)(1) - The file lacked documentation that the student had been invited to IEP meetings once aged 14.

300.347(c) - IEP did not include a statement that the student was informed of his/her rights by age 17.

300.309(a)(2) - Evidence lacking that the IEP team had determined that the services are necessary for the provision of FAPE.

ED 1109.01 - The file should contain a copy of the student's daily or weekly schedule as well as a copy of the student's report card.

ED 1107.04 - Parents permission to evaluate was missing from student file.

300.347(a)(5) - If team determines that the child will not participate in a state-wide assessment, there should be a statement of why that assessment is not appropriate for the child and how the child will be assessed.

SUGGESTIONS FOR PROGRAM-WIDE IMPROVEMENT

Suggestions for improvement, simply stated, are recommendations provided by the visiting team that are intended to strengthen and enhance programs, services, instruction and professional development, and the NHDOE strongly encourages that serious consideration be given to the suggestions. However, discretion may be used in this area; suggestions for improvement are not considered to be required corrective actions and you may determine which suggestions most warrant follow up and address those in your corrective action plan. **System wide suggestions for improvement are listed below. Suggestions for individual programs are included in the Building Level Case Study Data Summary Reports, ages 15-62** is actually a citation of noncompliance, has an asterisk (*) before it, and it is also listed above with the citations of noncompliance.

The following are suggestions for program-wide improvement:

1. The district is advised to review its staffing patterns to increase support in the following areas:
 - Special education administration – need for either an out-of-district coordinator or an elementary coordinator. The Director is also currently serving as elementary preschool coordinator and LEA for preschool meetings and a shift of that responsibility would provide more direct program supervision.
 - Qualified examiners
 - Clerical support
2. Increase scheduled time available for general and special educators as well as paraprofessionals to engage in planning for curriculum, instruction, and transition needs of their students.
3. Refine the administrative communication system within the district to increase consistency of special education procedures and practice across the district.
4. Continue the district's evolution toward providing instruction for students with educational disabilities in the least restrictive instructional setting so that all students have access to the same curriculum standards to the greatest extent possible.
5. Commit resources to targeted professional development opportunities for administrators, teachers and paraprofessionals.
6. Develop a district-wide, formal transition plan to ease the adjustment of students with educational disabilities to a new school and new teachers.
7. Consider the development of an EH program at the high school level to continue the K-8 EH program support.
8. Consider reorganizing the administrator committee structure at Marston School in order to clarify specific administrative roles and responsibilities to respond more effectively to staff needs.

VI. BUILDING LEVEL SUMMARY REPORTS

USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT

PRESCHOOL BUILDING LEVEL CASE STUDY DATA SUMMARY

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

SAU: 03	School: Mini Mounties at Berlin High School and Head Start	Date: 5/11/06
Programs: High School Voc Ed Preschool and Head Start preschool		Number of Cases Reviewed: 2

Recorder/Summarizer:

Collaborative Team Members:

Name: Rochelle Mulkern	Visiting
Name: Nancy D'Agostino	Visiting
Name: Donna Church	Building Level
Name: Faye Nolan	Building Level
Name: Gail Rivard	Building Level

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

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

ACCESS TO THE GENERAL CURRICULUM STATEMENTS							
Ed. 1109.01 Elements of an IEP <u>CFR 300.347</u> Ed. 1109.05, Implementation of IEP Ed. 1115.07, Provision of Non-Academic Services <u>CFR 300.306</u> Ed. 1119.03, Full Access to District's Curricula <u>CFR 300.24, CFR 300.347</u> Ed. 1119.08, Diplomas <u>CFR 300.347(a) (1) (i)</u> ". . . general curriculum (i.e. ,the same curriculum as for nondisabled children)" <u>CFR 300.347 (a) (1) (iii)</u> "To be educated and participate with other children with disabilities and non disabled children"					YES	NO	N/A
Is there a written general education curriculum in place for preschoolers?					2		
Does the curriculum incorporate social/emotional skills?					2		
Has this student made progress in social/emotional skills?					2		
Does the curriculum incorporate early language/communication skills?					2		
Has this student made progress in early language/communication skills?					2		
Does the curriculum incorporate pre-reading skills?					2		
Has this student made progress in pre-reading skills?					2		
Does this student have access to appropriate preschool activities?					2		
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		
Was the student's most recent LEA evaluation, including a written summary report and meeting, held within 45 days of parental permission to test? If not, was it due to (check all that apply):					1		1
Extension in Place	Lack of Qualified Personnel Psychologist Educator Other Related Services	Evaluation Not Completed in Time	Summary Report Not Written in Time	Meeting Not Held in Time	Other Timing issue due to sending evaluation		
					YES	NO	N/A
Did the IEP team meet to create the IEP within 30 calendar days of eligibility?					2		
Was an IEP fully developed and signed by the student's third birthday?							2
Are this student's IEP goals written in measurable terms?					1	1	

Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> 1. Children with disabilities are placed in programs designed for children without disabilities providing regular access to their peers. 2. The classrooms provide multi-age grouping. 3. Both the High School program and Head Start provide specific guidelines and benchmarks. 4. There is a strong focus on social/emotional development at both programs. <p>There is a strong family connection and carryover at Head Start.</p> <ol style="list-style-type: none"> 5. High School students role model/teach preschoolers in the Mini Mounties Program as part of the vocational program. 6. High School students both with and without disabilities participate in the Early Childhood program. 7. Staff is dedicated and creative in finding opportunities to communicate. 8. The speech pathologist for the preschoolers in the high school program has time to provide direct services. 9. The High School Administration is supportive of the Mini Mounties Program. 10. The High School uses screening tools to track progress, abilities and skills of preschoolers. 	<ol style="list-style-type: none"> 1. The district needs to look at ways to provide regular staff collaboration around prepping, planning and improving programming for children with disabilities. 2. There is a need for time to consult within classrooms and follow-up on service delivery and programming. This includes role modeling within the classroom. 3. The district is encouraged to develop regular access to classrooms for Speech and Language Pathologists to teach lessons/activities to the whole group regarding language development. This might be on a weekly basis. 4. The district is encouraged to use picture schedules and cueing systems in all the pre-school classrooms. Currently it is only done in some of the rooms. 5. *The preschool team needs training on writing measurable goals.

