

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

SUMMARY REPORT

**Bedford School District
SAU 25**

**Ann Remus, Superintendent of Schools
Kathleen Conlin, Director of Special Education**

Jennifer Dolloff:
Education Consultant, SERESC

Visit Conducted on February 13-14, 2006
Report Date, May 1, 2006
Revised: May 22, 2006

TABLE OF CONTENTS

- I. Team Members
- II. Introduction
- III. Purpose and Design of The Case Study Compliance Review Process
- IV. Status of Previous Program Approval Report and Corrective Actions
- V. February 2006 Case Study Compliance Review Results
 - Parent Participation
 - Summary of Findings from the Three Focus Areas
 - Commendations
 - Issues of Significance
 - Citations of Noncompliance
 - Suggestions for Program Improvement
- V. Building Level Summary Reports
 - BEEP Memorial School
 - Memorial Elementary School
 - Peter Woodbury Elementary
 - Riddle Brook Elementary
 - McKelvie Middle School
 - West High School
- VI. Addendum: Out of District and James O Summaries

I. TEAM MEMBERS

Visiting Team Members:

NAME	PROFESSIONAL ROLE	NAME	PROFESSIONAL ROLE
Chairperson: Jennifer Dolloff	Education Consultant, SERESC	Susan Treloar Lori DeTrude	Classroom Teacher, SAU 26 Director of Student Services, SAU 30
Nancy D'Agostino	Education Consultant, SERESC	Miriam Edel-Trisdale	Speech Pathologist, SAU 55
Barbara Cohen	NHDOE		
Lisa Laflamme	Student Support Teacher		
Renea Sparks	Asst. Director of Special Services, SAU 39		
Mark Richmond	Case Manager, Teacher Three Rivers Middle School		
Amy Anderson	Special Education Teacher, Parkside Middle School		
Mary Paradise	Student Services Director, SAU 79		
Sarah Downer	Speech Language Specialist, Chichester Central School		

Building Level Team Members:

NAME	NAME
Jennifer Parent	Christine Slattery
Christina Lassonde	Stacey Plourde
Delia Lambert	Venitia Reilly
Emily Blahnik	Karen Frisbie
Christin Leonard	Amy Meserve
Nancy Woodmansee	Chris Snyder
Allison Raymond	Bonnie Bell
Penny Damos	Maria Gray
Janice DiNardo	Corinne Marton
Jane Berry	Candice Lambert
Ken Williams	Christine Slattery
Cheryl Dalley	Ann Koelimer
Lynn Knoll	Molly McCarthy
Carol Laszewski	Mary Murphy
Carrie Christie	Noreen Bogdan
Pamela Robert	Crystal A. Paul
Joan Roelke	Joanna Preucel
Susan M. Mullen	Kerry Finnegan
Shari Daisy	Roberta Keane
Carrie S. DeBell	
Catherine A. Bachhuber	
Mike Fournier	
Jody Louison	
Katy Chase	
Terry Cardon	
Marcia Walsh	

II. INTRODUCTION

SAU 25, the Bedford School District is a PreK - grade 12 district with an approximate student enrollment of 3,836 students. Students in grades 9-12 attend West High School in Manchester, NH. Of the 3,836 students enrolled in the Bedford Schools, approximately 10%, 382 (ages 6-21) students, are identified as having an educational disability. Currently, 47 preschool age youngsters have been identified with educational disabilities and are receiving special education services.

The mission of the Bedford School District is to develop a community of learners who are intellectually curious, resourceful, and respectful of self and others. Academic achievement, through constantly improving standards, is the district's highest priority. Additionally, the Bedford School District's vision is to be a high performing, exemplary district which is future oriented and responsive to change and the needs of its students. Members of the Bedford School District include the following values in their vision of the district: high expectations, diversity, individual potential, life-long learning, productive effort, shared responsibility and ethical behavior.

There are four school facilities within SAU 25. Memorial School houses preschool through grade 5, Peter Woodbury School houses kindergarten through grade 5, Riddle Brook School houses kindergarten through grade 5 and McKelvie Middle School houses grades 6 through 8. Students in grades 9 through 12 currently attend West High School in Manchester, NH.

At the Annual School District Meeting in March of last year, voters approved plans for the building of a new middle and high school complex, to open for grades seven through ten in September 2007. By 2009 the high school will include grades 11 and 12. The schools have been named the Ross A. Lurgio Middle School and the Bedford High School. Once building is complete, the current middle school will be transformed into an additional elementary school.

Bedford is considered to be one of the fastest growing communities in the state, with a current population of approximately 20,181 residents. Members of the Bedford Educational Community have established a five-year action plan consisting of five goals covering the areas of Curriculum and Instruction, Staff Development, School/Community Relations, Finance, and Facilities.

DISTRICT PROFILE			
DISTRICT ENROLLMENT DATA	2003-04	2004-05	2005-06
Total Student Enrollment (ages 6-21) (as of Oct 1)	3,646	3,700	3,836
Expenditure Per Pupil	\$8,469.59	\$9,092.61	
Cumulative Drop-Out % (grades 9-12) students with disabilities	1.5%	3%	
Cumulative Drop-Out % (grades 9-12) non-disabled students	0.4%	0.5%	0.2% as of 12/8
Free/Reduced Lunch %	1.8%	1.4%	2.9%
Title I %	5%	2.8%	0
LEP %	0.6%	0.8%	0.9%
SPECIAL EDUCATION PROGRAM DATA	2003-04	2004-05	2005-06
# of Identified Students Ages 3-5 (as of Oct. 1)	32	38	47
# of Identified Students Ages 6-21 (as of Oct. 1)	418	381	382
% Identified Ages 6-21 (as of Oct. 1)	11.5%	10.3%	10%
# Out of District	30	30	35
% Out of District	0.8%/7%	0.8%/8%	0.9%/9%
# of Students Out of Compliance (as of Oct. 1)			22/0*
Special Programs Total Expenditure	\$7,362,512.93	\$7,591,017.87	
Average Caseload (as of Oct. 1)	17	14	12

# Identified Students Suspended One Or More Times		11**	
# of students with disabilities who are being provided home instruction (as of Dec.1)		2	3
# of students with disabilities who have been placed on a "shortened school day" (as of Dec. 1)		0	1
Special Education Staffing: (report in FTEs)	2003-04	2004-05	2005-06
# of Special Educators			37
# of Related Service Providers			26.25
# of Paraprofessionals			85.86

*Many times children are in compliance, but SPEDIS data does not accurately reflect this. ESS discharge process often times prevents the districts from entering accurate data.

** Identified students suspended one or more times. West HS 6 students, McKelvie MS & Elementary 5 students.

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

The New Hampshire Department of Education (NHDOE) conducted a Special Education Program Approval Visit to SAU 25 on February 13-14, 2006 for the purpose of reviewing the present status of programs and services made available to children and youth with educational disabilities. As part of the NHDOE Special Education Program Approval Visit, Case Study Compliance Reviews were conducted at all of the schools in SAU 25.

