

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

**SAU 14
CHESTER SCHOOL DISTRICT
SUMMARY REPORT**

CHESTER ACADEMY

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Visit Conducted on February 21 & 22, 2006
Report Date, April 26, 2006

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I. TEAM MEMBERS

Visiting Team Members:

NAME	PROFESSIONAL ROLE
Chairperson: Maryclare Heffernan	Education Consultant
Nancy D'Agostino	Preschool Consultant
Nancy DeLuca	Special Educator
Robert Wells	NH DOE Consultant
Karen Cassidy	Preschool Educator
Kim Shafer	Special Education Teacher/LD Specialist

Building Level Team Members:

NAME

Patricia Serrano
Karen Ralston
Janet Cormier
Karen Grady
Eileen Beliveau
Tina Gerstenberger
Carol Milbury
Kim Bernard
Karen True
Peggy Ferreri
Rebecca Niland
Melissa Goulet

II. INTRODUCTION

SAU 14 is comprised of the Chester, Epping and Fremont School Districts in the southeastern NH towns of Chester, Epping and Fremont. The three school district's within SAU 14 operate individually and as a result the New Hampshire Department of Education (NHDOE) Bureau of Special Education conducted separate Program Approval visits for Chester and Fremont, two of the three district's in SAU 14, during the 2005-2006 school-year. The Epping School District, the third district within SAU 14, requested and received a one year delay in the NHDOE Program Approval process. Most recently the Chester School District sought and received approval from the community voters to separate from SAU 14 and establish the district as its own SAU. The report that follows, addresses the finding of the Chester School District NHDOE Program Approval Process and visit

The rural town of Chester is located in the southeastern area of NH, several miles from the Massachusetts border and two major east-west and north-south travel routes. As a result of this easy access to highways and the overall population expansion in NH, the community has witnessed the development of single family homes resulting in significant population growth in recent years. While there appears to be a recent slowing down of new building permits the district continues to look ahead in projecting potential future school district needs.

This small community of approximately 3,290 residents responded to the need for additional school space with the construction of a new Preschool and Grade 1 through 8 elementary school in 1999. The 6 year old school then underwent a building addition three years ago to accommodate the continued increase in student population and need for additional space.

The Chester School District Future Planning Committee has developed projections for the town which have proven reliable up to this point. Additional school space is a potential future need as illustrated by the recent School District Future Planning Committee report included in the 2005 School District Annual Report. The district plans to continue to monitor space and program needs, for example, the addition of a Kindergarten program, and consider the need for future facility development.

Chester

Actuals:	1999	2000	2001	2002	2003	2004	2005
Home Sales	103	139	145	153	137	93	81
New Building Permits	85	90	80	46	30	34	14
Total Enrollment (Oct 1)	463	506	602	641	623	683	693

Projections for Total Enrollment:

	01-02	02-03	03-04	04-05	05-06	
Pre-S-8	594	649	658	688	728	
	06-07	07-08	08-09	09-10	10-11	11-12
Pre-S-8	740	755	750	739	721	727

- Source – 2005 Chester School District Annual Report

The Chester School District presently provides education to a total of 973 students in grades 1 through 12. Of those, 655 students attend the Chester Academy School, while the 318 high school students attend the near-by Pinkerton Academy located in Derry, NH. There were 95 students, or 14.5% of the total grade 1 to 8 population, identified with educational disabilities at Chester Academy at the time of the NH DOE Program Approval visit. At Pinkerton Academy there were 44 students, or 13.8%, with educational disabilities. At the time of the NH DOE visit the district had 10 students with educational disabilities placed in out-of-district placements.

In addition, 15 preschool students identified with educational disabilities are provided with the necessary preschool supports and services through the Chester Academy school-based preschool program. The district does not provide a public Kindergarten program.

Chester School District Mission Statement

The Chester School District, as the Education Leader of our community, will assure that all students acquire knowledge and develop skills and work habits that enable them to compete successfully in a diverse, global community.

This mission is best accomplished when all school personnel recognize and address the individual needs of all students, maintain challenging expectations for the students, create a positive climate, ensure a safe and orderly school environment, monitor student progress on a frequent basis, and promote effective school-community involvement.

Adapted July 2001.

NAME OF DISTRICT:			
DISTRICT ENROLLMENT DATA	2003-04	2004-05	2005-06
Total Student Enrollment (ages 6-21) (as of Oct 1)	CA- 619 PA- 220	CA-657 PA-315	CA-655 PA-318
Expenditure Per Pupil	7051.45	7011.77	
Cumulative Drop-Out % (grades 9-12) students with disabilities	3%	5%	
Cumulative Drop-Out % (grades 9-12) non-disabled students	n/a	n/a	n/a
Free/Reduced Lunch %	F.01/R.003	F.02/R.003	F.02/R.007
Title I %	.12%	.11%	.11%
LEP %	0	0	0
SPECIAL EDUCATION PROGRAM DATA	2003-04	2004-05	2005-06
# of Identified Students Ages 3-5 (as of Oct. 1)	13	11	15
# of Identified Students Ages 6-21 (as of Oct. 1)	CA-89 PA-46	CA-90 PA-49	CA- 95 PA-44
% Identified Ages 6-21 (as of Oct. 1)	CA-14.4% PA-20.9%	CA-13.7% PA-15.5%	CA-14.5% PA-13.8%
# Out of District	7	6	10
% Out of District	.01	.01	.02
# of Students Out of Compliance (as of Oct. 1)			8
Special Programs Total Expenditure	1,725,316.19	1,900,785.70	
Average Caseload (as of Oct. 1)	22	22	24
# Identified Students Suspended One Or More Times		6	
# of students with disabilities who are being provided home instruction (as of Dec.1)		CA-1 PA-2	1
# of students with disabilities who have been placed on a "shortened school day" (as of Dec. 1)		1	4
Special Education Staffing: (report in FTEs)	2003-04	2004-05	2005-06
# of Special Educators			6
# of Related Service Providers			7
# of Paraprofessionals			23

