

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

**SAU16
SUMMARY REPORT**

**Brentwood, East Kingston, Kensington, Newfields,
Stratham, Exeter, The Exeter Region Cooperative School
District**

**Arthur L. Hanson, Superintendent of Schools
Patricia Dowey, Director of Special Education**

Chairperson, Visiting Team: Maryclare Heffernan
Education Consultant

Visit Conducted on January 30, 31, 2007

Report Date: March 28, 2007

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I. TEAM MEMBERS

Visiting Team Members:

NAME	PROFESSIONAL ROLE
Chairperson: Maryclare Heffernan	Education Consultant
Dr. Richard Ayers	Education Consultant
Colleen Bovi	Special Education Director
Nancy D'Agostino	Education Consultant
Dr. Richard Lates	Education Consultant
Katie Remmetter	Preschool Teacher

Building Level Team Members:

NAME	PROFESSIONAL ROLE	NAME	PROFESSIONAL ROLE
Bob Andrews	High School Director	Kathy Atwood	Case Manager
Jim Collins	Culinary Arts Teacher	Alissa Krauss	Case Manager
Ann-Marie Kutchevey	Occupational Therapist	Monica Muldoon	Physical Therapist
Penny Riley	Paraeducator	Susan Curtis	Director of Instruction
Marcia Doskacal	Teacher	Penny Holman	Speech
Heather Wavv	Speech		

INTRODUCTION

SAU 16 is comprised of the Brentwood, East Kingston, Kensington, Newfields, Stratham, Exeter and The Exeter Region Cooperative School Districts. These neighboring towns are located in the seacoast area of the state within easy access to major commuting routes. The state of New Hampshire has experienced steady population growth in many of the southern communities of the state in recent years. The location of the school districts in the southern part of the state along travel corridors and within proximity to Boston and the seacoast raises the potential for ongoing and increasing population growth and therefore of an increasing demand for programs and services from preschool through secondary levels in the SAU 16 school systems in the years ahead.

The relatively rural and suburban community schools range in size from the small elementary schools in East Kingston with 152 elementary students, Kensington with 177 elementary students and Newfields with 150 elementary students, to Stratham with 521 elementary students and Exeter with 705 elementary students in two schools. The Exeter Cooperative School District includes the Exeter Middle School, located in Stratham, and Exeter High School, located in Exeter, with a total student enrollment of 2,967 students attending from each of the SAUs towns. The SAU opened the doors to a new high school in the fall of 2006. This well designed high school facility presently serves students from all of the districts with the SAU.

The New Hampshire Department of Education Bureau of Special Education conducted a modified Program Approval and Improvement review of SAU 16 with a focused emphasis on the transition process and procedures for students with disabilities entering and exiting the school system. Therefore the visit included randomly selected IEP reviews of students placed in preschool program settings as well as in the high school. The SAU 16 model for preschool programming includes both public school-based and community-based private program settings, therefore visits were made to public preschool programs as well as private school programs.

SAU Mission

The SAU school districts are committed to working together to achieve common standards and values that will result in graduates who are caring, productive, and contributing members of society.

NAME OF DISTRICT: Brentwood			
DISTRICT ENROLLMENT DATA	2004-05	2005-06	2006-07
Total Student Enrollment (ages 6-21) (as of Oct 1)	322	323	402
Expenditure Per Pupil	8,728.00	9,519.00	
Cumulative Drop-Out % (grades 9-12) students with disabilities	N/A	N/A	
Cumulative Drop-Out % (grades 9-12) non-disabled students	N/A	N/A	N/A
Free/Reduced Lunch %	5.6	5.0	2.6
Title I %	12.4	13	9.7
LEP %	0.0	0.6	0.6
SPECIAL EDUCATION PROGRAM DATA	2004-05	2005-06	2006-07
# of Identified Students Ages 3-5 (as of Oct. 1)	6	15	13
# of Identified Students Ages 6-21 (as of Oct. 1)	48	48	42
% Identified Ages 6-21 (as of Oct. 1)	14.9	14.8	10.4

# Out of District	0	1	1
% Out of District	0	.3	.4
# of Students Out of Compliance (as of Oct. 1)			0
Special Programs Total Expenditure	720,747.00	1,500,620.00	
Average Caseload (as of Oct. 1)	16	16	14
# Identified Students Suspended One Or More Times		N/A	
# of students with disabilities who are being provided home instruction (as of Dec.1)		0	1
# of students with disabilities who have been placed on a "shortened school day" (as of Dec. 1)		0	0
Special Education Staffing: (report in FTEs)	2004-05	2005-06	2006-07
# of Special Educators			3
# of Related Service Providers			6
# of Paraprofessionals			14.4

NAME OF DISTRICT: East Kingston			
DISTRICT ENROLLMENT DATA	2004-05	2005-06	2006-07
Total Student Enrollment (ages 6-21) (as of Oct 1)	149	157	152
Expenditure Per Pupil	11,479.00	11,046.00	
Cumulative Drop-Out % (grades 9-12) students with disabilities	N/A	N/A	
Cumulative Drop-Out % (grades 9-12) non-disabled students	N/A	N/A	N/A
Free/Reduced Lunch %	8.1	8.9	6.6
Title I %	0	10.1	7
LEP %	0	.6	0
SPECIAL EDUCATION PROGRAM DATA	2004-05	2005-06	2006-07
# of Identified Students Ages 3-5 (as of Oct. 1)	5	5	3
# of Identified Students Ages 6-21 (as of Oct. 1)	25	28	22
% Identified Ages 6-21 (as of Oct. 1)	16.7	17.8	14.5
# Out of District	0	0	0
% Out of District	0	0	0
# of Students Out of Compliance (as of Oct. 1)			0
Special Programs Total Expenditure	456,377.00	445,556.00	
Average Caseload (as of Oct. 1)	15	17	13
# Identified Students Suspended One Or More Times		0	
# of students with disabilities who are being provided home instruction (as of Dec.1)		0	0
# of students with disabilities who have been placed on a "shortened school day" (as of Dec. 1)		0	0
Special Education Staffing: (report in FTEs)	2004-05	2005-06	2006-07
# of Special Educators			2
# of Related Service Providers			5
# of Paraprofessionals			9.5

