

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

**SAU 29
SUMMARY REPORT**

**Chesterfield, Harrisville, Keene, Marlborough, Marlow,
Nelson and Westmoreland School Districts**

**William Gurney, Wayne Woolrich, Acting Superintendents of Schools
Catherine Reeves, Director of Special Education**

Chairperson: Richard V. Lates,
Education Consultant

Visit Conducted on February 21-22, 2007
Report Date, July 17, 2007
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I. TEAM MEMBERS

Visiting Team Members:

NAME	PROFESSIONAL ROLE	NAME	PROFESSIONAL ROLE
Dick Lates	Chairperson	Jennifer Dolloff	Technical Assistant
Allen Abendroth	Inclusion Coordinator	Barbara French	Special Educator
Maren Ardell	Director of Special Education	Emily Gagne	General Educator
Charlene Bemis	Education Coordinator	Sophia Gonzales	General Educator
Shannon Bernier	Guidance Counselor	Bing Hawes	Home School Coordinator
Val Blachly	Special Educator	Patty Hurley	Special Educator
Holly Charron	Special Educator	Mary Beth LaSalle	Special Education Coordinator
Maureen Chorma	Preschool Coordinator	Marcia McCaffery	Education Consultant, NHDOE
Amy Clason-Gilmet	Special Education Coordinator	Sara Monte	Special Educator
Lyndsay Curtis	Special Educator	Maureen Oakman	Assistant Principal
Nancy D'Agostino	Preschool Technical Assistant	Suzanne O'Connor	Special Educator
Jennifer Dark	General Educator	Gail Paludi	Principal
Janet Davis	Early Childhood Coordinator	Martha Reese	Guidance Counselor
Nicole Wooley	Special Educator	Renea Sparks	Asst. Director of Special Services
Anne Wilkinson	Special Education Coordinator	Kevin Stone	Assistant Principal
		Dianne Fitch	Speech/Language Pathologist

Building Team Members:

NAME	PROFESSIONAL ROLE	NAME	PROFESSIONAL ROLE
Sharon D'Eon	Principal	Kim Rich-Millikon	Special Educator
Joanne Dexter	Special Educator	Emily Mills	Special Educator
Lawrence Ullrich	Special Educator	Amy Fulton	Special Educator
Emily Hartshorne	Teaching Principal	Roshan Swope	General Educator
Shelley Earley	Occupational Therapist	Vince Bradley	Paraprofessional
Joe LeBreque	Special Educator	Linda MaGilvery	Community Center Director
Ken Devoid	SAU Coordinator	Karen Parcels	Principal
Rich Comerford	Special Educator	Joyce Puleo	Special Educator
Susan Kennedy	Special Educator	Sarah Antel	General Educator
Phyllis Peterson	Principal	Mandi Silk	Guidance Counselor
Joyce Foster	Special Educator	Tina Leppe	General Educator
Diane Langlois	Tutor	Melissa Reichert	Speech Language Pathologist
Diane Warner	Parent	Sheila Vara	Principal
Lori Castagna	Special Educator	Karen Durling	General Educator
Meredith Cargill	Principal	Greer Isaacs	Guidance Counselor
Marcia Zurick-Thompson	Speech/Language Path.	Lisa Mango	Special Educator
Patricia Yoerger	Principal	Claire Dubois	Special Educator
Margaret Dean	Speech/Language Path.	Brian Phillips	General Educator
Junie Pereira	Principal	Allison Carr	Special Educator
Adrienne Spector	School Psychologist	Lisa Durr	General Educator
Katie Kier	Special Educator	Pauline Brackett	Reading Specialist
Susan Masiello	Special Educator	Susan North	Speech/Language Path.
Doris LeClair	General Educator	Loren Wilder	Principal
Linda Risley	Special Educator	Linda Patterson	Occupational CODA
Debbie Reilly	Special Educator	Diane Abbate	Speech/Language Pathologist
Cindi Bunn	General Educator	Catherine Bergeron	Special Educator
Susan Brennan-Sawyer	School Psychologist	Joyce Porter	Speech/Language Pathologist
Pam Prentiss	Occupational Therapist	Sue Meehan	General Educator
Renee K.	Parent	Catherine Doane	Special Educator
Linda Smith	General Educator	Christine Archer	General Educator

Stephanie Wolfe	Reading Specialist	Joyce Porter	Speech/Language Pathologist
Gwen Mitchell	Principal	Judi Canesi	Special Educator
Kevin Fay	Special Educator	Joe Langione	EH Counselor
Marianne Lavatori	Special Educator	Megan Battaglia	Special Education Coordinator
Raymond MacLean	Special Educator	Virginia McManus	Special Educator
Suzanne Sharron	Special Ed. Coordinator	Suzanne Jahn	Speech Pathologist
Alan Chamiel	Principal	Barry Cook	Principal
Joe Shapiro	EH Counselor	Ken Susskind	Special Educator
Nancy Cressy	Special Educator	Heidi Cook	Special Educator

INTRODUCTION

SAU 29 is comprised of seven independent school districts – Chesterfield, Harrisville, Keene, Marlborough, Marlow, Nelson and Westmoreland. SAU 29 is the largest multi-district SAU in the state, managing a collective budget of \$72.7 million and 14 school buildings, coordinating the activities of seven independent school boards and overseeing 4,607 students. The SAU serves 90 preschool students (ages 3-5) and 782 students (ages 6-21) with educational disabilities, or 17% of its student enrollment. Seventy-eight students are currently placed out of district, which represents 10% of the identified student population.

The mission statement of SAU 29 is:

- *To provide leadership for continuous school improvement within SAU 29 that results in success for every student.*
- *To build and maintain a focus on a common vision and direction that meets the educational needs of member communities and assures the highest quality public education for our students.*
- *To provide services and coordinate resources to support the effective and efficient operation of SAU 29 and its member schools.*

Please Note: Several attempts were made to obtain demographic information that was missing in the report, but the LEA was not able to produce it. For this reason, not all required data in the demographic information is included.

NAME OF DISTRICT: Keene			
DISTRICT ENROLLMENT DATA	2004-05	2005-06	2006-07
Total Student Enrollment (ages 6-21) (as of Oct 1)	3,843	3,835	3,693
Expenditure Per Pupil	10,346.99	11,309.50	
Cumulative Drop-Out % (grades 9-12) students with disabilities	33	33	
Cumulative Drop-Out % (grades 9-12) non-disabled students	2.7	N/A	N/A
Free/Reduced Lunch %	19.2	19.5	20.5
Title I %	6.5	6.1	6.1
LEP %	0.7	0.6	0.7
SPECIAL EDUCATION PROGRAM DATA	2004-05	2005-06	2006-07
# of Identified Students Ages 3-5 (as of Oct. 1)	65	65	71
# of Identified Students Ages 6-21 (as of Oct. 1)	677	697	526
% Identified Ages 6-21 (as of Oct. 1)	17.6%	18%	16.6%
# Out of District	N/A	53	54
% Out of District	N/A	8%	10%
# of Students Out of Compliance (as of Oct. 1)			34
Special Programs Total Expenditure	\$11,581,781.29	\$10,554,571.29	

Average Caseload (as of Oct. 1)	17	17	14
# Identified Students Suspended One Or More Times		N/A	
# of students with disabilities who are being provided home instruction (as of Dec.1)		2	1
# of students with disabilities who have been placed on a "shortened school day" (as of Dec. 1)		4	4
Special Education Staffing: (report in FTEs)	2004-05	2005-06	2006-07
# of Special Educators			48
# of Related Service Providers			36
# of Paraprofessionals			192

NAME OF DISTRICT: Chesterfield			
DISTRICT ENROLLMENT DATA	2004-05	2005-06	2006-07
Total Student Enrollment (ages 6-21) (as of Oct 1)	600	603	582
Expenditure Per Pupil	\$10,788.46	\$11,110.32	
Cumulative Drop-Out % (grades 9-12) students with disabilities	N/A	N/A	
Cumulative Drop-Out % (grades 9-12) non-disabled students	1	1	N/A
Free/Reduced Lunch %	12%	12%	15%
Title I %	N/A	10.2%	12.4%
LEP %	N/A	N/A	N/A
SPECIAL EDUCATION PROGRAM DATA	2004-05	2005-06	2006-07
# of Identified Students Ages 3-5 (as of Oct. 1)	8	6	8
# of Identified Students Ages 6-21 (as of Oct. 1)	123	123	105
% Identified Ages 6-21 (as of Oct. 1)	20%	20%	18%
# Out of District	9	11	9
% Out of District	1%	1.8%	1.5%
# of Students Out of Compliance (as of Oct. 1)			6
Special Programs Total Expenditure	\$2,011,257.88	\$2,121,188.49	
Average Caseload (as of Oct. 1)	15	15	17
# Identified Students Suspended One Or More Times		N/A	
# of students with disabilities who are being provided home instruction (as of Dec.1)		0	0
# of students with disabilities who have been placed on a "shortened school day" (as of Dec. 1)		1	1
Special Education Staffing: (report in FTEs)	2004-05	2005-06	2006-07
# of Special Educators			4
# of Related Service Providers			2
# of Paraprofessionals			22

NAME OF DISTRICT: Harrisville			
DISTRICT ENROLLMENT DATA	2004-05	2005-06	2006-07
Total Student Enrollment (ages 6-21) (as of Oct 1)	93	97	102
Expenditure Per Pupil	\$16,884.77	\$18,601.75	
Cumulative Drop-Out % (grades 9-12) students with disabilities	2	2	
Cumulative Drop-Out % (grades 9-12) non-disabled students	N/A	N/A	N/A
Free/Reduced Lunch %	11%	18%	20%
Title I %	N/A	7.5	N/A
LEP %	N/A	N/A	N/A
SPECIAL EDUCATION PROGRAM DATA	2004-05	2005-06	2006-07
# of Identified Students Ages 3-5 (as of Oct. 1)	3	2	2
# of Identified Students Ages 6-21 (as of Oct. 1)	31	25	22
% Identified Ages 6-21 (as of Oct. 1)	33	25	21
# Out of District	1	2	1
% Out of District	1	2	.9
# of Students Out of Compliance (as of Oct. 1)			4
Special Programs Total Expenditure	\$404,500.25	\$452,016.75	
Average Caseload (as of Oct. 1)	6	7	8
# Identified Students Suspended One Or More Times		N/A	
# of students with disabilities who are being provided home instruction (as of Dec.1)		0	0
# of students with disabilities who have been placed on a "shortened school day" (as of Dec. 1)		1	1
Special Education Staffing: (report in FTEs)	2004-05	2005-06	2006-07
# of Special Educators			1
# of Related Service Providers			0
# of Paraprofessionals			1

NAME OF DISTRICT: Marlborough			
DISTRICT ENROLLMENT DATA	2004-05	2005-06	2006-07
Total Student Enrollment (ages 6-21) (as of Oct 1)	308	285	295
Expenditure Per Pupil	\$10,437.40	\$11,304.61	
Cumulative Drop-Out % (grades 9-12) students with disabilities	N/A	N/A	
Cumulative Drop-Out % (grades 9-12) non-disabled students	2	4	N/A
Free/Reduced Lunch %	18%	20%	30%
Title I %	N/A	9.6%	7.4%
LEP %	N/A	N/A	N/A
SPECIAL EDUCATION PROGRAM DATA	2004-05	2005-06	2006-07
# of Identified Students Ages 3-5 (as of Oct. 1)	7	5	3

# of Identified Students Ages 6-21 (as of Oct. 1)	71	65	53
% Identified Ages 6-21 (as of Oct. 1)	23	23	18
# Out of District	9	4	7
% Out of District	1.1	.16	.28
# of Students Out of Compliance (as of Oct. 1)			4
Special Programs Total Expenditure	\$788,607.81	\$789,066.40	
Average Caseload (as of Oct. 1)	14	14	15
# Identified Students Suspended One Or More Times		N/A	
# of students with disabilities who are being provided home instruction (as of Dec.1)		0	0
# of students with disabilities who have been placed on a "shortened school day" (as of Dec. 1)		0	0
Special Education Staffing: (report in FTEs)	2004-05	2005-06	2006-07
# of Special Educators			2
# of Related Service Providers			0
# of Paraprofessionals			10

