

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

**SAU 08
SUMMARY REPORT**

CONCORD SCHOOL DISTRICT

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Visit Conducted on March 21-22, 2006
Report Date June 5, 2006

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I. TEAM MEMBERS

Visiting Team Members:

NAME	PROFESSIONAL ROLE
Chairpersons; Nancy Brogden	Technical Consultant, SERESC
Mary Anne Byrne	Technical Consultant, SERESC
Richard Lates	Technical Consultant, SERESC
Maria Barry	Teacher
Manuela Bittner-Shuey	Case Manager
Jamie Blanchette	Case Manager
Leigh Buliung	Speech/Language Specialist
Sue Carigan	Special Educator
Barbara Cohen	NHDOE Consultant
Nancy D'Agostino	Preschool Tech. Cons. SERESC
Sheila Demers	Preschool Coordinator
Pat Dowey	Special Ed. Administrator
Julie Fogarty	Special Educator
Sarah Fox	NHDOE Consultant
Linda Gayer	Special Educator
Sue Goulet	Special Educator
Kathy Greenfeder	Special Educator
Joan Holley	School Psychologist
Marilyn Johnson	Special Educator
Meg Johnson	Transition Facilitator
Marsha McGill	Principal
Maxine Mosley	School Counselor
Robert O'Keefe	LD Specialist
Suzy Person	Preschool Coordinator
Terry Rogers	Teacher of Vision Impaired
Lynn Sanborn	Special Educator
Peggy Scholl	Vision Consultant
Carol Smith	Special Educator
James Stapleton	Special Educator
Linda Taylor	Ed. Consultant
Brenda Walker	Special Education Coordinator

Building Level Team Members:

NAME ROLE	PROFESSIONAL ROLE	NAME	PROFESSIONAL
Miriam Lebby	OTR	Jeannine Mann	Special Educator
Barbara O'Brien	Primary K-2 Teacher	Ann Walker	SLD- K-3
Eric Riggs	Special Educator	Roger Brooks	Principal
Elwood Carter	School Counselor	Lisa Burton	Grade 5 Teacher
Nancy Pender	Sp. Ed. Coordinator	Ed Barnwell	Principal
Nancy Cieliczka	Speech/Lang. Path.	Dave Levesque	Special Educator
Sue Phillips	Classroom Teacher	Heather Hunt	Special Educator
Summer Turner	Classroom Teacher	Linda Stephenson	School Counselor
Deb McNeish	Principal	Sandy Metevier	Special Educator
Cathy Miller	Hearing Specialist	Carol Tertel	Speech/Lang Path.
Mariam Richard	Grade 1 Teacher	Sharon Gallagher	Grade 1 Paraeducator
Rob Prohl	Asst. Superintendent	Jane Cogswell	Sp. Ed Coordinator
Donna Palley	Special Education Coordinator	Clint Cogswell	Principal
Maribeth Morrill	Teacher	Ellie Papazoglou	Reading Specialist
Deanna Descoteaux	Reading Recovery	Barb Franzeim	Guidance
Tracy Harte	Special Educator	Carol Teitel	Speech/Language Path
Audrey Knapp	OTR	Heather Barker	Special Ed. Admin.
Meggie Dossett	Visually Imp. Teacher	Chris Lewis	Special Educator
Lori Trefethen	Guidance Counselor	Michele Speckman	Special Educator
Sherry Burbank	Special Educator	Faith Greene	Special Educator
Nancy Pender	Special Education Coordinator	Jane Donohue	Teacher
Sharon Andrews	Teacher	Lisa Mills	Special Educator
Christina Provencher	Guidance Counselor	Melissa St. Pierre	Speech/Language Path
Michael Macri	Special Educator	Susan Lauze	Principal
Anne Wilkinson	Special Education Coordinator/Teacher	Bruce Blau	Principal
Sian Crosby	Speech/Lang. Path.	Ann F. Walker	Special Educator
Barbara Jobin	Speech/Lang. Path.	Nora LeDuc	Special Educator
Stephanie Gorman	Special Educator	Eileen Gfroerer	Grade 3 Teacher
Alice Coda	OTR	Gail Deane	Grade 4 Teacher
Paula Bonner	Special Educator	Kathy Sullivan	Grade 5 Teacher
John Daly	School Counselor	Brooke Blum	Reading Specialist
Charlene Minor	Special Educator	Patricia Morrell	Speech/Lang. Path
Erica Moltisanti	Grade 3 Teacher	Paula Thompson	Educational Assistant
Kathleen Sciarappa	Principal	Dianne Roosen	Speech/Lang. Path
Nan Welch	Grade 2 Teacher		

II. INTRODUCTION

SAU 08, the Concord School District, is the third largest school district in the State of New Hampshire. It is comprised of 8 neighborhood elementary schools, grades Preschool - 5, one citywide middle school for grades 6-8 and one citywide high school for grades 9-12. In addition, preschool age children are served in community based preschool programs and in programs in the local elementary schools. Approximately 15% of the 5,284 students in the district are identified with an educational disability, with 94% of those students being educated in local district schools. The remaining 6% are students who are placed out-of-district either by the court system or by the local school. The district provides a wide range of services on a continuum of programs to meet the needs of children with disabilities.

The special education department is well staffed with a total of 75 members including special education teachers and related service providers. Along with 160 educational assistants, this team supports children in inclusive general education settings. There are five special education coordinators; one for the students who are placed out-of-district/court placed, one at the high school, one at the middle school, one for the preschool and two part-time coordinators for the eight elementary schools. The assistant superintendent meets regularly with the coordinators in a successful effort to be aware of and to meet the needs of children with disabilities throughout the district.

The Concord School District has developed a Vision Statement:

The vision is that "All Concord students will develop a passion for learning, experience excellence in their lives, and believe they have ability to shape the future of their lives and communities."

The Mission Statement for students is:

"All Concord students will be:

- *Active self directed learners*
- *Informed decision makers*
- *Effective communicators*
- *Effective collaborators*
- *Creative producers*
- *Life planners*
- *Community participants"*

The Concord school community acts on the following beliefs:

- *All students can learn and demonstrate what they learn.*
- *Students learn in different ways and require different methods to learn.*
- *All students have valuable contributions to make in the school and community.*
- *Our community values and supports quality education and expects educated citizens.*
- *Community involvement is important to increase the future success of our schools.*
- *Families are active partners in the process of educating their children.*
- *All adult members of the school community are committed to continuous personal and professional growth.*
- *All members of the school community treat each other with respect.*

There are many innovative practices and current initiatives in SAU 08; among them a District Literacy initiative, Data-driven Instruction, Differentiated Instruction and Professional Development Strands for teachers and educational assistants.

More information and demographics are listed on the next page:

NAME OF DISTRICT: SAU08 Concord School District			
DISTRICT ENROLLMENT DATA	2003-04	2004-05	2005-06
Total Student Enrollment (ages 6-21) (as of Oct 1)	5,035	5,018	5,269
Expenditure Per Pupil	\$8,381	\$9,034	
Cumulative Drop-Out % (grades 9-12) students with disabilities	.048%	.039%	
Cumulative Drop-Out % (grades 9-12) non-disabled students	.024%	.029%	.008%
Free/Reduced Lunch %	19.9%	17.45%	22%
Title I %	14.6%	13.8%	11.6% as of Sept/Oct 2005
LEP %	1.7%	2.25%	3.1%
SPECIAL EDUCATION PROGRAM DATA	2003-04	2004-05	2005-06
# of Identified Students Ages 3-5 (as of Oct. 1)	77	76	94
# of Identified Students Ages 6-21 (as of Oct. 1)	748	766	689
% Identified Ages 6-21 (as of Oct. 1)	14.86%	15.27%	13.07%
# Out of District	46	46	41
% Out of District	6.15%	6.01%	5.95%
# of Students Out of Compliance (as of Oct. 1)			17
Special Programs Total Expenditure	\$9,756,031.55	\$10,250,771.40	
Average Caseload (as of Oct. 1)	19	19	17
# Identified Students Suspended One Or More Times		63	
# of students with disabilities who are being provided home instruction (as of Dec.1)		1	0
# of students with disabilities who have been placed on a "shortened school day" (as of Dec. 1)		0	1
Special Education Staffing: (report in FTEs)	2003-04	2004-05	2005-06
# of Special Educators			52.08
# of Related Service Providers			40.27
# of Paraprofessionals			144.14

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 08, the Concord School District, 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 the Concord School District. These included:

- Preschool Programs at Eastman School and at the district’s preschool/lab school at Concord High School.
- Beaver Meadow School
- Broken Ground School
- Conant School
- Dame School
- Eastman School
- Kimball School
- Rumford School
- Walker School
- Rundlett Middle School, and
- Concord High School

A total of 21 case reviews were presented, with a wide variety of ages, grades and disabilities observed. In addition, since all Deerfield students attend Concord High School, one of the high school case reviews was of a Deerfield student with disabilities.