NAME OF DISTRICT: Kensington			
DISTRICT ENROLLMENT DATA	2004-05	2005-06	2006-07
Total Student Enrollment (ages 6-21) (as of Oct 1)	166	182	177
Expenditure Per Pupil	9,489.00	9,989.00	
Cumulative Drop-Out % (grades 9-12) students with disabilities	N/A	N/A	
Cumulative Drop-Out % (grades 9-12) non-disabled students	N/A	N/A	N/A
Free/Reduced Lunch %	0	1.1	0
Title I %	.9	0	0
LEP %	0	0	0
SPECIAL EDUCATION PROGRAM DATA	2004-05	2005-06	2006-07
# of Identified Students Ages 3-5 (as of Oct. 1)	3	5	5
# of Identified Students Ages 6-21 (as of Oct. 1)	37	30	27
% Identified Ages 6-21 (as of Oct. 1)	22.2	16.5	15.2
# Out of District	0	0	0
% Out of District	.6	0	0
# of Students Out of Compliance (as of Oct. 1)			0
Special Programs Total Expenditure	421,078.00	450,348.00	
Average Caseload (as of Oct. 1)	20	17	16
# Identified Students Suspended One Or More Times		0	
# of students with disabilities who are being provided home instruction (as of Dec.1)		0	0
# of students with disabilities who have been placed on a "shortened school day" (as of Dec. 1)		0	0
Special Education Staffing: (report in FTEs)	2004-05	2005-06	2006-07
# of Special Educators			2
# of Related Service Providers			5
# of Paraprofessionals			8

NAME OF DISTRICT: Newfields			
DISTRICT ENROLLMENT DATA	2004-05	2005-06	2006-07
Total Student Enrollment (ages 6-21) (as of Oct 1)	156	149	150
Expenditure Per Pupil	8,871.00	10,818.00	
Cumulative Drop-Out % (grades 9-12) students with disabilities	N/A	N/A	
Cumulative Drop-Out % (grades 9-12) non-disabled students	N/A	N/A	N/A
Free/Reduced Lunch %	0	1.3	2.0
Title I %	0	0	0
LEP %	0	0	0
SPECIAL EDUCATION PROGRAM DATA	2004-05	2005-06	2006-07
# of Identified Students Ages 3-5 (as of Oct. 1)	7	7	1

# of Identified Students Ages 6-21 (as of Oct. 1)	35	29	25
% Identified Ages 6-21 (as of Oct. 1)	22.4	19.4	16.6
# Out of District	0	0	0
% Out of District	0	0	0
# of Students Out of Compliance (as of Oct. 1)			0
Special Programs Total Expenditure	465,094.00	496,668.00	
Average Caseload (as of Oct. 1)	21	18	13
# Identified Students Suspended One Or More Times		0	
# of students with disabilities who are being provided home instruction (as of Dec.1)		0	0
# of students with disabilities who have been placed on a "shortened school day" (as of Dec. 1)		0	0
Special Education Staffing: (report in FTEs)	2004-05	2005-06	2006-07
# of Special Educators			2
# of Related Service Providers			5
# of Paraprofessionals			5

NAME OF DISTRICT: Stratham			
DISTRICT ENROLLMENT DATA	2004-05	2005-06	2006-07
Total Student Enrollment (ages 6-21) (as of Oct 1)	527	536	521
Expenditure Per Pupil	9,982.00	10,917.00	
Cumulative Drop-Out % (grades 9-12) students with disabilities	N/A	N/A	
Cumulative Drop-Out % (grades 9-12) non-disabled students	N/A	N/A	N/A
Free/Reduced Lunch %	4.0	3.7	6.9
Title I %	6.6	5.0	3.6
LEP %	0.4	0.4	0.6
SPECIAL EDUCATION PROGRAM DATA	2004-05	2005-06	2006-07
# of Identified Students Ages 3-5 (as of Oct. 1)	23	24	18
# of Identified Students Ages 6-21 (as of Oct. 1)	57	62	56
% Identified Ages 6-21 (as of Oct. 1)	10.8	11.5	10.7
# Out of District	0	0	0
% Out of District	0	0	0
# of Students Out of Compliance (as of Oct. 1)			0
Special Programs Total Expenditure	1,658,666.00	1,865,698.00	
Average Caseload (as of Oct. 1)	12	14	12
# Identified Students Suspended One Or More Times		0	
# of students with disabilities who are being provided home instruction (as of Dec.1)		0	0
# of students with disabilities who have been placed on a "shortened school day" (as of Dec. 1)		0	0
Special Education Staffing: (report in FTEs)	2004-05	2005-06	2006-07
# of Special Educators			6