NAME OF DISTRICT: Marlow			
DISTRICT ENROLLMENT DATA	2004-05	2005-06	2006-07
Total Student Enrollment (ages 6-21) (as of Oct 1)	101	101	85
Expenditure Per Pupil	\$10,487.35	\$13,240.79	
Cumulative Drop-Out % (grades 9-12) students with disabilities	N/A	N/A	
Cumulative Drop-Out % (grades 9-12) non-disabled students	1	4	N/A
Free/Reduced Lunch %	19%	21%	10%
Title I %	N/A	5.2%	25.9%
LEP %	N/A	N/A	N/A
SPECIAL EDUCATION PROGRAM DATA	2004-05	2005-06	2006-07
# of Identified Students Ages 3-5 (as of Oct. 1)	4	2	3
# of Identified Students Ages 6-21 (as of Oct. 1)	33	35	24
% Identified Ages 6-21 (as of Oct. 1)	32	34	28
# Out of District	6	7	3
% Out of District	.9	6.9	3.5
# of Students Out of Compliance (as of Oct. 1)			2
Special Programs Total Expenditure	\$547,772.72	\$504,708.73	
Average Caseload (as of Oct. 1)	6	7	9
# Identified Students Suspended One Or More Times		N/A	
# of students with disabilities who are being provided home instruction (as of Dec.1)		0	0
# of students with disabilities who have been placed on a "shortened school day" (as of Dec. 1)		0	0
Special Education Staffing: (report in FTEs)	2004-05	2005-06	2006-07

# of Special Educators			1
# of Related Service Providers			N/A
# of Paraprofessionals			4

NAME OF DISTRICT: Nelson			
DISTRICT ENROLLMENT DATA	2004-05	2005-06	2006-07
Total Student Enrollment (ages 6-21) (as of Oct 1)	94	102	95
Expenditure Per Pupil	\$10,090.78	\$10,688.99	
Cumulative Drop-Out % (grades 9-12) students with disabilities	N/A	N/A	
Cumulative Drop-Out % (grades 9-12) non-disabled students	0	0	N/A
Free/Reduced Lunch %	34%	43%	33%
Title I %	N/A	11.9%	13.2%
LEP %	N/A	N/A	N/A
SPECIAL EDUCATION PROGRAM DATA	2004-05	2005-06	2006-07
# of Identified Students Ages 3-5 (as of Oct. 1)	2	0	1
# of Identified Students Ages 6-21 (as of Oct. 1)	23	25	21
% Identified Ages 6-21 (as of Oct. 1)	24	24	22
# Out of District	1	0	1
% Out of District	1	0	1
# of Students Out of Compliance (as of Oct. 1)			3
Special Programs Total Expenditure	\$244,758.17	\$310,914.66	
Average Caseload (as of Oct. 1)	7	8	11
# Identified Students Suspended One Or More Times		N/A	
# of students with disabilities who are being provided home instruction (as of Dec.1)		0	0
# of students with disabilities who have been placed on a "shortened school day" (as of Dec. 1)		0	0
Special Education Staffing: (report in FTEs)	2004-05	2005-06	2006-07
# of Special Educators			1
# of Related Service Providers			N/A
# of Paraprofessionals			3

NAME OF DISTRICT: Westmoreland			
DISTRICT ENROLLMENT DATA	2004-05	2005-06	2006-07
Total Student Enrollment (ages 6-21) (as of Oct 1)	219	232	233
Expenditure Per Pupil	\$11,916.51	\$10,646.73	
Cumulative Drop-Out % (grades 9-12) students with disabilities	N/A	N/A	
Cumulative Drop-Out % (grades 9-12) non-disabled students	0	1	N/A
Free/Reduced Lunch %	17%	13%	13%

Title I %	N/A	2.7%	3.9%
LEP %	N/A	N/A	N/A
SPECIAL EDUCATION PROGRAM DATA	2004-05	2005-06	2006-07
# of Identified Students Ages 3-5 (as of Oct. 1)	4	3	2
# of Identified Students Ages 6-21 (as of Oct. 1)	42	43	31
% Identified Ages 6-21 (as of Oct. 1)	19	18	13
# Out of District	4	3	3
% Out of District	1.8	1.2	1.2
# of Students Out of Compliance (as of Oct. 1)			0
Special Programs Total Expenditure	\$454,388.28	\$448,673.37	
Average Caseload (as of Oct. 1)	15	16	18
# Identified Students Suspended One Or More Times		1-1/2 day	
# of students with disabilities who are being provided home instruction (as of Dec.1)		1*	1*
# of students with disabilities who have been placed on a "shortened school day" (as of Dec. 1)		1*	1*
Special Education Staffing: (report in FTEs)	2004-05	2005-06	2006-07
# of Special Educators			1
# of Related Service Providers			4
# of Paraprofessionals			8

*Same Student

II. 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 29 on February 21-22, 2007 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 29. These include:

Chesterfield Elementary – Chesterfield	Wells Memorial School – Harrisville
Marlborough School – Marlborough	John D. Perkins Elementary – Marlow
Nelson School – Nelson	Westmoreland School – Westmoreland
Jonathan Daniels Elementary – Keene	Franklin Elementary – Keene
Fuller Elementary – Keene	Symonds Elementary – Keene
Wheelock Elementary – Keene	Keene Middle School – Keene
Keene High School - Keene	

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

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

Throughout the entire review process, the visiting team worked in collaboration with the staff of SAU 29. Their professionalism, active involvement in the process and cooperation were greatly appreciated and well recognized.

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

A review of the February 20-21, 2002 NHDOE Special Education Program Approval Report indicates that there were no areas of non-compliance identified and no citations issued. The District has responded to most of the suggestions generated by the building visiting teams, which fell into three areas – transition, collaboration and space. A follow-up corrective action visit took place on May 19, 2003, documenting the special education system improvements undertaken by SAU 29.

V. FEBRUARY 21-22, 2007 CASE STUDY COMPLIANCE REVIEW RESULTS

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

A total of 27 case studies were presented by the SAU 29 building teams and reviewed by the visiting team. The case studies were selected randomly and provided a representative sampling of the disabilities served and continuum of services provided by SAU 29 in its 14 buildings and its preschool programs.

PARENT PARTICIPATION

One of the defining features of effective schools is strong parent/community relations and open communication. With parents as active stakeholders in the NHDOE Special Education Program Approval Process this ensures the introduction of new ideas and broader perspectives. 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 21-22, 2007 Case Study Compliance Review in SAU 29.

SAU 29 mailed parent satisfaction surveys to all parents of educationally disabled children served by the SAU and received 231 responses to the 825 surveys mailed to parents or 28% responding. By their responses, parents generally indicated their satisfaction with SAU 29 special education programs and services. Overall, 78% of the parent responses indicated that parents were completely satisfied with the special education programs and services provided their children. Of a total of 3,121 parent responses to individual questions, 2,421 responses indicated complete parent satisfaction. Areas of concern on the part of individual parents included the following: level of program support, reporting on student progress, encouragement to participate in school activities, progress made on IEP goals, planning and support in student's transition and support for their children's behavioral, social and developmental needs. Preschool parents also expressed some concern regarding their level of involvement in the development of behavior interventions, strategies and supports. Elementary and high school parents expressed some concern about the school's support for their children's behavioral, social and developmental needs. In addition, high school parents expressed some concern about their children's feeling of safety and security in school and feeling welcomed by staff and students.

SUMMARY OF PARENT SURVEY DATA

SAU: 29 Preschool		
Total number of surveys sent:	Total # of completed surveys received: 10	Percent of response:

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.	7	3		
My child has opportunities to interact with non-disabled peers on a regular basis.	10			
I am adequately informed about my child's progress.	4	6		
My child is informed about and encouraged to participate in school activities outside of the school day, and is offered necessary supports.	5	1	4	
My child feels safe and secure in school and welcomed by staff and students.	10			
A variety of information (observations, test scores, school work, parent input) was used in developing my child's IEP.	10			
I am satisfied with the progress my child is making toward his/her IEP goals.	8	2		
TRANSITION:				
I am satisfied with the planning and support provided for the moves my child has made from grade to grade and school to school.	1	3	1	5
All of the people who are important to my child's transition were part of the planning.	4	2	1	3
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 5
I have been involved in the development of behavior interventions, strategies and supports for my child.	3	3		4
I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs.	3	3		4
OTHER:				
I fully participate in special education decisions regarding my child.	7	1		2
I have been provided with a copy of the procedural safeguards (parental rights) at least once a year.	10			

SAU: 29 Elementary		
Total number of surveys sent:	Total # of completed surveys received: 86	Percent of response:

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.	55	28	3	1
My child has opportunities to interact with non-disabled peers on a regular basis.	80	4		2
I am adequately informed about my child's progress.	59	26		1
My child is informed about and encouraged to participate in school activities outside of the school day, and is offered necessary supports.	52	18	7	9
My child feels safe and secure in school and welcomed by staff and students.	73	9	3	1
A variety of information (observations, test scores, school work, parent input) was used in developing my child's IEP.	74	10	1	1
I am satisfied with the progress my child is making toward his/her IEP goals.	57	23	5	1
TRANSITION:				
I am satisfied with the planning and support provided for the moves my child has made from grade to grade and school to school.	44	23	3	16
All of the people who are important to my child's transition were part of the planning.	48	16		22
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 42			NO 37
I have been involved in the development of behavior interventions, strategies and supports for my child.	38	10	2	33
I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs.	37	15	3	31
OTHER:				
I fully participate in special education decisions regarding my child.	77	5		4
I have been provided with a copy of the procedural safeguards (parental rights) at least once a year.	78	3	1	4

SAU: 29 Middle School		
Total number of surveys sent:	Total # of completed surveys received: 52	Percent of response:

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.	37	13	1	1
My child has opportunities to interact with non-disabled peers on a regular basis.	46	4	1	1
I am adequately informed about my child's progress.	31	18	3	
My child is informed about and encouraged to participate in school activities outside of the school day, and is offered necessary supports.	31	11	5	5
My child feels safe and secure in school and welcomed by staff and students.	43	8		1
A variety of information (observations, test scores, school work, parent input) was used in developing my child's IEP.	47	5		
I am satisfied with the progress my child is making toward his/her IEP goals.	37	12	3	
TRANSITION:				
I am satisfied with the planning and support provided for the moves my child has made from grade to grade and school to school.	33	10	3	6
All of the people who are important to my child's transition were part of the planning.	37	7	1	7
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 22			NO 25
I have been involved in the development of behavior interventions, strategies and supports for my child.	25	4	1	22
I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs.	24	5	3	20
OTHER:				
I fully participate in special education decisions regarding my child.	43	7	1	1
I have been provided with a copy of the procedural safeguards (parental rights) at least once a year.	49	2		1

SAU: 29 High School		
Total number of surveys sent:	Total # of completed surveys received: 77	Percent of response:

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.	37	35	5	
My child has opportunities to interact with non-disabled peers on a regular basis.	62	8	5	2
I am adequately informed about my child's progress.	33	33	10	1
My child is informed about and encouraged to participate in school activities outside of the school day, and is offered necessary supports.	42	20	14	1
My child feels safe and secure in school and welcomed by staff and students.	51	21	3	2
A variety of information (observations, test scores, school work, parent input) was used in developing my child's IEP.	58	12	6	1
I am satisfied with the progress my child is making toward his/her IEP goals.	35	29	11	2
FOR PARENTS OF HIGH SCHOOL STUDENTS: My child earns credits toward a regular high school diploma in all of his/her classes.	64	9		4
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.	42	21	11	3
All of the people who are important to my child's transition were part of the planning.	54	13	7	3
FOR PARENTS OF STUDENTS AGE 16 OR OLDER: I am satisfied with the written secondary transition plan that is in my child's IEP.	25	13	7	32
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 33			NO 36
I have been involved in the development of behavior interventions, strategies and supports for my child.	29	12	2	34
I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs.	19	20	8	30
OTHER:				
I fully participate in special education decisions regarding my child.	68	7	1	1
I have been provided with a copy of the procedural safeguards (parental rights) at least once a year.	65	4	4	4

**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

Students with educational disabilities are provided services in the least restrictive setting, as evidenced by the strong and complete continuum of services provided to identified students. The SAU provides a complete range of related services, and its inclusionary service delivery model is well-staffed at all levels. The SAU provides specialized settings for students with more severe educational disabilities. At the elementary level, the SAU provides a non-categorical collaborative at Franklin Elementary, a learning disabled collaborative at Wheelock, an emotionally handicapped collaborative at Symonds Elementary and a communications disorders collaborative at Fuller Elementary. At Keene Middle School, the SAU provides a Life Skills program for cognitively delayed students, a program for students with

Pervasive Developmental Disorder and a program for Emotionally Handicapped students. At Keene High School the SAU provides collaborative programs to address learning disabilities, life skills, social skills and an alternative high school program for emotionally handicapped students that is located off-site. There is a need for a program to support emotionally challenged students within the high school setting, in order to provide more inclusive learning opportunities for emotionally handicapped students.