Concord School District Case Studies									
Primary Disability	Autism	Developmental Disability	Emotional Disability	Mental Retardation	Other Health Impaired	Specific Learning Disability	Speech & Language Impairment	Vision Impairment	Total
Preschool		2							2
Elementary	2	3	1	1	3	4	5		19
Middle	1		1					1	3
High School	1		1			1	1		4
Totals	4	5	3	1	3	5	6	1	28

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 was gathered throughout the process, guided by the materials and templates provided by the NHDOE, Bureau of Special Education. Examples of evidence

included student individual education plans (IEPs), progress reports, samples of student work, grades, extracurricular involvement, permanent records, curriculum, etc. Input was gathered from key constituents, including interviews with professional staff, parents, administrators, and in some cases the students. In addition, classroom observations were conducted for each of the case studies being reviewed. The collective data were summarized by the visiting and building level teams. The summaries, included in the 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 08. Their professionalism, active involvement in the process and cooperation were greatly appreciated and well recognized.

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

Based on review of the June 4, 2001 NHDOE Special Education Program Approval Report, the following patterns were identified as needing improvement:

Finding of Non-Compliance	Corrective Action and Expected Completion Date	Status of Completion: met, partially met, not met
ED 1125.03 – Written Prior Notice	Written Prior Notice form did not include all necessary components. The districts written prior notice form has been revised to include all requirements.	Met
ED 1109.01 – IEP	IEP form did not include all required components (lack of measurable annual goals, lack of statement of how student’s disability affects involvement in and progress in general curriculum, and missing location of service). The district has revised its IEP form to include all necessary components.	Met
ED 1109.01 (e) – LEA Representative	The LEA representative was not clearly identified. The IEP team now includes a designated LEA representative who will identify him/herself as acting in that capacity, even in cases where she/he may assume another role at the meeting as well.	Met

A follow up corrective action visit was conducted on November 11, 2002. At that time the district reported on progress on the corrective actions.

- The District reported that these weaknesses have been addressed through on-going professional development. Special Education Coordinators at each level have been working directly with building special education teams to improve record keeping.
- The District has worked hard beyond seeking compliance toward genuine system wide improvements, targeting areas identified through the 2000-2001 NHDOE year-long special education improvement process. They have, in part, addressed the need for staff to develop a deeper understanding of specific disabilities, such as autism, by offering embedded professional development activities and support. They specifically targeted the area of transitions for students with autism by bringing together sending and receiving staff to create a model for successful transitions for several students with complicated educational and social needs.

In an effort to address the needs of students with social/emotional/behavioral needs, the District has developed Child Study Teams, initiated Positive Behavior Support Plans, provided training in Pro-ACT (Professional Assault Crisis Training), piloted the Responsive Classroom and provided ongoing district wide consultation from behavior specialists and clinical psychologists.

V. MARCH 21-22, 2006 CASE STUDY COMPLIANCE REVIEW RESULTS

Data collection is an important part of the NHDOE Special Education Case Study Compliance Review Process. In the Concord School District 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.

As mentioned above, a total of 21 case reviews were presented, with a wide variety of ages, grades and disabilities observed, including one Deerfield student. All of the children reviewed are included in general education programs. There is only one substantially separate program for students in the Concord District. The ADVANCE high school level program for students is located off campus at the White Farm and provides an array of vocational and academic opportunities for students for part of the school day. There are many support services for students with autism, developmental delays, emotional or learning disabilities, but all programs are in conjunction with the general education programs and are not substantially separate.

The LBI (Language Based Instruction) program at Kimball School serves children with language learning disabilities. The students receive intensive language instruction in this program and spend part of their day in the LBI classroom. The staff needs to continue to work on the successful integration of these children into the general education program, so that they are not missing out on activities and skills, which other children are learning in the regular classroom.

Two 3R (Respect, Responsibility and Re-Education) programs are at Broken Meadow School and Rundlett Middle School. These programs provide support for students with behavioral and/or emotional challenges. At Broken Meadow, most of the 3R students spend a majority of their day, or all of it, in the general education classroom. Some go to the 3R room for small group or individual work or when they need a place to calm down and regroup, or in a crisis situation. New students begin with lots of time in the 3R classroom, and are mainstreamed as they can make progress in the general education classroom. At Rundlett, students start their day with a morning meeting in the 3R classroom and then go to general education classrooms with support. The students can also go to their homerooms for a study period or to prep periods with the special education staff. Students can also access the 3R program for behavioral support whenever needed throughout the day.

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 March 21-22, 2006 Case Study Compliance Review in SAU 08.

The district sent out 819 surveys to the parents of students with disabilities. Included in the survey were the parents of Deerfield students who attend Concord High School. The district received an excellent response with 26.9% of parents returning the survey. Generally, parents are satisfied with the programs and services their children are receiving from the school they attend. Over 90% of the parents feel that their student has *access to the general curriculum*, including

opportunities to interact with non-disabled peers on a regular basis. In the area of access, the district may want to look at providing more opportunities for children to participate in school activities *outside of the school day*, since 17% of parents answered “not at all” to this question. In regard to *transition*, almost 70% of parents indicated that all of the people who are important to the child’s transition have been involved. On the other hand, comments indicate that parents think that written secondary transition plans could be better. Ninety-eight percent of parents answered that they have been completely involved in the development of *behavior strategies, interventions and supports* for their child. Overall, over 88% of Concord (and Deerfield) parents feel that they fully participate in special education decisions regarding their child.

Analyzing the surveys from each level (preschool, elementary, middle and high school) the staff has determined areas where they can improve services to continue to meet the needs of students with disabilities and their parents.

SUMMARY OF PUBLIC SCHOOL PARENT SURVEY DATA

SAU: 08 Concord School District		
Total number of surveys sent: 819	Total # of completed surveys received: 220	Percent of response: 26.9%

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.	126	81	12	1
My child has opportunities to interact with non-disabled peers on a regular basis.	196	19	3	
I am adequately informed about my child’s progress.	114	85	20	
My child is informed about and encouraged to participate in school activities outside of the school day, and is offered necessary supports.	103	66	39	
My child feels safe and secure in school and welcomed by staff and students.	157	50	5	
A variety of information (observations, test scores, school work, parent input) was used in developing my child’s IEP.	175	38	4	
I am satisfied with the progress my child is making toward his/her IEP goals.	113	83	15	
FOR PARENTS OF HIGH SCHOOL STUDENTS:	57	8	6	
My child earns credits toward a regular high school diploma in all of his/her classes.				
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.	101	48	20	51
All of the people who are important to my child’s transition were part of the planning.	115	44	7	54
FOR PARENTS OF STUDENTS AGE 16 OR OLDER:	22	11	4	171
I am satisfied with the written secondary transition plan that is in my child’s IEP.				
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 85			NO 98
I have been involved in the development of behavior interventions, strategies and supports for my child.	83	28	6	99
I am satisfied with the way the school is supporting my child’s behavioral, social and developmental needs.	68	41	17	93
OTHER:				
I fully participate in special education decisions regarding my child.	181	20	3	15
I have been provided with a copy of the procedural safeguards (parental rights) at least once a year.	194	5	2	17

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

Based on the case studies conducted, along with other NHDOE Special Education Program Approval Activities, it was apparent that SAU 08 personnel, at all levels, are committed to delivering special education programming and services to students in the least restrictive environment. The Concord School District has developed a strong continuum of programming as evidenced by the many special education programs and supports present in the individual buildings. SAU personnel have made concerted efforts to meet individual needs within the general education setting, by individualizing and customizing the curriculum. The district's mission statement of inclusion was very evident to the visiting team, who had the opportunity to spend time in each school and in each of the special education programs in SAU 08. Special educators, including Para educators, are included in all general education professional development opportunities, and general educators are full partners in the development and implementation of IEPs. As a result of the visit to SAU 08, there are no issues of significance and very few citations of non-compliance in this area. It was evident that all students have full access to the general curriculum in the Concord School District.

During the case review presentations and file reviews some non-compliance issues related to access to the general curriculum were raised. IEP annual goals in many instances were not written in measurable terms, as required by IDEA '04. A statement of how the child's progress will be measured was missing in some IEPs and parents commented that they did not get copies of quarterly reports with any regularity.

Transition

Transition Planning

Process: Provision of FAPE

Transition Services

It is obvious that SAU 08 personnel devote considerable time to collaborative planning for program transitions for students with disabilities, as well as their non-disabled peers. Planning is intentional and occurs on a scheduled and regular basis between general and special educators and between professionals, para-educators and parents. Teachers appear to demonstrate an individualized and "wrap around" philosophy with regard to implementation of a student's IEP. All case studies were very well prepared and well presented, and they provided a strong indication of the careful planning that takes place around student transitions from teacher to teacher, grade to grade, school to school and to the world of work or post secondary activities. It was evident to the visiting team that transition planning takes place in SAU 08 and that there were only three issues that the staff needs to make sure are included in future transition planning. Some high school students IEPs did not include a transition plan, including measurable post-high school goals. For a student who is 14 years of age or older, there was no documentation that the student had been invited to her/his IEP meeting. Finally, there was no clear statement of how the student, especially in an out-of-district placement, would earn graduation credits toward a regular diploma.