# of Related Service Providers			10
# of Paraprofessionals			19.5

NAME OF DISTRICT: Exeter			
DISTRICT ENROLLMENT DATA	2004-05	2005-06	2006-07
Total Student Enrollment (ages 6-21) (as of Oct 1)	850	832	705
Expenditure Per Pupil	10,869.00	11,385.00	
Cumulative Drop-Out % (grades 9-12) students with disabilities	0	0	
Cumulative Drop-Out % (grades 9-12) non-disabled students	0	0	0
Free/Reduced Lunch %	24	15	19
Title I %	14.2	16.8	7.4
LEP %	0.6	0.0	1.0
SPECIAL EDUCATION PROGRAM DATA	2004-05	2005-06	2006-07
# of Identified Students Ages 3-5 (as of Oct. 1)	41	37	35
# of Identified Students Ages 6-21 (as of Oct. 1)	121	139	115
% Identified Ages 6-21 (as of Oct. 1)	14.2	16.7	16.3
# Out of District	0	0	0
% Out of District	0	0	0
# of Students Out of Compliance (as of Oct. 1)			0
Special Programs Total Expenditure	2,550,268.00	3,290,892.00	
Average Caseload (as of Oct. 1)	9	10	8
# Identified Students Suspended One Or More Times		1	
# of students with disabilities who are being provided home instruction (as of Dec.1)		0	0
# of students with disabilities who have been placed on a "shortened school day" (as of Dec. 1)		0	0
Special Education Staffing: (report in FTEs)	2004-05	2005-06	2006-07
# of Special Educators			14
# of Related Service Providers			13
# of Paraprofessionals			39

NAME OF DISTRICT: COOP			
DISTRICT ENROLLMENT DATA	2004-05	2005-06	2006-07
Total Student Enrollment (ages 6-21) (as of Oct 1)	2946	2939	2967
Expenditure Per Pupil	9,225.00	10,885.00	
Cumulative Drop-Out % (grades 9-12) students with disabilities	N/A	N/A	
Cumulative Drop-Out % (grades 9-12) non-disabled students	11.8	TBA	UNKOWN
Free/Reduced Lunch %	5.5	TBA	UNKNOWN
Title I %	1.6	2.5	1.8
LEP %	0.1	0.5	0.3

SPECIAL EDUCATION PROGRAM DATA	2004-05	2005-06	2006-07
# of Identified Students Ages 3-5 (as of Oct. 1)	0	0	0
# of Identified Students Ages 6-21 (as of Oct. 1)	468	472	465
% Identified Ages 6-21 (as of Oct. 1)	15.8	16.4	15.6
# Out of District	43	40	40
% Out of District	1.5	1.3	1.3
# of Students Out of Compliance (as of Oct. 1)			0
Special Programs Total Expenditure	4,880,263.00	6,825,605.00	
Average Caseload (as of Oct. 1)	17	17	17
# Identified Students Suspended One Or More Times		N/A	
# of students with disabilities who are being provided home instruction (as of Dec.1)		1	1
# of students with disabilities who have been placed on a "shortened school day" (as of Dec. 1)		0	0
Special Education Staffing: (report in FTEs)	2004-05	2005-06	2006-07
# of Special Educators			27
# of Related Service Providers			23
# of Paraprofessionals			60

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

The New Hampshire Department of Education (NHDOE) conducted a Modified Special Education Program Approval Visit to SAU 16 for the purpose of reviewing the present status of programs and services made available to children and youth with educational disabilities. A particular emphasis was placed on SAU 16's transition planning process by focusing specifically on IEP reviews of sample preschool and high school students to review IEPs and programs of students moving into and out of the school system. As part of the NHDOE Special Education Program Approval Visit, IEPs and related documents were reviewed with the members of the IEP teams, and interviews were conducted with administrators in the following schools and programs:

- East Kingston Elementary School
- Exeter Developmental Preschool
- Lincoln Street Elementary School
- Stratham Elementary School
- Swasey Central School
- Exeter High School

The New Hampshire Department of Education, Bureau of Special Education, typically conducts program approval visits using a Case Study Model. However, during the 2006-07 school-year, because the NHDOE is transitioning to a new monitoring model, four SAUs in New Hampshire were selected to participate in a Modified Special Education Program Approval Process and SAU 16 was one of those four selected. This process blends some of the elements of the Case Study Compliance Review with a more traditional review of student IEPs. These IEPs were randomly selected for the purpose of verifying compliance with state and federal special education rules and regulations, and to determine student status as related to successful outcomes. In order to accomplish this Modified Program Approval Process, visits were conducted to selected schools and a combination of quantitative and qualitative data were reviewed. These include student IEPs and feedback from leadership, parents, students and staff, along with review of data submitted with the program approval application. Activities related to this NHDOE Case Study Compliance Visit included the review of:

- ♦ All application materials submitted
- ♦ 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

The New Hampshire Department of Education provided a visiting team of professional educators to work collaboratively with staff in each of the schools in this Modified Special Education Program Approval Visit and the related data collection activities. The NHDOE Special Education Program Approval Process provided the opportunity for the visiting and building level team members to review student IEPs of a representative sampling of the special education student population at both the middle and high school levels.

Evidence of the work conducted in district, and results related to student IEPs was gathered throughout the process, guided by the materials and templates provided by the NHDOE, Bureau of Special Education. Input was gathered from key constituents, including feedback with professional staff, parents, administrators, and in some cases the students. The chairpersons of the team summarized the collective data that resulted from the IEP presentations. This summary is included in the report that follows, and includes identified areas of strength, areas needing improvement and citations of noncompliance that must be corrected within one year of the date of this report.

Throughout the entire review process, the visiting team worked in collaboration with the staff of SAU 16. 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 February 12-13, 2002 NHDOE Special Education Program Approval Report, there were no areas of non-compliance identified. Suggestions for Improvement identified were specific to individual schools. The following areas were identified as needing improvement:

- Training related to issues of autism, reading instruction and technology
- Additional School Psychologist
- Transition planning for students moving from elementary to middle school
- Development of a district level preschool program

All areas in need of improvement and identified with suggestions for improvement have been addressed and improvements are documented.

V. RESULTS OF THE JANUARY 2007 NHDOE SPECIAL EDUCATION MODIFIED PROGRAM APPROVAL VISIT

In SAU16, the NHDOE worked with the administration in the random selection of student IEPs to ensure that there was a representative sampling of data collected from the programs and schools located within the preschool and high school special education programs. In order to monitor whether or not special education

programs are in compliance, it was essential that each IEP team be prepared to present the IEP, demonstrate evidence that the document is in compliance, and provide documentation of successful student outcomes.