The SAU 29 Special Education Policies and Procedures Manual needs to be thoroughly reviewed and updated.

Transition

Transition Planning

Process: Provision of FAPE

Transition Services

The SAU has developed a variety of strategies and activities to provide a smooth transition for students with disabilities who are moving from grade 8 in their community schools to Keene High School. It is evident that this has been a priority goal for the SAU 29 administrative team. SAU 29 follows a site-based leadership philosophy, but there appears to be good communication between the central office and the school sites supported by 6 special education coordinators, each supervising a level – towns, preschool, Keene Elementary School, Keene Middle School, Keene High School, and the alternative high school (TNT). The SAU currently has 78 students placed outside the SAU or 10% of its educationally disabled population. A disproportionately high number of these out-of-district placements are at the high school level and are emotionally disabled students. This pattern suggests a need to establish an EH program at the high school which would provide a less restrictive setting for students with behavioral challenges and would provide a bridge for students currently placed in the alternative school or out-of-district to transition back into the high school. The case study review revealed a need for further professional development for the high school staff in the area of post-secondary transition planning for students to comply with IDEA 2004 requirements.

Behavior Strategies and Discipline

The Responsive Classroom approach to behavior management has been adopted in nine of the 14 SAU 29 schools. A consistent, school-wide behavior plan is needed at the middle and high school levels, and at the Marlborough, Fuller and Wheelock schools in order to provide consistent behavioral expectations at the secondary level as well as in three of the elementary feeder schools.

COMMENDATIONS

SAU 29 and its 14 schools are to be commended for:

1. The strong and complete continuum of services and specialized programming provided students with educational disabilities
2. The experienced and committed staff at all levels and the student-centered climate found at all of the schools
3. The effective preschool program
4. The establishment of the NWEA assessment program which is moving toward connecting growth measurement with IEPs
5. The community support for special education programs and services
6. The selection of the Keene community by the America's Promise Program as one of 100 best communities in the nation for support of children
7. The focus on smooth transition from preschool to elementary and elementary to middle school
8. The implementation of a Freshman Academy and an advisory program at the high school which will maintain the same advisor and group membership throughout 4 years of high school
9. The funding support for professional development and the shift to building-based professional development activities, tied to building goals
10. The leadership and involvement of building administrators in special education programs and services

ISSUES OF SIGNIFICANCE

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

The Special Education Policies and Procedures Manual was not submitted by the SAU for review by the Program Approval Process, because the newly-appointed Director of Special Education lacked sufficient time to undertake the complete revision that she deemed necessary prior to the visit. The Manual was last revised in 1997. A revised Policies and Procedures Manual will need to be completed and reviewed as part of the Corrective Action Plan.

CITATIONS OF NONCOMPLIANCE IDENTIFIED AS A RESULT OF THE FEBRUARY 21-22, 2007 CASE STUDY COMPLIANCE REVIEW

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

As a result of the Case Study Compliance Review, the following citations of non-compliance were identified. Each citation listed below must be addressed in a corrective action plan and resolved within one year of this report. A template and instructions for such planning will be provided. It is important to note that these citations are applicable to all schools in the SAU, and must be addressed within each district/school in the SAU.

1. **Ed. 1109.01** IEP annual goals must be written in measurable terms.
2. **20 U.S.C.1414 (d)(1)(AQ)(i)(I)(VIII)** Transition plan should include coordinated, measurable annual goals and should include transition services that will reasonably enable the student to meet post-secondary goals.
3. **20 U.S.C. 1414(d)(1)(A)(i)(VIII)** The Student's IEP shall include statements of needed transition services as a coordinated set of activities which considers instruction, related services, community experiences, development of employment skills and development of daily living skills.
4. **Ed. 1109.01** IEP should include current level of performance related to transition services.
5. **Ed. 1109.03** IEP team and process should include the student as part of the planning.
6. **Ed. 1109.01** There should be documentation that representatives of other agencies have been invited to the IEP meetings.
7. **Ed. 1109.01** Student's IEP should include a statement that the student has been informed of his rights by age 17.
8. **Ed. 34 CFR 300.305(e)(3)** The local education agency (LEA) must provide a "summary of the child's academic achievement and functional performance, which shall include recommendations on how to assist the child in meeting the child's post secondary goals."
9. **Ed. 1125.04** Individual evaluation process must be completed within 45 days.
10. **ED 1119.11 Disciplinary Procedures for Children with Disabilities** For students found to be in need of a functional behavior assessment and a behavior intervention plan, the IEP team must ensure that all requirements are met. During the visit, two case studies reviewed lacked sufficient evidence to demonstrate compliance.
11. **Ed 1106. Special Education Process/Sequence:** SAU 29 must revise all special education policies and procedures to ensure compliance with state and federal special education rules and regulations.

Out of District and James O File Reviews

1. **Ed. 1109.01** A copy of the student's schedule should be included in the file.
2. **Ed. 1107.01** Evaluations must be current (less than 3 years old).
3. **Ed. 1107.05** Evaluation Summary Report must be completed every three years and placed in the student file.

SUGGESTIONS FOR PROGRAM-WIDE IMPROVEMENT

Suggestions for improvement, simply stated, are recommendations provided by the visiting team that are intended to strengthen and enhance programs, services, instruction and professional development, and the NHDOE strongly encourages that serious consideration be given to the suggestions. However, discretion may be used in this area; suggestions for improvement are not considered to be required corrective actions and you may determine which suggestions most warrant follow up and address those in your corrective action plan. **System wide suggestions for improvement are listed below. Suggestions for individual programs are included in the Building Level Case Study Data Summary Reports, pages 18-108.** It should be noted that in the Building Level Data Summary Reports, any suggestion made by a visiting team member that is actually a citation of noncompliance, has an asterisk (*) before it, and it is also listed above with the citations of noncompliance.

It is suggested that the SAU administration and staff consider the following: (Note – Suggestion #5 refers to the Keene School district. Suggestion #6 refers to the Marlborough School and the Fuller and Wheelock elementary schools in Keene as well as the middle and high school. All other suggestions refer to Keene Middle School and Keene High School.)

1. Providing EH programming and supports for students with behavioral challenges at the high school level to reduce referrals to the TNT program, thus allowing space for some students currently placed out of district to return to a less restrictive environment
2. Providing tutor support for TNT students who return to the high school from the TNT program to attend and successfully participate in core courses and vocational programs
3. Relocating the high school's Life Education and TNT programs, because of the accessibility and gender fair issues currently faced at the Mitchell House and Roosevelt facility
4. Providing reading support for struggling readers at the middle school and high school in response to the School in Need of Improvement Plan
5. Reviewing the roles, responsibilities and lines of supervision for special education coordinators and building administrators with respect to supervision of case managers and paraprofessionals
6. Establishing a consistent, school-wide behavior plan at three of the elementary schools, the middle school and high school in order to provide consistent behavioral expectations and common language and practice regarding student behavior
7. Providing further professional development for the high school staff in the area of post-secondary transition planning for students to comply with IDEA 2004 requirements

V. 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: 29	School: Preschool	Date: February 21 & 22, 2007
Programs: Head Start and Wheelock Preschool		Number of Cases Reviewed: 2
Recorder/Summarizer: Nancy D'Agostino		

Name: Debra Bock Helin	Building Level	or	Visiting
Name: Katherine Hildreth	Building Level	or	Visiting
Name: Joanne Mulligan	Building Level	or	Visiting
Name: Cindy Gustafson	Building Level	or	Visiting
Name: Anne Wilber	Building Level	or	Visiting
Name: Beth Lachenal	Building Level	or	Visiting
Name: Maureen Chorma	Building Level	or	Visiting
Name: Maureen Oakman	Building Level	or	Visiting
Name: Nancy DAgostino	Building Level	or	Visiting
Name: Gwen S. Mitchell	Building Level	or	Visiting

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

SUMMARIZE YOUR BUILDING LEVEL DATA

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

ACCESS TO THE GENERAL CURRICULUM STATEMENTS								
Ed. 1109.01 Elements of an IEP CFR 300.320 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 300.320(a) CFR 300.34 Ed. 1119.03, Full Access to District's Curricula Ed. 1107.04 (d) Qualified Examiner Ed. 1133.05 (c)(h)(k) CFR 300.320 Program Requirements Ed. 1133.20 Protections Afforded to Children with Disabilities CFR 300.320(a)(1)(ii) ". . .for preschool children, as appropriate, how the disability affects the child's participation in appropriate activities;)" CFR 300.320(a)(4)(iii) "To be educated and participate with other children with disabilities and non disabled children"						YES	NO	N/A
Is there a written general education curriculum in place for preschoolers?						2		
Does the curriculum incorporate social/emotional skills?						2		
Has this student made progress in social/emotional skills?						1	1	
Does the curriculum incorporate early language/communication skills?						2		
Has this student made progress in early language/communication skills?						1	1	
Does the curriculum incorporate pre-reading skills?						2		
Has this student made progress in pre-reading skills?						1	1	
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		
Did the student participate in an assessment as part of the Preschool Special Education Outcomes Measurement System?								2
Was the student's most recent individual evaluation (initial or reevaluation), including a written summary report and meeting, held within 45 days of parental permission to test? If not, was it due to (check all that apply):						1	*1	
Extension in Place	Lack of Qualified Personnel: Psychologist Other	Educator Related Services	Evaluation Not Completed in Time	Summary Report Not Written in Time	Meeting Not Held in Time Mom had report on time but meeting was 3 days late due to mom's work schedule	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?						1		1
Are this student's IEP goals written in measurable terms?						2		

Access Strengths	Access Suggestions for Improvement
<ol style="list-style-type: none"> 1. SAU 29 has a wide continuum of program options for preschoolers with disabilities that provide Least Restrictive Environment (LRE). They include both district and community based programs. 2. The SAU has a team comprised of a special educator and related service staff that provides services to 13 sites in the community. The Special Educator goes to each of these sites at least once per week. 3. The preschool team holds monthly consultation/support meetings with the more heavily used sites. 4. The preschool team has had a positive impact on the programming provided in many of the community settings for children with disabilities. These programs include Keene State College's early childhood program, Waldorf, Head Start, and Keene Day Care Center. 5. The SAU worked with the University of New Hampshire to set up the current model of programming for preschoolers. 6. The preschool team works closely with parents trying to honor their placement preference while not losing sight of what is best for the preschooler. 7. The SAU preschool program includes both children with and without disabilities. 8. The preschool has access to a number of resources. 9. The children take field trips to the school library and both staff and parents have borrowing privileges at the library to support literacy goals. 10. A group of third graders volunteer during their free time to be Reading Buddies to the preschoolers. The third graders have been trained by the teachers on how to read and ask appropriate questions. 11. At the Wheelock program, the music teacher comes to work with the preschoolers once a week as does the guidance counselor. 12. There is a great deal of collaboration among the preschool staff members. 13. Therapies are integrated and provided in the classroom allowing teachers and children to incorporate the skills into the general curriculum. 14. Motor group activities are provided to all preschoolers. This proactive practice provides early intervention for some children that are not identified. 15. The team has access to Creative Curriculum as well as several other curriculum tools allowing them to develop a program that meets the needs of a wide range of children. 16. The team includes a staff member qualified both as an OTA and a PTA. This dual certification coupled with her creativity provides a unique opportunity to match children's needs with the right activity. 17. The team collaborates with programs such as Head Start to provide expanded summer programming. It is very individualized to meet children's needs. 18. There is flexibility for children and programming. If an IEP is not working, they are amended as needed. 19. Preschool and kindergarten teachers work together to determine the best placements for children. 	<ol style="list-style-type: none"> 1. *The district needs to ensure that meetings are scheduled in a timely manner allowing time to find a date and time that works for both the school and the preschooler's family. 2. The increasing numbers of preschoolers with disabilities is putting a strain on the number of placement spots available especially as children with spring birthdays are identified. The SAU needs to look at classroom needs to ensure placements for these children. 3. Given the new mandates around preschool assessments, the district needs to review staffing to ensure all children receive the services called for in their IEPs. Currently one Special Educator is doing assessments, teaching a class and responsible for community based programs. <p>* This is a citation</p>