Behavior Strategies and Discipline

In SAU 08, each of the schools provides a safe, orderly and child centered environment. Teachers and students demonstrate a genuine respect for one another, and there is pride in their schools. While there is no district-wide behavior model, each school provides programs and policies and procedures that guide student behaviors, both in and outside of the classroom setting. Many of the elementary schools have already or are currently training teachers in the Responsive Classroom model. Positive interventions are in place, such as Student Support Rooms, that focus on building positive behavior rather than punishing negative behavior. General expectations for behavior, while different in each building, are positive and well defined. All staff work together to ensure that challenging student behaviors are handled in a proactive

manner and individual behavior plans, as appropriate, are written and assessed on an ongoing basis. For those students with disabilities who need specialized behavioral supports, individual plans and services are developed and become a part of the student IEP. The district makes good use of outside behavioral consultants to help in this work. As a result of the Case Study Compliance Review, there were no citations of non-compliance identified in the area of behavior and discipline.

Other

As part of the New Hampshire Department of Education Program Approval visit, the team reviewed district policies and procedures. Several areas of the policies were currently out of date and were being revised, but the revisions were not complete. Also, there doesn't appear to be policy/procedure on how students with disabilities will have an equal opportunity to complete a course of studies leading to a regular high school diploma.

COMMENDATIONS

The Concord School District is to be commended for the following strengths in its delivery of special education programs and supports:

1. The thoughtful and intentional approach taken by staff members at all levels to the teaching of students with educational disabilities.
2. The high quality of case study presentations prepared by school district staff.
3. The leadership provided by building principals in the special education process.
4. The District focus on accountability and the maintenance of high standards for all students.
5. The long-term district-wide project to develop and fully implement the Concord Literacy Framework to govern the delivery of a consistent and sequential literacy curriculum across all buildings and all levels.
6. Ongoing training and assessment and the use of classroom based achievement data has created common methods and language for instruction of reading/language arts and writing.
7. The experience, competence and commitment of the Concord School District Staff.
8. The capturing of monthly, school-wide staff collaboration time through the implementation of Project SEE (Science Enrichment Education), which provides specialized science instruction at each building and releases staff for collaboration on curriculum issues.
9. The goal of the District leadership to provide every child with a guaranteed curriculum.
10. The concerted effort to provide effective programming for the district's autism population.
11. The development and implementation of an effective and consistent pre-referral process.
12. The training provided to the districts administrative team by SETAC.
13. The development of a district-wide data management system.
14. The development and implementation of a Peer-to-Peer program at the high school to increase student independence and reduce student dependence on adult support.
15. The consistency demonstrated in each building in providing positive behavior planning and supports.
16. The practice of writing student IEPs that are curriculum-based.
17. The strong student and parent involvement in the transition process. The District has made student transition from grade to grade and school to school and beyond a major focus of its improvement efforts.

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.

There were no issues of significance identified by the visiting team.

**CITATIONS OF NONCOMPLIANCE IDENTIFIED AS A RESULT OF THE
March 21-22, 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 the 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.

ED 1119.01–300.347 (a)(2) – Annual goals in IEPs need to be written in measurable terms.

ED 1119.01–300.347 (a)(7)(i) – A statement of how the child’s progress toward the annual goals will be measured needs to be included in all IEPs.

ED 1119.01–300.347 (a)(7)(ii) – A statement of how the child’s parents will be regularly informed, at least as often as parents are informed of their non-disabled children’s progress toward the annual goals. There needs to be assurances that parents are receiving quarterly progress reports.

ED 1119.02–300.347 (b)(2) – If a student is age 16 or older, a transition plan, including measurable post-high school goals needs to be included in the IEP.

ED 1119.08–A clear statement of how the student will earn graduation credits toward a regular diploma needs to be included.

ED 1100–Policy and Procedures – Policies need to be revised. Some policies (Pupil Evaluation to placement, Evaluation and Special Education Process) were not revised.

ED 1119.08–High School Graduation – LEAs shall ensure that all children with disabilities have an equal opportunity to complete a course of studies leading to a regular high school diploma.

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. The NHDOE strongly encourages that serious consideration be given to these 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, pages 15-90.** It should be noted that in the Building Level Data Summary Reports, any suggestion made by a visiting team member that is actually a citation of noncompliance, has an asterisk (*) before it, and it is also listed above with the citations of noncompliance.

As a result of the Program Approval visit conducted on March 21-22, 2006, the following are provided as suggestions for District improvement in its delivery of special education programs and supports:

1. Consider expanding the scope of responsibility of the elementary and high school coordinators to a full-time administrative level in order to increase their ability to communicate with staff and supervise special education program consistency.
2. Increase time available for collaboration between general and special educators and provide staff with some instruction of ways to organize and use collaboration effectively.
3. Provide building accessibility to older elementary buildings through implementation of the District's long-range facilities plan.
4. Continue to explore ways to use existing resources to maximum efficiency.
5. Continue the effort to assign all teaching assistants to programs and classrooms rather than to specific students.
6. Continue efforts to address the challenges of providing a full continuum of services with the smaller elementary schools.
7. Provide greater consistency in progress reporting to parents of students with educational disabilities.

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: 8	School: Concord Preschool	Date: April
Programs: Preschool		Number of Cases Reviewed: 2
Recorder/Summarizer: Nancy D'Agostino		

Collaborative Team Members:

Name: Anne Goldsmith	Building Level
Name: Debra Blanchard	Building Level
Name: Barbara Hemingway	Building Level
Name: Tammie Sullivan	Building Level
Name: Norma Robinson	Building Level
Name: Audrey Knapp	Building Level
Name: Wanda Denoncour	Building Level
Name: Dianne Roosen	Building Level
Name: Anya Twarog	Building Level
Name: Sheila Demers	Visiting
Name: Susan Person	Visiting
Name: Nancy D'Agostino	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.

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 CFR 300.347 Ed. 1109.05, Implementation of IEP Ed. 1115.07, Provision of Non-Academic Services CFR 300.306 Ed. 1119.03, Full Access to District's Curricula CFR 300.24, CFR 300.347 Ed. 1119.08, Diplomas CFR 300.347(a) (1) (i) ". . . general curriculum (i.e. ,the same curriculum as for nondisabled children)" CFR 300.347 (a) (1) (iii) "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):						2		
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			
						YES	NO	N/A
Did the IEP team meet to create the IEP within 30 calendar days of eligibility?						1	1	
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. The Concord preschool team has a range of programming options to meet the needs of preschoolers and their families. 2. The preschool options include several neighborhood elementary schools. 3. The program options provide good ratios of children with disabilities to children without disabilities and there is a strong commitment to maintain them. 4. There is a strong effort to provide a solid preschool experience for children with disabilities, adding modifications as needed. 5. Therapies are integrated into the classroom with many being done with the whole class. 6. The preschool has a strong working relationship with Concord High School's Early Childhood Program. High school students have the opportunity to see therapists work with students, developing an understanding and compassion on the part of the High School students. It also introduces a range of career options students can pursue in the education field. In addition Concord preschoolers with disabilities have access to a longer program with ample support. 7. There is a strong, cohesive preschool team. 8. The preschool has incorporated Responsive Classrooms into district programs. 9. The Preschool Coordinator has been an active member of the state preschool curriculum committee. 	<ol style="list-style-type: none"> 1. As the numbers of preschoolers with disabilities continues to increase, the district needs to look at additional options and staffing. This may include additional preschool classes at Rumford and Walker Elementary Schools. 2. The Concord Early Childhood program is strongly encouraged to look at the New Hampshire Early Learning Guidelines and develop more formal guidelines/curriculum of their own.

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.					2
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)					2
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 2	Parent / School Communication Breakdown	Other 1. ESS provided no information on this child 2. No information was shared prior to 3 rd birthday. Info sent when requested			
				YES	NO
Team around transition includes parents.				1	1
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.					2
Early Supports and Services evaluation information was shared with the school or district.				1	1
Strengths		Suggestions for Improvement			
1. The team works hard to get children into programs as soon as possible. 2. The preschool team is getting better at keeping data to support what works and what needs to be changed. 3. There is a written transition plan. 4. When information is received from Early Supports and Services, transitions go very smoothly. 5. Transitions are individualized to meet the needs of each child with disabilities and their family. 6. The preschool coordinator has gathered data on transitions from ESS to preschool and developed a graph. The resulting will be shared with ESS to aide in planning for more successful and timely transitions.		1. The team is encouraged to continue its efforts to make transitions into kindergarten even smoother. 2. It is strongly recommended that the team continue its efforts to build a better relationship with ESS (Early Supports and Services) to ensure information from ESS is shared in a more timely fashion.			

SUMMARY OF BUILDING LEVEL STRENGTHS AND SUGGESTIONS FOR IMPROVEMENT

Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> 1. The Preschool Coordinator’s leadership and advocacy for preschool teams and what they need to support their students. 2. The coordinator listens to and respects her staff. 3. There is proactive training in the district and the preschool Coordinator is part of it. 4. The leadership team for the district includes the preschool coordinator. 5. A dedicated and knowledgeable staff. 6. The team maintains a weekly intake session to see the big picture and share ideas; getting help from other members of the team. 7. Members of the preschool team share in the responsibilities/workload of Child Find. 8. There is strong parent satisfaction. The Preschool staff works well with parents building relationships. 	<ol style="list-style-type: none"> 1. Due to the unique nature of the preschool program, containing both preschool programs housed in some elementary schools as well as community based programs; it is strongly recommended the district review the leadership structure to limit confusion for all personnel. This pertains to lines of communication, flow of funds as well as placement of students to limit confusion for staff about line of authority regarding preschool issues within a building. Clear and consistent guidelines for each district preschool would limit frustrations 2. As the district works to maintain the range of options for preschoolers, they also need to review the support/services available from people such as occupational therapists and speech pathologists. 3. Currently there are sufficient speech assistants. However the district should work toward increasing the level of their training. 4. Although the district has a range of program options, they need to look at options that provide more days per weeks and/or longer days for children with some disabilities. 5. The district is strongly encouraged to provide clerical support for the preschool team; this will free them to do the work they are trained for. 6. Currently testing and evaluations are being done outside of regular hours/school days so that preschoolers do not miss out on needed services. The district needs to review ways to ensure staff has the time needed to perform their duties. 7. As the district looks at long range planning, some of the furnishings in district preschools should be considered for replacement.