PARENT PARTICIPATION

One of the defining features of effective schools is strong parent/community relations and open communication. Having parents as active stakeholders 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' IEP 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 IEP presentations; and secondly, all parents of students with disabilities are surveyed and encouraged to reply.

Below is a summary of the results of the SAU 16 parent survey, along with a summary of the comments/feedback provided to the visiting team during the January 2007 NHDOE Special Education Modified Program Approval Visit.

A total of 735 surveys were mailed to parents of students with disabilities in SAU 16. Response rates were as follows: Exeter Elementary School 55%, Brentwood Swasey Elementary School 52%, East Kingston 29%, Kensington 43%, Newfields Elementary School 79%, Stratham Memorial School 40%, and The Exeter Region Cooperative School District 49%. The surveys represent a range of results and include several suggestions for improvements from parent comments. Parents interviewed as part of the process indicated satisfaction with the programming their student has been provided.

The survey results found that SAU 16 parents at all levels fully participate in special education decisions regarding their child, are provided with a copy of procedural safeguards at least once a year and that their student has opportunities to interact with non-disabled students on a regular basis. Additionally parents indicate that their students feel safe and secure in school, and they are satisfied with the manner in which behavior and social and developmental needs are supported by the district's staff and programs. In addition, high school parents indicate satisfaction that their student earns credits toward a regular high school diploma.

Areas identified that may need improvement include both IEP progress reporting and transition planning and supports. There is an indication that parents would like to receive more information regarding student progress toward IEP goals. Parents suggest that more transition planning and supports provided to students as they move from grade to grade and school to school may be needed and would be helpful.

While overall responses indicate general parent satisfaction with district programs and supports for students with disabilities, there are several indications of parent concern in the areas mentioned above. The district is encouraged to review the parent survey results, and accompanying comments, to identify specific areas suggested for improvements by parents. Specifically to determine if there is a need for greater communication between school and home, to ensure that parents are included in progress reporting, are aware of their student's progress toward the IEP goals and feel included in the transition planning for students as they move through the school system toward graduation.

SUMMARY OF PARENT SURVEY DATA

SAU: 16 District Preschools		
Total number of surveys sent: 44	Total # of completed surveys received: 23	Percent of response: 52%

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.	20	2	0	1
My child has opportunities to interact with non-disabled peers on a regular basis.	21	0	1	1
I am adequately informed about my child’s progress.	15	6	0	2
My child is informed about and encouraged to participate in school activities outside of the school day, and is offered necessary supports.	12	6	3	2
My child feels safe and secure in school and welcomed by staff and students.	22	1	0	1
A variety of information (observations, test scores, school work, parent input) was used in developing my child’s IEP.	19	2	0	2
I am satisfied with the progress my child is making toward his/her IEP goals.	18	3	0	2
FOR PARENTS OF HIGH SCHOOL STUDENTS:	0	0	0	23
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.	10	2	0	11
All of the people who are important to my child’s transition were part of the planning.	13	0	0	11
FOR PARENTS OF STUDENTS AGE 16 OR OLDER:	0	0	0	23
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 7			NO 16
I have been involved in the development of behavior interventions, strategies and supports for my child.	6	2	0	3
I am satisfied with the way the school is supporting my child’s behavioral, social and developmental needs.	11	1	0	7
OTHER:				
I fully participate in special education decisions regarding my child.	22	0	0	1
I have been provided with a copy of the procedural safeguards (parental rights) at least once a year.	22	0	0	1

SAU: 16 District Elementary Schools		
Total number of surveys sent: 334	Total # of completed surveys received: 162	Percent of response: 49%

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.	118	42	0	2
My child has opportunities to interact with non-disabled peers on a regular basis.	149	8	3	2
I am adequately informed about my child's progress.	112	46	1	3
My child is informed about and encouraged to participate in school activities outside of the school day, and is offered necessary supports.	111	33	8	10
My child feels safe and secure in school and welcomed by staff and students.	147	13	0	2
A variety of information (observations, test scores, school work, parent input) was used in developing my child's IEP.	141	16	0	5
I am satisfied with the progress my child is making toward his/her IEP goals.	103	45	5	9
FOR PARENTS OF HIGH SCHOOL STUDENTS: My child earns credits toward a regular high school diploma in all of his/her classes.	0	0	9	162
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.	97	26	5	34
All of the people who are important to my child's transition were part of the planning.	89	22	4	47
FOR PARENTS OF STUDENTS AGE 16 OR OLDER: I am satisfied with the written secondary transition plan that is in my child's IEP.	3	0	0	159
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 96		NO 66	
I have been involved in the development of behavior interventions, strategies and supports for my child.	74	13	0	75
I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs.	72	21	2	67
OTHER:				
I fully participate in special education decisions regarding my child.	144	12	1	5
I have been provided with a copy of the procedural safeguards (parental rights) at least once a year.	157	1	0	4

SAU: 16 The Exeter Region Cooperative School District		
Total number of surveys sent: 438	Total # of completed surveys received: 215	Percent of response: 49%

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.	122	73	13	7
My child has opportunities to interact with non-disabled peers on a regular basis.	185	26	1	3
I am adequately informed about my child's progress.	120	75	17	3
My child is informed about and encouraged to participate in school activities outside of the school day, and is offered necessary supports.	117	65	20	13
My child feels safe and secure in school and welcomed by staff and students.	168	38	5	4