SUMMARIZE YOUR BUILDING LEVEL DATA

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

TRANSITION STATEMENTS						
Ed. 1107.02, (h) Process; Provision of FAPE CFR 300.124 Part C Transition Ed. 1109.01 Elements of an IEP (Transition Services) Ed. 1109.03, IEP Team CFR 300.321 and 300.321(f) CFR 300.322 (b) Parent Participation				YES	NO	NA
This includes movement from (a) Early Supports and Services (ESS) to preschool, and b) pre-school to elementary school.				1		1
Transition planning from ESS to preschool takes place.				1		
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)				1		1
Meeting Not Held In Time	Staff Didn't Understand The Process	Communication Breakdown Between School And Early Supports And Services Agency	Student Moved Into The District After This Time Period			
Student Not Referred Prior To 90 Days	Parent / School Communication Breakdown	Other				
				YES	NO	NA
Team around transition includes parents.				2		
Team around transition includes appropriate agencies.				2		
Services agreed on in the IEP began by the time specified in the IEP.				2		
Early Supports and Services provided the school or district with initial information prior to 90 days.				1		1
Early Supports and Services evaluation information was shared with the school or district.				1		1
Strengths			Suggestions for Improvement			
<ol style="list-style-type: none"> 1. Transitions to kindergarten begin in October. A list of students is provided to each of the elementary principals. This allows them to begin planning for any special needs the children have. 2. The preschool team and elementary team meet in the spring for each identified child. 3. Communication with the elementary schools and special education teams is good. 4. The principals are invited to Head Start to read to the preschoolers. 5. There is a written transition plan. 6. The Monadnock area Preschool Coordinators have worked closely with area agencies to develop smooth transitions from early supports and services. 						

Summary of Building Level Strengths and Suggestions for Improvement

Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> 1. The superintendent is a strong advocate of early childhood education and intervention. 2. The Wheelock School principal is very supportive of the preschool program. 3. There is strong collaboration with community sites/agencies. This includes working closely with a residential facility for children with medical needs to educate their preschoolers. The relationship includes sharing of equipment for some low incidence children. 4. A physician comes to the school for consultations on a regular basis. As the number of low incidence cases increases, the staff finds this collaboration time extremely valuable. 5. The district preschool is an integral part of the elementary school where it is housed. 6. Transportation for children with disabilities is provided between the preschool and daycares to support the needs of both children and families. 7. The preschool team uses a collaborative approach for assessments, writing one comprehensive report for both arena evaluations and composite evaluations. 8. Evaluation reports include areas of ability and areas of concern along with a recommendations section. 9. The preschool has clerical support that limits the time team members are pulled away from providing direct services to preschoolers. 10. Evaluation reports are sent to the child's home school/kindergarten the fall of the child's last year of preschool programming. This time allows the receiving school time to prepare especially when a child has more involved needs. 11. Weekly team meetings are held to process referrals, update each other on current students, do screenings and problem solve issues that affect children at the site. 12. The preschool has worked with the High School Vocational Program to adapt furniture to meet the needs of preschoolers. This creative approach to providing needed supports for preschoolers offers high school students a unique challenge while being economical at the same time. 13. The Speech Pathologist is in the classroom two times per week allowing all to be on the same page around children and curriculum. By knowing the curriculum, the SLP can modify her programming to support children in their day to day work. 14. Preschoolers both with and without disabilities receive progress reports. 15. The team developed a transition plan form for both the district preschool and community preschools to use as children move to kindergarten. 16. The preschool team conducts both day and evening functions for parents and students during the course of the year. 	<ol style="list-style-type: none"> 1. It is recommended the SAU review programming for preschoolers in the SAU as numbers continue to increase. This includes space planning, staffing and individual district's share of responsibilities for supporting community based programs. 2. As preschool is held accountable for additional assessments and data collection, they need to be part of the district's cycle for upgrading technology. 3. The preschool team is challenged during outside play time by a lack of user friendly, interactive equipment for young children with motor disabilities. It is recommended grant funds or other means of funding be researched for providing equipment that improves access. 4. The equipment such as toys and switches for children with low incidence disabilities is limited. The team is encouraged to look at possibly using the CIDER grant funds to acquire additional pieces to meet the changing needs of preschoolers. The team is also encouraged to investigate the possibility of developing a partnership with the high school technology group for the purpose of creating more affordable switches.

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: 29	School: Chesterfield	Date: 2-22-07
Programs: Modified Regular, Resource Room		Number of Cases Reviewed: 2
Recorder/Summarizer:		

Collaborative Team Members:

Name: Barbara French	Building Level	or	Visiting
Name: Patty Hurley	Building Level	or	Visiting
Name: Sharyn D'Eon	Building Level	or	Visiting
Name: Kim Rich-Milliken	Building Level	or	Visiting
Name: Joanne Dexter	Building Level	or	Visiting
Name: Emily Mills	Building Level	or	Visiting
Name: Lawrence Ullrich	Building Level	or	Visiting

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

SUMMARY OF BUILDING LEVEL DATA

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

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

Access to the General Curriculum

Strengths

1. Participation in the Northwest Evaluation Association assessment program.
2. Paraprofessional in each classroom supports inclusion and access to the general curriculum.
3. Science and Social studies curricula are modified to provide access to all students.
4. Strong community support.
5. Close communication between teachers, administration and parents.

Suggestions for Improvement

1. *Write IEP goals in measurable terms.
2. Align measurable goals to grade level expectations.
3. Improve equipment and space provided for the life skills program.
4. Review paraprofessional assignments to enhance student access.
5. Provide additional staff development opportunities to educate staff regarding student disabilities.

* This is a citation

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.	1		1
IEP includes current level of performance related to transition services.			2 – age
If the student is age 14 or older during the course of the IEP, <u>also</u> respond to the following 3 statements:			
There is documentation that the student has been invited to attend IEP meetings.			
A statement of the transition service needs is included in the IEP.			
The statement of transition focuses on the student's course of study (e.g. vocational programming, advanced placement).			
If the student is age 16 or older during course of the IEP, <u>also</u> respond to the following 11 statements:	YES	NO	N/A
Transition plan includes coordinated, <u>measurable</u> , annual IEP goals and includes transition services that will reasonably enable the student to meet the post-secondary goals.			
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. Close communication within the building, grade to grade and with receiving school.
2. Collaboration among general and special educators (including outside agencies) around transition planning.
3. Compensated time provided during the summer for transition planning and information sharing between case managers and the central office.

Suggestions for Improvement

1. Provide collaboration time for adequate preparation of paraprofessional staff regarding student transition plans

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.		1	1		
Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.		1			1
Results of behavior intervention strategies are evaluated and monitored.		1			1
A school-wide behavior intervention model exists.		2			
Strengths	Suggestions for Improvement				
<ol style="list-style-type: none"> 1. There is a school-wide behavior management model in place that is consistent across all classrooms. 2. A behavioral consultant is available to support behavior planning. 3. Staff members have collaborated on developing a common language and common expectations for student behavior. 4. School staff has communicated effectively with parents regarding the school behavior expectations. 	<ol style="list-style-type: none"> 1. Consider developing parent ownership of the alternative behavior system to fit students with exceptional needs. 				

SUMMARY OF BUILDING LEVEL STRENGTHS AND SUGGESTIONS FOR IMPROVEMENT

Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> 1. The culture and climate of the school is affirming of all individuals. 2. There is strong collaboration and communication between general and special educators. 3. Effective and open communication between parents and school staff is evident. 	<ol style="list-style-type: none"> 1. There is a need for additional space for the life skills program, for quality, small group instruction and for library and computer lab. 2. There is a need for additional related service time. 3. Consider establishing a student support team to provide early intervention strategies. 4. Align IEP goals to Grade Level Expectations.

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: 29	School: Harrisville Elementary	Date: 2-21-07
Programs:		Number of Cases Reviewed: 1
Recorder/Summarizer: Mary Beth LaSalle, Jennifer Dark, Nichole Wooley		

Collaborative Team Members:

Name: Amy Fulton	Building Level	or	Visiting
Name: Emily Hartshorne	Building Level	or	Visiting
Name: Roshan Swope	Building Level	or	Visiting
Name: Shelley Earley	Building Level	or	Visiting
Name: Vince Bradley	Building Level	or	Visiting
Name: Joe LeBreque	Building Level	or	Visiting
Name: Linda MaGilvery	Building Level	or	Visiting
Name: Ken Devoid	Building Level	or	Visiting
Name: Mary Beth LaSalle	Building Level	or	Visiting
Name: Jennifer Dark	Building Level	or	Visiting
Name: Nichole Wooley	Building Level	or	Visiting

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

SUMMARY OF BUILDING LEVEL DATA

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

<u>ACCESS TO THE GENERAL CURRICULUM STATEMENTS</u>							
Ed. 1109.01 Elements of an IEP CFR 300.347 Content of IEP Ed. 1109.05, Implementation of IEP 20 U.S.C. 1414 (d) Ed. 1115.07, Ed 1119.01(f) Provision of Non-Academic Services/Settings CFR 300.553 Ed. 1119.03, Full Access to District's Curricula CFR 300.24, CFR 300.347 Ed. 1119.08, Diplomas Ed. 1107.04 (d) Qualified Examiner Ed. 1133.05 (c)(h)(k) CFR 300.347 Program Requirements, Content of IEP Ed. 1133.20 Protections Afforded to Children with Disabilities CFR 300.347(a) (1) (i) ". . . general curriculum (i.e. ,the same curriculum as for nondisabled children)" CFR 300.347 (a) (3) (iii) "To be educated and participate with other children with disabilities and non disabled children"					YES	NO	N/A
Team uses multiple measures to design, implement and monitor the student's program.					1		
IEP goals are written in measurable terms.					1		
Student has made progress over the past three years in IEP goals. Goal 1					1		
Student has made progress over the past three years in IEP goals. Goal 2					1		
Student <u>has access to</u> the general curriculum (as outlined by the district, sending district or NH frameworks.)					1		
Student <u>participates in</u> the general curriculum in a regular education setting with non-disabled peers, as appropriate, with necessary supports.					1		
When participating in a regular education setting with non-disabled peers with necessary supports, student <u>has made progress in</u> the general curriculum.					1		
Student participates appropriately in state, district and school-wide assessments.							1
Student <u>shows progress</u> in state, district and school-wide assessments.							1
Student <u>has opportunities</u> to participate in general extracurricular and other non-academic activities with necessary supports.					1		
Student <u>does participate</u> in general extracurricular and other non-academic activities with necessary supports.					1		
Was the student's most recent individual evaluation (initial or reevaluation), including a written summary report and meeting, held within 45 days of parental permission to test? If not, was it due to: (check all that apply)						1*	
Extension in Place	Lack of Qualified Personnel Psychologist Educator Related Services Other	Evaluation Not Completed in Time X	Summary Report Not Written in Time	Meeting Not Held in Time	Other		
<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. Collaboration of school staff and communication with parents is excellent.
2. Professional development is provided for the staff to ensure implementation of techniques and strategies in the area of sensory integration.
3. Response to Intervention approach is being implemented.
4. School employs a Child Study Team approach for all students.
5. Small student-staff ratio supports inclusion.

Suggestions for Improvement

1. *Adhere to 45-day evaluation timeline.