SUMMARIZE YOUR BUILDING LEVEL DATA

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

TRANSITION STATEMENTS					
Ed .1102.53, Transition Services CFR 300.29 Ed. 1109.01, Elements of an IEP (Transition Services) CFR 300.347 (b) (1) (2) Ed. 1109.03, IEP Team CFR 300.344 (b) (1) This includes movement from (a) Early Supports and Services (ESS) to preschool, b) pre-school to elementary school, (c) age 14 or younger, or (d) age 16 or older, as well as from grade to grade and school to school.				YES	NO
Transition planning from ESS to preschool takes place.				1	1 N/A
Transition planning from preschool to kindergarten or 1 st grade takes place.				1	1 N/A
District staff participated in a transition planning conference arranged by ESS and this transition planning conference occurred at least 90 days before the student's third birthday. If not, was it due to: (check all that apply)					1 No 1 N/A
Meeting Not Held In Time	Staff Didn't Understand The Process	Communication Breakdown Between School And Early Supports And Services Agency	Student Moved Into The District After This Time Period		
Student Not Referred Prior To 90 Days X	Parent / School Communication Breakdown		Other ESS and pediatrician were delayed		
				YES	NO
Team around transition includes parents.				2	
Team around transition includes appropriate agencies.				2	
Services agreed on in the IEP began by the time specified in the IEP.				2	
Early Supports and Services provided the school or district with initial information prior to 90 days.					1 No 1 N/A
Early Supports and Services evaluation information was shared with the school or district.				1	1 N/A
Strengths		Suggestions for Improvement			
1. Parents are involved in the transition planning process. 2. The Occupational Therapist works with children participating in the Extended School Year Program in creative ways in the community. This might be in the home or on a playground. 3. The District is open to placement at the Gorham Early Learning Center for ESY programming as needed. 4. The High School Program went on a field trip to visit the kindergarten.		1. The district needs to look at ways to provide more time for the speech pathologist and/or special educator to meet prior to a student beginning preschool programming. 2. There is a need for consistent collaboration and communication between special educators when planning for new referrals and/or transitioning students out. 3. It is strongly recommended the preschool team have a regular time to meet, plan and discuss preschool programming and transitions.			

SUMMARIZE YOUR BUILDING LEVEL DATA

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

<u>BEHAVIOR STRATEGIES AND DISCIPLINE</u>		YES	NO	N/A
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			
Child Management – Private Schools	RSA 169-C Child Protection Act			
Data are used to determine impact of student behavior on his/her learning.		2		
Has this student ever been suspended from school?			1	1
If yes, for how many days?				
A functional behavior assessment has been conducted.				2
IEP team has addressed behaviors that are impacting student learning.		2		
A behavior intervention plan has been written to address behaviors.				2
All individuals working with the student have been involved in developing behavior intervention strategies.		2		
Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.		1		1
Results of behavior intervention strategies are evaluated and monitored.		2		
Strengths	Suggestions for Improvement			
<ol style="list-style-type: none"> 1. Positive roles and interventions are posted in the Head Start classrooms. 2. Staff provides support and redirection as needed. 3. There are clear, direct consequences for children with follow through. 	<ol style="list-style-type: none"> 1. The district needs to review its level of behavioral consultation, training and support from specialists for the preschool staff around behavioral issues. This support needs to be ongoing to allow staff to develop the skill level necessary to support children. This would allow one-on-one paraprofessional support to be utilized only when truly needed. 2. The district is encouraged to look at the training needs of the preschool staff/special educator regarding specific disabilities and interventions. 			

SUMMARY OF BUILDING LEVEL STRENGTHS AND SUGGESTIONS FOR IMPROVEMENT

Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> 1. There are opportunities that allow parents to connect and access educational resources at the High School Program. 2. The district is developing a stronger relationship with Early Supports and Services. They are beginning to proactively plan together. 3. Both the High School and Head Start rooms are visually stimulating, appropriate learning centers with behavioral rules/guidelines posted. 4. The district has several options for placement of preschoolers with disabilities. 	<ol style="list-style-type: none"> 1. The need for more parent involvement and parents connecting with other parents at the Mini Mounties Program needs to be reviewed. 2. The special education staff, especially the speech and language pathologist, need to be involved early on in the ESS referral meetings to plan appropriate programming. 3. The district needs to look at the pre-school coordination and how to best coordinate programming for children with disabilities making sure all children are served and none slip through the cracks. 4. As the district looks at the preschool coordination, they are encouraged to look at the overall programming for preschoolers with disabilities including professional development and collaboration between staff to best utilize the skills team members have.

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: 03	School: Marston Elementary School	Date: May 11, 2006
Programs: Kindergarten Inclusive		Number of Cases Reviewed: 1
Recorder/Summarizer: Rebecca Hebert-Sweeney		

Collaborative Team Members:

Name: Susan Ellis	Visiting
Name: Rebecca Hebert-Sweeney	Visiting
Name: Donna Church	Building Level

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

SUMMARY OF BUILDING LEVEL DATA

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

<u>ACCESS TO THE GENERAL CURRICULUM STATEMENTS</u>							
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) ". . . general curriculum (i.e. ,the same curriculum as for nondisabled children)" CFR 300.347 (a) (3) (iii) "To be educated and participate with other children with disabilities and non disabled children"					YES	NO	N/A
Team uses multiple measures to design, implement and monitor the student's program.					1		
IEP goals are written in measurable terms.					1		
Student has made progress over the past three years in IEP goals. Goal 1					1		
Student has made progress over the past three years in IEP goals. Goal 2					1		
Student <u>has access to</u> the general curriculum (as outlined by the district, sending district or NH frameworks.)					1		
Student <u>participates in</u> the general curriculum in a regular education setting with non-disabled peers, as appropriate, with necessary supports.					1		
When participating in a regular education setting with non-disabled peers with necessary supports, student <u>has made progress in</u> the general curriculum.					1		
Student participates appropriately in state, district and school-wide assessments.					1		
Student <u>shows progress</u> in state, district and school-wide assessments.					1		
Student <u>has opportunities</u> to participate in general extracurricular and other non-academic activities with necessary supports.					1		
Student <u>does participate</u> in general extracurricular and other non-academic activities with necessary supports.							1
Was the student's most recent LEA evaluation, including a written summary report and meeting, held within 45 days of parental permission to test? If not, was it due to: (check all that apply)						1*	
Extension in Place	Lack of Qualified Personnel Psychologist Educator Related Services Other	Evaluation Not Completed in Time	Summary Report Not Written in Time	Meeting Not Held in Time X	Other		
<i>For High School Students:</i>					YES	NO	NA
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?							