The New Hampshire Department of Education, Bureau of Special Education conducts program approval visits using a Case Study Model that is a focused review. This focused review permits the NHDOE to leverage its impact for change and improvement within school districts and private special education schools statewide, by focusing the attention of all educators on the following three areas of critical importance in the provision of FAPE for students with disabilities.

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

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

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

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

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

It should also be noted that as part of the Case Study Compliance Review, the visiting team traveled to West High School, located in Manchester NH, to participate in case studies presented by the staff, employed by the Bedford School District. The Bedford School district employs several special education teachers who are assigned to West High School who are responsible for the provision of special education and related services to Bedford students identified with educational disabilities.

Throughout the entire review process, the visiting team worked in collaboration with the staff of SAU 25. Their professionalism, active involvement in the process and cooperation were greatly appreciated and well recognized. Special education teams throughout the district were consistently described as committed to providing the most appropriate services for all students.

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

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

- Ed 1107.045 Evaluations not completed in 45 days
- Ed 1109.01 No statement of how disability affects progress in general education
- Ed 1109.01 (n) State and district assessments not documented
- Ed 1109.04 Procedural Safeguards notice not sent prior to each meeting
- Ed1109.04 Less than 10-day notice not sent
- Ed 1109.03 Team composition
- CFR 300.346 (a)(1)(l) Parent concerns and input listed in minutes with no follow-up noted

As a result of the Corrective Action Review of June 18, 2002, it was determined that all above listed issues of non-compliance have been met.

V. February 13-14, 2006 CASE STUDY COMPLIANCE REVIEW RESULTS

Bedford School District Case Studies									
Primary Disability	Autism	Developmental Disability	Emotional Disability	Mental Retardation	Other Health Impaired	Specific Learning Disability	Speech & Language Impairment	Vision Impairment	Total
Preschool	1	1							2
Elementary		2							2
Middle				1		5	1	1	8
High School					1	1			2
Totals									14

A total of 14 case studies were reviewed throughout the district. This representative sampling included students with a variety of educational disabilities including Autism, Developmental Delay, Speech Language Impairment, Specific Learning Disabilities, Other Health Impairment and Mental Retardation.

PARENT PARTICIPATION

One of the defining features of effective schools is strong parent/community relations and open communication. Having parents as an active stakeholder in the NHDOE Special Education Program Approval Process ensures broader perspectives and brings forth new ideas. In addition, including the parent perspective enhances and strengthens the teams' case study presentations, and makes for stronger school/parent relationships. As such, parent participation and input is a required part of the NHDOE Special Education Program Approval Process. In order to ensure parent participation and feedback, the NHDOE, Bureau of Special Education involves parents in a variety of aspects of the Special Education Program Approval Process. First, parents are encouraged to be active participants in the case study presentations. Second, parents of the children presented in the case study process are formally interviewed, and third the SAU/school is required to send all parents of students with disabilities, a written survey with a request to respond. Below is a summary of the results of the parent survey, along with a summary of the comments/feedback provided to the visiting team during the February 13- 14, 2006 Case Study Compliance Review in SAU 25.

A total of 383 Surveys were mailed to parents of students with disabilities in the Bedford School District. Response rates were as follows: West High School 34%, Out of District Students 38%, Mckelvie Middle School 42%, Memorial Elementary School 34%, Peter Woodbury Elementary School 48%, Riddle Brook Elementary School 49% and the Bedford Early Education Program 53%, resulting in a very solid sampling of parent responses. Administrators in the Bedford School District believe the survey results indicate an appropriate level of parent satisfaction with the special education programming.

To ensure continued satisfaction the district intends to focus on providing a comprehensive transition plan for all students during the upcoming process of building two new schools. As the new high school is being built and large student placement changes are considered the department will closely follow the transition of each student.

Several parents indicated a desire to have their child better supported and encouraged to participate in school activities outside of the school day. School staff may want to review current practices relative to extracurricular activities and consider implementing changes.

West High School

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.	22	13	3	
My child has opportunities to interact with non-disabled peers on a regular basis.	28	6	2	2
I am adequately informed about my child's progress.	22	13	1	2
My child is informed about and encouraged to participate in school activities outside of the school day, and is offered necessary supports.	16	16	5	5
My child feels safe and secure in school and welcomed by staff and students.	21	14	3	
A variety of information (observations, test scores, school work, parent input) was used in developing my child's IEP.	33	4		1
I am satisfied with the progress my child is making toward his/her IEP goals.	23	12	3	
FOR PARENTS OF HIGH SCHOOL STUDENTS:	34	3	1	
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.	24	8		6
All of the people who are important to my child's transition were part of the planning.	23	7		8
FOR PARENTS OF STUDENTS AGE 16 OR OLDER:	8	8		22
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.	YES 17			NO 11

<i>If yes, please answer the next two questions. If no, skip to OTHER.</i>				
I have been involved in the development of behavior interventions, strategies and supports for my child.	16	7		15
I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs.	10	12	1	15
OTHER:				
I fully participate in special education decisions regarding my child.	33	3	1	1
I have been provided with a copy of the procedural safeguards (parental rights) at least once a year.	34	10		3

Out of District

ACCESS TO THE GENERAL CURRICULUM:	3	2	1	No Answer
I am satisfied with my child's program and the supports that he/she receives.	10	2	1	
My child has opportunities to interact with non-disabled peers on a regular basis.	7	1	4	1
I am adequately informed about my child's progress.	8		3	2
My child is informed about and encouraged to participate in school activities outside of the school day, and is offered necessary supports.	7	1	5	
My child feels safe and secure in school and welcomed by staff and students.	8	3	1	1
A variety of information (observations, test scores, school work, parent input) was used in developing my child's IEP.	11	2		
I am satisfied with the progress my child is making toward his/her IEP goals.	8	4	1	
FOR PARENTS OF HIGH SCHOOL STUDENTS:	4	2		7
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.	8	3	2	
All of the people who are important to my child's transition were part of the planning.	8	3	2	
FOR PARENTS OF STUDENTS AGE 16 OR OLDER:	5	2		6
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.	YES 9			NO 1
<i>If yes, please answer the next two questions. If no, skip to OTHER.</i>				
I have been involved in the development of behavior interventions, strategies and supports for my child.	10	2	1	
I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs.	9	4		
OTHER:				
I fully participate in special education decisions regarding my child.	12	1		
I have been provided with a copy of the procedural safeguards (parental rights) at least once a year.	12	1		

McKelvie Middle School

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.	33	14	3	2
My child has opportunities to interact with non-disabled peers on a regular basis.	45	5		2
I am adequately informed about my child's progress.	38	1	2	1
My child is informed about and encouraged to participate in school activities outside of the	35	9	5	3

school day, and is offered necessary supports.				
My child feels safe and secure in school and welcomed by staff and students.	45	4	2	1
A variety of information (observations, test scores, school work, parent input) was used in developing my child's IEP.	45	6		1
I am satisfied with the progress my child is making toward his/her IEP goals.	30	16	4	2
FOR PARENTS OF HIGH SCHOOL STUDENTS: My child earns credits toward a regular high school diploma in all of his/her classes.				52
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.	33	7	2	10
All of the people who are important to my child's transition were part of the planning.	32	8		12
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			51
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 13			NO 30
I have been involved in the development of behavior interventions, strategies and supports for my child.	18	3	1	30
I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs.	20	2	2	28
OTHER:				
I fully participate in special education decisions regarding my child.	46	5		1
I have been provided with a copy of the procedural safeguards (parental rights) at least once a year.	51			1