* This is a citation

SUMMARY OF BUILDING LEVEL DATA

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

<u>TRANSITION STATEMENTS</u>			
Ed .1102.53, Transition Services CFR 300.29 Ed. 1107.02 CFR 300.132 Part C Transition Ed. 1109.01, Elements of an IEP (Transition Services) CFR 300.347 (b) (1) (2) 20 U.S.C. 1401 (34) 20 U.S.C. 1414 (d)(1)(A)(i)(VIII)(aa)(bb)(cc) Ed. 1109.03, IEP Team CFR 300.344 (b) (1) Ed. 1133.05 CFR 300.347 (b)(1)(2) Program Requirements This includes movement from (a) Early Supports and Services (ESS) to preschool, b) preschool to elementary school, (c) age 14 or younger, or (d) age 16 or older, as well as from grade to grade and school to school.	YES	NO	
For all students, respond to the following 3 statements:			
Transition planning from grade to grade takes place.	1		
Transition planning from school to school takes place.	1		
Collaboration has occurred between general and special education staff in IEP development and in transition planning.	1		
For middle or high school students, <u>also</u> respond to the following 4 statements:			
Transition planning is designed as a results oriented process that promotes movement from school to the student's desired post-school goals.			
IEP team includes parent as part of transition planning.			
IEP team and process includes student as part of transition planning.			
IEP includes current level of performance related to transition services.			
If the student is age 14 or older during the course of the IEP, <u>also</u> respond to the following 3 statements:			
There is documentation that the student has been invited to attend IEP meetings.			
A statement of the transition service needs is included in the IEP.			
The statement of transition focuses on the student's course of study (e.g. vocational programming, advanced placement).			
If the student is age 16 or older during course of the IEP, <u>also</u> respond to the following 11 statements:	YES	NO	N/A
Transition plan includes coordinated, <u>measurable</u> , annual IEP goals and includes transition services that will reasonably enable the student to meet the post-secondary goals.			
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. Frequent meetings take place between preschool and elementary teams for IEP development.
2. A Step-Up day is held for all grade levels in the spring.
3. Meetings between elementary and middle school teams are held for IEP development.
4. A Visiting Day is held at the school the day before school opens in the fall for all students and parents.
5. "Looping" of grades is practiced which provides programming consistency.

SUMMARY OF BUILDING LEVEL DATA

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

<u>BEHAVIOR STRATEGIES AND DISCIPLINE</u>			YES	NO	N/A
Ed. 1109.02 Program	CFR 300.346				
Ed. 1119.11 Disciplinary Procedures	CFR 300.519-300.529				
Ed. 1133.07 (a) (b) (c) (d) (e)	CFR 300.510-300.529				
20 U.S.C. 1415 (K)					
Child Management – Private Schools	RSA 169-C Child Protection Act				
Data are used to determine impact of student behavior on his/her learning.		1			
Has this student ever been suspended from school?			1		
If yes, for how many days?					
If appropriate, a functional behavior assessment has been conducted.					1
IEP team has addressed behaviors that are impacting student learning.		1			
A behavior intervention plan has been written to address behaviors.		1			
All individuals working with the student have been involved in developing behavior intervention strategies.		1			
Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.		1			
Results of behavior intervention strategies are evaluated and monitored.		1			
A school-wide behavior intervention model exists.		1			
Strengths	Suggestions for Improvement				
<ol style="list-style-type: none"> 1. Strong collaboration between general and special educators. 2. Instant communication among staff via e-mail. 3. School-wide Responsive Classroom behavior plan in place. 					

SUMMARY OF BUILDING LEVEL STRENGTHS AND SUGGESTIONS FOR IMPROVEMENT

Strengths	Suggestions for Improvement
<ol style="list-style-type: none">1. The school is warm, inviting and positive. There is seamless collaboration between general and special educators and related service providers.2. Teaching principal provides good support.3. Active PTA, weekly community lunch program, reading incentive program, curriculum night, monthly school newsletter, teachers' newsletters and whole school meetings foster community involvement.4. Spanish instruction is provided as an integrated part of the curriculum.5. There is a variety of school-supported after school programs such as: e-pals club, chess club, homework club and civics club.	

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: 29	School: Marlborough School	Date: 2-22-07
Programs: Modified Regular, Resource Room		Number of Cases Reviewed: 2
Recorder/Summarizer: Charlene Bemis, Val Blachly		

Collaborative Team Members:

Name: Karen Parsells	Building Level	or	Visiting
Name: Rich Comerford	Building Level	or	Visiting
Name: Joyce Puleo	Building Level	or	Visiting
Name: Charlene Bemis	Building Level	or	Visiting
Name: Valerie Blachly	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 individual evaluation (initial or reevaluation), including a written summary report and meeting, held within 45 days of parental permission to test? If not, was it due to: (check all that apply)						1	1	
Extension in Place X	Lack of Qualified Personnel Psychologist Educator Related Services Other		Evaluation Not Completed in Time	Summary Report Not Written in Time	Meeting Not Held in Time 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

Suggestions for Improvement

1. There is strong collaboration between general and special educators.
2. Staff is beginning to develop Response to Intervention protocols.
3. Paraprofessionals support curriculum access by working closely with classroom teachers.

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	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.	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.	1		
IEP team includes parent as part of transition planning.	1		
IEP team and process includes student as part of transition planning.	1		
IEP includes current level of performance related to transition services.	1		
If the student is age 14 or older during the course of the IEP, <u>also</u> respond to the following 3 statements:			
There is documentation that the student has been invited to attend IEP meetings.			
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 includes coordinated, <u>measurable</u> , annual IEP goals and includes transition services that will reasonably enable the student to meet the post-secondary goals.		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

Suggestions for Improvement

1. Placements of students moving from grade 8 to high school are based on individual needs.
2. Transition plans are well written.
3. 7th and 8th grade case managers visit high school programs and classes to become familiar with course content and high school requirements.

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?	2				
If appropriate, a functional behavior assessment has been conducted.	2				
IEP team has addressed behaviors that are impacting student learning.	2				
A behavior intervention plan has been written to address behaviors.	2				
All individuals working with the student have been involved in developing behavior intervention strategies.	2				
Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.	2				
Results of behavior intervention strategies are evaluated and monitored.	2				
A school-wide behavior intervention model exists.		2			
Strengths	Suggestions for Improvement				
<ol style="list-style-type: none"> 1. Team collaborates well in developing behavior intervention strategies. 2. Outside agencies are included in formation and implementation of interventions. 3. Parents are included in the development and follow through of behavior strategies at home. 	<ol style="list-style-type: none"> 1. Consider including students in developing behavior intervention strategies. 2. Need to develop a school-wide behavior intervention model. 				

SUMMARY OF BUILDING LEVEL STRENGTHS AND SUGGESTIONS FOR IMPROVEMENT

Strengths	Suggestions for Improvement
<ul style="list-style-type: none"> • Caring, dedicated and highly qualified staff. 	<ul style="list-style-type: none"> • Review facility improvement and space needs.

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: 29	School: John D. Perkins (Marlow)	Date: 2/21/07
Programs:		Number of Cases Reviewed: 1
Recorder/Summarizer: Emily Gagne/Kevin Stone		

Collaborative Team Members:

Name: Susan Kennedy	Building Level	or	Visiting
Name: Sarah Antel	Building Level	or	Visiting
Name: Phyllis Peterson	Building Level	or	Visiting
Name: Mandi Silk	Building Level	or	Visiting
Name: Kevin Stone	Building Level	or	Visiting
Name: Emily Gagne	Building Level	or	Visiting

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

SUMMARY OF BUILDING LEVEL DATA

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

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

Suggestions for Improvement

- 1. Lacks unified curriculum.
- 2. Lacks full-time personnel (guidance, nurse, principal)
- 3. Few special education resources like full time OT
- 4. Discrepancies between parent and teacher reports on attendance at summer school (parent reports teacher often absent)

SUMMARY OF BUILDING LEVEL DATA

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

<u>TRANSITION STATEMENTS</u>		YES	NO
Ed. 1102.53, Transition Services CFR 300.29 Ed. 1107.02 CFR 300.132 Part C Transition Ed. 1109.01, Elements of an IEP (Transition Services) CFR 300.347 (b) (1) (2) 20 U.S.C. 1401 (34) 20 U.S.C. 1414 (d)(1)(A)(i)(VIII)(aa)(bb)(cc) Ed. 1109.03, IEP Team CFR 300.344 (b) (1) Ed. 1133.05 CFR 300.347 (b)(1)(2) Program Requirements This includes movement from (a) Early Supports and Services (ESS) to preschool, b) preschool to elementary school, (c) age 14 or younger, or (d) age 16 or older, as well as from grade to grade and school to school.			
For all students, respond to the following 3 statements:			
Transition planning from grade to grade takes place.		1	
Transition planning from school to school takes place.		1	
Collaboration has occurred between general and special education staff in IEP development and in transition planning.		1	
For middle or high school students, <u>also</u> respond to the following 4 statements:			
Transition planning is designed as a results oriented process that promotes movement from school to the student's desired post-school goals.			
IEP team includes parent as part of transition planning.			
IEP team and process includes student as part of transition planning.			
IEP includes current level of performance related to transition services.			
Transition			
Strengths		Suggestions for Improvement	
1. Inter-class activities to prepare students for next grade (example: sharing projects). 2. Transition plan in place for building to building transitions.		1. Parent communication regarding transition plan. 2. No behavior plan/response in place to deal with "shut downs" surrounding transition on a day-to-day basis (with case study student). 3. Transition plans for student's day were minimal and did not respond to students academic needs. 4. District lacks consistency when transitioning students. Some school transition in grade six and others in grade seven.	

SUMMARY OF BUILDING LEVEL DATA

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

<u>BEHAVIOR STRATEGIES AND DISCIPLINE</u>			YES	NO	N/A
Ed. 1109.02 Program	CFR 300.346				
Ed. 1119.11 Disciplinary Procedures	CFR 300.519-300.529				
Ed. 1133.07 (a) (b) (c) (d) (e)	CFR 300.510-300.529				
20 U.S.C. 1415 (K)					
Child Management – Private Schools	RSA 169-C Child Protection Act				
Data are used to determine impact of student behavior on his/her learning.		1			
Has this student ever been suspended from school?			1		
If yes, for how many days?					
If appropriate, a functional behavior assessment has been conducted.					1
IEP team has addressed behaviors that are impacting student learning.		1			
A behavior intervention plan has been written to address behaviors.			1		
All individuals working with the student have been involved in developing behavior intervention strategies.					1
Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.					1
Results of behavior intervention strategies are evaluated and monitored.					1
A school-wide behavior intervention model exists.		1			
Strengths	Suggestions for Improvement				
<ol style="list-style-type: none"> 1. School wide program exists. 2. Re-evaluated by staff. 					

SUMMARY OF BUILDING LEVEL STRENGTHS AND SUGGESTIONS FOR IMPROVEMENT

Strengths	Suggestions for Improvement

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: 29	School: Nelson	Date: 2-22-07
Programs: Modified Regular, Resource Room		Number of Cases Reviewed: 1
Recorder/Summarizer: Emily Gagne, Kevin Stone		

Collaborative Team Members:

Name: Emily Gagne	Building Level	or	Visiting
Name: Kevin Stone	Building Level	or	Visiting
Name: Joyce Foster	Building Level	or	Visiting
Name: Tina Lepple	Building Level	or	Visiting
Name: Diane Langlois	Building Level	or	Visiting
Name: Melissa Reichert	Building Level	or	Visiting
Name: Diane Warner	Building Level	or	Visiting
Name: Sheila Vara	Building Level	or	Visiting

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

SUMMARY OF BUILDING LEVEL DATA

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

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

Access to the General Curriculum

Strengths

- 1. Student is included in regular classroom for most of her school day.
- 2. Student is included appropriately in class work assignments with modifications evident.
- 3. The application of curriculum to real life situations is used, such as helping to run the school store.

Suggestions for Improvement

- 1. Case manager and other special education staff have difficulty meeting with student due to scheduling constraints and staff availability.
- 2. *Adhere to 45 day evaluation timeline.