Access to the General Curriculum

Strengths

- 1. The student/teacher ratio is very good.
- 2. Student participates fully in the classroom activities.
- 3. Student is pulled from class for speech program twice a week for 30 minutes.
- 4. Classroom teacher is aware of IEP and student's speech deficits. Speech/Language Pathologist is available to consult with classroom teacher and is in the building regularly.
- 5. The speech assistant has ample access to the S/L Pathologist.

Suggestions for Improvement

- 1. Students need access to technology in their classroom.
- 2. Closer collaboration between general and special educator is needed.

SUMMARY OF BUILDING LEVEL DATA

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

<u>TRANSITION STATEMENTS</u>	YES	NO	
Ed. 1102.53, Transition Services <u>CFR 300.29</u> Ed. 1107.02 <u>CFR 300.132 Part C Transition</u> Ed. 1109.01, Elements of an IEP (Transition Services) <u>CFR 300.347 (b) (1) (2)</u> <u>20 U.S.C. 1401 (34)</u> <u>20 U.S.C. 1414 (d)(1)(A)(i)(VIII)(aa)(bb)(cc)</u> Ed. 1109.03, IEP Team <u>CFR 300.344 (b) (1)</u> Ed. 1133.05 <u>CFR 300.347 (b)(1)(2) Program Requirements</u> 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.			
For all students, respond to the following 3 statements:	1		
Transition planning from grade to grade takes place.	1		
Transition planning from school to school takes place.	1		
Collaboration has occurred between general and special education staff in IEP development and in transition planning.	1		
For middle or high school students, <u>also</u> respond to the following 4 statements:			
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.			
If the student is age 14 or older during the course of the IEP, <u>also</u> respond to the following 3 statements:			
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).			
If the student is age 16 or older during course of the IEP, <u>also</u> respond to the following 11 statements:	YES	NO	N/A
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 academic achievement and functional performance , which includes recommendations on how to assist the student in meeting his or her post-secondary goals.			

Transition

Strengths

1. Transition meetings are held with preschool teachers and kindergarten teachers.
2. For kindergarten to 1st grade transition, the special education teacher participates in the transition planning meeting.
3. A parents' information night is held for parents to meet staff and have questions answered.
4. Kindergarten students have a step-up day to grade 1.
5. The speech pathologist provided direct service in Head Start, and she oversees speech services in kindergarten and grade 1, providing strong continuity.
6. For students coming from early intervention, the SAU staff members meet with the agency at least 90 days prior to 3rd birthday.

Suggestions for Improvement

Consider providing students with an opportunity to meet their 1st grade teacher, rather than a 1st grade representative.

SUMMARY OF BUILDING LEVEL DATA

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

<u>BEHAVIOR STRATEGIES AND DISCIPLINE</u>					
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		YES	NO	N/A
Data are used to determine impact of student behavior on his/her learning.					1
Has this student ever been suspended from school?				1	
If yes, for how many days?					
If appropriate, a functional behavior assessment has been conducted.					1
IEP team has addressed behaviors that are impacting student learning.					1
A behavior intervention plan has been written to address behaviors.					1
All individuals working with the student have been involved in developing behavior intervention strategies.					1
Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.					1
Results of behavior intervention strategies are evaluated and monitored.					1
A school-wide behavior intervention model exists.				1	
Strengths			Suggestions for Improvement		
<ol style="list-style-type: none"> 1. Each class has its own set of behavior rules. 2. Students were observed interacting with appropriate behaviors during various activities within the classroom. 3. No challenging behaviors were observed during the observation and tour. 4. The classroom atmosphere promotes positive behaviors. 					

SUMMARY OF BUILDING LEVEL STRENGTHS AND SUGGESTIONS FOR IMPROVEMENT

Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> 1. Staff retention and cohesion is strong. 2. Students are actively engaged in classroom activities. 3. The case study student is confident and happy. 4. A variety of supports are available in the building to support students: Title I, Reading First, Speech/Language Pathologist, a Psychologist, and three classroom assistants. 5. High school students are working in the child care program. 6. The classrooms are large and spacious with windows. 7. There is strong support for special education programs from the special education administration. 8. Staff members are persistent in following up with parents who are initially reluctant to accept services. 	<ol style="list-style-type: none"> 1. Limited access to building administration committee impacts staff morale. There is staff confusion regarding the building administrative structure. 2. There is no special education teacher in the building. 3. The second floor is not accessible to the physically handicapped. 4. There is concern with the overall maintenance of the building.

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: 03	School: Bartlett Elementary School	Date: May 11, 2006
Programs: Modified Regular, Resource Room		Number of Cases Reviewed: 1
Recorder/Summarizer: Susan Ellis		

Collaborative Team Members:

Name:	Building Level
Karen Sturgeon	Building Level
Susan Ellis	Visiting
Rebecca Herbert-Sweeney	Visiting

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

SUMMARY OF BUILDING LEVEL DATA

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

<u>ACCESS TO THE GENERAL CURRICULUM STATEMENTS</u>							
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) ". . . general curriculum (i.e. ,the same curriculum as for nondisabled children)" CFR 300.347 (a) (3) (iii) "To be educated and participate with other children with disabilities and non disabled children"					YES	NO	N/A
Team uses multiple measures to design, implement and monitor the student's program.					1		
IEP goals are written in measurable terms.					1		
Student has made progress over the past three years in IEP goals. Goal 1					1		
Student has made progress over the past three years in IEP goals. Goal 2					1		
Student <u>has access to</u> the general curriculum (as outlined by the district, sending district or NH frameworks.)					1		
Student <u>participates in</u> the general curriculum in a regular education setting with non-disabled peers, as appropriate, with necessary supports.					1		
When participating in a regular education setting with non-disabled peers with necessary supports, student <u>has made progress in</u> the general curriculum.					1		
Student participates appropriately in state, district and school-wide assessments.					1		
Student <u>shows progress</u> in state, district and school-wide assessments.					1		
Student <u>has opportunities</u> to participate in general extracurricular and other non-academic activities with necessary supports.					1		
Student <u>does participate</u> in general extracurricular and other non-academic activities with necessary supports.					1		
Was the student's most recent LEA evaluation, including a written summary report and meeting, held within 45 days of parental permission to test? If not, was it due to: (check all that apply)					1		
Extension in Place	Lack of Qualified Personnel Psychologist Educator Related Services Other	Evaluation Not Completed in Time	Summary Report Not Written in Time	Meeting Not Held in Time	Other		
<i>For High School Students:</i>					YES	NO	NA
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?							