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 the Chester 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 the Chester Academy.

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 Chester School District
- ♦ 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
- ♦ Any new special education programs seeking approval from the NHDOE, including the Speech Only and Extended School Year programs.

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 the Chester School District. 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 a March 2005 Corrective Action review of the July 8, 2003 NHDOE Special Education Program Approval Report, the Chester School District was found to have met the area of non-compliance as indicated below.

<p>Ed 1119.08; CFR 300.347 Curriculum – The Preschool Program does not have a formal curriculum in place at the time of the 2003 visit. The instructional model described by staff as developmental and center based. The adoption of a formal curriculum would provide a consistent guide for staff to use in lesson planning and instruction.</p>	<p>A formal preschool curriculum was developed for the preschool program based on the Creative Curriculum. The curriculum work was done collaboratively by the special education staff who designed both Preschool Curriculums, based on the Creative Curriculum, and a Kindergarten Curriculum that included relevant aspects of the district’s Open Court curriculum.</p>	<p>The special education director was responsible for coordinating the process. The team involved in developing the curriculums included special education/early childhood teachers, therapists (SLP/OT), first grade teacher, reading specialist and curriculum coordinator. The part time curriculum coordinator’s position is new since the last visit.</p>	<p>July/August, 2003 Team met to develop the curriculum. September 2003 Written curriculum was reviewed by the Chester School Board. Curriculum was implemented by the start of the 2003-2004 school year. Ongoing review of the curriculum has occurred.</p>	<p>Goal has been met. Outcomes are measured by the demonstration of a well planned and organized sequence of instruction within the classroom setting.</p>	<p>Goals have been met.</p>
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V. FEBRUARY 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 Chester School District the NHDOE worked with the staff and administration in the selection of three case studies to ensure that there was a representative sampling of data collected from the various programs 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 deep into the data to evaluate the effectiveness of programming and student outcomes.

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 teams are not inundated with much more data than they can possibly analyze. The Chester Academy staff and administration prepared a total of three Case Study Reviews including one preschool and two elementary case studies. A summary of the findings are described in this report.

High School

As part of the NHDOE Case Study Compliance Review the high school programming was considered separately. As previously noted Chester high school students attend Pinkerton Academy which is located in nearby Derry, NH. Pinkerton Academy underwent their complete NHDOE Program Approval review on March 25-26, 2003. The report of that review is available through the NHDOE or at the SERESC website.

In order to consider the satisfaction of the services provided to Chester School District students attending Pinkerton Academy the parents of students with educational disabilities were provided with surveys during the 2006 program approval process. However, the number of high school surveys returned was too small to be significant.

It was also, determined that a review of the newly designed PASSES program, for students with emotional disabilities, at Pinkerton Academy would take place during the same period as the Chester Program Approval process. In order to do that, a day was spent on the campus of Pinkerton Academy conducting Focus Groups with representative administrators, PASSES program staff, and students who presently participate in the program.

In addition, a sample of general education teachers who receive the PASSES students in their classrooms were surveyed and parents of the Chester students were interviewed in order to gather information from individuals who have knowledge of the PASSES program and are able to both evaluate the effectiveness and make suggestions for improvements. A summary of the review of the PASSES program will be provided separately to the Chester School District, as well as to Pinkerton Academy.

PARENT PARTICIPATION

One of the defining features of effective schools is strong parent/community relations and open communication. Having parents participate 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. In addition, the district, in conjunction with the NHDOE program approval team, will conduct a parent focus group this spring to gather further information from parents on the areas of program success and the areas in need of improvement. A summary of the focus group patterns and themes will be made as an addendum to this report.

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 February 21 & 22, 2006 Case Study Compliance Review in the Chester School District. The parents of Preschool students indicate general satisfaction with the overall programming provided to their child. However, the limited response from the elementary, middle and high school parents does not provide a comprehensive reflection of parent satisfaction. Of those surveys returned there was a sense conveyed that Chester Academy students feel safe and secure in the school, have opportunities to interact with non-disabled peers and that a variety of information is used in developing the IEP. Parents feel they fully participate in the special education process and are provided with their parent safeguards. There is somewhat less complete satisfaction with how well informed they are of the progress being made or with the information and encouragement provided to students so that they will participate in school activities outside of school. The high school survey result was too limited to be conclusive.