Riddle Brook Elementary School

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.	22	5	1	1
My child has opportunities to interact with non-disabled peers on a regular basis.	24	5		
I am adequately informed about my child's progress.	23	6		
My child is informed about and encouraged to participate in school activities outside of the school day, and is offered necessary supports.	16	7	3	3
My child feels safe and secure in school and welcomed by staff and students.	26	2		1
A variety of information (observations, test scores, school work, parent input) was used in developing my child's IEP.	26	2		1
I am satisfied with the progress my child is making toward his/her IEP goals.	18	8	1	2
FOR PARENTS OF HIGH SCHOOL STUDENTS: My child earns credits toward a regular high school diploma in all of his/her classes.				29
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.	14	4		11
All of the people who are important to my child's transition were part of the planning.	15	2	1	11
FOR PARENTS OF STUDENTS AGE 16 OR OLDER: I am satisfied with the written secondary transition plan that is in my child's IEP.				29
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 12			NO 8
I have been involved in the development of behavior interventions, strategies and supports for my child.	12	4		13
I am satisfied with the way the school is supporting my child's behavioral, social and	13	2		14

developmental needs.				
OTHER:				
I fully participate in special education decisions regarding my child.	27			2
I have been provided with a copy of the procedural safeguards (parental rights) at least once a year.	27			2

Memorial Elementary School

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.	13	1		
My child has opportunities to interact with non-disabled peers on a regular basis.	13			1
I am adequately informed about my child's progress.	11	2		1
My child is informed about and encouraged to participate in school activities outside of the school day, and is offered necessary supports.	9	1	2	2
My child feels safe and secure in school and welcomed by staff and students.	14			
A variety of information (observations, test scores, school work, parent input) was used in developing my child's IEP.	14			
I am satisfied with the progress my child is making toward his/her IEP goals.	8	6		
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.	8			6
All of the people who are important to my child's transition were part of the planning.	8	1		5
FOR PARENTS OF STUDENTS AGE 16 OR OLDER:				
I am satisfied with the written secondary transition plan that is in my child's IEP.				14
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			NO 8
I have been involved in the development of behavior interventions, strategies and supports for my child.	5	1		8
I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs.	5	1		8
OTHER:				
I fully participate in special education decisions regarding my child.	13			1
I have been provided with a copy of the procedural safeguards (parental rights) at least once a year.	13			1

BEEP Memorial

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	3		2
My child has opportunities to interact with non-disabled peers on a regular basis.	25			
I am adequately informed about my child's progress.	18	7		
My child is informed about and encouraged to participate in school activities outside of the school day, and is offered necessary supports.	18	3		4
My child feels safe and secure in school and welcomed by staff and students.	24	1		

A variety of information (observations, test scores, school work, parent input) was used in developing my child's IEP.	25			
I am satisfied with the progress my child is making toward his/her IEP goals.	21	40		
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.	13	1		11
All of the people who are important to my child's transition were part of the planning.	14	1		10
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 10			NO 14
I have been involved in the development of behavior interventions, strategies and supports for my child.	10	2		13
I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs.	12	1		12
OTHER:				
I fully participate in special education decisions regarding my child.	24	1		
I have been provided with a copy of the procedural safeguards (parental rights) at least once a year.	25			

**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

All staff members within SAU 25 work very hard to include students with disabilities in the general education curriculum. It appears that the teaching staff in Bedford welcomes and supports the diverse learning needs of all students in the general education setting whenever it is possible. Inclusive classrooms are evident throughout the district, supported by collaboration and consultation among staff members as well as creative problem solving. These practices are outlined in the district's mission statement and clear vision created by the educational community and promoted by an exceptional team of leaders. The teachers have effectively demonstrated the belief that "All children can be successful learners". (Bedford District Mission and Belief's Statement, adopted 4/93 and revised 7/99)

Transition

Transition Planning

Process: Provision of FAPE

Transition Services

Based on case study presentations made by the staff within SAU 25, it appears that students take part in comprehensive transition planning that is supported by an appropriate level of staff and resources. The administration and staff clearly recognize the importance of transition planning and provide effective supports as students transition from grade to grade, building to building and for students leaving the high school.

Behavior Strategies and Discipline

As a result of the NHDOE Case Study Compliance Review, it was clear to the visiting team that the building level staff works hard to provide programming and interventions that support students with emotional and behavioral needs. School-wide discipline strategies effectively promote a caring, positive and consistent pattern of behavior management. IEP teams appear to have established objective criteria to determine whether students with behavioral challenges are attaining goals and objectives related to their unique behavioral needs.

New Program Seeking Approval From The NHDOE, Bureau Of Special Education

During the visit to the Bedford School District the team had the opportunity to visit the Integration Program, located at Riddle Brook Elementary School. This program is designed to meet the needs of students who have all forms of educational disabilities. The program is seeking approval for a maximum capacity of 12 students, male and female. The Integration Program offers self-contained programming in a two-classroom setting. Students enrolled in the program have individualized and specialized programming. Based on the program approval visit it was evident that all staff is working hard to ensure the success of the students enrolled, and there were no program citations of noncompliance identified.

COMMENDATIONS

1. The school community, including parents, policy makers, educators and administrators, is commended for creating, supporting and preserving a strong Mission and Beliefs Statement and Vision that is evident throughout every building in the district.
2. The Superintendent and Director of Special Education are commended for their continued commitment to continuous improvement.
3. The Bedford School District is commended for the comprehensive focus that is placed on literacy from preschool through grade 12.
4. Staff and administration were very well prepared for the New Hampshire Department of Education Case Study Compliance Review resulting in exemplary case study presentations.
5. Administrators at every level provide strong leadership and appear to have a very effective working relationship with staff.
6. Administration consistently involves special education staff in planning and program development.
7. Parents are involved in every aspect of the special education process.
8. The entire staff is commended for demonstrating a strong level of expertise and commitment to students with educational disabilities.
9. The district is commended for employing a very comprehensive assessment process that includes but is not limited to data from the Northwest Evaluation Association (NWEA–Test Results), the GATES McGinitie Reading Test grades 1-3, the Dibels in Kindergarten, the McRel Classroom Assessment, the Trends in International Mathematics and Science Study (TIMSS) and the NH Individual Education Assessment Process (NHIEAP).
10. Staff and administration are commended for effective use of school wide behavioral models.
11. School board members and administrators are commended for providing appropriate levels of staff. For example, special education case managers are assigned at nearly every grade level, a LIPS specialist is contracted to provide necessary professional development and behavior specialists are available for students with behavioral challenges.
12. The special education administrative team is commended for developing a very comprehensive and well organized Special Education Policies and Procedures Manual.
13. The preschool coordinator and special education team are commended for developing a comprehensive and well designed Preschool Policies and Procedures Manual.