Access to the General Curriculum

Strengths

- 1. Student has full access to the general curriculum.
- 2. Services are scheduled and provided outside classroom instructional time.
- 3. Multiple evaluation tools are used to assess students.
- 4. The LIPS program is modified for specific student needs to target specific skill deficits.

Suggestions for Improvement

- 1. There is a need for access to technology within the classroom.
- 2. Improved collaboration between the special educator and regular classroom teacher is needed to improve continuity of special education services.

SUMMARY OF BUILDING LEVEL DATA

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

<u>TRANSITION STATEMENTS</u>							
Ed. 1102.53, Transition Services CFR 300.29 Ed. 1107.02 CFR 300.132 Part C Transition Ed. 1109.01, Elements of an 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 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.				YES	NO		
For all students, respond to the following 3 statements:							
Transition planning from grade to grade takes place.				1			
Transition planning from school to school takes place.				1			
Collaboration has occurred between general and special education staff in IEP development and in transition planning.				1			
For middle or high school students, <u>also</u> respond to the following 4 statements:							
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.							
If the student is age 14 or older during the course of the IEP, <u>also</u> respond to the following 3 statements:							
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).							
If the student is age 16 or older during course of the IEP, <u>also</u> respond to the following 11 statements:				YES	NO	N/A	
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 academic achievement and functional performance , which includes recommendations on how to assist the student in meeting his or her post-secondary goals.							

Transition

Strengths

1. There is a well-documented transition plan for the case study student from K - 1st, 1st - 2nd, 2nd-3rd, and 3rd - 4th.
2. Student and parent have visited the next school.
3. A meeting has been established to share information with the next set of teachers.
4. A step-up program is utilized.
5. Teachers are available for follow-up consultation if needed after transition occurs.

Suggestions for Improvement

1. There is a need for an additional meeting with next year's teacher to address behaviors, even though OT issues have not been determined.
2. Emphasize this student's accommodation needs with next year's teacher.

SUMMARY OF BUILDING LEVEL DATA

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

<u>BEHAVIOR STRATEGIES AND DISCIPLINE</u>			YES	NO	N/A
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				
Data are used to determine impact of student behavior on his/her learning.		1			
Has this student ever been suspended from school?					1
If yes, for how many days?					
If appropriate, a functional behavior assessment has been conducted.					1
IEP team has addressed behaviors that are impacting student learning.					1
A behavior intervention plan has been written to address behaviors.					1
All individuals working with the student have been involved in developing behavior intervention strategies.					1
Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.					1
Results of behavior intervention strategies are evaluated and monitored.					1
A school-wide behavior intervention model exists.			1		
Strengths	Suggestions for Improvement				
<p>Teacher sends home a weekly report to parents regarding classroom behavior that requires parent response. At times the report includes student input.</p>	<p>There is a need for a school-wide behavior intervention model that is consistently applied.</p>				

SUMMARY OF BUILDING LEVEL STRENGTHS AND SUGGESTIONS FOR IMPROVEMENT

Strengths	Suggestions for Improvement
<ol style="list-style-type: none">1. Special education staff were very knowledgeable about their students.2. Parent was very pleased with the services of the Berlin School district.3. Parent was involved in every step of the special education process and felt knowledgeable.	<ol style="list-style-type: none">1. There is a need for additional programming for the EH population and for someone to write behavior plans.2. More evaluator time is needed in order to meet the 45 day evaluation process time frame.3. More physical space for special education services and personnel is needed.

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: 03

School: Brown elementary School

Date: 5/11/06

Programs: Resource Room, Modified Regular, Self-Contained

Number of Cases Reviewed: 2

Recorder/Summarizer: Niqe Ware

Collaborative Team Members:

Name: Pam Couture	Building Level
Name: Niqe Ware	Building Level
Name: Beth Morris	Visiting
Name: Allen Abendroth	Visiting

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

SUMMARY OF BUILDING LEVEL DATA

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

<u>ACCESS TO THE GENERAL CURRICULUM STATEMENTS</u>							
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) ". . . general curriculum (i.e. ,the same curriculum as for nondisabled children)" CFR 300.347 (a) (3) (iii) "To be educated and participate with other children with disabilities and non disabled children"					YES	NO	N/A
Team uses multiple measures to design, implement and monitor the student's program.					2		
IEP goals are written in measurable terms.					2		
Student has made progress over the past three years in IEP goals. Goal 1					2		
Student has made progress over the past three years in IEP goals. Goal 2					2		
Student <u>has access to</u> the general curriculum (as outlined by the district, sending district or NH frameworks.)					2		
Student <u>participates in</u> the general curriculum in a regular education setting with non-disabled peers, as appropriate, with necessary supports.					2		
When participating in a regular education setting with non-disabled peers with necessary supports, student <u>has made progress in</u> the general curriculum.					2		
Student participates appropriately in state, district and school-wide assessments.					2		
Student <u>shows progress</u> in state, district and school-wide assessments.					2		
Student <u>has opportunities</u> to participate in general extracurricular and other non-academic activities with necessary supports.					2		
Student <u>does participate</u> in general extracurricular and other non-academic activities with necessary supports.						2	
Was the student's most recent LEA evaluation, including a written summary report and meeting, held within 45 days of parental permission to test? If not, was it due to: (check all that apply)					2		
Extension in Place	Lack of Qualified Personnel Psychologist Educator Related Services Other	Evaluation Not Completed in Time	Summary Report Not Written in Time	Meeting Not Held in Time	Other		
<i>For High School Students:</i>					YES	NO	NA
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?							

Access to the General Curriculum

Strengths

1. Appropriate accommodations are used.
2. The core teams are strong.
3. There is an overall atmosphere of acceptance of students with disabilities.
4. The 3-tier reading model is employed school-wide.
5. Brown is a Title I school-wide school.
6. There is good collaboration between related service providers and classroom/curriculum activities.
7. Individual classroom educational assistants provide support in grades 1-2.
8. Administrative support – The principal provides services in classrooms as needed.
9. There is a strong inclusion philosophy.
10. There is strong parental support in the school.

Suggestions for Improvement

There is a need for individual classroom educational assistant support at the third grade level.