SUMMARY OF PARENT SURVEY DATA

SAU: 14 Chester School District Preschool		
Total number of surveys sent: 13	Total # of completed surveys received: 6	Percent of response: 46%

Scale **3** = Completely **2** = Partially **1** = Not at all

ACCESS TO THE GENERAL CURRICULUM:	3	2	1	No Answer
I am satisfied with my child's program and the supports that he/she receives.	6			
My child has opportunities to interact with non-disabled peers on a regular basis.	6			
I am adequately informed about my child's progress.	6			
My child is informed about and encouraged to participate in school activities outside of the school day, and is offered necessary supports.	2			4
My child feels safe and secure in school and welcomed by staff and students.	6			
A variety of information (observations, test scores, school work, parent input) was used in developing my child's IEP.	6			
I am satisfied with the progress my child is making toward his/her IEP goals.	5			1
FOR PARENTS OF HIGH SCHOOL STUDENTS: My child earns credits toward a regular high school diploma in all of his/her classes.				6
TRANSITION:				
I am satisfied with the planning and support provided for the moves my child has made from grade to grade and school to school.	2			4
All of the people who are important to my child's transition were part of the planning.	2			4
FOR PARENTS OF STUDENTS AGE 16 OR OLDER: I am satisfied with the written secondary transition plan that is in my child's IEP.				6
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 3		1	NO 2
I have been involved in the development of behavior interventions, strategies and supports for my child.	2			
I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs.	2	1		3
OTHER:				
I fully participate in special education decisions regarding my child.	5	1		
I have been provided with a copy of the procedural safeguards (parental rights) at least once a year.	6			

SUMMARY OF PARENT SURVEY DATA

SAU: 14 Chester School District Elementary		
Total number of surveys sent: 36	Total # of completed surveys received: 6	Percent of response: 17%

Scale **3** = Completely **2** = Partially **1** = Not at all

ACCESS TO THE GENERAL CURRICULUM:	3	2	1	No Answer
I am satisfied with my child's program and the supports that he/she receives.	2	4		
My child has opportunities to interact with non-disabled peers on a regular basis.	4			1
I am adequately informed about my child's progress.	1	4	1	

My child is informed about and encouraged to participate in school activities outside of the school day, and is offered necessary supports.	2	1		2
My child feels safe and secure in school and welcomed by staff and students.	5	1		
A variety of information (observations, test scores, school work, parent input) was used in developing my child's IEP.	2	4		
I am satisfied with the progress my child is making toward his/her IEP goals.	2	4		1
FOR PARENTS OF HIGH SCHOOL STUDENTS: My child earns credits toward a regular high school diploma in all of his/her classes.				6
TRANSITION:				
I am satisfied with the planning and support provided for the moves my child has made from grade to grade and school to school.	2	2		4
All of the people who are important to my child's transition were part of the planning.				
FOR PARENTS OF STUDENTS AGE 16 OR OLDER: 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 2		1	NO 3
I have been involved in the development of behavior interventions, strategies and supports for my child.		1		5
I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs.	1			5
OTHER:				
I fully participate in special education decisions regarding my child.	3	1		2
I have been provided with a copy of the procedural safeguards (parental rights) at least once a year.	5			1

SUMMARY OF PARENT SURVEY DATA

SAU: 14 Chester School District Middle School		
Total number of surveys sent: 45	Total # of completed surveys received: 7	Percent of response: 15%

Scale 3 = Completely 2 = Partially 1 = Not at all

ACCESS TO THE GENERAL CURRICULUM:	3	2	1	No Answer
I am satisfied with my child's program and the supports that he/she receives.	3	4		
My child has opportunities to interact with non-disabled peers on a regular basis.	7			
I am adequately informed about my child's progress.	5	2		
My child is informed about and encouraged to participate in school activities outside of the school day, and is offered necessary supports.	3	3		1
My child feels safe and secure in school and welcomed by staff and students.	6	1		
A variety of information (observations, test scores, school work, parent input) was used in developing my child's IEP.	7			
I am satisfied with the progress my child is making toward his/her IEP goals.	4	2	1	
FOR PARENTS OF HIGH SCHOOL STUDENTS: 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.	3	2		2
All of the people who are important to my child's transition were part of the planning.	3	1		3

FOR PARENTS OF STUDENTS AGE 16 OR OLDER: 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 4	1	NO 2	
I have been involved in the development of behavior interventions, strategies and supports for my child.	3	1		3
I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs.	2	2		3
OTHER:				
I fully participate in special education decisions regarding my child.	7			
I have been provided with a copy of the procedural safeguards (parental rights) at least once a year.	7			

SUMMARY OF PARENT SURVEY DATA

SAU: 14 Chester School District – Pinkerton Academy High School		
Total number of surveys sent: 44	Total # of completed surveys received: 1	Percent of response: N/A

Scale 3 = Completely 2 = Partially 1 = Not at all

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

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

Access To The General Curriculum

Implementation of IEPs

Provision of Non-Academic Services

Full Access to the District's Curriculum

Equal Education Opportunity

The Chester School District is working hard to ensure that all of the district's students are provided with access to the general education curriculum. The programs and supports for students with educational disabilities are based on an evolving inclusionary model.