* This is a citation

SUMMARY OF BUILDING LEVEL DATA

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

<u>TRANSITION STATEMENTS</u>			
Ed .1102.53, Transition Services CFR 300.29 Ed. 1107.02 CFR 300.132 Part C Transition Ed. 1109.01, Elements of an IEP (Transition Services) CFR 300.347 (b) (1) (2) 20 U.S.C. 1401 (34) 20 U.S.C. 1414 (d)(1)(A)(i)(VIII)(aa)(bb)(cc) Ed. 1109.03, IEP Team CFR 300.344 (b) (1) Ed. 1133.05 CFR 300.347 (b)(1)(2) Program Requirements This includes movement from (a) Early Supports and Services (ESS) to preschool, b) preschool to elementary school, (c) age 14 or younger, or (d) age 16 or older, as well as from grade to grade and school to school.		YES	NO
For all students, respond to the following 3 statements:			
Transition planning from grade to grade takes place.		1	
Transition planning from school to school takes place.		1	
Collaboration has occurred between general and special education staff in IEP development and in transition planning.		1	
For middle or high school students, <u>also</u> respond to the following 4 statements:			
Transition planning is designed as a results oriented process that promotes movement from school to the student's desired post-school goals.			
IEP team includes parent as part of transition planning.			
IEP team and process includes student as part of transition planning.			
IEP includes current level of performance related to transition services.			
Transition			
Strengths		Suggestions for Improvement	
<ul style="list-style-type: none"> • The transition plan is clearly communicated to parents. 		<ul style="list-style-type: none"> • Greater consistency in transition activities is needed across the SAU by sending schools 	

SUMMARY OF BUILDING LEVEL DATA

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

<u>BEHAVIOR STRATEGIES AND DISCIPLINE</u>			YES	NO	N/A
Ed. 1109.02 Program	CFR 300.346				
Ed. 1119.11 Disciplinary Procedures	CFR 300.519-300.529				
Ed. 1133.07 (a) (b) (c) (d) (e)	CFR 300.510-300.529				
20 U.S.C. 1415 (K)					
Child Management – Private Schools	RSA 169-C Child Protection Act				
Data are used to determine impact of student behavior on his/her learning.					1
Has this student ever been suspended from school?				1	
If yes, for how many days?					
If appropriate, a functional behavior assessment has been conducted.					1
IEP team has addressed behaviors that are impacting student learning.					1
A behavior intervention plan has been written to address behaviors.					1
All individuals working with the student have been involved in developing behavior intervention strategies.					1
Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.			1		
Results of behavior intervention strategies are evaluated and monitored.					1
A school-wide behavior intervention model exists.			1		
Strengths			Suggestions for Improvement		
<ol style="list-style-type: none"> 1. School-wide behavior plan is in place. 2. Unified behavior model (Responsive Classroom) is implemented in all classrooms. 					

SUMMARY OF BUILDING LEVEL STRENGTHS AND SUGGESTIONS FOR IMPROVEMENT

Strengths	Suggestions for Improvement
<ul style="list-style-type: none"> • School is committed to making decisions in best interests of students. 	

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: 29	School: Westmoreland School	Date: 2-22-07
Programs: Modified Regular, Resource Room		Number of Cases Reviewed: 1
Recorder/Summarizer: Nichole Wooley, Jennifer dark		

Collaborative Team Members:

Name: Lori Castagna	Building Level	or	Visiting
Name: Karen Durling	Building Level	or	Visiting
Name: Meredith Cargill	Building Level	or	Visiting
Name: Greer Isaacs	Building Level	or	Visiting
Name: Nichole Wooley	Building Level	or	Visiting
Name: Jennifer Dark	Building Level	or	Visiting

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

SUMMARY OF BUILDING LEVEL DATA

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

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

Suggestions for Improvement

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SUMMARY OF BUILDING LEVEL DATA

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

<u>TRANSITION STATEMENTS</u>						
Ed .1102.53, Transition Services CFR 300.29 Ed. 1107.02 CFR 300.132 Part C Transition Ed. 1109.01, Elements of an IEP (Transition Services) CFR 300.347 (b) (1) (2) 20 U.S.C. 1401 (34) 20 U.S.C. 1414 (d)(1)(A)(i)(VIII)(aa)(bb)(cc) Ed. 1109.03, IEP Team CFR 300.344 (b) (1) Ed. 1133.05 CFR 300.347 (b)(1)(2) Program Requirements This includes movement from (a) Early Supports and Services (ESS) to preschool, b) preschool to elementary school, (c) age 14 or younger, or (d) age 16 or older, as well as from grade to grade and school to school.				YES	NO	
For all students, respond to the following 3 statements:						
Transition planning from grade to grade takes place.	1					
Transition planning from school to school takes place.	1					
Collaboration has occurred between general and special education staff in IEP development and in transition planning.	1					
For middle or high school students, <u>also</u> respond to the following 4 statements:						
Transition planning is designed as a results oriented process that promotes movement from school to the student's desired post-school goals.						
IEP team includes parent as part of transition planning.						
IEP team and process includes student as part of transition planning.						
IEP includes current level of performance related to transition services.						
If the student is age 14 or older during the course of the IEP, <u>also</u> respond to the following 3 statements:						
There is documentation that the student has been invited to attend IEP meetings.						
A statement of the transition service needs is included in the IEP.						
The statement of transition focuses on the student's course of study (e.g. vocational programming, advanced placement).						
If the student is age 16 or older during course of the IEP, <u>also</u> respond to the following 11 statements:						
Transition plan includes coordinated, <u>measurable</u> , annual IEP goals and includes transition services that will reasonably enable the student to meet the post-secondary goals.	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. Methods implemented to support smooth student transitions:
 - Teachers' summer letters to students
 - Transition dinner
 - Move-up day
2. School size makes the school a close community.
3. Special Education teacher is case manager for all students, K-8, providing consistency and continuity of services.

Suggestions for Improvement

1. Review and respond to the academic and developmental adjustment needs of 5th grade students who are moving from elementary to middle school setting.

SUMMARY OF BUILDING LEVEL DATA

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

<u>BEHAVIOR STRATEGIES AND DISCIPLINE</u>			YES	NO	N/A
Ed. 1109.02 Program	CFR 300.346				
Ed. 1119.11 Disciplinary Procedures	CFR 300.519-300.529				
Ed. 1133.07 (a) (b) (c) (d) (e)	CFR 300.510-300.529				
20 U.S.C. 1415 (K)					
Child Management – Private Schools	RSA 169-C Child Protection Act				
Data are used to determine impact of student behavior on his/her learning.		1			
Has this student ever been suspended from school?		1			
If yes, for how many days?		1.5			
If appropriate, a functional behavior assessment has been conducted.					1
IEP team has addressed behaviors that are impacting student learning.		1			
A behavior intervention plan has been written to address behaviors.		1			
All individuals working with the student have been involved in developing behavior intervention strategies.		1			
Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.		1			
Results of behavior intervention strategies are evaluated and monitored.		1			
A school-wide behavior intervention model exists.		1			
Strengths	Suggestions for Improvement				
<ol style="list-style-type: none"> 1. Small school size allows all teachers to know all students well. 2. Use of responsive classroom techniques allows for common language and expectations. 3. Student is directly involved in the problem-solving process. 4. Student-parent handbook is used to communicate behavior expectations. 					

SUMMARY OF BUILDING LEVEL STRENGTHS AND SUGGESTIONS FOR IMPROVEMENT

Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> 1. The school has established learning communities for teachers to share ideas. 2. The school’s small size fosters individualized instructional approaches and seamless support. 3. Teachers use a peer observation technique to enhance instruction and classroom management. 	

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: 29

School: **Jonathan Daniels**

Date: 2-22-07

Programs: Modified Regular, Resource Room

Number of Cases Reviewed: 2

Recorder/Summarizer: Renea Sparks, Marcia McCaffrey

Collaborative Team Members:

Name: Renea Sparks	Building Level	or	Visiting
Name: Marcia McCaffrey	Building Level	or	Visiting
Name: Marcia Zurick-Thompson	Building Level	or	Visiting
Name: Lisa Mango	Building Level	or	Visiting
Name: Patricia Keorger	Building Level	or	Visiting
Name: Claire DuBois	Building Level	or	Visiting
Name: Jennifer Dolloff	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					1	1	
Student has made progress over the past three years in IEP goals. Goal 2					2		
Student <u>has access to</u> the general curriculum (as outlined by the district, sending district or NH frameworks.)					2		
Student <u>participates in</u> the general curriculum in a regular education setting with non-disabled peers, as appropriate, with necessary supports.					2		
When participating in a regular education setting with non-disabled peers with necessary supports, student <u>has made progress in</u> the general curriculum.					2		
Student participates appropriately in state, district and school-wide assessments.					1		1
Student <u>shows progress</u> in state, district and school-wide assessments.					2		
Student <u>has opportunities</u> to participate in general extracurricular and other non-academic activities with necessary supports.					2		
Student <u>does participate</u> in general extracurricular and other non-academic activities with necessary supports.					2		
Was the student's most recent individual evaluation (initial or reevaluation), including a written summary report and meeting, held within 45 days of parental permission to test? If not, was it due to: (check all that apply)					2		
Extension in Place	Lack of Qualified Personnel Psychologist Educator Related Services Other	Evaluation Not Completed in Time	Summary Report Not Written in Time	Meeting Not Held in Time	Other		
<i>For High School Students:</i>					YES	NO	NA
Student is earning credits toward a regular high school diploma.							
<i>IF YES:</i> within 4 years?							
Student will earn an IEP diploma or a certificate of competency.							
<i>IF YES:</i> within 4 years?							
Does this school / district have a clear policy for earning a high school diploma?							

Access to the General Curriculum

Strengths

1. Collaboration between general and special educators provides time for consultation, team time and opportunities for feedback and adjustments.
2. Regular, consistent parent involvement in regular and special education concerns.
3. All available resources are used to help children gain access.
4. Leadership and atmosphere of school is the key to why students are successful. Staff are always seeking new knowledge.
5. District has begun a technology committee.
6. Resource room teachers meet monthly to share resource information.
7. Flexibility in program development and implementation.

Suggestions for Improvement

1. *Write IEP goals in measurable terms.
2. Document all supports, activities and interventions in the IEP.
3. Incorporate consultation notes in updating IEP.
4. Investigate new technology resources in the areas of assistive technology and books on tape.

* This is a citation

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.			
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.			
Transition			
Strengths		Suggestions for Improvement	
1. Preschool invites receiving school to meetings and provides IEP information, student profile sheets, and preschool questionnaire data. 2. School holds regularly scheduled transition events: BBQ cook out, all-school social event and parent association. 3. All staff follows the program to program transition protocol.		1. Consider having preschool staff visit receiving school to familiarize themselves with curriculum and expectations. 2. Review the alignment of the preschool curriculum with K-12 curriculum. 3. Review the alignment of services for students moving from the Learning Disabilities Collaborative to the Keene Middle School Resource Room support.	

SUMMARY OF BUILDING LEVEL DATA

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

<u>BEHAVIOR STRATEGIES AND DISCIPLINE</u>			YES	NO	N/A
Ed. 1109.02 Program	CFR 300.346				
Ed. 1119.11 Disciplinary Procedures	CFR 300.519-300.529				
Ed. 1133.07 (a) (b) (c) (d) (e)	CFR 300.510-300.529				
20 U.S.C. 1415 (K)					
Child Management – Private Schools	RSA 169-C Child Protection Act				
Data are used to determine impact of student behavior on his/her learning.		2			
Has this student ever been suspended from school?			2		
If yes, for how many days?					
If appropriate, a functional behavior assessment has been conducted.					2
IEP team has addressed behaviors that are impacting student learning.		2			
A behavior intervention plan has been written to address behaviors.					2
All individuals working with the student have been involved in developing behavior intervention strategies.		2			
Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.		2			
Results of behavior intervention strategies are evaluated and monitored.		2			
A school-wide behavior intervention model exists.		2			
Strengths	Suggestions for Improvement				
<ol style="list-style-type: none"> 1. Responsive Classroom school-wide behavior intervention model. 2. Learning Disabilities Collaborative reinforcement program for positive behavior – “Bucks.” 3. Parental support is provided by the school psychologist during the evaluation process. 4. The crisis team protocol has been revised and 7 of the 8 special education staff members have been trained in de-escalation and response techniques. 	<ol style="list-style-type: none"> 1. Consider expanding the role of the school psychologist or district social worker for parental support and contact. 2. Consider reducing the number of roles of the guidance counselor. 				