SUMMARY OF BUILDING LEVEL DATA

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

<u>TRANSITION STATEMENTS</u>			
<p>Ed. 1102.53, Transition Services <u>CFR 300.29</u> Ed. 1107.02 <u>CFR 300.132 Part C Transition</u> Ed. 1109.01, Elements of an IEP (Transition Services) <u>CFR 300.347 (b) (1) (2)</u> <u>20 U.S.C. 1401 (34)</u> <u>20 U.S.C. 1414 (d)(1)(A)(i)(VIII)(aa)(bb)(cc)</u> Ed. 1109.03, IEP Team <u>CFR 300.344 (b) (1)</u> Ed. 1133.05 <u>CFR 300.347 (b)(1)(2) Program Requirements</u> 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>	YES	NO	
For all students, respond to the following 3 statements:	2		
Transition planning from grade to grade takes place.	2		
Transition planning from school to school takes place.	2		
Collaboration has occurred between general and special education staff in IEP development and in transition planning.			
For middle or high school students, <u>also</u> respond to the following 4 statements:			
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.			
If the student is age 14 or older during the course of the IEP, <u>also</u> respond to the following 3 statements:			
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).			
If the student is age 16 or older during course of the IEP, <u>also</u> respond to the following 11 statements:	YES	NO	N/A
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 academic achievement and functional performance , which includes recommendations on how to assist the student in meeting his or her post-secondary goals.			

Transition

Strengths

1. The transition planning within the building (grade to grade) is strong.
2. There is good collaboration between general and special educators and good administrative support regarding transition planning.
3. K-1st grade transition planning is strong and effective.
4. Parental involvement and collaboration/communication is effective between Brown and Hillside for students with more severe needs.
5. Through the practice of case manager looping, the school provides consistency of case management.

Suggestions for Improvement

1. There is a need for greater administrative support and communication in the transition process from Brown to Hillside.
2. There is a need for common collaboration and planning time for general and special educators from Brown and Hillside – core to core meetings.
3. There is a need for more parental involvement in planning the transition of “resource room” students to Hillside.
4. There is a need for greater continuity of special education programming in the transition from Brown to Hillside.
5. There has been staff turnover in the grade 4 resource room, and grade 1-3 guidance which impacts students with disabilities.

SUMMARY OF BUILDING LEVEL DATA

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

<u>BEHAVIOR STRATEGIES AND DISCIPLINE</u>			YES	NO	N/A
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				
Data are used to determine impact of student behavior on his/her learning.				2	
Has this student ever been suspended from school?				2	
If yes, for how many days?					
If appropriate, a functional behavior assessment has been conducted.					2
IEP team has addressed behaviors that are impacting student learning.		2			
A behavior intervention plan has been written to address behaviors.		2			
All individuals working with the student have been involved in developing behavior intervention strategies.			2		
Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.		1	1		
Results of behavior intervention strategies are evaluated and monitored.			2		
A school-wide behavior intervention model exists.			2		
Strengths	Suggestions for Improvement				
<ol style="list-style-type: none"> 1. Core team works well together to develop behavior plans that work. 2. There is building-wide acceptance of divergent behaviors. 3. There are 3 “responsive classrooms” (one for each grade level). 4. The staff is focused on positive behavioral supports for students with severe behavioral needs. 	<ol style="list-style-type: none"> 1. There is a need for school-wide positive behavior interventions. 2. The school lacks a data system to track student behaviors. There is a need for a system of updating documentation of challenging behaviors. 				

SUMMARY OF BUILDING LEVEL STRENGTHS AND SUGGESTIONS FOR IMPROVEMENT

Strengths	Suggestions for Improvement
<ol style="list-style-type: none">1. The overall atmosphere of the school is very collegial, positive and inviting, as demonstrated by the high level of parent involvement and the tolerance for divergent behavior.2. An inclusive philosophy is evident in the school. Related service providers support student access to the curriculum.3. A variety of learning supports are available for struggling students, such as the 3-Tier Reading Model.4. The core service teams include related service providers and educational assistants.	<ol style="list-style-type: none">1. The school needs to adopt a behavioral program that provides continuity across classrooms and grades. In addition, individualized behavior plans need to be data-driven, clearly documented and sensitive to monitoring student progress.2. The district needs to provide an opportunity for ongoing professional development of all staff.3. The consistency of transitions from Brown to Hillside needs to improve.

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: 03

School: Hillside Elementary School

Date: May 11, 2006

Programs: Modified Regular, Resource Room, Self-Contained

Number of Cases Reviewed: 2

Recorder/Summarizer: Kelly Mask

Collaborative Team Members:

Name: Lori Blais	Building Level
Name: Bob Bourque	Building Level
Name: Kelly Ort	Building Level
Name: Kelly Mask	Visiting
Name: Sarah Fox	Visiting

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

SUMMARY OF BUILDING LEVEL DATA

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

<u>ACCESS TO THE GENERAL CURRICULUM STATEMENTS</u>							
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) ". . . general curriculum (i.e. ,the same curriculum as for nondisabled children)" CFR 300.347 (a) (3) (iii) "To be educated and participate with other children with disabilities and non disabled children"					YES	NO	N/A
Team uses multiple measures to design, implement and monitor the student's program.					1	1	
IEP goals are written in measurable terms.					1	1*	
Student has made progress over the past three years in IEP goals. Goal 1					1		1
Student has made progress over the past three years in IEP goals. Goal 2					1		1
Student <u>has access to</u> the general curriculum (as outlined by the district, sending district or NH frameworks.)					2		
Student <u>participates in</u> the general curriculum in a regular education setting with non-disabled peers, as appropriate, with necessary supports.					2		
When participating in a regular education setting with non-disabled peers with necessary supports, student <u>has made progress in</u> the general curriculum.					1		1
Student participates appropriately in state, district and school-wide assessments.					2		
Student <u>shows progress</u> in state, district and school-wide assessments.					1		1
Student <u>has opportunities</u> to participate in general extracurricular and other non-academic activities with necessary supports.					2		
Student <u>does participate</u> in general extracurricular and other non-academic activities with necessary supports.					2		
Was the student's most recent LEA evaluation, including a written summary report and meeting, held within 45 days of parental permission to test? If not, was it due to: (check all that apply)					1	1*	
Extension in Place	Lack of Qualified Personnel Psychologist Educator Related Services Other	Evaluation Not Completed in Time	Summary Report Not Written in Time	Meeting Not Held in Time X	Other		
<i>For High School Students:</i>					YES	NO	NA
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?							

Access to the General Curriculum

Strengths

1. Students have access to the general curriculum with typical peers.
2. Special education teachers meet with general education teachers every Wednesday morning.
3. Students are actively engaged in classroom activities and assignments.
4. There is a positive school environment; student work is prominently displayed. Students accept direction from their teachers, and they greet staff politely.
5. The hillside staff, including cafeteria and janitorial personnel, are invested in student progress.
6. Students have access to community supports (extra-curricular sports/activities).