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: 08	School: Beaver Meadow	Date: 3/22/06
Programs: Modified Regular Education, Resource Room, 3R		Number of Cases Reviewed: 2
Recorder/Summarizer: Sue Carignan/Joan Holley		

Collaborative Team Members:

Name: Miriam Lebby	Building Level
Name: Jennine Mann	Building Level
Name: Barbara K. O'Brien	Building Level
Name: Ann O. Walker	Building Level
Name: Eric Riggs	Building Level
Name: Roger Brooks	Building Level
Name: Elwood Carter	Building Level
Name: Lisa Burton	Building Level
Name: Nancy Pender	Building Level
Name: Joan Holley	Visiting
Name: Sue Carignan	Visiting
Name:	Building Level or Visiting

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

SUMMARY OF BUILDING LEVEL DATA

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.					1	1	
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 2	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 Outside evaluation NECAP testing was concurrent		
<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. Beaver Meadow school shows strong evidence of a full inclusion model as witnessed by the visiting team.
2. There was evidence of measurable progress over time as presented by various data collecting tools.
3. IEP goals for students are aligned to the districts curriculum.
4. There is a strong commitment from staff for consultation and collaboration.
5. Staff is committed to providing access and support for all students in celebrating successes throughout the academic day and after-school programs. (i.e. Town Meetings, Student Actors Programs, Student Council, Visual Arts Board)

Suggestions for Improvement

1. To increase opportunities for general education and special education staff to collaborate.
2. *Annual goals on IEPs need to be written in measurable terms.

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 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.</p>	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:			
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:			
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	Suggestions for Improvement
<ol style="list-style-type: none">1. Individual transition plans between schools are available as needed.2. Parents are actively involved in transitions from school to school and grade to grade.3. Meetings are held between all involved staff between sending/receiving schools in order to improve transitions.	<ol style="list-style-type: none">1. Team felt that criteria had been met in this area.

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?		1	1		
If yes, for how many days?		5			
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.		1			1
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.		1			1
A school-wide behavior intervention model exists.		2			
Strengths	Suggestions for Improvement				
<ol style="list-style-type: none"> 1. A school wide model has been implemented for Responsive Classroom. 2. IEP teams have addressed behavior goals and intervention plans in the IEP. 3. Students demonstrate respect and care for one another. 4. Teachers displayed proactive and spontaneous interventions while managing student behaviors. 5. Paraprofessionals have opportunities to attend various workshops on behavior intervention. 	<ol style="list-style-type: none"> 1. That all staff members be trained in the Responsive Classroom Model. 2. Continue to have discussions as to how to allow access to the general curriculum while being placed in the 3R classroom (District wide EH program) for an extended period of time. 				

SUMMARY OF BUILDING LEVEL STRENGTHS AND SUGGESTIONS FOR IMPROVEMENT

Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> 1. Teaching staff utilizes teacher assistants effectively in classrooms to facilitate full inclusion and assist with behavior management to ensure that all children get their academic to emotional needs met. 2. Administration is involved in all aspects of regular and special education. 3. Bi-monthly (town meetings) are held to celebrate excellence in reading and writing to the Arts. 4. Warm, welcoming atmosphere throughout the school that promotes participation and learning. 5. Access to assistive technology and consultative services are evident throughout the building. 6. Parents interviewed were pleased with programs, services and progress of their children. 7. Staff is committed to full inclusion. 8. Staff is committed to full implementation of Responsive Classroom. 	<ol style="list-style-type: none"> 1. Follow through with plans for the playground to be fully accessible for all students. 2. Common collaboration time needs to be addressed between special education teachers and itinerant specialists. 3. Follow through with behavior tracking program.

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: 08	School: Broken Ground	Date: 3/22/06
Programs: Modified Regular		Number of Cases Reviewed: 2
Recorder/Summarizer: Melissa St. Pierre		

Collaborative Team Members:

Name: Nancy Pender	Building Level
Name: Jane Donahue	Building Level
Name: Sharon Andrews	Building Level
Name: Lisa Mills	Building Level
Name: Christina Provencher	Building Level
Name: Melissa St. Pierre	Building Level
Name: Lynn Sanborn	Visiting
Name: Robert O'Keefe	Visiting
Name: Michael Macri	Building Level
Name: Susan Lauze	Building Level
Name:	Building Level or Visiting
Name:	Building Level or Visiting

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

SUMMARY OF BUILDING LEVEL DATA

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. School-wide emphases on access to grade-level curriculum with necessary supports.
2. A continuum of services is provided to meet a variety of student needs.
3. Resources are available within classrooms to meet the diverse needs of students. Improved student access to materials that cover grade-level topics but are written at a modified level.
4. Through the district's Comprehensive Literacy Framework, students of all reading abilities are in flexible guided reading groups and reading "just right" books in class during independent reading. Staff uses data to inform instruction.
5. Weekly collaboration with teaching assistants.
6. Both case studies showed full access to the general education curriculum.
7. Staff uses district assessments to develop long-term measurable IEP goals.
8. Staff works closely with the district and private consultants regularly to problem-solve challenging cases.

Suggestions for Improvement

1. Revise IEP format to more clearly reflect district curriculum.
2. Increase access to extracurricular activities for students via district transportation.
3. Reduce turn-over of Teaching Assistants (especially those who work with more involved/challenging cases) through increased training for specialized needs.
4. Increased time for collaboration with specialists who are responsible for all grade levels.

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 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.</p>	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:			
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:			
Transition plan, including student's <u>measurable</u> post-high school goals, is in place.	YES	NO	N/A
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	Suggestions for Improvement
<ol style="list-style-type: none"> 1. The addition of a 3rd special educator permits a grade level specialist. Each special educator will loop through grades with same students, thus increasing continuity for students. 2. Students are informed of their teachers at end of previous year. There is a move-up day in Spring. 3. Parent letters are sent inviting input for child's learning style to assist staff with student placement. 4. Fifth grade team gives packet of information to middle school and divides students into six teams. 5. Comprehensive Transition Process: strong emphasis on transition due to 125+/- student's transitioning into 3rd and 125+/- transition into 6th. 6. Articulation meetings and information sheets are completed each year as students move from grade to grade. 	<ol style="list-style-type: none"> 1. Ensure that student strengths are made part of the information exchange when student moves up to Rundlett MS. 2. Make sure that all adaptation equipment and necessary materials are in place at beginning of year at Rundlett MS.

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.		1			1
IEP team has addressed behaviors that are impacting student learning.		2			
A behavior intervention plan has been written to address behaviors.		1			1
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.		2			
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. There are consistent building expectations and common language (i.e. 4 school expectations) used by all staff. 2. Responsive classroom strategies help mitigate potential behavior issues. 3. Student support room is provided for students to process behaviors. 4. Logical consequences 	<ol style="list-style-type: none"> 1. Maintain consistency with school wide behavioral expectations. 2. There is a need to define who is responsible for behavior interventions in the building now that district behavior specialists no longer provide that function. 3. Involve students in creating graphs to monitor own growth. 4. Positive behavior support training is needed for all staff to de-escalate inappropriate behavior. 				

SUMMARY OF BUILDING LEVEL STRENGTHS AND SUGGESTIONS FOR IMPROVEMENT

Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> 1. Principal provides a broad knowledge base and experience. She is an approachable resource for teachers. 2. There is a strong sense of student community supported by monthly all-school meetings, Spirit Week and Responsive Classroom strategies. 3. Strong collaboration with outside agencies. 4. School-wide commitment to inclusion, differentiated instruction and full access to materials. 5. All staff and students see themselves as readers, writers, mathematicians and scientists and share their stories together. Students know adults as people. 6. Building is a safe place for a diverse population. 7. Strong parent involvement – volunteering, fund raising, etc. 	<ol style="list-style-type: none"> 1. Increased special education staff for: <ul style="list-style-type: none"> - Clerical support - NECAP – Alt. portfolios - Testing - Scheduling meetings - Specialty areas of expertise – autism spectrum, home based programs - Social worker 2. Adding an after school bus to support access to extra curricular activities.