Providing all students with an opportunity to participate in the general education setting requires a collaborative approach to instruction between the general and special education staff. Communication among all staff regarding the implementation of the curriculum, instruction, and assessment models is necessary. The collaborative work allows for the development of accommodations, modifications and instructional supports to be developed. Some opportunities exist for the general and special education teachers and paraprofessionals to attend team meetings, plan for instructional supports, accommodations and strategies, measure student progress and determine what instructional adjustments are needed. However, there is a need to further develop this collaborative model by scheduling common planning time, providing ongoing and embedded professional development and teacher supports as necessary to ensure that students have full access to the classroom curriculum, resulting in positive academic outcomes.

This warm and welcoming community school has many of the components of an inclusionary model in place. However, as in many schools, there is a need to continue to evaluate the effectiveness of the model and determine what additional professional development, staffing patterns, scheduling supports and discussions may be necessary for the continued evolution of a successful inclusionary model.

Transition

Transition Planning

Process: Provision of FAPE

Transition Services

Chester Academy staff and administration provide a smooth and effective transition process as students with educational disabilities move from early supports and services to the preschool program and from grade to grade throughout the grade 1 to 8 elementary school. In addition, the transition process for students graduating from grade 8 at Chester Academy and going to Pinkerton Academy is described as effective.

The grade to grade transitions are structured to support students, especially as they move from the elementary grades to the middle school level, and share student progress and learning styles between sending and receiving teachers. This school offers a sense of community that provides natural supports to students and parents as students move through the grade levels.

The district does not offer a public Kindergarten program at this time. Students who are identified as having an educational disability are provided with a preschool program (ages 3 to 6) that is located within the school. The transition for those preschool students from early supports and services to the preschool and from the preschool program to the elementary school is planned, includes parents and related staff, and has been well organized.

The critical transition from the small self-contained elementary school to a much larger high school is well designed and implemented. The significant difference in size and organization of Pinkerton Academy provides the Chester students with a transition challenge but the planning and preparation done prior to this move by both the Chester and Pinkerton Academy staff has been effective for most students.

Behavior Strategies and Discipline

Through the recent adoption of the NHDOE's Positive Behavior Supports and Intervention (PBIS) model Chester Academy has established a school-wide approach to positive behavior based on responsibility and respect toward each other. This culture of cooperation is evident throughout the school. The Chester Academy students in all grades are respectful to the adults and to each other. The students and parents describe the school as providing a safe and orderly environment for all of the school's members. This atmosphere of shared responsibility and cooperation was clearly evident to the visiting team as well.

NEW PROGRAMS SEEKING APPROVAL FROM THE NHDOE, BUREAU OF SPECIAL EDUCATION

The visiting team reviewed Chester Academy's request for new program additions of a Speech Only program for grades Preschool and Kindergarten as well as Extended School Year programs for grades Preschool through grade 8, during the 2006 NHDOE Program approval process. The visiting team recommends full approval for the program as both state and federal special education requirements have been met.

COMMENDATIONS

1. The Chester Academy staff members are professional, hard working and dedicated to providing all of the district's students with equal educational opportunities.
2. There is a strong leadership team within the Chester School District that includes the special education director. This follows a period of administrative turnover. The common goals and mission of the present administrative team provides a clear guideline for the district's educational future.
3. The Case Study teams were well prepared and thoughtful in the development of student case studies and in the presentations made to the visiting team.
4. The development of IEP goals that are closely aligned to the NH Grade Level Expectations and NH Curriculum Standards is seen as a strength of this school. The district is encouraged to continue to develop this model and to evaluate its effectiveness as their inclusionary practice evolves.
5. The school district's paraprofessional staff are highly valued by the school community and are dedicated to providing students with the necessary supports.
6. There is a warm, welcoming and educational atmosphere in this Preschool, Grade 1 to 8 school community. Evidence of student art work and projects throughout the school building helps to create a student centered learning environment.
7. The preschool program provides effective early childhood programming to the district's preschool students with educational disabilities.
8. The curriculum mapping and revisions taking place under the guidance of the curriculum coordinator is seen as helpful to the district's educators in the provision of a comprehensive and aligned curriculum model.
9. The challenge of a small school district is to provide the range of supports that students may require to make the educational gains they should. Chester Academy staff and administration work hard to be creative and meet the individual learning needs of the students with educational disabilities and also of their non-disabled peers.
10. The administration of the DIBELS assessment provides the district with a regular and ongoing opportunity to monitor student progress and adjust instruction appropriately.
11. The Three Tier Model for reading instruction provides 90 minutes of core instruction with additional supports provided as necessary. This collaborative approach to reading instruction is seen as an effective model to respond to the range of learning needs within a classroom.
12. The speech and language model of providing the support to the students in the classroom setting is seen as a highly effective design.
13. Enrichment opportunities are provided to all of the Chester Academy students.
14. The adoption of the PBIS initiative as a school-wide model for positive behavior interventions and supports offers an effective structure to enhance the school culture.
15. The school facility is attractive, well maintained and cared for.