A variety of information (observations, test scores, school work, parent input) was used in developing my child's IEP.	184	26	3	2
I am satisfied with the progress my child is making toward his/her IEP goals.	121	65	21	8
FOR PARENTS OF HIGH SCHOOL STUDENTS: My child earns credits toward a regular high school diploma in all of his/her classes.	95	8	2	110
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.	135	47	22	11
All of the people who are important to my child's transition were part of the planning.	148	40	6	21
FOR PARENTS OF STUDENTS AGE 16 OR OLDER: I am satisfied with the written secondary transition plan that is in my child's IEP.	41	16	8	150
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 117			NO 98
I have been involved in the development of behavior interventions, strategies and supports for my child.	86	23	5	101
I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs.	70	37	9	99
OTHER:				
I fully participate in special education decisions regarding my child.	187	18	2	8
I have been provided with a copy of the procedural safeguards (parental rights) at least once a year.	205	4	0	6

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

In selecting the area of transition planning and supports on which to focus this Modified Special Education Program Approval visit the SAU 16 administration, staff, parents and students involved in the NHDOE process showed the well developed collaboration and problem solving that is part of the culture present within the SAU 16 school districts visited.

Staff members at the various schools were prepared to present the visitors with information regarding IEP development and engage in dialogue regarding the IEP development, the integration of therapies and services, the process and procedures for student transitions in and out of the school system from the preschool and then the high school perspectives. The process also provided the visiting team with an opportunity to determine the effectiveness of the services and supports provided to students representing a wide range of educational, social, behavioral, developmental and physical needs.

While this process focused specifically on transition points it also provided the visiting team with a general understanding of the district process and procedures for providing supports to all students with educational disabilities.

COMMENDATIONS

SAU 16 General Commendations

- A review of student IEPs during this modified visit found many examples of individual student goals that were well written in measurable terms with progress toward the goal monitored on a regular basis.
- The emphasis placed on collaborative transition planning as students enter the school system from Early Supports and Services and move to Preschool and Kindergarten programs was found to be effective and was commended by the visiting team.

- The transition planning for students reviewed who were preparing to exit the school system at the high school level was seen as collaborative and was commended by the visiting team.
- The SAU leadership has provided vision and goal setting with an emphasis on quality programs district-wide.
- SAU 16 staff members are found to be committed to their work, knowledgeable and professional with access to the professional development and supports necessary to provide students with best practices and effective programs.
- The work done within SAU 16 in the design of a comprehensive data collection system through such initiatives as establishing the Quality School Portfolio (QSP), NWEA MAPS testing, and the development of electronic student portfolios provides the districts with effective tools for monitoring student outcomes, setting district priorities and engaging in evidence based decision making.
- The new high school facility represents a significant improvement since the NHDOE Program Approval and Improvement visit in 2002. The well designed facility provides the space, resources and technology needed to provide SAU 16 high school students with greater access to and participation in the curriculum.
- The high school administration and school leaders are commended for taking advantage of the opportunity provided with the construction of the new high school facility to engage staff, parents and students in a collaborative review of the current mission and practices and to recommend a mission statement and related best practices to be followed at Exeter Area High School.
- The range and continuum of supports and services provided to all students within the SAU 16 school programs appears to be comprehensive.
- The SAU's commitment to providing critical and quality early education programming to the district's preschool students is commended. Such educational interventions provide students with the necessary supports in a timely manner resulting in significant educational benefit.
- The collaboration with community based preschool providers is well established and allows parents and school staff a range of program options for preschool students.

1. **Preschool Programming –**

- The consistently effective collaboration seen among all staff members in the preschool programs is commended. The results of such collaboration are highly integrated and effective services provided to students at this critical early stage of education.
- Communication between Early Supports and Services (ESS) and the SAU 16 Preschool staff was found to be well established and timely, resulting in well coordinated transitions between programs.
- In addition, the communication models used in the preschool programs benefits the students' transition from the preschool program to the elementary school Kindergarten programs.
- Parents indicate respect for the preschool staff and the programming provided to their students.
- Parents also describe good communication between home and school.
- The related service providers move through the system with the student providing seamless supports in a coordinated manner.
- The use of the Creative Curriculum observed as implemented in several of SAU 16's preschool programs is effective and will be helpful in measuring preschool outcomes through the newly adopted Creative Curriculum Assessment process.
- The preschool programs are provided with the appropriate staffing patterns to benefit the range of preschool student needs.
- SAU 16 offers both in school and community based preschool options to preschool students. The visiting team observed effective practices in each setting and commends the districts for

their dedication to high quality preschool supports and services for all students who may require these important early programs.

- The Stratham Elementary School is commended for the well designed, comprehensive programming provided to meet a wide range of student needs. The competency of the preschool staff and related service providers is central to the success of the district's program.
- The Swasey Central School program, which provides integrated services to preschool students from several SAU 16 school districts, is commended for its strong leadership, professional staff, effective educational and related services, and full inclusion of students into the school activities and culture. The relatively new program has allowed the SAU to successfully support students with a range of complicated and diverse learning needs in a public school setting.

2. High School Transition Process –

- There was clear evidence of the development of specialized services and supports provided to students with significant disabilities at the high school level.
- The partnership with students, parents and school staff in transition planning is seen as effective and is well established.
- There is strong collaboration among the team members in planning student transitions and establishing schedules, etc.
- The well established use of the Person-Centered Planning (PCP) process and MAPs strategy are commended. This collaborative team approach to transition planning is critical to the effectiveness of the resulting transition plan for the student, family, staff and other relevant transition members.
- The effective use of assistive technology to support a wide range of student needs is commended.
- The high school special education staff members are knowledgeable and committed to providing all of the Exeter High School students with the programming supports and services they require to succeed in high school and in post-secondary settings.
- The new Exeter High School facility represents the commitment of the SAU 16 community to providing all of the high school students with the materials, equipment, technology and expertise they need to succeed.
- The design of a new high school parent advisory board will provide parents an opportunity to consider the effectiveness of the present programming and to participate in the future planning.
- The establishment of the community connection to the local church for providing students with career exploration opportunities is seen as innovative and effective.