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: 08	School: Conant School	Date: 3/22/06
Programs: Modified Regular		Number of Cases Reviewed: 2
Recorder/Summarizer: Jamie Blanchette		

Collaborative Team Members:

Name: Jamie Blanchette	Visiting
Name: Pat Dowey	Visiting
Name: Brenda Walker	Visiting
Name: Paula Bonner, Charlene Minor	Building Level
Name: Kahty Sullivan, Erica Moltisanti	Building Level
Name: John Daly	Building Level
Name: Brooke Blum	Building Level
Name: Pat Morrell	Building Level
Name: Paula Thompson	Building Level
Name: Kathleen Sciarappa	Building Level
Name: Alice Coda	Building Level
Name:	Building Level or Visiting

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

SUMMARY OF BUILDING LEVEL DATA

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.					1	1	
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. The Conant’s Literacy Understanding Efforts (CLUE) Team has general and special educators, ESOL and reading tutors, the reading specialist the principal and others who meet weekly to plan, problem solve and collaborate. They review assessment data, determine flexible groups, set instructional goals, identify best practices and plan how to provide a “double dose” of literacy instruction to students with academic needs.

Suggestions for Improvement

1. Consider having a fulltime paraprofessional (as opposed to many part-time) so students can have more consistency.
2. Pull-out math lessons should occur in addition to instruction in the general classroom.
3. Adopt alternative math programs to allow differentiation of instruction.
4. A math specialist should be available to help students with difficulties in this area.

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 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.	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:			
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	Suggestions for Improvement
<ol style="list-style-type: none"> 1. Classroom teachers meet with previous year's teachers and specialists to share information. 2. Each student's placement team meets in May with the middle school staff to plan transitions. 3. Student visits to the middle school are done in small groups or individually as needed. 4. Parents may bring their children to school to visit before school starts. 5. There is a team meeting with parents in September. 6. ESY is provided if needed, and supports smooth transitions. 7. "Move up day" to the middle school. 8. There is a parent night at the middle school for parents of incoming students. 9. There is a parent night for incoming kindergarten students. 10. Some teachers send a letter of introduction to welcome student's and parents. 11. Students who are transitioning to an out-of-district school visit the school with their team. 	<ol style="list-style-type: none"> 1. Create preschools in every elementary school to support student's transitions to Kindergarten in their own neighborhood with the same peer groups. 2. The program at the middle school always seem to be shifting; it would be helpful to have a list of programs at the end of the year for the next school year as a reference for staff, parents and 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>					
Ed. 1109.02 Program	CFR 300.346		YES	NO	N/A
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.			1		1
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.			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		
<ol style="list-style-type: none"> 1. Responsive classroom is in place in many classrooms. 2. Flip cards of behavior expectations are developed for individual students to support self-monitoring and as a communication tool for informing school staff. 3. The Child Study Team (CST) supports positive behavior. 4. The student support room is available for students to go to when having a bad day. The staff has walkie-talkies, and the room is run by a “program assistant”, (whose job role is between a paraprofessional and teacher). She also goes to other rooms to reinforce positive behavior and provide intervention. 5. The district sponsored Pro-ACT Program provides crises training for staff. 			<ol style="list-style-type: none"> 1. Provide more access to behavior specialists to assist team to develop behavior/learning data for written IEP progress report. 2. Have the program assistant in the student support room do data collection and observations. Use the data to inform decisions. 		

SUMMARY OF BUILDING LEVEL STRENGTHS AND SUGGESTIONS FOR IMPROVEMENT

Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> 1. There is an understanding that every student needs some help and they will get it regardless of whether or not they have an IEP. 2. The first, second and third grades have one art class and one integrated arts class each week. The integrated arts class provides a multisensory/multimedia opportunity for students to comprehend and express their understanding of literature. 3. For years, Conant has received the blue ribbon award for their volunteer program. 4. All staff, from class to class and grade to grade, use the same instructional language in math and literacy. 5. Conant has developed and/or adopted a variety of innovative practices and assessments that are described in the appendix of the report. Many of these practices are of particular benefit when supporting, measuring progress, and providing an alternative way of learning for students with disabilities. 	<ol style="list-style-type: none"> 1. The students in the Conant preschool should continue at Conant Elementary school, or each school should have their own preschool. In doing this the preschools would more likely be part of the elementary school and not be seen as district programs. 2. Full day preschool and kindergarten would further support the school philosophy of early intervention. 3. Reduce class size. 4. There needs to be strategic additions of special education resources: <ul style="list-style-type: none"> - behavior specialist - inclusion specialist - math/curriculum specialist - special education coordinator - clerical support

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: 08	School: Dame School	Date: 3/22/06
Programs: Modified Regular Education		Number of Cases Reviewed: 2
Recorder/Summarizer: Linda Stephenson		

Collaborative Team Members:

Name: Ed Barnwell	Building Level
Name: Nancy Cieliczka	Building Level
Name: Dave Levesque	Building Level
Name: Nancy Brogden	Technical Assistant
Name: Sue Phillips	Building Level
Name: Heather Hunt	Building Level
Name: Summer Turner	Building Level
Name: Terry Rogers	Visiting
Name: Linda Stephenson	Building Level
Name:	Building Level or Visiting
Name:	Building Level or Visiting
Name:	Building Level or Visiting

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

SUMMARY OF BUILDING LEVEL DATA

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)						1	1	
Extension in Place x	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 Absent from school			
<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 are fully included in the general education curriculum.
2. Classroom teachers have ownership for all kids.
3. There is a culture of collective responsibility.
4. Responsive classroom helps students access the general curriculum.
5. Accommodations and modifications help children access general curriculum.
6. Using data to plan instruction.
7. Appropriate use of support staff.
8. "Highly Qualified" staff.
9. Use of consultants to plan instruction.
10. Supplemental resources for enhancing programs: Extended Day Program, Family Center, Even Start, etc.
11. Early intervention programs are present in this building.
12. Parent involvement is evident.
13. Reading team model is used to ensure reading success.

Suggestions for Improvement

1. Coordination of instructional goals, support and services, strategies.
2. *Need to write instructional goals in measurable terms.
3. Find ways to provide more time for collaboration and team teaching.

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:			
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:			
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:			
Transition plan, including student's <u>measurable</u> post-high school goals, is in place.	YES	NO	N/A
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	Suggestions for Improvement
<ol style="list-style-type: none">1. Level to level transitioning.2. Good involvement of outside agencies in programming (preschool, Head Start, Riverbend Counseling services, Early Intervention, Even Start).3. Excellent summer programs for all students at Dame.4. Support is present for summer programs, as appropriate.5. Much parent involvement regarding transitions.	<ol style="list-style-type: none">1. Explore ways to improve grade to grade transitioning.2. Consider early placement for high risk children.3. Increase Dame to Broken Ground School coordination and conversations around expectations (academic and behavior).

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.		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.		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				
<ol style="list-style-type: none"> 1. Responsive Classroom is implemented, providing a school wide discipline approach. 2. Positive Behavior Support Plans for students. 3. Student support room available to all children. 4. Data collection is used in planning. 5. Training is provided for behavior needs. 6. Child study teams are effective. 7. Collective responsibility for school discipline plan – also provides consistency. 8. Structured recess opportunities for students. 	<ol style="list-style-type: none"> 1. Work on getting new staff quickly trained and “on board.” 2. Improve focused intervention for social skills development. 3. Develop a mentoring program for “at risk” needy kids. 				

SUMMARY OF BUILDING LEVEL STRENGTHS AND SUGGESTIONS FOR IMPROVEMENT

Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> 1. School leadership team – Collaborative Model is shared leadership. 2. The school is a community place for children and parents. 3. There are extended day learning opportunities for kids, parents and families. 4. Staff are self-directed learners and professionals, also flexible, respectful and supportive of each other. 5. See diversity as a strength (kids and families, teaching styles). 	<ol style="list-style-type: none"> 1. Explore long-term sustainable funding for extended day and family support programs. 2. Develops a new model for “deploying” support staff – (helping them get started). 3. Look at the pre-referral process – forms, etc. 4. Keep everyone in the loop, as models and philosophies change.

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: 08	School: Eastman	Date: 3/22/06
Programs: Modified Regular Education/ Resource Room		Number of Cases Reviewed: 1
Recorder/Summarizer: Anne Wilkinson		

Collaborative Team Members:

Name: Anne Wilkinson	Building Level
Name: Diane Roosen	Building Level
Name: Deborah McNeish	Building Level
Name: Marsha McGill	Visiting
Name: Linda Taylor	Visiting
Name: Barbara Cohen	Visiting
Name: Nan Welch	Building Level
Name: Cathy Miller	Visiting
Name:	Building Level or Visiting
Name:	Building Level or Visiting

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

SUMMARY OF BUILDING LEVEL DATA

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 x	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. Student has fully participated in general curriculum.
2. Concord School District Comprehensive Literacy Framework.
3. Inclusion Model – full access to the regular classroom curriculum.
4. Regular education/special education working together on same IEP goals and measures of progress (DRA, Writing Prompts).
5. Monthly collaboration for Regular Education teachers and Special Education and Reading Support teachers to discuss students and curriculum.
6. Parents are very actively involved in team meetings, monitoring progress and IEP decisions.

Suggestions for Improvement

1. Criteria for meeting goals need to be strengthened in IEP.
2. *Measurable goals still need improvement.
3. Improve acoustic environment in classroom (tennis balls on furniture, not using pencil sharpener, door closed).
4. Access to consultants in a timely manner. Consultants are available on a regular basis but sometimes there is a long waiting period.