SUMMARY OF BUILDING LEVEL STRENGTHS AND SUGGESTIONS FOR IMPROVEMENT

Strengths	Suggestions for Improvement

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: 29	School: Benjamin Franklin Elementary School	Date: 2-22-07
Programs: Resource Room, Modified Regular, Learning Center Collaborative		Number of Cases Reviewed: 2
Recorder/Summarizer: Ann Wilkinson, Bing Hawes		

Collaborative Team Members:

Name: Bing Hawes	Building Level	or	Visiting
Name: Anne Wilkinson	Building Level	or	Visiting
Name: Margaret G. Dean	Building Level	or	Visiting
Name: Brian Phillips	Building Level	or	Visiting
Name: Junie Pereira	Building Level	or	Visiting
Name: Allison Carr	Building Level	or	Visiting
Name: Adrienne Spector	Building Level	or	Visiting
Name: Lisa Durr	Building Level	or	Visiting
Name: Katie Keir	Building Level	or	Visiting
Name: Pauline Brackett	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 individual evaluation (initial or reevaluation), including a written summary report and meeting, held within 45 days of parental permission to test? If not, was it due to: (check all that apply)						2*	
Extension in Place (One only)	Lack of Qualified Personnel Psychologist Educator Related Services Other	Evaluation Not Completed in Time	Summary Report Not Written in Time	Meeting Not Held in Time X	Other		
<i>For High School Students:</i>					YES	NO	NA
Student is earning credits toward a regular high school diploma.							
<i>IF YES:</i> within 4 years?							
Student will earn an IEP diploma or a certificate of competency.							
<i>IF YES:</i> within 4 years?							
Does this school / district have a clear policy for earning a high school diploma?							

Access to the General Curriculum

Strengths

1. Students are fully included with resource room support.
2. The collaborative is housed in the regular school setting.
3. The school is responsive to student needs.
4. Consultation occurs between SAU collaboratives.
5. Small class sizes support inclusion.
6. Programs are well-staffed with tutor and paraprofessional support.

Suggestions for Improvement

1. *Need to observe 45 day timeline.
2. Recognition of priority need for case management planning time.

* This is a citation

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	
Transition			
Strengths		Suggestions for Improvement	
1. Regularly scheduled meetings involving both general and special educators between grade levels and schools. 2. Grade 5 students are given a tour of middle school (grade 6). 3. One day in summer is designated for students to visit the middle school.		1. Consider a special education staff visit to the middle school as they prepare for students transitioning to grade 6.	

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
<p>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</p>				
Data are used to determine impact of student behavior on his/her learning.		1		1
Has this student ever been suspended from school?			2	
If yes, for how many days?				
If appropriate, a functional behavior assessment has been conducted.				2
IEP team has addressed behaviors that are impacting student learning.		1		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.		2		
Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.		1		1
Results of behavior intervention strategies are evaluated and monitored.		1		
A school-wide behavior intervention model exists.		2		
Strengths	Suggestions for Improvement			
<ol style="list-style-type: none"> 1. The Zone Program provides behavioral supports to students with behavioral challenges. 2. There is Responsive Classroom format. 3. Intensive Support Team provides effective behavior intervention supports. 4. Child Prevention Interventions (CPI) training has been provided to a core group of 6 or 7 staff members including the building principal. 	<ol style="list-style-type: none"> 1. Continue addressing Responsive Classroom training for all staff. 2. *A functional behavior assessment and behavior intervention plan are needed for one student. 			

* This is a citation

SUMMARY OF BUILDING LEVEL STRENGTHS AND SUGGESTIONS FOR IMPROVEMENT

Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> 1. Franklin School is a very warm, inviting, comfortable community for students, staff and families, and is responsive to student needs. 2. The school culture of Franklin is actively engaged in learning. 3. The school is supportive of a population of diverse needs. 4. There are very dedicated, professional special education and support staff at Franklin. 5. The town of Keene supports special education by the apparent level of funding for special education programs and staffing. 6. Full day kindergarten is a strength. 7. Strong school leadership is very apparent at Franklin for all students, staff and families. The Principal sets a professional, caring environment at Franklin. 8. There is strong parent support for the special education services provided to their children. 	<ol style="list-style-type: none"> 1. Need for structured, consistent and effective planning time for all staff, regular educators, special educators and support staff, in order to plan for all students with a seamless provision of services. This time should be separate from case management time. 2. Need for increased communication and clear direction in policies and procedures from SAU office to building level staff. Consider summer committee work to address this need. 3. Need for more visibility from SAU office to building level staff on a regular basis. 4. Need for assistance to help special education teachers address varying levels of needs from instructional practice to program implementation. 5. Need for more access to psychologist and mental health support, especially in the collaborative. 6. Consider additional support for staff members with more than 4 alternate assessments to prepare.

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: 29	School: John H. Fuller Elementary School	Date: 2-22-07
Programs: Communication Disorders Collaborative, Modified Regular, Resource Room		Number of Cases Reviewed: 2
Recorder/Summarizer: Diane Fitch		

Collaborative Team Members:

Name: Susan Masiello	Building Level	or	Visiting
Name: Susan North	Building Level	or	Visiting
Name: Doris LeClair	Building Level	or	Visiting
Name: Loren Wilder	Building Level	or	Visiting
Name: Linda Risley	Building Level	or	Visiting
Name: Dianne Fitch	Building Level	or	Visiting
Name: Lyndsay Curtis	Building Level	or	Visiting
Name: Linda Patterson	Building Level	or	Visiting
Name: Debbie Reilly	Building Level	or	Visiting
Name: Diane Abbate	Building Level	or	Visiting
Name: Cindi Bunn	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

<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 <u>participating in a regular education setting with non-disabled peers</u> 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 individual evaluation (initial or reevaluation), including a written summary report and meeting, held within 45 days of parental permission to test? If not, was it due to: (check all that apply)						2	
Extension in Place	Lack of Qualified Personnel Psychologist Educator Related Services Other	Evaluation Not Completed in Time	Summary Report Not Written in Time	Meeting Not Held in Time 2	Other		
Access to the General Curriculum							
Strengths				Suggestions for Improvement			
1. Teams have been successful in providing access to the general curriculum. 2. Both students are involved regularly with non-disabled peers. 3. Students have made adequate progress in the general curriculum. 4. Team members actively collaborate with each other to provide effective educational strategies for the students. 5. Tutors are aware of the need to establish independent behaviors with assigned students. 6. Visual supports and accommodations are appropriately implemented to support the students in the general and specialized curriculum.				1. *Team needs to improve their scheduling system to adhere to the 45 day evaluation completion timeline. 2. *Provide professional development opportunities to staff in writing measurable IEP goals. * This is a citation			

SUMMARY OF BUILDING LEVEL DATA

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

<u>TRANSITION STATEMENTS</u>		
<p>Ed .1102.53, Transition Services CFR 300.29 Ed. 1107.02 CFR 300.132 Part C Transition Ed. 1109.01, Elements of an IEP (Transition Services) CFR 300.347 (b) (1) (2) 20 U.S.C. 1401 (34) 20 U.S.C. 1414 (d)(1)(A)(i)(VIII)(aa)(bb)(cc) Ed. 1109.03, IEP Team CFR 300.344 (b) (1) Ed. 1133.05 CFR 300.347 (b)(1)(2) Program Requirements This includes movement from (a) Early Supports and Services (ESS) to preschool, b) preschool to elementary school, (c) age 14 or younger, or (d) age 16 or older, as well as from grade to grade and school to school.</p>	YES	NO
For all students, respond to the following 3 statements:		
Transition planning from grade to grade takes place.	2	
Transition planning from school to school takes place.	2	
Collaboration has occurred between general and special education staff in IEP development and in transition planning.	2	
Transition		
Strengths	Suggestions for Improvement	
<ol style="list-style-type: none"> 1. Teams have provided “IEP at a glance” transition paperwork to general educators and support staff. 2. Collaboration within the staff was effective and supportive of the student’s needs for the transition. 3. Special visiting days are available for transitioning students from elementary to middle school. 4. Transition meetings include the student. 5. Students who are transitioning to a new school and are participants in the extended school year program have opportunities available to access and familiarize themselves with their new school environment. 		

SUMMARY OF BUILDING LEVEL DATA

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

<u>BEHAVIOR STRATEGIES AND DISCIPLINE</u>			YES	NO	N/A
Ed. 1109.02 Program	CFR 300.346				
Ed. 1119.11 Disciplinary Procedures	CFR 300.519-300.529				
Ed. 1133.07 (a) (b) (c) (d) (e)	CFR 300.510-300.529				
20 U.S.C. 1415 (K)					
Child Management – Private Schools	RSA 169-C Child Protection Act				
Data are used to determine impact of student behavior on his/her learning.			2		
Has this student ever been suspended from school?			2		
If yes, for how many days?					
If appropriate, a functional behavior assessment has been conducted.			1	*1	
IEP team has addressed behaviors that are impacting student learning.			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.					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. Team is vigilant in watching for and addressing students' behavioral needs. 2. IEP teams have addressed behaviors and included appropriate accommodations and goals in the IEP. 3. Opportunities to attend and become certified in Child Prevention Interventions (CPI) have been available to all staff. 	<ol style="list-style-type: none"> 1. A school-wide system of positive behavioral supports and interventions should be put in place that includes common goals, language and protocols for response to behavior. 2. *Functional behavior assessment and behavior intervention plan are needed for one student. 				
	*This is a citation				

SUMMARY OF BUILDING LEVEL STRENGTHS AND SUGGESTIONS FOR IMPROVEMENT

Strengths	Suggestions for Improvement
<ol style="list-style-type: none">1. Collaboration and communication among staff members is very strong.2. Outside agencies are accessed and available to consult with staff.3. There is an impressive positive attitude within the school.4. Parents interviewed were extremely pleased with the programs their children are involved in as well as with the staff supporting them.5. The students' accomplishments are noted throughout the school through the artwork and various displays.	<ol style="list-style-type: none">1. Reduce the excessive clutter in the school hallways for safety reasons.2. Space for existing programs is becoming a concern.3. Tutors need more opportunity for training, especially prior to the opening of school.

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: 29	School: Symonds Elementary School	Date: 2-22-07
Programs: Resource Room, Modified Regular, EH Collaborative		Number of Cases Reviewed: 2
Recorder/Summarizer: Suzanne O'Connor, Gail Paludi		

Collaborative Team Members:

Name: Gail Paludi	Building Level	or	Visiting
Name: Suzanne O'Connor	Building Level	or	Visiting
Name: Catherine Bergeron	Building Level	or	Visiting
Name: Susan Brennan-Sawyer	Building Level	or	Visiting
Name: Joyce Porter	Building Level	or	Visiting
Name: Pam Prentiss	Building Level	or	Visiting
Name: Sue Meehan	Building Level	or	Visiting
Name: Renee K.	Building Level	or	Visiting
Name: Kristine Kennedy	Building Level	or	Visiting
Name: Loel Schwabe	Building Level	or	Visiting
Name: D'Vorah Kelley	Building Level	or	Visiting
Name: Kara Cote	Building Level	or	Visiting
Name: Jessica A.	Building Level	or	Visiting

Based on data collected by Robert Hamilton 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						1	1	
Student <u>has access to</u> the general curriculum (as outlined by the district, sending district or NH frameworks.)						2		
Student <u>participates in</u> the general curriculum in a regular education setting with non-disabled peers, as appropriate, with necessary supports.						2		
When <u>participating in a regular education setting with non-disabled peers</u> with necessary supports, student <u>has made progress in</u> the general curriculum.						2		
Student participates appropriately in state, district and school-wide assessments.						1		1
Student <u>shows progress</u> in state, district and school-wide assessments.						1		1
Student <u>has opportunities</u> to participate in general extracurricular and other non-academic activities with necessary supports.						2		
Student <u>does participate</u> in general extracurricular and other non-academic activities with necessary supports.						1	1	
Was the student’s most recent individual evaluation (initial or reevaluation), including a written summary report and meeting, held within 45 days of parental permission to test? If not, was it due to: (check all that apply)						1	1	
Extension in Place X	Lack of Qualified Personnel Psychologist Educator Related Services Other		Evaluation Not Completed in Time	Summary Report Not Written in Time	Meeting Not Held in Time	Other		
Access to the General Curriculum								
Strengths					Suggestions for Improvement			
1. Strong collaboration between general and special educators. 2. Classroom teachers embrace the inclusion philosophy of special education. 3. Additional adult support in every classroom supports inclusion and student access to the general curriculum.					1. There is a need for greater availability of general education curriculum reading materials to special education programs. 2. There is a need for greater consistency in scheduling academic blocks across the grade levels.			