Suggestions for Improvement

1. Consider dividing special education students into case loads by grade level.
2. There is a need for school-wide professional development in the following areas: Differentiated Instruction, Special Education and Collaboration/Teamwork.
3. Special Education students should be recognized for achievement in the same way as their non-disabled peers (e.g. Smart Cookie, Student-of-the-Month).
4. There is a need for administrative leadership for:
 - Special Education Law/Regulations
 - Case Managing
 - Writing of 504 plans
 - Supervision of employees
5. There is a need for designated time for general and special educators to meet and plan together.
6. There needs to be monthly special education meetings with the Director to review updates, discuss upcoming trends, answer questions and concerns, and to support staff.
7. Special Education policies and procedures need to be reviewed school-wide, to ensure compliance district-wide.
8. There is a need for formative assessment training to provide teachers with tools for curriculum-based instruction.
9. Need for increased psychological counseling services.

SUMMARY OF BUILDING LEVEL DATA

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

<u>TRANSITION STATEMENTS</u>	YES	NO	
Ed. 1102.53, Transition Services <u>CFR 300.29</u> Ed. 1107.02 <u>CFR 300.132 Part C Transition</u> Ed. 1109.01, Elements of an IEP (Transition Services) <u>CFR 300.347 (b) (1) (2)</u> <u>20 U.S.C. 1401 (34)</u> <u>20 U.S.C. 1414 (d)(1)(A)(i)(VIII)(aa)(bb)(cc)</u> Ed. 1109.03, IEP Team <u>CFR 300.344 (b) (1)</u> Ed. 1133.05 <u>CFR 300.347 (b)(1)(2) Program Requirements</u> 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.			
For all students, respond to the following 3 statements:	1	1	
Transition planning from grade to grade takes place.	1	1	
Transition planning from school to school takes place.	1	1	
Collaboration has occurred between general and special education staff in IEP development and in transition planning.			
For middle or high school students, <u>also</u> respond to the following 4 statements:			
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.			
If the student is age 14 or older during the course of the IEP, <u>also</u> respond to the following 3 statements:			
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).			
If the student is age 16 or older during course of the IEP, <u>also</u> respond to the following 11 statements:	YES	NO	N/A
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 academic achievement and functional performance , which includes recommendations on how to assist the student in meeting his or her post-secondary goals.			

Transition

Strengths

1. There is ongoing dialogue between general and special educators.
2. There is communication between home and school regarding school and parental supports.
3. There is documentation of transition planning as a student transitions from Brown to Hillside.
4. The physical proximity between Hillside and the Junior High eases transition challenges. Students benefit from consistent teachers, administration and special educators.

Suggestions for Improvement

1. The school needs to establish formal transition planning meetings, and to document the transition planning that takes place at those meetings.
2. The school needs to establish a school-wide transition policy.

SUMMARY OF BUILDING LEVEL DATA

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

<u>BEHAVIOR STRATEGIES AND DISCIPLINE</u>					
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		YES	NO	N/A
Data are used to determine impact of student behavior on his/her learning.			1		1
Has this student ever been suspended from school?				2	
If yes, for how many days?					
If appropriate, a functional behavior assessment has been conducted.				1	1
IEP team has addressed behaviors that are impacting student learning.			1		1
A behavior intervention plan has been written to address behaviors.					2
All individuals working with the student have been involved in developing behavior intervention strategies.			1		1
Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.					2
Results of behavior intervention strategies are evaluated and monitored.					2
A school-wide behavior intervention model exists.				2	
Strengths			Suggestions for Improvement		
1. The case studies presented did not involve any behavior strategies of disciplinary actions.			1. Development of a district-wide or school-wide positive behavioral plan. 2. Increased information sharing among colleagues. 3. Increased communication between administrators and special education staff regarding disciplinary actions involving students with disabilities. 4. Staff CPI training is needed.		

SUMMARY OF BUILDING LEVEL STRENGTHS AND SUGGESTIONS FOR IMPROVEMENT

Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> 1. Positive building environment, climate and tone. Students are thoroughly engaged and active. 2. Teachers are resourceful in accessing new materials for students. 3. Students are able to access the general education curriculum effectively. 4. Teachers and staff are very invested in the success of students with educational disabilities. 	<p>The following are needs identified by the building and visiting teams:</p> <ul style="list-style-type: none"> • Adaptive physical education activities. • Development of a district-wide (school-wide) positive behavioral plan. • CPI (crisis prevention intervention) training for special education staff. • Special education and general education collaboration. • School-wide in-service training to review educational coding or cognitive disabilities. The school needs a common language. • Staff recommends establishment of a teacher mentoring system. • Special educator staff meetings. • Planning time for case management. • Physical space to make confidential phone calls and to conduct IEP meetings. • Delegation of responsibilities when special educators are absent to ensure that IEPs are implemented. • Need for additional para-educators to fulfill the needs of students requiring 1:1 aides.

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: 03	School: Berlin Junior High	Date: May 11, 2006
Programs: Modified Regular, Resource Room, Self-Contained		Number of Cases Reviewed: 2
Recorder/Summarizer: Michelle Mason, Karen Langley		

Collaborative Team Members:

Name: Cheryl Bouchard	Building Level
Name: Gina Lauze	Building Level
Name: Diane Brodeur-Fossa	Building Level
Name: Michelle Mason	Visiting
Name: Karen Langley	Visiting

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

SUMMARY OF BUILDING LEVEL DATA

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

<u>ACCESS TO THE GENERAL CURRICULUM STATEMENTS</u>								
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) ". . . general curriculum (i.e. ,the same curriculum as for nondisabled children)" CFR 300.347 (a) (3) (iii) "To be educated and participate with other children with disabilities and non disabled children"						YES	NO	N/A
Team uses multiple measures to design, implement and monitor the student's program.						2		
IEP goals are written in measurable terms.						2		
Student has made progress over the past three years in IEP goals. Goal 1						2		
Student has made progress over the past three years in IEP goals. Goal 2						2		
Student <u>has access to</u> the general curriculum (as outlined by the district, sending district or NH frameworks.)						2		
Student <u>participates in</u> the general curriculum in a regular education setting with non-disabled peers, as appropriate, with necessary supports.						2		
When participating in a regular education setting with non-disabled peers with necessary supports, student <u>has made progress in</u> the general curriculum.						2		
Student participates appropriately in state, district and school-wide assessments.						1		1
Student <u>shows progress</u> in state, district and school-wide assessments.						2		
Student <u>has opportunities</u> to participate in general extracurricular and other non-academic activities with necessary supports.						2		
Student <u>does participate</u> in general extracurricular and other non-academic activities with necessary supports.						2		
Was the student's most recent LEA evaluation, including a written summary report and meeting, held within 45 days of parental permission to test? If not, was it due to: (check all that apply)						1	1	
Extension in Place X	Lack of Qualified Personnel Psychologist Educator Related Services Other		Evaluation Not Completed in Time X	Summary Report Not Written in Time	Meeting Not Held in Time	Other		
For High School Students:						YES	NO	NA
Student is earning credits toward a regular high school diploma.								
IF YES: within 4 years?								
Student will earn an IEP diploma or a certificate of competency.								
IF YES: within 4 years?								
Does this school / district have a clear policy for earning a high school diploma?								