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:			
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:			
Transition plan, including student's <u>measurable</u> post-high school goals, is in place.	YES	NO	N/A
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	Suggestions for Improvement
<ol style="list-style-type: none">1. Collaboration, training and planning for special education students.2. Itinerant staff will continue support for hearing impaired student at middle school level.3. For Autistic children and children with high needs there is video taping and special training provided in the Spring (cochlear implant, etc.).4. Sometimes support staff follows a child to the next level (if necessary).5. Classroom teachers and building staff have a good process in place for transition.6. Parents are active members of transition planning.7. We often team with sending and receiving school staff.8. PTO pizza night with Eastman and Broken Ground School in the Spring.	

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		YES	NO	N/A
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		
<ol style="list-style-type: none"> 1. Some classrooms implement responsive classroom strategies. 2. Positive Behavior Support Plans are developed for students with behavior needs. 3. A number of staff, including classroom teachers, are being trained in ProAct, in order to prevent crisis responses. 4. A crisis team is in place at Eastman. 			<ol style="list-style-type: none"> 1. School-wide responsive classroom or other school wide positive behavior model. 		

SUMMARY OF BUILDING LEVEL STRENGTHS AND SUGGESTIONS FOR IMPROVEMENT

Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> 1. Strong community, like a family, nurturing and supportive. 2. Small size supports strong community building at Eastman. 3. Many activities and events are held annually that support students and families at Eastman School. 4. Concord School District vision for all student's in Concord. 5. District has supported equipment for the hearing impaired. 6. Itinerant teacher of the hearing impaired now full-time in Concord. 7. Outstanding parent participation. 8. Strong administrator/coordinator leadership at Eastman. 	<ol style="list-style-type: none"> 1. Need for increased special education coordinator time – important to maintain consistent program. 2. Space is limited – kids working in the hallway with staff. 3. Kindergarten room is on an old stage. 4. Small classroom sizes. 5. Explore use of space. For example, the Special education resource/therapy room is shared by 4 to 5 specialists, so use of phone, copier, etc is limited and confidentiality is compromised. 6. Need to improve acoustics for students with hearing impairment. 7. Need for on-going training for acoustics and technology for hearing impaired. 8. Clerical help for special education staff. 9. Continue to maintain and upgrade equipment. 10. Continued work with parents in understanding disabilities, process and procedures.

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: 08	School: Kimball	Date: 3/22/06
Programs: Modified Regular, Language Based Instructional		Number of Cases Reviewed: 2
Recorder/Summarizer:		

Collaborative Team Members:

Name: Marilyn Johnson	Visiting
Name: Maxine Mosley	Visiting
Name: Manuela Bittner-Shuey	Visiting
Name: Anne F. Walker	Building Level
Name: Sian Crosby	Building Level
Name: Susan Goulet	Visiting
Name: Anne Wilkinson	Building Level
Name: Alice Coda	Building Level
Name: Stephanie Gorman	Building Level
Name: Barbara Jobin	Building Level
Name: Nora LeDuc	Building Level
Name: Eileen Gfroerer	Building Level
Name: Bruce Blau	Building Level
Gail Deane	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.						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 2	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 2	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. Parents are satisfied and have a good understanding of their child's program.
2. There is knowledgeable and quality staff in all positions to assist students to achieve and to feel successful.
3. The collaboration of Special Education and regular education staff is notable.
4. There is evidence that students are accessing general education programs.
5. Support services appeared to be "seamless" and natural.
6. Special Education students in the regular education setting are just like all other students – no one is treated differently.
7. Classroom teachers observed were very knowledgeable about the Special Education students in their classrooms.
8. Literacy Arts Program is inclusive for all students.
9. Students seemed to be used to visitors in their classrooms; learning was not interrupted as we entered and exited.
10. In grade 5, math is fully instructed in the inclusion model with Special Education support in the regular education classrooms.
11. Print support materials (color coded, etc) are evident in the classrooms visited.
12. The Library and computer lab programs are a strong support for curriculum building.

Suggestions for Improvement

1. The model of collaboration (Special Education and regular education) from the LBI Program with scheduled times to meet many need to be expanded for other specialists/teachers.
2. Because the ceilings are very high in each classroom, sound is of concern. This facility issue needs to be discussed.
3. LBI Program may need to be a more inclusive model, to utilize the expertise and staff on a wider scope.
4. Provide information and training to assist with student achievement, especially in the math curriculum.
5. Suggest looking at additional communication strategies to help parents with academic strategies.
6. Increased Special Education staff time; fewer multi-school assessments.
7. Some special education clerical assistance would be helpful.
8. Special Education Coordinator needs to be full time without other responsibilities.
9. IEP goals need to be written in measurable terms at all times.
10. Reduce class sizes.
11. Space needs (e.g. behavioral support room needed) and handicapped accessibility needs to be addressed.
12. Training should be provided for all staff for inclusionary practices.

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 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.	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:			
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	Suggestions for Improvement
<p>1. Grade to grade and school-to-school transition practices support students well.</p>	<p>1. The staff is doing a good job transitioning students but need to formalize the process in writing.</p>

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.				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.					2
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. Each student’s needs are individualized and district-wide behavioral consultants and school psychologist are available if needed.			1. A school-wide behavior intervention system needs to be adopted. 2. A place to process with students needs to be put into place.		

SUMMARY OF BUILDING LEVEL STRENGTHS AND SUGGESTIONS FOR IMPROVEMENT

Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> 1. There is a dedicated, caring and hard working staff. 2. Winter activity program. 3. Literacy Arts Program 4. The dedication of the custodian and the school lunch coordinator are evident; their pride in this school shines. 5. Kimball is a very warm and welcoming school. 6. The school was orderly during the two day visit; the student's seemed very responsive to the staff. 7. The first year principal has a long-term vision for the school. 8. The Concord Literacy Framework (CLF) is consistent among the eight elementary schools and beyond. 9. Multiple measures are used to assess all students' progress. 	<ol style="list-style-type: none"> 1. More formal planning/consultation/collaboration time for special education/regular education teachers and a formal school-wide behavior strategy and intervention system. 2. Use improved and expanded communication techniques with parents; use technology as part of this. 3. Space needs (e.g. Conference room/behavioral needs room) 4. Reduction of class size 5. Training for inclusionary practices- increase technology (LCD-computers in the classroom). 6. More specific in-service training around issues such as behavior (i.e. autism spectrum and languages based learning disabilities). 7. Parking and play ground facilities need expansion. 8. The principal needs to convey his long-term vision clearly to his staff. 9. Increased Special Education staff time (such as speech/language pathologist). 10. Special Education Coordinator needs to not have teaching responsibilities. 11. The language based instruction (LBI) program is district-wide. There is a need to assess the level of inclusion/use of staff etc. in this program.

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:08	School: Rumford	Date: 3/22/06
Programs: Modified Regular:		Number of Cases Reviewed: 1
Recorder/Summarizer: Marsha McGill		

Collaborative Team Members:

Name: Marsha McGill	Visiting
Name: Barbara Cohen	Visiting
Name: Linda Taylor	Visiting
Name: Deb McNeish	Building Level
Name: Sandy Meteuiet	Building Level
Name: Cindy Miller	Building Level
Name: Carol Teitel	Building Level
Name: Mariam Richard	Building Level
Name: Sharon Gallager	Building Level
Name: Rob Prohl	Building Level
Name:	Building Level or Visiting
Name:	Building Level or Visiting

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

SUMMARY OF BUILDING LEVEL DATA

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. One hundred percent inclusion in grade/classroom.
- 2. One hundred percent inclusion in grade assessments.
- 3. Quality of staff.
- 4. Many interventions and programs for literacy improvement.
- 5. Teacher of the deaf.

Suggestions for Improvement

- 1. *Annual goals – must be written in measurable terms. Suggest that the district provide training in this area.
- 2. FM system to be upgraded and improved.
- 3. Offer more training to newer teachers and/or those in need of assistance.
- 4. Provide access to Assistive Technology and quicker access (FM system, week loop, intercom access, environmental accommodations, from grade to grade and school to school).
- 5. Explore ways to access captioned materials (captioned media and equipment).

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.	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	Suggestions for Improvement
<ol style="list-style-type: none">1. There are weekly collaboration meetings with classroom teachers, special education and available related service staff.2. A willingness by staff to cross (disciplinary) areas to provide increased support and instruction.	<ol style="list-style-type: none">1. Teachers and para-educators of next grade should be invited to IEP meetings/trainings.2. Provide scheduling so that related service staff are always available to attend meetings.

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				
<ol style="list-style-type: none"> 1. Positive Behavior Support plan for the children who need it. 2. Responsive Classroom and Reality Therapy behavior strategies and approaches are used in several classrooms. 3. There is consistency of behavioral expectations school-wide. 	<ol style="list-style-type: none"> 1. Consider looking at behavior data school-wide in order to get baseline data. 				