16. Chester School District's transition planning for students as they move from grade to grade are well planned, supports student progress, and provides a process for sharing student information from teacher to teacher.
17. Chester Academy is recognized as a Blue Ribbon School as parent volunteers provide significant support to the school.

ISSUES OF SIGNIFICANCE

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

As a result of the visit to the Chester School District, it was apparent that there is a need to establish a means to provide public Kindergarten programming so that all of the district's students have an equal advantage to early childhood education. The Chester School District is one of the few remaining school districts in the state and country that does not provide a public Kindergarten program to its students.

CITATIONS OF NONCOMPLIANCE IDENTIFIED AS A RESULT OF THE FEBRUARY 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. 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. A template and instructions for a plan will be provided. Citations of non-compliance may result from review of policies and procedures and related application materials, case study presentations, review of student records or any other program approval activity related to the visit to the Chester School District.

As a result of the Case Study Compliance Review, the following citations of non-compliance were identified. Each of the citations 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.

This section will need to include those corrective actions listed as not resolved from the previous visit, as well as any citations noted in the three focus areas, issues of significance, building summaries, James O, Out of District, or general review of policy, procedures, personnel roster etc.

ED 1109.01 (a) Elements of An Individualized Education Program (IEP)

The IEPs reviewed during the Case Study Compliance Review revealed that not all goals were written in measurable terms. While the IEPs did contain objectives as a means to measure progress toward the goals identified there is an expectation that IEP goals will be written in measurable terms.

SUGGESTIONS FOR PROGRAM-WIDE IMPROVEMENT

Suggestions for improvement, simply stated, are recommendations provided by the visiting team that are intended to strengthen and enhance programs, services, instruction and professional development, and the NHDOE strongly encourages that serious consideration be given to the suggestions. However, discretion may be used in this area; suggestions for improvement are not considered to be required corrective actions and you may determine which suggestions most warrant follow up and address those in your corrective action plan. System wide suggestions for improvement are listed below. Suggestions for individual programs are included in the Building Level Case Study Data Summary Reports, pages 16-28. 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 listed with the citations of noncompliance.

1. Chester School District is one of the few remaining school districts in the state and country without a public Kindergarten program. The district is strongly encouraged to continue their efforts to seek a plan to develop and provide a Kindergarten program so that all Chester students are offered equal access to early childhood education.
2. Chester Academy has been identified as a School In Need of Improvement (SINI) based on results of state assessment scores. The district is encouraged to continue to disaggregate and analyze the test results to determine if students with disabilities are making progress based on state and local assessment results and to adjust the curriculum, instructional and programming supports as necessary.
3. As the school grows and changes there may be a need to provide facilitated and structured opportunities for staff, parents and students to meet and review the school's philosophy and beliefs regarding the provision of services and supports to all of the school's students. Agreement on the models utilized within a school community is an essential component of the ongoing development and implementation of an inclusionary model which relies on a culture of collective responsibility for all students.
4. A challenge for small schools is to provide the range of programming options for all students with specific learning needs. The district is encouraged to continue their work in this area as the student population grows and student learning needs may change.
5. Continue to determine what professional development opportunities are needed by professional and paraprofessional staff as they work toward the ongoing development of the inclusionary model. Considerations might include embedded professional development in the area of team teaching, collaboration, understanding specific disabilities, universal design and differentiating the instruction to meet the needs of a wide range of student learners.
6. Continue to develop a database to measure outcomes for Chester Academy students and to follow student progress as students leave Chester Academy and attend high school at Pinkerton Academy. The information found in student high school outcomes can inform the Chester Academy staff and administrators of effective practices and identify areas in need of improvement.
7. Consider the design of an electronic student portfolio that can be used to store, monitor and share student progress from teacher to teacher as well as to parents and students throughout the student's school career.
8. The visiting team agreed that there is a need for an additional special education case manager to help balance the case loads and supports of the middle school students. It is the understanding of the visiting team that there is a plan to add this position in the upcoming academic year.
9. The Chester School District is hoping to establish the district as an independent SAU in the near future. This provides an excellent opportunity for long range strategic planning for the new SAU as they recognize the strength of their present resources and identify the new models and resources needed to become established as a highly effective school community. The administration is encouraged to include representatives from the school community in developing a road map for the future that addresses the needs of preschool, Kindergarten, school age and high school students with and without disabilities. The use of a comprehensive data collection system will further enable the administration and staff to evaluate the effectiveness of their present school program models and set new goals for future program initiatives.
10. While the present school facility is attractive and well designed there is a need to continue to evaluate the growing and future space needs. Specifically, space is needed for individual therapies, small groups and tutorial sessions and potentially a Kindergarten.