Access to the General Curriculum

Strengths

1. Team approach is effective. Case study students are fully engaged and making progress.
2. Collaboration between regular and special education occurs daily.
3. Team structure allows for support that includes para-educators and general educators.
4. Para-educators assist students and teachers within the general classroom.
5. Teams use differentiated instruction effectively to meet students' needs.
6. Looping occurs, enabling students and teachers to learn each others' styles of learning and teaching.

Suggestions for Improvement

1. There is a need for additional para-educators and support staff.
2. Space is an issue. One special education teacher currently has her office in the back of a classroom.
3. Some students are currently standing or sitting on the floor, because the classroom is too small.
4. There is a need to purchase new and updated textbooks and teaching materials to implement more effective differentiated instruction techniques.

SUMMARY OF BUILDING LEVEL DATA

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

<u>TRANSITION STATEMENTS</u>						
Ed. 1102.53, Transition Services <u>CFR 300.29</u> Ed. 1107.02 <u>CFR 300.132 Part C Transition</u> Ed. 1109.01, Elements of an IEP (Transition Services) <u>CFR 300.347 (b) (1) (2)</u> <u>20 U.S.C. 1401 (34)</u> <u>20 U.S.C. 1414 (d)(1)(A)(i)(VIII)(aa)(bb)(cc)</u> Ed. 1109.03, IEP Team <u>CFR 300.344 (b) (1)</u> Ed. 1133.05 <u>CFR 300.347 (b)(1)(2) Program Requirements</u> 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.				YES	NO	
For all students, respond to the following 3 statements:						
Transition planning from grade to grade takes place.				2		
Transition planning from school to school takes place.				2		
Collaboration has occurred between general and special education staff in IEP development and in transition planning.				2		
For middle or high school students, <u>also</u> respond to the following 4 statements:				2		
Transition planning is designed as a results oriented process that promotes movement from school to the student's desired post-school goals.				2		
IEP team includes parent as part of transition planning.				2		
IEP team and process includes student as part of transition planning.				2		
IEP includes current level of performance related to transition services.				2		
If the student is age 14 or older during the course of the IEP, <u>also</u> respond to the following 3 statements:						
There is documentation that the student has been invited to attend IEP meetings.				1		1*
A statement of the transition service needs is included in the IEP.				1		1*
The statement of transition focuses on the student's course of study (e.g. vocational programming, advanced placement).				1		1*
If the student is age 16 or older during course of the IEP, <u>also</u> respond to the following 11 statements:				YES	NO	N/A
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 academic achievement and functional performance , which includes recommendations on how to assist the student in meeting his or her post-secondary goals.						

Transition

Strengths

1. Transition planning occurs as early as age 13 for transition to high school.
2. Students transitioning from 6th to 7th grade include letters to staff and visits to the Junior High.

Suggestions for Improvement

Due to scheduling conflicts, it is not always possible for the special education teachers to meet the students they will be responsible for the following academic year. Consider revising schedules to allow case managers to meet with their new students.

SUMMARY OF BUILDING LEVEL DATA

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

<u>BEHAVIOR STRATEGIES AND DISCIPLINE</u>			YES	NO	N/A
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				
Data are used to determine impact of student behavior on his/her learning.		1		1	
Has this student ever been suspended from school?			2		
If yes, for how many days?					
If appropriate, a functional behavior assessment has been conducted.					2
IEP team has addressed behaviors that are impacting student learning.		1			
A behavior intervention plan has been written to address behaviors.		1			
All individuals working with the student have been involved in developing behavior intervention strategies.		1			
Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.		1			
Results of behavior intervention strategies are evaluated and monitored.		1			
A school-wide behavior intervention model exists.			2		
Strengths	Suggestions for Improvement				
<p>The alternative program within the school and the SUCCESS program have helped to minimize disruptions and behavior outbursts within the regular classroom setting.</p>	<p>A school-wide intervention model would enhance the teaming efforts. However, funding issues facing the district may delay this initiative.</p>				

SUMMARY OF BUILDING LEVEL STRENGTHS AND SUGGESTIONS FOR IMPROVEMENT

Strengths	Suggestions for Improvement
Listed under each section.	Listed under each section.

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: 03	School: Berlin High School	Date: May 11, 2006
Programs: Modified Regular, Resource Room, Self-Contained		Number of Cases Reviewed: 3
Recorder/Summarizer: Maureen Soraghan		

Collaborative Team Members:

Name: Meri Costa	Building Level
Name: William Welch	Building Level
Name: Deb Middleton	Building Level
Name: Gloria Caouette	Building Level
Name: Maureen Soraghan	Visiting
Name: Moira Bundeschuh	Visiting
Name: Sharon Edwards	Visiting