SUMMARY OF BUILDING LEVEL STRENGTHS AND SUGGESTIONS FOR IMPROVEMENT

Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> 1. Quality of staff. 2. Good school climate and culture. 3. Good school community involvement. 4. Neighborhood school – all students walk. 5. School promotes ESOL programs and support staff. 6. Preschool program and staff with outreach to community. 7. Variety of staff including a Hearing Specialist for district. 8. Good collaboration of all staff. 9. Staff willingness to learn cross disciplinary strategies. 10. Staff has been together for many years and works well together. 	<ol style="list-style-type: none"> 1. Explore ways to provide more support services, more time with Speech/Language, OT, and guidance. 2. Provide professional development opportunities during the summer. 3. Improve quality of professional development on early release days. 4. Extend para-educator time for working with children with significant disabilities. 5. Provide related services by student needs. 6. Develop a parent information center (books, articles, web sites). 7. Provide more clerical support for special education staff. 8. Explore ways to ensure quicker accessibility to specialists (psychiatric, OT, audiological, medical).

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: 08	School: Walker School	Date: 3/21/06
Programs: Modified Regular		Number of Cases Reviewed: 1
Recorder/Summarizer: Brenda Walker		

Collaborative Team Members:

Name: Clint Cogswell	Building Level
Name: Marybeth Morrill	Building Level
Name: Ellie Papazoglou	Building Level
Name: Deanna Descoteaux	Building Level
Name: Barb Franzeim	Building Level
Name: Mary Anne Byrne	Technical Assistant
Name: Tracy Harte	Building Level
Name: Carol Tertel	Building Level
Name: Audrey Knapp	Building Level
Name: Brenda Walker	Visiting
Name: Susan Goulet	Visiting
Name:	Building Level or Visiting

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

SUMMARY OF BUILDING LEVEL DATA

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. IEPs are based on classroom curriculum/expectations; using common language for IEPs, CLF and Everyday Math, allows IEPs to fit into the regular education classroom.
2. District-wide Comprehensive Literacy Frameworks (CLF) is excellent.
3. Paraprofessionals are trained one afternoon each month on the Literacy Frameworks so everyone uses the same language.
4. Extended day programming is available for those who need it.
5. Different ESY programs are available based on student need.
6. Regular education and special education are strongly united. Special education is truly a support system.
7. Reading Recovery is offered to children with special needs.
8. Resources are targeted at the primary level – RTI was used before it came to the forefront.
9. Evidence that classroom teacher’s care about what happens with children beyond his/her classroom.
10. There is much evidence that all are active learners; the students view school as their job.

Suggestions for Improvement

1. Provide in-house specialists to work with autistic and/or emotional handicap rather than consultants who are not always available.

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:			
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:			
Transition plan, including student's <u>measurable</u> post-high school goals, is in place.	YES	NO	N/A
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	Suggestions for Improvement
<ol style="list-style-type: none"> 1. Evidence of effective preschool to Walker transitions; staff go there to observe. 2. Transition meeting between grades for all students' not only special education. 3. Transition of Walker students to Middle School includes: <ul style="list-style-type: none"> • Middle school comes to observe student • Move up day • Mock schedule • Parents can visit during summer • Complex students have opportunities to transition 	<ol style="list-style-type: none"> 1. Continue to work on and strengthen transition to Middle School.

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				
<ol style="list-style-type: none"> 1. Implementation of Responsive Classroom is beginning. 2. Pro-Act is also being instituted. 3. Continuum of interventions and strategies for all children; as well as keeping parents informed. 4. Conflict resolution for all children. 	<ol style="list-style-type: none"> 1. Continue to work at implementation of Pro-Act and Responsive Classroom. 				

SUMMARY OF BUILDING LEVEL STRENGTHS AND SUGGESTIONS FOR IMPROVEMENT

Strengths	Suggestions for Improvement
<ol style="list-style-type: none">1. The school's teachers are making great strides in taking ownership of all students and in collaboration on best practices for all students.2. RTI implemented ahead of IDEA 04.3. Monthly meetings to discuss students that need help, not only special education.4. Use of data to drive instruction.5. True community school – Since students walk to school parents see teachers whenever they need to.6. Dedicated staff members.	<ol style="list-style-type: none">1. Although progress reports are created, the delivery system needs to be improved (i.e. send home with report cards).2. Consider having a Behavior Specialist in-house.

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: 08	School: Rundlett Middle School	Date: 3/22/06
Programs: Modified Regular		Number of Cases Reviewed: 3
Recorder/Summarizer: Heather Barker		

Collaborative Team Members:

Name: Heather Barker	Building Level
Name: Maggie Dossett	Building Level
Name: Chris Lewis	Building Level
Name: Lori Trefethen	Building Level
Name: Michele Speckman	Building Level
Name: Peggy Scholl	Visiting
Name: Sherry Burbank	Building Level
Name: Carol Smith	Visiting
Name: Faith Greene	Building Level
Name:	Building Level or Visiting
Name:	Building Level or Visiting
Name:	Building Level or Visiting

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

SUMMARY OF BUILDING LEVEL DATA

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)					1	2	
Extension in Place 2	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. Strong and experienced support staff.
2. Classroom teachers are fully involved in the special education process.
3. Student's involvement in the case study presentations were maximized.
4. These are clear expectations for all parties in the special education process.
5. Good relationship between special educators and general educators.
6. Strong sense of student ownership by general education teachers.
7. Data provided to inform teachers and programs of the needs of students with educational disabilities.
8. Common planning and team time for general and special education collaboration.
9. Differentiated instruction is widely practiced by general educators.
10. Student planning and recovery room are provided to support behavior and academics.

Suggestions for Improvement

1. Increase paraprofessional training that is specific to student.

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:	3		
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:	3		
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.	2		1
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.	1		2
A statement of the transition service needs is included in the IEP.	1		2
The statement of transition focuses on the student's course of study (e.g. vocational programming, advanced placement).	1		2
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	Suggestions for Improvement
<ol style="list-style-type: none"> 1. Collaboration with elementary and high school through meetings, individualized attention and extended school year preparation. 2. Menu of transition program options and supports are provided as well as transition meetings for incoming students. 3. There is a fluid and flexible approach to transition programming and planning. 4. Formal move up days to middle school and 1st day for 9th graders. 5. Recognition Middle School 6. RMS mission statement focuses on transition from elementary to middle and middle to high. 7. Strong student and parent involvement in transition process. 8. Collaboration with community based agencies. 9. Responsive teacher/class selection process for placing students. 	<ol style="list-style-type: none"> 1. Train students to lead their own transition team meeting including providing each student with a script to help him/her describe the accommodations he/she would need at the next grade. 2. Coaching students increases their participation in IEP meetings and transition planning.

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?		1	2		
If yes, for how many days?					
If appropriate, a functional behavior assessment has been conducted.		2			1
IEP team has addressed behaviors that are impacting student learning.		3			
A behavior intervention plan has been written to address behaviors.		2			1
All individuals working with the student have been involved in developing behavior intervention strategies.		2			1
Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.		2			1
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. Adoption of the 3R Philosophy for processing and consequences of behavior issues (Student Planning Room, Recovery Room, School Counseling). 2. Outside positive behavior consultation. 3. Community agency support. 4. PRO-ACT training provided to staff members 5. Building wide consistent positive behavior supports/plan. 	<ol style="list-style-type: none"> 1. Ways to communicate with whole faculty regarding PBIS plans. 2. Some faculty concern that positive behavior supports may be overused. 3. There needs to be further communication with entire facility regarding plans to implement PBIS. 				

SUMMARY OF BUILDING LEVEL STRENGTHS AND SUGGESTIONS FOR IMPROVEMENT

Strengths	Suggestions for Improvement
<ol style="list-style-type: none">1. There is a broad spectrum of services to support all learners.2. General education and special education collaboration and ownership for educationally disabled learners.3. Differentiated instruction practices.4. Proactive Positive Supports for students.	<ol style="list-style-type: none">1. Time needed for paraprofessional training and support for daily check in.2. Student training to strengthen self-advocacy related to transition, IEP and accommodations.3. Be mindful of potential overuse of positive behavior supports. Teachers need to use positive behavioral supports in their own classrooms so they don't rely on out-of-classroom supports.

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: 08	School: Concord High School	Date: 3/22/06
Programs: Advance		Number of Cases Reviewed: 3
Recorder/Summarizer: Joy Hutchins		

Collaborative Team Members:

Name: Joy Hutchins	Visiting
Name: Jane Cogswell	Building Level
Name: James Stapleton	Visiting
Name: Meg Johnson	Visiting
Name: Julie Fogarty	Visiting
Name: Donna Palley	Building Level
Name:	Building Level or Visiting

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

SUMMARY OF BUILDING LEVEL DATA

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.						2	1	
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.						1	1	1
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.						2	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	1	1
Extension in Place x	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 1	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?						1	2	
Student will earn an IEP diploma or a certificate of competency.							3	
<i>IF YES:</i> within 4 years?								
Does this school / district have a clear policy for earning a high school diploma?						3		

Access to the General Curriculum

Strengths

1. The High School has adequate staff to support students in the general education curriculum.
2. They have dedicated, flexible and qualified staff – regular and special education.
3. A wide variety of course selections and vocational offerings accommodate diverse needs and interests.
4. Peer to peer program has been implemented and has been supported by the board.
5. Language Based Instructional Program supports transition of students into regular educational instructional settings.
6. Regular education teachers are welcoming, flexible and are open to making instructional accommodations.
7. State testing results are analyzed and used to develop, refine and revise math curriculum.
8. Team teaching model supports general education as well as special education students.
9. Students are actively involved in their own course selections.
10. Ninth grade teams help special education students succeed in core curriculum areas.