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 SAU wide issues of significance identified as a result of this modified program approval process. The one area raised as a potential area of concern is that the condition of the facility utilized for the Exeter Area Developmental Preschool program (Great Bay Kids Company) does not reach the same level as the other programs visited. There were concerns raised with a need for improvements in the facility as well as a need for security measures to ensure that visitors are welcomed but that the safety of the students and staff are ensured.

CITATIONS OF NONCOMPLIANCE IDENTIFIED AS A RESULT OF THE JANUARY 30 & 31, 2007 CASE STUDY COMPLIANCE REVIEW

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

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

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 1119.03 CFR 300.320(a) CFR 300.34 Full Access to District's Curricula – Not all of the Preschool programs within SAU 16 showed evidence of implementing a written general education curriculum.

Ed 1107.02 Process; Provision of FAPE - CFR 300.132 Transition of children from Part C to preschool programs - Not all IEPs reviewed were found to be in place and agreed upon by the team by the child's 3rd birthday.

Ed 1109.01 Elements of an Individual Education Program (IEP), 300.347(a)(b) – Not all of the IEPs reviewed included measurable goals. IEPs must include measurable annual goals, including measurable postsecondary goals.

Ed 1115.03 34 CFR 300.344 (a) (7) – IEP Team Membership – Several of the records reviewed did not include documentation that students had been invited to attend their IEP meetings. The public agency shall invite a student with a disability of any age to attend his or her IEP meeting if a purpose of the meeting will be the consideration of- (i) the student's transition services needs under 300.347 (b)(1); or (ii) the needed transition services for the student under 300.347(b)(2); or (iii) both.

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 19-24.** 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.

PRESCHOOL PROGRAMS -

1. The SAU administration indicates that a Preschool Coordinator position is planned for the upcoming school year the team would like to reinforce that plan and express strong support of the new SAU wide position. A coordinator will be able to provide consistency and oversight to this large and growing student population and programming.
2. Provide staff training and support in writing measurable annual goals and developing effective transition plans for all preschool staff. Technical assistance may be sought in writing measurable, preschool-specific goals as well to assure that all IEPs include goals written in measurable terms.
3. There is a need to ensure that a written curriculum is in place and implementation in all of the preschool programs. Evidence of appropriate scope and sequence of a curriculum existed in all preschool programs, however, one of the programs did not actively implement a specific written curriculum.
4. Consider placing the scope and sequence of the preschool curriculum on the district's websites so that parents can access the information and be aware of the curriculum being provided to their students.
5. Recommendations are made for improvements to the facility utilized by the Great Bay Kids Program. While this is not a district facility the Exeter School District chooses to access the community based program for their preschool students. The visiting team found the community based facility to be in need of updating to improve the overall quality of the space, as well as in need of consistently used security procedures.
6. While there is evidence that transition planning takes place within the preschool programs the team would like to recommend a more formal documentation of transition practices so to ensure consistency and inform parents of planned activities etc.

HIGH SCHOOL PROGRAMS –

1. Provide professional development opportunities to paraprofessionals so that they can develop a greater understanding of the specific disabilities and educational, social and emotional needs of students they are supporting, as well as other areas of professional development.
2. Consider ways to increase the involvement of the high school guidance department staff with the students with disabilities. This would benefit students and parents in course selection and transition planning. The high school counselors bring specific knowledge in a number of areas and by playing a larger role in transition planning they may help support plans for reasonable and attainable career planning for students with educational disabilities. One model to consider is the ASCA National Model which provides a framework for school counseling programs.
3. Begin the post-secondary transition conversations and planning with students, staff and parents earlier in the students secondary education than is presently done. There was a sense from the visiting team that if these transition planning discussions began early in the high school career there would be more time to develop a comprehensive understanding of student needs.
4. Consider ways to further engage the general education teachers at the high school level in a more active implementation of IEP goals and objectives within the general education classroom setting.
5. Begin a disaggregated data collection system to chart suspensions, graduation and drop out rates for students with educational disabilities so that interventions may begin as soon as necessary and patterns could be identified.
6. Consider ways to include students with significant disabilities in the vocational programming at the Seacoast School of Technology (SST) program. There was a need identified for greater access to the vocational programming as opportunities for students with educational disabilities to attend vocational programming has decreased in recent years.

VI. BUILDING LEVEL SUMMARY REPORTS

USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT

MODIFIED PROGRAM APPROVAL VISIT MIDDLE/HIGH SCHOOL IEP REVIEW DATA COLLECTION FORM

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

SAU: 16	School: Swasey Elementary, Stratham Elementary, Building Blocks Preschool, Exeter Developmental Preschool	Date: January 30 and 31, 2007
Programs: Preschool Programs, including community based programs		Number of Cases Reviewed: 5
Recorder/Summarizer: Dick Ayers, Nancy D'Agostino		

Collaborative Team Members:

Name: Colleen Bovi	Visiting
Name: Dick Ayers	Visiting
Name: Nancy D'Agostino	Visiting
Name: Susan Curtis	Building Level
Name: Marcia Dorskacal	Building Level
Name: Anne Marie Kutchevey	Building Level
Name: Faye Holman	Building Level
Name: Heather Wavv	Building Level
Name:Katie Remmeter	Visiting
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.