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: 14	School: Chester Academy	Date: February 12, 2006
Programs: Preschool		Number of Cases Reviewed: 1
Recorder/Summarizer: Nancy D'Agostino		

Collaborative Team Members:

Name: Patricia Serrano	<u>Building Level</u>	or	Visiting
Name: Karen Ralston	<u>Building Level</u>	or	Visiting
Name: Janet Cormier	<u>Building Level</u>	or	Visiting
Name: Karen Grady	<u>Building Level</u>	or	Visiting
Name: Karen Cassidy	Building Level	or	<u>Visiting</u>
Name: Eileen Beliveau	<u>Building Level</u>	or	Visiting
Name: Nancy D'Agostino	Building Level	or	<u>Visiting</u>
Name: Tina Gerstenberger	<u>Building Level</u>	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.

SUMMARIZE YOUR BUILDING LEVEL DATA

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

ACCESS TO THE GENERAL CURRICULUM STATEMENTS								
Ed. 1109.01 Elements of an IEP <u>CFR 300.347</u> Ed. 1109.05, Implementation of IEP Ed. 1115.07, Provision of Non-Academic Services <u>CFR 300.306</u> Ed. 1119.03, Full Access to District's Curricula <u>CFR 300.24, CFR 300.347</u> Ed. 1119.08, Diplomas <u>CFR 300.347(a) (1) (i)</u> ". . . general curriculum (i.e. ,the same curriculum as for nondisabled children)" <u>CFR 300.347 (a) (1) (iii)</u> "To be educated and participate with other children with disabilities and non disabled children"						YES	NO	N/A
Is there a written general education curriculum in place for preschoolers?						1		
Does the curriculum incorporate social/emotional skills?						1		
Has this student made progress in social/emotional skills?						1		
Does the curriculum incorporate early language/communication skills?						1		
Has this student made progress in early language/communication skills?						1		
Does the curriculum incorporate pre-reading skills?						1		
Has this student made progress in pre-reading skills?						1		
Does this student have access to appropriate preschool activities?						1		
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?						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 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		
Was an IEP fully developed and signed by the student's third birthday?						1		
Are this student's IEP goals written in measurable terms?						1		

Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> 1. The preschool staff members are highly skilled and dedicated to their work. 2. The district has adopted a formal Preschool curriculum and related activities are developmentally appropriate. 3. There is parent involvement in the preschool program. 4. The preschool team has access to both the visual and sensory supports needed to allow children access to the curriculum. 5. There are individualized supports for ALL students. 6. Related services therapies are integrated into the program. 7. There is team collaboration and sharing of materials and ideas. 8. The Chester School District provides school-wide professional development for all staff. 9. The District can be commended on its plan to provide both information and professional development opportunities to the community-based Pre-K and Kindergarten programs. Participating local sites will be trained in the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment model. The DIBELS project will provide valuable information for both early child programs and Chester Academy. 	<ol style="list-style-type: none"> 1. The District is encouraged to continue their review and planned acquisition of curriculum and assessment tools such as the Creative Curriculum and ABBLIS (Assessment of Basic Language and Learning Skills) 2. It is recommended the district continue linking the preschool and kindergarten programs, materials and training with programs for students with educational disabilities with those used in the elementary grades. 3. The district is encouraged to consider what additional methods may be needed to provide a wider range of program options for preschoolers with potentially more involved disabilities. 4. The district is encouraged to continue efforts to ensure that students with disabilities include a ratio of typical peers in the preschool programs.

SUMMARIZE YOUR BUILDING LEVEL DATA

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

TRANSITION STATEMENTS					
Ed .1102.53, Transition Services CFR 300.29 Ed. 1109.01, Elements of an IEP (Transition Services) CFR 300.347 (b) (1) (2) Ed. 1109.03, IEP Team CFR 300.344 (b) (1) This includes movement from (a) Early Supports and Services (ESS) to preschool, b) pre-school to elementary school, (c) age 14 or younger, or (d) age 16 or older, as well as from grade to grade and school to school.				YES	NO
Transition planning from ESS to preschool takes place.				1	
Transition planning from preschool to kindergarten or 1 st grade takes place.				1	
District staff participated in a transition planning conference arranged by ESS and this transition planning conference occurred at least 90 days before the student's third birthday. If not, was it due to: (check all that apply)					1
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 Student referred in late February – BD May 1st	Parent / School Communication Breakdown		Other		
				YES	NO
Team around transition includes parents.				1	
Team around transition includes appropriate agencies.				1	
Services agreed on in the IEP began by the time specified in the IEP.				1	
Early Supports and Services provided the school or district with initial information prior to 90 days.					1
Early Supports and Services evaluation information was shared with the school or district.				1	
Strengths		Suggestions for Improvement			
<ol style="list-style-type: none"> 1. The addition of a part-time preschool educator has been helpful in sharing the caseload for preschool and kindergarten and conducting child find duties. 2. Both the preschool case managers/teachers were part of the summer programming. 3. The Special Education Director is open and creative about finding new solutions for student's programming. 4. Transitions are made with the assigned paraprofessional for some students with disabilities to help assure a smooth transition. 5. The teachers for three year and four-year old programs share a classroom/office space so students get to see both teachers. 6. There is open communication with parents of the preschoolers. 7. Home programming is provided as needed. 		<ol style="list-style-type: none"> 1. It is recommend the district consider additional plans that may need to be developed to meet the changing needs of programming, staffing and placements of children with multiple disabilities as preschool students move into the Kindergarten and first grade classrooms. 2. It is strongly recommended the district look at ways to improve communication with Early Supports and Services to ensure the timely transition of children and families into programming on the preschool level. 3. As the district works with Early Supports and Services it is recommended they develop common language to share with families around what to expect as they transition to preschool. This may include information on developmental milestones, preschool settings and time lines. 			