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.

No issues of significance were identified during the February 2006 Case Study Compliance Review.

The visiting team wishes to thank the staff and administration of SAU 25 for their assistance, cooperation and participation in all aspects of the Case Study Compliance Review Process.

CITATIONS OF NONCOMPLIANCE IDENTIFIED AS A RESULT OF THE (February 13-14, 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 SAU 25.

There are no citations of noncompliance.

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. While SAU 25 is not held accountable for follow up on suggestions for improvement, the NHDOE strongly encourages the SAU to seriously consider the suggestions for improvement, determine which suggestions are most appropriate, and address these suggestions in your corrective action plan. However, discretion may be used in this area, as suggestions for improvement are not considered to be required corrective actions. Suggestions for improvement for individual programs are included in the Building Level Case Study Data Summary Reports on pages 14-55. It should be noted that in the Building Level Data Summary Reports that follow, any suggestion made by a visiting team member which is actually a citation of noncompliance has an asterisk (*) before it, and is listed above as a citations of noncompliance.

1. Consider the development of a transition-planning checklist to insure all appropriate transition activities occur for students in the high school. Review the high school IEP template to insure that all required elements of the IEP are included.

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: 25	School: Bedford Memorial	Date: 2/14/06
Programs: Bedford Early Education Program		Number of Cases Reviewed: 2
Recorder/Summarizer: Janet Davis		

Collaborative Team Members:

Name: Janet Davis	Building Level	or	<u>Visiting</u>
Name: Jennifer P (Parent)	<u>Building Level</u>	or	Visiting
Name: Christina Lassonde	<u>Building Level</u>	or	Visiting
Name: Delia Lambert	<u>Building Level</u>	or	Visiting
Name: Emily Blahnik	Building Level	or	Visiting
Name:Christin Leonard	<u>Building Level</u>	or	Visiting
Name: Nancy Woodmansee	<u>Building Level</u>	or	Visiting
Name: Robin Fitton	Building Level	or	<u>Visiting</u>
Name:Allison Raymond	<u>Building Level</u>	or	Visiting
Name: Nancy D'Agostino	Building Level	or	<u>Visiting</u>

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

SUMMARIZE YOUR BUILDING LEVEL DATA

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

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

Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> 1. There is a range of program options available and designed to fit the needs of children with disabilities. 2. Groupings and placements are adjusted to meet the needs of the students. Staff members are responsive and flexible to needed changes. 3. Students may continue with the same teacher over multiple years if it is considered to be appropriate. 4. Bedford provides programming with both identified and non-identified peers. They work at maintaining good ratios between the two populations. 5. The Preschool team is responsive to individual needs and amends goals and programs as needed. 6. Children in the Integration Program have opportunities to participate in the preschool classrooms with typical peers with support. 7. A general education curriculum is in place for all students. 8. If a child needs support in the classroom, a variety of resources are made available. There is a classroom assistant and therapist assigned to each program, however, they are not attached to children. 9. Therapies are integrated into the program and tied to the theme in the classroom. 10. Paraprofessionals are well supported, and informal and directed training is provided. 11. Very little turnover of staff occurs. 12. The curriculum is developmentally appropriate. 13. The team is very creative in finding solutions for students. 14. The parents and staff work collaboratively. 	<ol style="list-style-type: none"> 1. As the numbers of children with disabilities increases, it is highly recommended the SAU continue to support the maintenance of the 50/50 ratio of educationally disabled students to nondisabled peers. The numbers of typical students clearly has a very positive impact on the progress of children in the program. 2. The district is encouraged to support the incorporation of the updated curriculum. This will be done in part by the acquisition of the Creative Curriculum with funding from the CIDER Grant. 3. It is recommended the team continue to look at ways to increase time for collaboration among all providers to support success of programs and individual student progress.

SUMMARIZE YOUR BUILDING LEVEL DATA

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

TRANSITION STATEMENTS					
Ed .1102.53, Transition Services CFR 300.29 Ed. 1109.01, Elements of an IEP (Transition Services) CFR 300.347 (b) (1) (2) Ed. 1109.03, IEP Team CFR 300.344 (b) (1) This includes movement from (a) Early Supports and Services (ESS) to preschool, b) pre-school to elementary school, (c) age 14 or younger, or (d) age 16 or older, as well as from grade to grade and school to school.				YES	NO
Transition planning from ESS to preschool takes place.				2	
Transition planning from preschool to kindergarten or 1 st grade takes place.				2	
District staff participated in a transition planning conference arranged by ESS and this transition planning conference occurred at least 90 days before the student's third birthday. If not, was it due to: (check all that apply)					2
Meeting Not Held In Time	Staff Didn't Understand The Process	Communication Breakdown Between School And Early Supports And Services Agency	Student Moved Into The District After This Time Period		
Student Not Referred Prior To 90 Days 2	Parent / School Communication Breakdown		Other		
				YES	NO
Team around transition includes parents.				2	
Team around transition includes appropriate agencies.				2	
Services agreed on in the IEP began by the time specified in the IEP.				2	
Early Supports and Services provided the school or district with initial information prior to 90 days.					2
Early Supports and Services evaluation information was shared with the school or district.				2	
Strengths		Suggestions for Improvement			
1. The Bedford Early Education Program (BEEP) has formal transition plans for children moving from ESS to BEEP and BEEP to Kindergarten. 2. Although there is a formal transition plan, the preschool team is flexible and often goes above and beyond what is in the transition plan. This may include sending additional staff to a home visit, or day care provider. 3. The team uses social stories, and field trips for BEEP children with autism to the receiving integration program. 4. Parents are involved and documents are available to inform new parents. This includes, a brochure, handbook, an informational DVD/CD and a welcoming committee. This committee is a group of BEEP parents that contact incoming families to welcome them and answer questions. 5. There is a Lunch Bunch group that allows students to transition from the AM Integration program to the PM program with their peers.		1. It is recommended the preschool staff continue efforts to develop a strong working relationship with Early Supports and Services so that information is shared between agencies in a timely manner.			

SUMMARIZE YOUR BUILDING LEVEL DATA

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

<u>BEHAVIOR STRATEGIES AND DISCIPLINE</u>		YES	NO	N/A
Ed. 1109.02 Program	CFR 300.346			
Ed. 1119.11 Disciplinary Procedures	CFR 300.519-300.529			
Ed. 1133.07 (a) (b) (c) (d) (e)	CFR 300.510-300.529			
Child Management – Private Schools	RSA 169-C Child Protection Act			
Data are used to determine impact of student behavior on his/her learning.		2		
Has this student ever been suspended from school?			2	
If yes, for how many days?				
A functional behavior assessment has been conducted.				2
IEP team has addressed behaviors that are impacting student learning.		2		
A behavior intervention plan has been written to address behaviors.		1		1
All individuals working with the student have been involved in developing behavior intervention strategies.		2		
Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.		2		
Results of behavior intervention strategies are evaluated and monitored.		2		
Strengths	Suggestions for Improvement			
<ol style="list-style-type: none"> 1. Access to consulting psychologists 2. Developmentally appropriate program that supports positive behaviors. 3. There is consistency over staff and routines. 4. Visual schedules and supports are provided to support students as needed. 5. The parent Information Series addresses a variety of behavioral concerns/issues. 6. There is a sensory support group run by the OT. 7. There is building and district wide responsive classrooms and it begins in preschool. 8. The BEEP program has a Parent Lending Library. 9. The team uses home to school communication books, incidence reports and the Recharges Book. 	<ol style="list-style-type: none"> 1. The district is encouraged to continue looking at ways to increase the generalization of appropriate behaviors from school to home for children with more significant behavioral issues. 			