Suggestions for Improvement

1. *IEP annual goals need to be written in measurable terms.
2. Clarify benchmarks for advance students required for reintegrating into Concord High School physical plant full time.
3. Continue to support the Peer to Peer program.

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:			
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.	2		
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.	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.	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:			
Transition plan, including student's <u>measurable</u> post-high school goals, is in place.	1	NO	N/A
There is documentation that representatives of other agencies have been invited to IEP meetings.	1		
Statement of needed transition services is presented as a coordinated set of activities.	1		
The statement of transition focuses on the student's course of study (e.g. vocational programming, advanced placement).	1		
The IEP includes a statement of needed transition services and considers instruction.	1		
The IEP includes a statement of needed transition services and considers related services.	1		
The IEP includes a statement of needed transition services and considers community experiences.	1		
The IEP includes a statement of needed transition services and considers development of employment skills.	1		
The IEP includes a statement of needed transition services and considers development of daily living skills.	1		
Student is informed prior to age 17 of his/her rights under IDEA.	1		
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	Suggestions for Improvement
<ol style="list-style-type: none"> 1. There is good communication and collaboration between grades and schools. 2. The high school is willing to have students tour, visit and get oriented over summer. 3. CHS and the Vocational Programs collaborate on transition to adulthood and career planning. 4. Job Coaches and Job Developers are a transition asset for special education students. 5. CHS has excellent community connections – businesses and agencies. 6. There is much involvement in outside agencies during student transitions. 	<ol style="list-style-type: none"> 1. Work with students to increase their awareness. 2. At the age of 18 they must take responsibility for their program decisions including signing documents and stepping up in parents' place (unless they have a legal guardian appointed). 3. Team meeting invitations could be reconfigured to make it more clear that students are invited to their team meetings. 4. Increase documentation and acknowledgement of the transition activities which are taking place. 5. Explore ways to fund "School to Work" programs, which lost it's funding (a Vocational Rehab program). (This has left a gap in services for more mildly disabled students in particular).

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?		1	2		
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.		1			2
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.		2			1
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. Excellent job working with parents through coordination with outside agencies to strengthen parenting skills. 2. Excellent use of consultants for specific behavioral issues with students. 3. CHS has an intense level of monitoring for students with behavioral issues and very open communication with families. 	<ol style="list-style-type: none"> 1. Continued attention should be paid to harassment issues as they arise to keep it in check for school-safety. 				

SUMMARY OF BUILDING LEVEL STRENGTHS AND SUGGESTIONS FOR IMPROVEMENT

Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> 1. The district meets the needs of a very diverse population of students. 2. There is a highly qualified and dedicated staff, which enjoys the full support of the administration. 3. Effective programs such as The Advance Program, 9th grade teaming, LBIP (Language Based Instructional Program), peer to peer, and Team Teaching are a strength. 4. There are strong community contacts by the district job developers. 5. Opportunities for high school transitions are many and are still developing. 6. There is strong communications between general education departments at the high school, parents, special educators and outside agencies. 7. One of the benefits of a large school setting is the diversity of programs and services that can be offered. 	<ol style="list-style-type: none"> 1. Continue to find ways to fund programs for students with disabilities at the high school level. 2. Explore ways for all special education teams to be more immediately responsive to students needs and to continue to give and get quick feedback from general education teachers, related services personnel and other team members.

ADDENDUM: INNOVATIVE PROGRAMS

DESCRIPTION OF INNOVATIVE PRACTICES

In response to the Program Approval application process, the Concord School District and its member schools submitted descriptions of many innovative practices that have been implemented in their educational community. The number of innovative practices currently underway in the district provides strong and compelling evidence of the progressive educational philosophy shared by all members of the Concord educational community. Space does not permit a detailed description of all of these practices, but a few are described briefly below from among the 33 projects submitted and described by the District.

District-Wide

Instruction for young children with autism – Concord School District has been involved in a project to implement exemplary practices for appropriate direct instruction, meaningful curriculum modifications and environmental accommodations for young children with autism. The project was developed to address a significant increase in the number of students with autism in the district’s preschool program. Key project activities include: team training prior to students entering a kindergarten classroom, on-going consultation and training, and development of instructional strategies, visual supports and curriculum modifications.

Concord High School

Peer-to-Peer - This year, Concord High School began a peer mentoring program with a credited course that is open to students in grades 9-12 called Peer-to-Peer as the core component. The course is focused on understanding specific disabilities, and each participant (peer tutor) is paired with a student who has a developmental disability. The peer tutor attends a general education class with that student, providing academic and social mentoring. The goal of the program is to facilitate true inclusion in the high school by creating a school climate where students with disabilities and those without are able to develop meaningful and reciprocal relationships.

Rundlett Middle School

Positive Behavior Support Plans (PBSP) – Rundlett Middle School has developed a model of PBSP for any student, coded or not, to address behavior, social conflict and emotional challenges at school. Two consultants are available and scheduled to meet regularly with cluster teams to support them in the development, implementation and data collection for these plans. Student PBSPs are monitored and reviewed during IEP meetings for coded students and are intended to assist students in being successful in the inclusive classroom setting. A Student Planning Room and a Recovery Room provide identified and typical students with additional support throughout their school day for academic, social, behavioral and emotional issues. Students in need of support may access either the planning room to process issues with the Student Planner or the Recovery Room to regain composure. Both settings use planning sheets with students and follow up with staff.

Conant Elementary School

Conant’s Literacy Understanding Efforts (CLUE) Team – CLUE teams are comprised of grade level teachers, special educators, reading tutors, the reading specialist, ESOL tutors and any staff member who has a vested interest in literacy instruction. CLUE teams identify students with academic needs and then plan how to “double dip” them instructionally. Services are distributed after all students are assessed and according to student need. Throughout the year, student progress is reevaluated and services are reallocated.

Dame Elementary School

Concord Heights Neighborhood Family Center and Concord Even Start Family Literacy Program Partnership – A unique school-based family resource center operates in partnership with the Dame School. The Concord Heights

Neighborhood Center (CHNFC) is a separate, non-profit program that provides quality preschool education for 60 children three days per week, twice weekly parent-child shared literacy activity times, parenting education, monthly family literacy events, before school child care and summer programs. Family Center programs are evaluated using local assessment tools. Concord Even Start, located at Dame school, provides adult education, early childhood education, shared literacy activities and parenting education for eligible families, including a large refugee population

Rumford Elementary School

Coordinated Reading Support Programs – To support student reading skills, Rumford staff has developed a number of initiatives that work together to focus on the school’s improved reading goal. These initiatives are: Reading is Fundamental (RIF) Program, Leveled Literacy Intervention Program (grades 1 & 2), After School Tutoring Program, and co-teaching on writing in grades 3 and 4.

Eastman School

Wolf Pack – The grade 2 classroom is developed around the theme of comparing human families to a wolf pack. Students learn how to be responsible for themselves and one another in a community setting. The classroom setting and the curriculum are both built on the wolf pack idea in a very realistic, year-long experience.

Beaver Meadow School

HOTS (Higher Order Thinking Skills) – Beaver Meadow follows the HOTS school model to bond as a community. Many activities and events coalesce around this model of school and community development. One of these activities is the bi-weekly town meeting where students and staff present “best practice” activities in all curricular areas to the entire community. HOTS promotes academic achievement and a greater sense of community through the reliance on active participation of staff, parents and students in school governance, a strong focus on the arts, and a strong focus on student achievement.

ADDENDUM

Out-of-District File Review

SAU 08

Date: 2/24/2006

Reviewers: Nancy Brogden, Mary Anne Bryne and Dick Lates with District people.

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

SAU 08

Number of Files Reviewed: Three files were reviewed. The files of students attending out of district placements at Wediko, Second Start and Lighthouse were reviewed in conjunction with the compliance visit to SAU 08.

COMMENDATIONS

The files of these three students were very well organized and all of the elements were present in the files to show that students were receiving FAPE.

CITATIONS OF NONCOMPLIANCE

There were no issues of noncompliance in the out-of-district files that were reviewed.

ADDENDUM

JAMES O. MONITORING PROGRAM

SAU 08

Student File Review

Case Study Document

Reimbursement Claim Form

Case Study Addendum Form

Date: February 24, 2006

Reviewers: Nancy Brogden, Richard Lates, Mary Anne Bryne, Jane Cogswell and Heather Barker

<p style="text-align: center;">ADDENDUM JAMES O. MONITORING PROGRAM</p>

SAU 08

Number of files reviewed: Three files were reviewed. The files of students attending Wediko, Mt. Prospect Academy and YDC were reviewed.

COMMENDATIONS:

Two of the three files were well organized and contained all the elements required by the James O Consent Decree.

CITATIONS OF NONCOMPLIANCE:

- 300.347(a)(2)- Measurable Annual goals- Not included in one file.
- 300.347(a)(7)- A statement of how the child's progress toward the annual goals will be measured was missing from one file.
- 300.347(b)(2)- No transition plan, including all the required elements, was found in the file of a 16-year-old student.
- 300.347(b)(1)- No documentation that the student has been invited to IEP meetings in one file.
- Ed 1119.08- No clear statement of how the student will earn graduation credits toward a regular diploma was not included in one file.