SUMMARIZE YOUR BUILDING LEVEL DATA

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

<u>BEHAVIOR STRATEGIES AND DISCIPLINE</u>		YES	NO	N/A
Ed. 1109.02 Program	CFR 300.346			
Ed. 1119.11 Disciplinary Procedures	CFR 300.519-300.529			
Ed. 1133.07 (a) (b) (c) (d) (e)	CFR 300.510-300.529			
Child Management – Private Schools	RSA 169-C Child Protection Act			
Data are used to determine impact of student behavior on his/her learning.		1		
Has this student ever been suspended from school?			1	
If yes, for how many days?				
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		
Strengths	Suggestions for Improvement			
<ol style="list-style-type: none"> 1. The preschool team has access to a Behavior Consultant. 2. The team developed a working/quiet space for some children to work with fewer distractions. 3. The Chester Academy’s developmentally appropriate and flexible program/curriculum supports the needs of young children and provides opportunities for success thus lowering frustrations and behavior issues. 4. The developmentally appropriate programming/curriculum and expectations supports the needs of young children. 5. The staff understands the needs of their students and has the ability to communicate calmly and effectively. 6. There is collaboration, respect and support within the staff. 	<ol style="list-style-type: none"> 1. It is recommended the district continue to support the team with professional development opportunities, in particular, around programming for more involved preschoolers. This might include training on Behavior Interventions such as CPI. 2. It is recommended the team explore and provide ways to offer training and support to parents on effective methods for connecting and generalizing student interventions for carry over outside of the school setting. 3. For students with significant behavioral issues develop a formalized behavior plan written in a user-friendly format to be included with the IEP. 			

SUMMARY OF BUILDING LEVEL STRENGTHS AND SUGGESTIONS FOR IMPROVEMENT

Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> 1. There is administrative support for the preschool. 2. The preschool team are seen as a significant strength of the program. 3. The preschool team has included the addition of family social functions this year to bring children both with and without disabilities and their families together. This fosters an understanding of the diversity within the classes. An example of this is the Pot Luck Supper. 4. The preschool outdoor play area has new equipment purchased in part by CIDER Grant funds from the last NHDOE Special Education Program Approval visit. The equipment provides opportunities for the preschoolers to develop gross motor skills as well as social/emotional skills. 5. Parents are supportive of the preschool program. 	<ol style="list-style-type: none"> 1. It is recommended the district continue to explore ways to incorporate specialties (i.e. art, music) that can be integrated into the classroom by program therapists. 2. As the preschool program grows and evolves, the district should continue to review the staffing needs of the program to determine needs for additional staff or supports. 3. Consider the possibility of providing the preschool program with access to community spaces within the building (e.g. gymnasium, library). 4. Continue to develop the data collection procedures for the preschool program as a way to gather and analyze relevant data outcomes to inform future program decisions. 5. Continue to provide preschool staff with professional development opportunities in the area of writing measurable goals. 6. It is strongly recommend the district continue its efforts to develop a public kindergarten program. This will provide consistency and quality instruction for all children entering first grade. 7. Although the preschool team has developed some opportunities for families to gather together they are encouraged to consider other opportunities to establish a parent network for parents of children with significant educational needs. Having such supports in place as families enter the district's preschool programs will help in developing positive relationships and open communication as students move through the school grades.

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: 14	School: Chester Academy	Date: February 21, 2006
Programs: Modified Regular and Resource Room		Number of Cases Reviewed: 2
Recorder/Summarizer: Nancy DeLuca		

Collaborative Team Members:

Name: Kim Schafer	Building Level	or	<u>Visiting</u>
Name: Nancy DeLuca	Building Level	or	<u>Visiting</u>
Name: Carol Mabrey	<u>Building Level</u>	or	Visiting
Name: Kim Bernard	<u>Building Level</u>	or	Visiting
Name: Karen True	<u>Building Level</u>	or	Visiting
Name: Peggy Ferreri	<u>Building Level</u>	or	Visiting
Name: Eileen Beliveau	<u>Building Level</u>	or	Visiting
Name: Rebecca Niland	<u>Building Level</u>	or	Visiting
Name: Melissa Goulet	<u>Building Level</u>	or	Visiting
Name: Robert Wells	Building Level	or	<u>Visiting</u>
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.						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 Yes	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. Chester Academy students are included in general education classrooms with the appropriate supports provided so that they can access the general curriculum.
2. Teachers review assessment results to determine the effectiveness of their instruction and to make adjustments as necessary.
3. Assessments are provided at regular intervals. The frequency is determined by student need.
4. Enrichment opportunities are made available to all students.
5. Special education and general education teachers work as a team in order to plan for student accommodations and to anticipate curriculum needs for students with disabilities.
6. IEP goals are written to align with the school curriculum.
7. Paraprofessional staff members are included in specialist service delivery areas to provide carry-over from therapy to the classroom.
8. Special educators are included in grade level meetings so that communication and information happen at the team level.
9. Student program adjustments are made quickly and appropriately in response to student needs based on student input.
10. There are opportunities for building self-esteem created for students by sharing their strengths with younger students.