SUMMARY OF BUILDING LEVEL STRENGTHS AND SUGGESTIONS FOR IMPROVEMENT

Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> 1. The Parent Welcoming Committee helps parents share information with each other and with school staff. These connections have fostered play dates providing children both with and without disabilities opportunities to get together outside of school. 2. The preschool coordinator has developed a staff resource book around special education in preschool and BEEP procedures. 3. There is a BEEP Policies and procedures manual. 4. The preschool coordinator has developed a DVD/CD about the BEEP program for parents to borrow. 5. There is strong communication between parents and the preschool program that include speech note books, monthly speech calendars, oral motor packets, home programming packets to reinforce OT/PT goals over the summer, "My Day in BEEP" notes and classroom and building level newsletters. 6. The preschoolers have access to the gym area for some movement activities as well as access to the library. 7. The BEEP program has access to an appropriate area for outdoor play. 8. The administration has provided strong support for preschool programming. 9. The preschool staff makes excellent use of parents as resources. These efforts have resulted in strong relationships between parents and the preschool. 10. The members of the preschool team demonstrate respect for each other and the role they play on the team. 11. The preschool program is a welcome part of the school. Preschool programming is respected within the building and schedules are considered when building level decisions are made. 12. When school wide fire drills or practice evacuations are planned the whole school diverts personnel to help evacuate the preschoolers via wagons, to transport equipment to the bus for evacuation. 	<ol style="list-style-type: none"> 1. Consider structuring additional time for collaboration between staff and parents.

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: 25	School: Memorial Elementary School	Date: 2-14-06
Programs: Modified Regular Classroom with RR Support		Number of Cases Reviewed: 2
Recorder/Summarizer: Susan Brassard		

Collaborative Team Members:

Susan Brassard	Building Level or <u>Visiting</u>
Deb Ames	Building Level or <u>Visiting</u>
Name	Building Level or 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.**

SUMMARY OF BUILDING LEVEL DATA

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

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

Access to the General Curriculum

Strengths

1. The team teaching model allows maximum access to the general education classroom.
2. Multiple adults work/support students within the classroom setting including the classroom teacher.
3. Collaboration between all team members occurs regularly.
4. Parental support is strong.
5. Personnel provide minimal pull-out for related services.
6. IEP goals are measurable and provide strong evidence to support growth.

Suggestions for Improvement

1. Consider providing professional development for team-teaching/co-teaching model.
2. Investigate opportunities for extracurricular activities after school.

SUMMARY OF BUILDING LEVEL DATA

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

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

Transition

Strengths

1. Transition strengths include the following activities:
- Collaboration of team members.
 - The receiving school team is invited to IEP meetings.
 - The receiving school staff visits the sending school.
 - Parent information nights are held.
 - Special education staff takes students to tour the middle school.
 - Familiar peers are placed in pods.
 - Guidance counselor provides support.
 - A move up day is held annually.

Suggestions for Improvement

1. Consider having students from the middle school come and talk to students about their experience and answer any questions.

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.			1	1	
IEP team has addressed behaviors that are impacting student learning.		1		1	
A behavior intervention plan has been written to address behaviors.			1	1	
All individuals working with the student have been involved in developing behavior intervention strategies.		1		1	
Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.		1			
Results of behavior intervention strategies are evaluated and monitored.		1			
A school-wide behavior intervention model exists.		2			
Strengths	Suggestions for Improvement				
<p>1. Memorial Elementary School implements:</p> <ul style="list-style-type: none"> • Responsive classroom – school wide and receives consultation from specialists in behavior. This is also supported by Guidance Counselors 					

SUMMARY OF BUILDING LEVEL STRENGTHS AND SUGGESTIONS FOR IMPROVEMENT

Strengths	Suggestions for Improvement
<p>1. The Memorial Elementary School is recognized for:</p> <ul style="list-style-type: none">• Teaching collaboration• Parental support• Incredible hard-working, dedicated, professional and knowledgeable staff.	<p>1. Consider additional training in co-teaching and team teaching.</p>

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: 25	School: Peter Woodbury School	Date: 2-14-06
Programs: Resource, Skills Improvement		Number of Cases Reviewed: 2
Recorder/Summarizer: Lisa Laflamme		

Collaborative Team Members:

Lisa Laflamme	Building Level or <u>Visiting</u>
Penny Demos	<u>Building Level</u> or Visiting
Renea Sparks	Building Level or <u>Visiting</u>
Janice DiNardo	<u>Building Level</u> or Visiting
Jane Berry	<u>Building Level</u> or Visiting
Ken Williams	<u>Building Level</u> or Visiting
Cheryl Dalley	<u>Building Level</u> or Visiting
Lynn Knoll	<u>Building Level</u> or Visiting
Carol Laszewski	<u>Building Level</u> or 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.**

SUMMARY OF BUILDING LEVEL DATA

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

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

Access to the General Curriculum

Strengths

1. District and grade level meetings for special education teachers are held regularly.
2. The Peter Woodbury staff provides a strong continuum of services to include team instruction for students at risk.
3. The pre-referral and child find processes ensure students are provided with appropriate supports prior to students being identified with educational disabilities.
4. Teachers provide measurable goals that interface with IDEA components and the reading program.
5. Collaboration between regular and special education teachers takes place on a consistent basis.
6. The use of technology in all venues is very strong. Additionally, on occasion, special education students teach regular education students how to use new software.
7. Related staff members regularly consult with classroom teachers and parents.
8. Excellent documentation of progress.

Suggestions for Improvement

1. Consider providing additional collaborative planning time for staff to ensure consistency in programming.

SUMMARY OF BUILDING LEVEL DATA

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

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

Transition

Strengths

Suggestions for Improvement

1. The Bedford Early Education Program (BEEP) staff meets in January with a facilitator to run an open house held in May.
2. Peter Woodbury staff goes to IEP meetings at sending schools allowing parents to meet teachers before the school year begins.
3. Staff members conduct observations of students in BEEP prior to transitions into kindergarten.
4. The building staff meets in March to match and group students and to determine Extended School Year Services.
5. Occupational therapists within the district meet monthly to ensure appropriate services are provided to students.
6. Paraprofessionals in receiving schools shadow previous paraprofessionals ensuring consistency and continuity in programming from year to year.
7. The school provides parents of 5th grade students with open house night at McKelvie Middle School to assist with the transition from one building to another.
8. Staff members from McKelvie Middle School participate in the Peter Woodbury parent night to answer questions parents may have regarding student transition from elementary to middle school.