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

SUMMARY OF BUILDING LEVEL DATA

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

<u>ACCESS TO THE GENERAL CURRICULUM STATEMENTS</u>								
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) ". . . general curriculum (i.e. ,the same curriculum as for nondisabled children)" CFR 300.347 (a) (3) (iii) "To be educated and participate with other children with disabilities and non disabled children"						YES	NO	N/A
Team uses multiple measures to design, implement and monitor the student's program.						3		
IEP goals are written in measurable terms.						3		
Student has made progress over the past three years in IEP goals. Goal 1						3		
Student has made progress over the past three years in IEP goals. Goal 2						3		
Student <u>has access to</u> the general curriculum (as outlined by the district, sending district or NH frameworks.)						3		
Student <u>participates in</u> the general curriculum in a regular education setting with non-disabled peers, as appropriate, with necessary supports.						3		
When participating in a regular education setting with non-disabled peers with necessary supports, student <u>has made progress in</u> the general curriculum.						3		
Student participates appropriately in state, district and school-wide assessments.						3		
Student <u>shows progress</u> in state, district and school-wide assessments.						3		
Student <u>has opportunities</u> to participate in general extracurricular and other non-academic activities with necessary supports.						3		
Student <u>does participate</u> in general extracurricular and other non-academic activities with necessary supports.						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? If not, was it due to: (check all that apply)						3		
Extension in Place	Lack of Qualified Personnel Psychologist Educator Related Services Other	Evaluation Not Completed in Time	Summary Report Not Written in Time	Meeting Not Held in Time	Other			
<i>For High School Students:</i>						YES	NO	NA
Student is earning credits toward a regular high school diploma.						3		
<i>IF YES:</i> within 4 years?						2	1	
Student will earn an IEP diploma or a certificate of competency.							1	
<i>IF YES:</i> within 4 years?								
Does this school / district have a clear policy for earning a high school diploma?						1		

Access to the General Curriculum

Strengths

1. There are a variety of programming opportunities for students with disabilities.
2. Co-teaching is practiced at the high school.
3. Small class size supports student learning.
4. There is an atmosphere of acceptance of students with disabilities.
5. The administration supports special education programs.
6. The Guidance Department provides support for special education programming in its scheduling process.

Suggestions for Improvement

1. There is a need for greater para-educator classroom support in computer, art and other specialized classes – particularly for students in life skills classes without a 1:1 aide.
2. There is a need for adaptive physical education classes for students with disabilities.
3. Consider providing lunches for life skills students placed in community settings.
4. The lottery system for placement in vocational classes limits access to area of choice.
5. General educators need a greater awareness of students’ needs for accommodations as specified in their IEPs

SUMMARY OF BUILDING LEVEL DATA

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

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

Transition

Strengths

1. Community internship opportunities are available to students.
2. Jobs for American Graduates (JAG) offers students employment opportunities.
3. Technology in Entrepreneurship and Marketing (TEAM) offers business experience to students.
4. Vocational classes provide collaboration with area agencies.
5. The high school staff holds an orientation for all incoming 8th graders.
6. Junior High and High School Life Skills staff collaborate in holding monthly student lunch meetings at a local restaurant.
7. The general curriculum provides great exposure to prepare students for independent living.

Suggestions for Improvement

1. There is a need for greater flexibility in admission requirements for the child care program.
2. Documentation for functional performance assessment should be added to the student's file.

SUMMARY OF BUILDING LEVEL DATA

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

<u>BEHAVIOR STRATEGIES AND DISCIPLINE</u>			YES	NO	N/A
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				
Data are used to determine impact of student behavior on his/her learning.		3			
Has this student ever been suspended from school?			3		
If yes, for how many days?					
If appropriate, a functional behavior assessment has been conducted.					3
IEP team has addressed behaviors that are impacting student learning.					3
A behavior intervention plan has been written to address behaviors.					3
All individuals working with the student have been involved in developing behavior intervention strategies.					3
Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.			3		
Results of behavior intervention strategies are evaluated and monitored.		3			
A school-wide behavior intervention model exists.				3	
Strengths	Suggestions for Improvement				
<ol style="list-style-type: none"> 1. There is good communication between the administration and the special education department regarding manifestation determination needs. 2. Discipline issues are handled quickly, with compassion and with appropriate consequences. 3. Positive reinforcement strategies are used by the administration. Student information from administration to parent is frequent and ongoing. 4. Guidance department provides special educators with considerable support. 	<p>An EH program is needed for grades 9-12. A program is in place for grades K-8 but this program does not follow students into high school.</p>				

SUMMARY OF BUILDING LEVEL STRENGTHS AND SUGGESTIONS FOR IMPROVEMENT

Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> 1. There is an atmosphere of professional collegiality. 2. Peer helpers in the Life Skills Program is commendable. 3. Students demonstrated politeness and respect for others. 4. Special education programming receives strong support from administration and guidance. 	<ol style="list-style-type: none"> 1. There is a need for district-wide pre-referral teams at the building level. 2. The life skills program needs additional instructional space. 3. Examine the discharge rate, based upon progress and grades. 4. Consider adding a special education assistant at the high school. 5. Re-examine the case management load in order to relieve the schedules of 4 teachers serving 94 students. 6. Provide in-service training for general and special educators in co-teaching strategies.

VI. ADDENDUM: OUT OF DISTRICT AND JAMES O SUMMARIES

ADDENDUM

Out-of-District File Review

SAU 03

Date: May 10, 2006

Reviewer: Patricia Eddy

<p style="text-align: center;">ADDENDUM Out-of-District File Review</p>

SAU 03

Number of Files Reviewed: 3

COMMENDATIONS

Out of District files were found to be well organized, and students who were reviewed have been appropriately monitored by the district.

CITATIONS OF NONCOMPLIANCE

ED 1109.01 The file should contain a copy of the student's daily or weekly schedule.

ADDENDUM

JAMES O. MONITORING PROGRAM

SAU 03

Student File Review

Case Study Document

Reimbursement Claim Form

Case Study Addendum Form

Date: May 10, 2006

Reviewer: Patricia Eddy, Dick Lates

**ADDENDUM
JAMES O. MONITORING PROGRAM**

SAU 03

Number of files reviewed: 3

COMMENDATIONS:

James O. files were found to be well organized, and students who were reviewed have been appropriately monitored by the district.

CITATIONS OF NONCOMPLIANCE:

ED 1107.02(d) Documentation that notice of disposition of referral was given to parent within 15 days of initial referral to Special Education Evaluation Team was missing from the file.

ED 1107.03(1) Mental retardation evaluation lacked an adaptive behavior measure.

ED 1107.01 The evaluation team lacked a certified teacher of the disability.

300.347(a)(2) The IEP lacked a statement of measurable annual goals.

300.347(b)(1) The file lacked documentation that the student had been invited to IEP meetings once aged 14.

300.347(c) IEP did not include a statement that the student was informed of his/her rights by age 17.

300.309(a)(2) Evidence lacking that the IEP team had determined that the services are necessary for the provision of FAPE.

ED 1109.01 The file should contain a copy of the student's daily or weekly schedule as well as a copy of the student's report card.

ED 1107.04 Parent permission to evaluate is missing from student file.

300.347(a)(5) If team determines that the child will not participate in a state-wide assessment, there should be a statement of why that assessment is not appropriate for the child and how the child will be assessed.