Suggestions for Improvement

1. There is a need to schedule common planning time among general and special education teachers and paraprofessionals to review upcoming curriculum components, plan instructional strategies, related accommodations and/or modifications, and review student progress.

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:			
Transition planning from grade to grade takes place.	1		1
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.	1		
IEP team and process includes student as part of transition planning.	1		
IEP includes current level of performance related to transition services.	1		
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		
A statement of the transition service needs is included in the IEP.	1		
The statement of transition focuses on the student's course of study (e.g. vocational programming, advanced placement).	1		
If the student is age 16 or older during course of the IEP, <u>also</u> respond to the following 11 statements:	YES	NO	N/A
Transition plan, including student's <u>measurable</u> post-high school goals, is in place.			
There is documentation that representatives of other agencies have been invited to IEP meetings.			
Statement of needed transition services is presented as a coordinated set of activities.			
The statement of transition focuses on the student's course of study (e.g. vocational programming, advanced placement).			
The IEP includes a statement of needed transition services and considers instruction.			
The IEP includes a statement of needed transition services and considers related services.			
The IEP includes a statement of needed transition services and considers community experiences.			
The IEP includes a statement of needed transition services and considers development of employment skills.			
The IEP includes a statement of needed transition services and considers development of daily living skills.			
Student is informed prior to age 17 of his/her rights under IDEA.			
If the student is preparing to graduate this year, there is a summary of the student's academic achievement and functional performance , which includes recommendations on how to assist the student in meeting his or her post-secondary goals.			

Transition

Strengths

Transition activities at Chester Academy include:

1. A “step-up” day for all students in grades 1 through 5.
2. A “Move-up” dance for the 5th grade students to celebrate the move from elementary to the middle school program.
3. School-wide family barbeque at the beginning of each school year so families and staff can meet and get acquainted.
4. Course night is available for 8th grade students and parents at the high school level to prepare for 9th grade transition

Other transition strengths:

5. The high school representatives/staff attend the 8th grade students’ IEP meetings to meet the incoming students and begin to understand their learning needs.
6. Individual input sheets are filled out to share information from grade to grade. The case manager provides specific information for each student on her case load.
7. Eighth grade teachers are involved in making course recommendations for the 8th grade students.
8. Placement of individual students is determined based on the best match for student learning styles and the teacher and paraprofessionals instructional style.

Suggestions for Improvement

1. Consider developing a formal documentation of the grade to grade transition process so that parents, students and teachers are aware of upcoming activities and of the transition process.

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.					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. Chester Academy has adopted the PBIS initiative and the evidence of the school's engagement in this effective model is clear throughout the school.					

SUMMARY OF BUILDING LEVEL STRENGTHS AND SUGGESTIONS FOR IMPROVEMENT

Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> 1. The effectiveness of the PBIS initiative is evident throughout the building. 2. The special education department clearly works well as a collaborative team. 3. Chester Academy has a professional and highly trained staff who are invested in helping students reach individual success. 4. The relatively small class size in the school is seen as a strength. 5. The school has a strong technology component. The student run televised morning announcements and rolling computer lab are two examples of the presence of advanced technology. 6. The school's mentoring program is effective in providing support to new teachers. 	<ol style="list-style-type: none"> 1. There is a need for additional space within the school building to conduct the special education programs at all grade levels. 2. The district does not provide a public Kindergarten program to the communities' students. This is seen by the visiting team as an area that should be addressed by the district, so that all students are provided with an equal opportunity for early childhood instruction. 3. All teachers should be provided with ongoing professional development related to increasing their knowledge of specific disabilities and instructional strategies that will maximize their access to the general education curriculum. 4. Review the present staffing patterns to determine if there is a need for additional special education staff to decrease the case management sizes in coming years. This could result in creating more time for instruction and planning between general and special educators.

VII. ADDENDUM: OUT OF DISTRICT AND JAMES O SUMMARIES

ADDENDUM

Out-of-District File Review

**SAU 14
Chester School District**

Date: February 22, 2006

Reviewer: Maryclare Heffernan

ADDENDUM
Out-of-District File Review

SAU14

Number of Files Reviewed: 1 file was reviewed

COMMENDATIONS

Record reviewed was complete and addressed all necessary areas of required procedures.

CITATIONS OF NONCOMPLIANCE

None

ADDENDUM

JAMES O. MONITORING PROGRAM

SAU 14

Student File Review

Case Study Document

Reimbursement Claim Form

Case Study Addendum Form

Date: February 22, 2006

Reviewer: Maryclare Heffernan

ADDENDUM
JAMES O. MONITORING PROGRAM

SAU14 Chester Academy

Number of files reviewed: 1 File reviewed

COMMENDATIONS:

Record reviewed was complete and addressed all necessary areas of required procedures.

CITATIONS OF NONCOMPLIANCE:

None