SUMMARY OF BUILDING LEVEL DATA

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

<u>BEHAVIOR STRATEGIES AND DISCIPLINE</u>			YES	NO	N/A
Ed. 1109.02 Program	CFR 300.346				
Ed. 1119.11 Disciplinary Procedures	CFR 300.519-300.529				
Ed. 1133.07 (a) (b) (c) (d) (e)	CFR 300.510-300.529				
20 U.S.C. 1415 (K)					
Child Management – Private Schools	RSA 169-C Child Protection Act				
Data are used to determine impact of student behavior on his/her learning.		2			
Has this student ever been suspended from school?			2		
If yes, for how many days?					
If appropriate, a functional behavior assessment has been conducted.					2
IEP team has addressed behaviors that are impacting student learning.		2			
A behavior intervention plan has been written to address behaviors.		1			1
All individuals working with the student have been involved in developing behavior intervention strategies.		2			
Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.		2			
Results of behavior intervention strategies are evaluated and monitored.		2			
A school-wide behavior intervention model exists.		2			
Strengths	Suggestions for Improvement				
<ol style="list-style-type: none"> 1. A building wide behavior plan has been in place for three years. All staff are trained and parents are notified. 2. Staff are provided access to a behavior consultant who has specific knowledge regarding behavioral interventions. 3. Responsive classroom is implemented consistently resulting in a positive educational climate within the school. 4. District wide behavioral special education staff and guidance staff meet to support and provide staff with appropriate pre-referral interventions. 	<ol style="list-style-type: none"> 1. Consider providing a quiet room or space for students who require a space to address sensory needs. 				

SUMMARY OF BUILDING LEVEL STRENGTHS AND SUGGESTIONS FOR IMPROVEMENT

Strengths	Suggestions for Improvement
<ol style="list-style-type: none">1. The climate of the building is very supportive and strong professional relationships exist between regular and special education staff.2. The superintendent of SAU 25 and the School Board are commended for providing the staff with the resources necessary to provide an appropriate level of programming to students.3. All staff members work in a very proactive manner. For example, students are taught how to resolve a crisis before one arises.	

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: 25	School: Riddle Brook Elementary	Date: 2-14-6
Programs: Modified Regular (team instruction), Integrated Classroom		Number of Cases Reviewed: 3
Recorder/Summarizer: Mary Paradise		

Collaborative Team Members:

Mike Fournier	<u>Building Level</u> or Visiting
Jody Louison	<u>Building Level</u> or Visiting
Katy Chase	<u>Building Level</u> or Visiting
Terry Cardon	<u>Building Level</u> or Visiting
Marcia Walsh	<u>Building Level</u> or Visiting
Christine Statterry	<u>Building Level</u> or Visiting
Stacey Plourde	<u>Building Level</u> or Visiting
Venitia Reilly	<u>Building Level</u> or Visiting
Karen Frisbie	<u>Building Level</u> or Visiting
Amy Meserve	<u>Building Level</u> or Visiting
Chris Snyder	<u>Building Level</u> or Visiting
Barbara Cohen	Building Level or <u>Visiting</u>
Mary Paradise	Building Level or <u>Visiting</u>
Sarah Downer	Building Level or <u>Visiting</u>

Susan Treloar	Building Level or <u>Visiting</u>
Bonnie Bell	<u>Building Level</u> or Visiting
Maria Gray	<u>Building Level</u> or Visiting
Corinne Marton	<u>Building Level</u> or Visiting
Candice Lambert	<u>Building Level</u> or Visiting
Christine Slattery	<u>Building Level</u> or Visiting
Ann Koellmer	<u>Building Level</u> or Visiting
Molly McCarthy	<u>Building Level</u> or Visiting

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

SUMMARY OF BUILDING LEVEL DATA

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

<u>ACCESS TO THE GENERAL CURRICULUM STATEMENTS</u>								
Ed. 1109.01 Elements of an IEP CFR 300.347 Content of IEP Ed. 1109.05, Implementation of IEP 20 U.S.C. 1414 (d) Ed. 1115.07, Ed 1119.01(f) Provision of Non-Academic Services/Settings CFR 300.553 Ed. 1119.03, Full Access to District's Curricula CFR 300.24, CFR 300.347 Ed. 1119.08, Diplomas Ed. 1107.04 (d) Qualified Examiner Ed. 1133.05 (c)(h)(k) CFR 300.347 Program Requirements, Content of IEP Ed. 1133.20 Protections Afforded to Children with Disabilities CFR 300.347(a) (1) (i) ". . . general curriculum (i.e. ,the same curriculum as for nondisabled children)" CFR 300.347 (a) (3) (iii) "To be educated and participate with other children with disabilities and non disabled children"						YES	NO	N/A
Team uses multiple measures to design, implement and monitor the student's program.						3		
IEP goals are written in measurable terms.						2.5	.5	
Student has made progress over the past three years in IEP goals. Goal 1						3		
Student has made progress over the past three years in IEP goals. Goal 2						3		
Student <u>has access to</u> the general curriculum (as outlined by the district, sending district or NH frameworks.)						3		
Student <u>participates in</u> the general curriculum in a regular education setting with non-disabled peers, as appropriate, with necessary supports.						3		
When participating in a regular education setting with non-disabled peers with necessary supports, student <u>has made progress in</u> the general curriculum.						3		
Student participates appropriately in state, district and school-wide assessments.						3		
Student <u>shows progress</u> in state, district and school-wide assessments.						3		
Student <u>has opportunities</u> to participate in general extracurricular and other non-academic activities with necessary supports.						3		
Student <u>does participate</u> in general extracurricular and other non-academic activities with necessary supports.						2	1	
Was the student's most recent LEA evaluation, including a written summary report and meeting, held within 45 days of parental permission to test? If not, was it due to: (check all that apply)								
Extension in Place	Lack of Qualified Personnel Psychologist Educator Related Services Other	Evaluation Not Completed in Time	Summary Report Not Written in Time	Meeting Not Held in Time	Other			
<i>For High School Students:</i>						YES	NO	NA
Student is earning credits toward a regular high school diploma.								
<i>IF YES:</i> within 4 years?								
Student will earn an IEP diploma or a certificate of competency.								
<i>IF YES:</i> within 4 years?								
Does this school / district have a clear policy for earning a high school diploma?								
Access to the General Curriculum								

Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> 1. Adequate staffing is provided in every setting. 2. Appropriate resources are provided. 3. The teaching staff receives a high level of support from the administration. 4. A large number of placement options are available to students, resulting in very individualized programming for students. 5. Open court and everyday math programs have built in systems of support for students with special education needs. 6 Professional development for general education teachers in differentiated instruction is provided on a regular basis. 7. Teachers and administrators use data effectively to design and make changes to programming. 8. Staff demonstrates flexibility and the ability to “think out of the box.” They are clearly committed to doing what needs to be done to help students. 9. Having a special educator at each grade level, with a paraprofessional, effectively supports communication with general educators. 10. Short burst of intensive one-on-one instruction (known as “zaps”) has proven to be very effective. 11. Consultation with related services personnel occurs on a regular basis. 12. A specially trained (LIPS) reading specialist assists with reading programming throughout the district. 	<ol style="list-style-type: none"> 1. Consider providing staff with more time for planning and consultation.