ACCESS TO APPROPRIATE PRESCHOOL ACTIVITIES STATEMENTS						YES	NO	N/A
Is there a written general education curriculum in place for preschoolers?						3	2	
Does this student have access to appropriate preschool activities?						5		
Was the student's most recent LEA evaluation, including a written summary report and meeting, held within 45 days of parental permission to test? If not, was it due to: (check all that apply)						3	1	1
Extension in Place 1 Process started May/June 2005. Summer recess Interrupted. Parents signed ext. Evals completed in Sept.	Lack of Qualified Personnel <input type="checkbox"/> Psychologist <input type="checkbox"/> Educator <input type="checkbox"/> Related Services <input type="checkbox"/> Other	Evaluation Not Completed in Time	Summary Report Not Written in Time	Meeting Not Held in Time	Other x Child moved into district after 3 rd birthday and IEP was adopted			
						YES	NO	N/A
Did the IEP team meet to create the IEP within 30 calendar days of eligibility?						4		1
Was an IEP fully developed and signed by the student's third birthday?						4	1	
Are this student's IEP goals written in measurable terms?						3	2	
TRANSITION STATEMENTS								
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)						3		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 X				
Student Not Referred Prior To 90 Days		Parent / School Communication Breakdown		Other				
						YES	NO	N/A
IEP team involved in transition includes parents.						5		
IEP team involved in transition includes appropriate agencies.						5		
Services agreed on in the IEP began by the time specified in the IEP.						5		
BEHAVIOR STRATEGIES AND DISCIPLINE STATEMENTS						YES	NO	N/A
Has this student ever been suspended from school?							5	
If yes, for how many days?								
If appropriate, a functional behavior assessment has been conducted.								5
A behavior intervention plan has been written to address behaviors.								5

In preparation for the site visit, please reflect on the answers to the guiding questions, your review of your student’s IEP and consideration of your practices, then complete the areas below. The visitors will review these with you when summarizing the visit and may add to your comments at that time.

Strengths	Suggestions for Improvement
<p>Throughout the preschools visited there were consistent themes that emerged. These include:</p> <ul style="list-style-type: none"> ▪ Collaboration among staff members that results in integration of therapies and shared communication regarding individual student programming needs. Such collaboration provides opportunities for co-teaching of therapies for preschoolers. ▪ Highly dedicated, informed professional and support staff who provide the services students require. ▪ Transition planning from Early Supports and Services to the preschool programs and then again from the preschool programs to the Kindergarten programs. ▪ Transition planning for students preparing to move to the Kindergarten program is well designed. Some transition activities include: Summer programming at the Kindergarten program to familiarize the students with the program staff and setting. ▪ Preschool programs are intentionally located with access to general education programs. Students are included in the school in which they are located. This means students have access to related arts and/or participation in related therapies in the ‘mainstream’ setting. Preschool programs are welcomed and included in the school activities. ▪ Communication with parents is viewed as an important and consistent aspect of the preschool programs visited. There was acknowledgement of the genuine care and dedication of the staff toward the students and families. ▪ Administration throughout the SAU is very supportive of the preschool staff and programs. ▪ There is an acknowledgment of the significant importance that quality preschool programming has for students, their families and the community at large that is commended. 	<p>The visit revealed several areas of non-compliance as well as suggestions for improvement. These included:</p> <ul style="list-style-type: none"> ▪ *For students who turn 3 during the summer months there needs to be a process in place to ensure that timelines for having an IEP in place for students turning 3 years are consistently met. In some of the districts staff are not presently employed during all summer months. One of the IEPs reviewed was not in place by the child’s 3rd birthday. ▪ The SAU has plans to employ a preschool coordinator and the visiting team strongly supports that plan. The visiting team encourages the establishment of a supervisory position as Director/Coordinator of Preschool Programs. ▪ The SAU should review preschool programming needs and space to determine if program changes may be necessary in some districts. The potential for an increase in enrollment numbers and range of disabilities may impact the current capacity and put pressure on the programs to continue to provide the present level of services. ▪ *While there is evidence of established preschool curriculums in most of the SAUs districts there is a need to ensure that a preschool curriculum is consistently implemented throughout the SAU. ▪ The publication of the preschool curriculum for parents posted on the district’s websites was suggested by the team as a way to engage the parents in the curriculum components. ▪ There is a suggestion to expand the information in the IEPs on the student’s background, characteristics and adaptation to early learning programs prior to preschool. ▪ Consider the implementation of a professional development program created by and tailored for pre- school teachers, specialists and support staff to meet the specific needs of preschool educators. ▪ Concern was raised by the team at the Exeter Developmental preschool about the facility needs, including, safety, security and upkeep of the facility. As observed by the visiting team there are no security measures in place at the entrances to the school. Although guidelines and descriptions of staff responsibilities in

responding to safety and security concerns were posted throughout the building, there was no notice of requirements for visitor or parent registration upon entering the building. Also, access to the elevator, designated as the handicap access, was blocked by maintenance materials and supplies. We also felt the building was not maintained at the level of other district buildings.

- The SAU needs to continue its efforts to support professional development to staff in the writing of measurable goals.
- Although the team has a transition plan, it is recommended they develop a written one. This includes both transitions into and out of preschool.

USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT

**MODIFIED PROGRAM APPROVAL VISIT
MIDDLE/HIGH SCHOOL IEP REVIEW DATA COLLECTION FORM**

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

SAU: 16	Town: Exeter	School: Exeter High School
Date: January 30, 2007	Educational Disability(ies):	Type of Program:

Building/District Level Person Providing Information: Bob Andrews	Position: HS Director
Building/District Level Person Providing Information: Dick Lates	Position: Education Consultant - Visitor
Building/District Level Person Providing Information: Colleen Bovi	Position: Director Pupil Personnel - Visitor
Building/District Level Person Providing Information: Alissa Krauss	Position: Case Manager
Building/District Level Person Providing Information: Parents	Position: Parents
Building/District Level Person Providing Information: Ann Marie Kucky	Position: Occupational Therapist
Building/District Level Person Providing Information: Monica Muldoon	Position: Physical Therapist
Building/District Level Person Providing Information: Penny Riley	Position: Paraeducator

ACCESS TO THE GENERAL CURRICULUM STATEMENTS					YES	NO	N/A
IEP goals are written in measurable terms.					2		
Student <u>has access to</u> the general curriculum (as outlined by the district, sending district or NH frameworks.)					2		
Student <u>participates</u> appropriately in state, district and school-wide assessments.					2		
Student <u>has opportunities to</u> participate in general extracurricular and other non-academic activities with necessary supports.					2		
Was the student's most recent individual evaluation (initial or reevaluation), 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 <input type="checkbox"/> Psychologist <input type="checkbox"/> Educator <input type="checkbox"/> Related Services <input type="checkbox"/> Other	Evaluation Not Completed in Time	Summary Report Not Written in Time	Meeting Not Held in Time	Other		
TRANSITION STATEMENTS					YES	NO	
IEP team includes parents as part of transition planning.					2		
IEP team and process includes student as part of transition planning.					2		
IEP includes current level of performance related to transition services.					2		
There is documentation that the student has been invited to attend IEP meetings.					2		
The statement of transition focuses on the student's course of study (e.g. vocational programming, advanced placement).					2		
If the student is age 16 or older during the course of the IEP, <u>also</u> answer the following 2 statements:							
Transition plan, including student's <u>measurable</u> post-high school goals, is in place.					1	1	
Statement of needed transition services is presented as a coordinated set of activities.					2		
BEHAVIOR STRATEGIES AND DISCIPLINE STATEMENTS					YES	NO	N/A
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

In preparation for the site visit, please reflect on the answers to the guiding questions, your review of your student’s IEP and consideration of your practices, then complete the areas below. The visitors will review these with you when summarizing the visit and may add to your comments at that time.

Strengths	Suggestions for Improvement
<p>The IEP reviews were chosen as a way to review transition processes and supports provided to SAU 16 students with educational disabilities. The following areas of strength were identified:</p> <ul style="list-style-type: none"> ▪ A strong partnership was seen between parents and school staff in the transition process. ▪ There is team collaboration and planning on a regular basis. ▪ The use of MAPs Process for some students is commended as a way to engage all members, including families, staff and community resource people in the transition process in a meaningful way. ▪ The use of assistive technology for students who may require such supports is commended. ▪ The relationship with the local church as a way to foster opportunities for community service and real world learning is seen as an innovative strength. ▪ The Exeter High School has a resource room available to provide additional support for all students as needed. ▪ The high school is well staffed to meet the needs of students with a wide range of educational disabilities. ▪ The new high school facility is a wonderful and well designed addition to the SAU 16 students and community members. 	<p>Some areas of suggestions for improvements identified by the team include the following:</p> <ul style="list-style-type: none"> ▪ Investigate the possibility of providing professional development activities for paraprofessionals. ▪ Investigate the expansion of vocational programs for students with multiple disabilities. ▪ *Provide additional training to staff in the development of IEPs, including transition planning, so that IEPs for students who are age 16, or earlier if determined necessary by the team, are designed to include measurable post secondary goals.

**VI. ADDENDUM: OUT OF DISTRICT AND JAMES O SUMMARIES
AND DESCRIPTIONS OF INNOVATIVE PRACTICES**

ADDENDUM

Out-of-District File Review

SAU 16

Date: 11/20/06

Reviewer: Maryclare Heffernan

ADDENDUM Out-of-District File Review

SAU16

Number of Files Reviewed: 2 Out of District files

COMMENDATIONS

The files reviewed were well organized, comprehensive and procedurally complete. The SAU16 Out of District Coordinators acts as advocates for their student's educational and social/emotional needs while they are placed in separate settings. They work effectively with the receiving schools, students and parents to set clear IEP goals and establish transition plans for those students who are preparing to return to the district or graduate from high school. Parents interviewed indicate an appreciation for the support and knowledge of the Out of District Coordinator.

CITATIONS OF NONCOMPLIANCE

Ed 1109.03 CFR 300.344 (a) (7) – IEP Team – The public agency shall invite a student with a disability of any age to attend his or her IEP meeting if a purpose of the meeting will be the consideration of- (i) The student's transition services needs under 300.347 (b)(1); or (ii) the needed transition services for the student under 300.347(b)(2); or (iii) both.

One of the two records reviewed did not have documentation that the student was invited to attend the IEP meeting. Students, however, are usually present at their meetings and participate fully.

ADDENDUM

JAMES O. MONITORING PROGRAM

SAU 16

Student File Review

Case Study Document

Reimbursement Claim Form

Case Study Addendum Form

Date: 10/20/06

Reviewer: Maryclare Heffernan

ADDENDUM
JAMES O. MONITORING PROGRAM

SAU 16

Number of files reviewed: 2 James O. student files were reviewed.

COMMENDATIONS:

The student records reviewed were well organized and closely followed procedural expectations. The parents interviewed in the James O. file review process both indicated that their students had made significant gains and felt supported by the SAU16 Out of District Coordinators. Students are monitored closely by the district and communication between the private school, district staff and parents is consistent and effective.

The district is commended for the efforts placed in supporting and advocating for students with significant educational needs while court placed in out of district settings.

CITATIONS OF NONCOMPLIANCE:

Ed 1109.03 CFR 300.344 (a) (7) – IEP Team – The public agency shall invite a student with a disability of any age to attend his or her IEP meeting if the purpose of the meeting will be the consideration of- (i) The student's transition services needs under 300.347 (b)(1); or (ii)the needed transition services for the student under 300.347(b)(2); or (iii) both.

Both of the two records reviewed did not have documentation that the student was invited to attend the IEP meeting. Students, however, are usually present at their meetings and participate fully.