SUMMARY OF BUILDING LEVEL DATA

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

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

Transition

Strengths

1. General education and special education staff meet frequently to ensure that students transition successfully from grade to grade.
2. A transition night and open house is provided specifically for students coming from BEEP to elementary, as well as yearly open houses for all grade levels.
3. Guidance staff provides consistent outreach to private kindergartens, resulting in smooth transitions.
4. Transition planning for students is done on a case-by-case basis to new settings allowing for truly individualized programming.
5. Extended school day is provided for Kindergarteners when appropriate to ensure appropriate programming is provided.

Suggestions for Improvement

1. Assist parents who have children with significant needs, explore and develop relationships with appropriate local area agencies.

SUMMARY OF BUILDING LEVEL DATA

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

<u>BEHAVIOR STRATEGIES AND DISCIPLINE</u>			YES	NO	N/A
Ed. 1109.02 Program	CFR 300.346				
Ed. 1119.11 Disciplinary Procedures	CFR 300.519-300.529				
Ed. 1133.07 (a) (b) (c) (d) (e)	CFR 300.510-300.529				
20 U.S.C. 1415 (K)					
Child Management – Private Schools	RSA 169-C Child Protection Act				
Data are used to determine impact of student behavior on his/her learning.		3			
Has this student ever been suspended from school?			2	1	
If yes, for how many days?					
If appropriate, a functional behavior assessment has been conducted.					3
IEP team has addressed behaviors that are impacting student learning.		2			1
A behavior intervention plan has been written to address behaviors.		2			1
All individuals working with the student have been involved in developing behavior intervention strategies.		2			1
Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.		2			1
Results of behavior intervention strategies are evaluated and monitored.		2			1
A school-wide behavior intervention model exists.		3			
Strengths	Suggestions for Improvement				
<ol style="list-style-type: none"> 1. School to parent communication is very strong. 2. Guidance personnel are commended for teaching character education in the classroom. 3. Sensory diets are used effectively to manage student behavior and sensory needs. 4. Conduct committee meets regularly. 5. The use of Responsive Classroom techniques school wide is evidenced by a very positive school climate. 6. With difficult cases, there is consultation with specialists and a sharing of information. 7. A consulting clinical psychologist provides necessary support to teams as needed. 					

SUMMARY OF BUILDING LEVEL STRENGTHS AND SUGGESTIONS FOR IMPROVEMENT

Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> 1. The administration is commended for devoting the November 8th district workshop day entirely to special education topics. 2. Cross-school monitoring for new Special Educators takes place in addition to the assignment of in-house mentors. 3. The data strategies committee assists the school in effectively using data to drive instruction. 4. The staff consistently implements the school wide Responsive Classroom model resulting in a very positive school environment. 5. The building level administrative team provides strong and effective leadership. 6. Special education teachers at each grade level are commended for the good work that they do. 7. All team members, including related service providers, participate in program set-ups resulting in the development of very cohesive and caring programs. 8. All students are provided with appropriate instruction regardless of need. 	<ol style="list-style-type: none"> 1. Consider providing additional professional development in IEP goal writing to ensure goals in education plans are measurable.

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: 25	School: McKelvie Middle School	Date: 2-14-06
Programs: Modified regular ed/skills Improvement, Integration, Modified Regular Ed. Resource		Number of Cases Reviewed: 3
Recorder/Summarizer: Amy Anderson		

Collaborative Team Members:

Carrie Christie	<u>Building Level</u> or Visiting
Pamela Robert	<u>Building Level</u> or Visiting
Joan Roelke	<u>Building Level</u> or Visiting
Susan M Mullen	<u>Building Level</u> or Visiting
Shari Daisy	<u>Building Level</u> or Visiting
Carrie S. DeBell	<u>Building Level</u> or Visiting
Catherine A Bachhuber	<u>Building Level</u> or Visiting
Chris O'Callahan	Building Level or <u>Visiting</u>
Mark Richmond	Building Level or <u>Visiting</u>
Amy Anderson	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.					3		
IEP goals are written in measurable terms.					3		
Student has made progress over the past three years in IEP goals. Goal 1					3		
Student has made progress over the past three years in IEP goals. Goal 2					3		
Student <u>has access to</u> the general curriculum (as outlined by the district, sending district or NH frameworks.)					3		
Student <u>participates in</u> the general curriculum in a regular education setting with non-disabled peers, as appropriate, with necessary supports.					3		
When participating in a regular education setting with non-disabled peers with necessary supports, student <u>has made progress in</u> the general curriculum.					3		
Student participates appropriately in state, district and school-wide assessments.					3		
Student <u>shows progress</u> in state, district and school-wide assessments.					3		
Student <u>has opportunities</u> to participate in general extracurricular and other non-academic activities with necessary supports.					3		
Student <u>does participate</u> in general extracurricular and other non-academic activities with necessary supports.					3		
Was the student's most recent LEA evaluation, including a written summary report and meeting, held within 45 days of parental permission to <u>test? If not, was it due to:</u> (check all that apply)					2	1	
Extension in Place	Lack of Qualified Personnel Psychologist Educator Related Services Other	Evaluation Not Completed in Time	Summary Report Not Written in Time	Meeting Not Held in Time	Other NA 1 Student Health Issue		
<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	Suggestions for Improvement
<ol style="list-style-type: none"> 1. Flexible support systems for individual students are provided. 2. Paraprofessionals provide supports within general education classrooms as needed and provide support within different programs. 3. The staff successfully implements integrated units including Kiddie Lit, Stand By Me, and the Consumer Unit, allowing access to the curriculum for all students. 4. General education staff has taken ownership of all students' success. They successfully provide appropriate modifications and accommodations. 5. A special education teacher is assigned at each grade level. 6. Collaborative problem solving and meetings with the multidisciplinary team at a common time assists in developing programming for identified students. 	

SUMMARY OF BUILDING LEVEL DATA

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

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

Transition

Strengths

1. The school provides students with a “move up day” to ensure successful transitions from grade to grade.
2. Special education staff attend 5th grade IEP meetings at feeder schools resulting in smooth transitions.
4. Extended School Year programming is used as a transition support for some students.
5. A comprehensive transition takes place and is developed around specific student needs, for example picture books are developed for students in order to familiarize them with staff, several school visits take place prior to the start of school year and paraprofessionals sometimes transition students to the new school.
6. An Introduction Night is provided for each parent
7. Student 504 plans are written in March or April to help transition students effectively.
8. Parents are encouraged to make multiple visits to new schools to assist with the transition of students.

Suggestions for Improvement

1. It may be helpful to develop a transition plan/checklist for 14-year-old students and above to ensure appropriate transition activities occur.
2. Encourage and invite students to attend IEP transition meetings.

SUMMARY OF BUILDING LEVEL DATA

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

<u>BEHAVIOR STRATEGIES AND DISCIPLINE</u>			
Ed. 1109.02 Program	CFR 300.346		
Ed. 1119.11 Disciplinary Procedures	CFR 300.519-300.529		
Ed. 1133.07 (a) (b) (c) (d) (e)	CFR 300.510-300.529		
20 U.S.C. 1415 (K)			
Child Management – Private Schools	RSA 169-C Child Protection Act	YES	NO
		N/A	
Data are used to determine impact of student behavior on his/her learning.		1	2
Has this student ever been suspended from school?		1	2
If yes, for how many days?		1	
If appropriate, a functional behavior assessment has been conducted.			3
IEP team has addressed behaviors that are impacting student learning.		1	2
A behavior intervention plan has been written to address behaviors.		1	2
All individuals working with the student have been involved in developing behavior intervention strategies.		1	2
Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.		1	2
Results of behavior intervention strategies are evaluated and monitored.		1	2
A school-wide behavior intervention model exists.		3	
Strengths	Suggestions for Improvement		
<p>1. The school employs a full time behavior specialist to assist with students who require intensive behavioral supports.</p> <p>5. A consulting psychologist is provided to assist staff, as needed, ensuring that students receive appropriate behavioral interventions.</p>	<p>1. Consider providing additional paraprofessional training opportunities.</p>		

SUMMARY OF BUILDING LEVEL STRENGTHS AND SUGGESTIONS FOR IMPROVEMENT

Strengths	Suggestions for Improvement
<ol style="list-style-type: none">1. The school appears to be well staffed. Appropriate personnel are available to address student needs.2. A very comprehensive and effective transition process is in place for students entering the school and leaving the school.3. All members of the school community take responsibility for individual student learning. The special education staff works closely with regular education teachers.	<ol style="list-style-type: none">1. Remind staff members to invite students 14 years old or older to IEP/ Transition meetings.

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: 25	School: West High School	Date: 2-14-06
Programs: Skills, Resource, Modified Regular		Number of Cases Reviewed: 2
Recorder/Summarizer: Lori DeTrude		

Collaborative Team Members:

Lori DeTrude	Building Level or <u>Visiting</u>
Miriam Edel-Trisdale	Building Level or <u>Visiting</u>
Mary Murphy	<u>Building Level</u> or Visiting
Noreen Bogdan	<u>Building Level</u> or Visiting
Crystal A. Paul	<u>Building Level</u> or Visiting
Joanna Preucel	<u>Building Level</u> or Visiting
Kerry Finnegan	<u>Building Level</u> or Visiting
Roberta Keane	<u>Building Level</u> or Visiting
Name:	Building Level or 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.

SUMMARY OF BUILDING LEVEL DATA

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

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

Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> 1. The team approach to student support is very effective. 2. The teachers and paraprofessionals demonstrate a high level of professionalism. 3. Biweekly progress reports assist in communicating student needs to parents. 4. Students are given a variety of options for structured study. 5. Credit is provided for resource classes. 6. Communication among special education teachers is strong. 7. Regular education staff communicates in a proactive manner with special education teachers. 8. Regular education teachers seek out special education teachers for consultation and support. 9. Flexibility around course selection assists teams in providing appropriate programming for students. 	<ol style="list-style-type: none"> 1. Consider providing more co-teaching opportunities. 2. Consider reviewing the course selection processes as some are viewed as placing students inappropriately.

SUMMARY OF BUILDING LEVEL DATA

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

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

Transition

Strengths

1. Occupational preparation class.
2. School to school transition from the middle school has involved a lot of planning and is very successful.
3. Grade to grade transitions are worked out individually and include students and parents.

Suggestions for Improvement

1. Consider developing a brochure to provide parents with more information regarding extracurricular activities.

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>			
<u>Ed. 1109.02 Program</u>	<u>CFR 300.346</u>		
<u>Ed. 1119.11 Disciplinary Procedures</u>	<u>CFR 300.519-300.529</u>		
<u>Ed. 1133.07 (a) (b) (c) (d) (e)</u>	<u>CFR 300.510-300.529</u>		
<u>20 U.S.C. 1415 (K)</u>			
<u>Child Management – Private Schools</u>	<u>RSA 169-C Child Protection Act</u>	YES	NO
		N/A	
Data are used to determine impact of student behavior on his/her learning.		2	
Has this student ever been suspended from school?		1	1
If yes, for how many days?		1	
If appropriate, a functional behavior assessment has been conducted.		1	1
IEP team has addressed behaviors that are impacting student learning.		1	1
A behavior intervention plan has been written to address behaviors.			2
All individuals working with the student have been involved in developing behavior intervention strategies.		2	
Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.		2	
Results of behavior intervention strategies are evaluated and monitored.		2	
A school-wide behavior intervention model exists.		2	
Strengths	Suggestions for Improvement		
<ol style="list-style-type: none"> 1. The behavior specialist provides effective interventions. Students are well served and monitored; staff receives consultation from specialists around specific students. 2. Communication among staff is good. 4. A very proactive approach to behavior is put into place to prevent major issues from arising. 	<ol style="list-style-type: none"> 1. Continue to consider school-wide initiatives, such as an in-school suspension room. 		

SUMMARY OF BUILDING LEVEL STRENGTHS AND SUGGESTIONS FOR IMPROVEMENT

Strengths	Suggestions for Improvement
<ol style="list-style-type: none">1. Staff demonstrates a high level of expertise and commitment to students.2. Communication among all staff is consistent and effective.3. Support is appropriately provided to individual students that require it.4. The commitment to individual students is very strong.5. The support from Manchester West administration, particularly the special education coordinator and the Principal, is very beneficial.6. Staff encourages parent participation and provides support when needed.7. The curriculum for resource room services has been formalized.8. The School to work facilitator assists effectively during the transition process.9. Transition planning is comprehensive.	<ol style="list-style-type: none">1. Consider developing a comprehensive plan for life skills training.2. Continue to look at and foster a co-teaching model with regular education and special education teachers.

VII. ADDENDUM: OUT OF DISTRICT AND JAMES O SUMMARIES

ADDENDUM

Out-of-District File Review

SAU 25

Date: February 13-14, 2006

Reviewer: Jennifer Dolloff

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

SAU 25

Number of Files Reviewed: 2

COMMENDATIONS

Both files reviewed were well organized.

The out of district coordinator demonstrated a strong level of knowledge of the students and placements reviewed.

CITATIONS OF NONCOMPLIANCE

None

ADDENDUM

JAMES O. MONITORING PROGRAM

SAU 25

Student File Review

Case Study Document

Reimbursement Claim Form

Case Study Addendum Form

Date: February 13-14, 2006

Reviewer: Jennifer Dolloff

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

SAU 25

Number of files reviewed: 1

COMMENDATIONS:

The out of district coordinator demonstrated a strong level of knowledge of the students and placements reviewed.

CITATIONS OF NONCOMPLIANCE:

None