SUMMARY OF BUILDING LEVEL DATA

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

<u>TRANSITION STATEMENTS</u>			
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	
Transition			
Strengths		Suggestions for Improvement	
1. Continuity of staff allows for a smooth transition from early childhood programs to elementary school. 2. Strong parent involvement in planning and transition activities. 3. Placement decisions are carefully and thoughtfully made.		1. More advanced notice of preschool meetings is needed to ensure that a representative from the elementary school is present.	

SUMMARY OF BUILDING LEVEL DATA

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

<u>BEHAVIOR STRATEGIES AND DISCIPLINE</u>					
Ed. 1109.02 Program	CFR 300.346				
Ed. 1119.11 Disciplinary Procedures	CFR 300.519-300.529				
Ed. 1133.07 (a) (b) (c) (d) (e)	CFR 300.510-300.529				
20 U.S.C. 1415 (K)					
Child Management – Private Schools	RSA 169-C Child Protection Act		YES	NO	N/A
Data are used to determine impact of student behavior on his/her learning.			1		1
Has this student ever been suspended from school?				2	
If yes, for how many days?					
If appropriate, a functional behavior assessment has been conducted.			1		1
IEP team has addressed behaviors that are impacting student learning.			1		1
A behavior intervention plan has been written to address behaviors.			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		1
Results of behavior intervention strategies are evaluated and monitored.			1		1
A school-wide behavior intervention model exists.			2		
Strengths			Suggestions for Improvement		
<ol style="list-style-type: none"> 1. School-wide behavior and discipline program (Responsive Classroom) 2. Direct teaching of social skills 3. Wide variety of resources available to support professional staff 			<ol style="list-style-type: none"> 1. Need for more supervision during unstructured school times such as recess 		

SUMMARY OF BUILDING LEVEL STRENGTHS AND SUGGESTIONS FOR IMPROVEMENT

Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> 1. Parents are very involved, and feel very welcomed and positive about the staff and school. There is excellent parent-school communication. 2. Staff longevity provides consistency for students. 3. There is a very collaborative school culture and strong sense of community. 	<ol style="list-style-type: none"> 1. Case managers need clerical support with paperwork. 2. Case management loads are high.

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: 29	School: Wheelock Elementary School	Date: 2-22-07
Programs: Modified Regular; Resource Room		Number of Cases Reviewed: 2
Recorder/Summarizer: Janet Davis		

Collaborative Team Members:

Name: Allen Abendroth	Building Level	or	Visiting
Name: Janet Davis	Building Level	or	Visiting
Name: Catherine Doane	Building Level	or	Visiting
Name: Linda Smith	Building Level	or	Visiting
Name: Christine Archer	Building Level	or	Visiting
Name: Stephanie Wolfe	Building Level	or	Visiting
Name: Joyce Porter	Building Level	or	Visiting
Name: Gwen S. Mitchell	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 individual evaluation (initial or reevaluation), including a written summary report and meeting, held within 45 days of parental permission to test? If not, was it due to: (check all that apply)					2		
Extension in Place	Lack of Qualified Personnel Psychologist Educator Related Services Other	Evaluation Not Completed in Time	Summary Report Not Written in Time	Meeting Not Held in Time	Other		
<i>For High School Students:</i>					YES	NO	NA
Student is earning credits toward a regular high school diploma.							
<i>IF YES:</i> within 4 years?							
Student will earn an IEP diploma or a certificate of competency.							
<i>IF YES:</i> within 4 years?							
Does this school / district have a clear policy for earning a high school diploma?							

Access to the General Curriculum

Strengths

1. School staff has scheduled, coordinated academic blocks.
2. Positive staff-student ratio.
3. Good communication between team members.
4. Reasonable caseloads and class sizes.
5. Schedule can be flexible and responsive to individual student needs.
6. Overall calm demeanor throughout the school building that creates a nurturing and safe environment for students and staff.
7. Staff members know and care about students and students know and care about staff.
8. Both parents stated that there was a high level of communication from school and vice versa.
9. Parents felt that children's needs were supported and met.
10. Building is well maintained which translates into respect for the school by students and staff.

Suggestions for Improvement

1. *Write IEP goals as measurable. Use the reading assessment data available. Consider using "quick probes".
2. Review the present practice of pulling students out for reading support with the Reading specialist and LD specialist instead of providing support within the general classroom.

* This is a citation

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.			
IEP team includes parent as part of transition planning.			
IEP team and process includes student as part of transition planning.			
IEP includes current level of performance related to transition services.			
If the student is age 14 or older during the course of the IEP, <u>also</u> respond to the following 3 statements:			
There is documentation that the student has been invited to attend IEP meetings.			
A statement of the transition service needs is included in the IEP.			
The statement of transition focuses on the student's course of study (e.g. vocational programming, advanced placement).			
If the student is age 16 or older during course of the IEP, <u>also</u> respond to the following 11 statements:	YES	NO	N/A
Transition plan includes coordinated, <u>measurable</u> , annual IEP goals and includes transition services that will reasonably enable the student to meet the post-secondary goals.			
There is documentation that representatives of other agencies have been invited to IEP meetings.			
Statement of needed transition services is presented as a coordinated set of activities.			
The statement of transition focuses on the student's course of study (e.g. vocational programming, advanced placement).			
The IEP includes a statement of needed transition services and considers instruction.			
The IEP includes a statement of needed transition services and considers related services.			
The IEP includes a statement of needed transition services and considers community experiences.			
The IEP includes a statement of needed transition services and considers development of employment skills.			
The IEP includes a statement of needed transition services and considers development of daily living skills.			
Student is informed prior to age 17 of his/her rights under IDEA.			
If the student is preparing to graduate this year, there is a summary of the student's academic achievement and functional performance , which includes recommendations on how to assist the student in meeting his or her post-secondary goals.			

Transition

Strengths

1. There are multiple opportunities for students to become comfortable in a new setting and for teachers to get to know students.
2. There is a formalized procedure for transitions to middle school. Students visit middle school; former middle school students come back to Wheelock; principal and guidance counselor from middle school visit Wheelock.
3. Summer program for 5th graders is held at the middle school.
4. The school is open during the summer for parents and students to visit.
5. Teachers loop as needed to support students and the administration supports this practice.
6. Placement or grouping meetings are held at the end of each year. The sending teacher shares student information with the receiving teacher.

Suggestions for Improvement

1. Consider concerns about learning disabled students' needs being met with programming continuity in grade 6 at the middle school.
2. Having only one group at each grade level limits opportunities to mix and regroup students.

SUMMARY OF BUILDING LEVEL DATA

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

<u>BEHAVIOR STRATEGIES AND DISCIPLINE</u>			YES	NO	N/A
<p>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</p>					
Data are used to determine impact of student behavior on his/her learning.	2				
Has this student ever been suspended from school?		2			
If yes, for how many days?					
If appropriate, a functional behavior assessment has been conducted.					2
IEP team has addressed behaviors that are impacting student learning.					2
A behavior intervention plan has been written to address behaviors.					2
All individuals working with the student have been involved in developing behavior intervention strategies.					2
Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.					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. Overall calm demeanor of staff from principal down sets up an environment such that behavior is not an issue. There is a strong sense of community and staff is very student-centered. 2. Staff members interact quietly and professionally with students. 3. Staff has access to CPI training, regarding verbal intervention particularly. 4. The “Kids Team” provides a valuable resource to teachers around problem-solving. The guidance counselor sits on this team. 5. Peer mediation has been implemented to help students resolve disputes. 	<p>There is a need for a school-wide behavior intervention model.</p>				

SUMMARY OF BUILDING LEVEL STRENGTHS AND SUGGESTIONS FOR IMPROVEMENT

Strengths	Suggestions for Improvement
<ol style="list-style-type: none">1. Collaboration between team members is evident.2. There is good staff-student ratio.3. Adequate building space for programs and adequate support for students.4. Overall calm demeanor throughout the building creates a safe and nurturing environment for students and staff.5. Families reported excellent communication from school to home. Parents feel very involved in IEP process and feel that students' needs are being met.6. Staff is able to adjust schedules to accommodate individual students' needs.	<p>Consider establishing a school-wide behavior intervention model.</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: 29	School: Keene Middle School	Date: 2-22-07
Programs: Modified Regular, Self-Contained Resource Room		Number of Cases Reviewed: 3
Recorder/Summarizer: Marty Reese, Shannon Bernier, Holly Charron		

Collaborative Team Members:

Name: Shannon Bernnier	Building Level	or	Visiting
Name: Holly Charron	Building Level	or	Visiting
Name: Marty Reese	Building Level	or	Visiting
Name: Judy Canesi	Building Level	or	Visiting
Name: Kevin Fay	Building Level	or	Visiting
Name: Joe Langione	Building Level	or	Visiting
Name: Marianne Lavatori	Building Level	or	Visiting
Name: Megan Battaglia	Building Level	or	Visiting

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

SUMMARY OF BUILDING LEVEL DATA

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

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

Access to the General Curriculum

Strengths

1. Responsive, supportive and available staff is a strength.
2. General and special educators have regularly scheduled collaborative time together.
3. IEP goals are generally aligned to district’s curriculum and NH Frameworks.
4. Teachers were observed using a variety of instructional and multi-sensory strategies.
5. Initiation of school-wide testing (NWEA) to chart academic progress and develop IEP goals is evident..
6. There is ready availability of counselors and psychologist to “work through” issues with students so interruptions are minimized.
7. Specialized programs “Bridges,” “Vistas” and “Horizons” each have a unique focus, allowing for more tailoring of students programs.
8. IEP students have an “IEP at a glance” for quick reference by general educators.

Suggestions for Improvement

1. Consider structured time for direct teaching of skills in a remedial fashion (as appropriate and as needed by students with skill deficits).
2. Continue regular administration of NWEA assessments to track skill growth.
3. Consider increasing the reading supports provided to struggling readers who are educationally disabled.

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.	3		
Transition planning from school to school takes place.	3		
Collaboration has occurred between general and special education staff in IEP development and in transition planning.	3		
For middle or high school students, <u>also</u> respond to the following 4 statements:			
Transition planning is designed as a results oriented process that promotes movement from school to the student's desired post-school goals.	3		
IEP team includes parent as part of transition planning.	3		
IEP team and process includes student as part of transition planning.	3		
IEP includes current level of performance related to transition services.	3		
If the student is age 14 or older during the course of the IEP, <u>also</u> respond to the following 3 statements:			
There is documentation that the student has been invited to attend IEP meetings.	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 includes coordinated, <u>measurable</u> , annual IEP goals and includes transition services that will reasonably enable the student to meet the post-secondary goals.	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. Extended school year includes a transition component (as appropriate).
2. Team provides individual transition supports.
3. Receiving school staff visits home school of students who are transitioning to facilitate communication and transition planning.
4. Individual and group tours are provided for students who are transitioning.
5. Meetings are planned for sending and receiving staff members to confer.
6. For 6th graders the first week of school in the fall is devoted to transition activities.

Suggestions for Improvement

Continue efforts to make transition in and out of pull-out remediation a smoother process.

SUMMARY OF BUILDING LEVEL DATA

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

<u>BEHAVIOR STRATEGIES AND DISCIPLINE</u>			YES	NO	N/A
Ed. 1109.02 Program	CFR 300.346				
Ed. 1119.11 Disciplinary Procedures	CFR 300.519-300.529				
Ed. 1133.07 (a) (b) (c) (d) (e)	CFR 300.510-300.529				
20 U.S.C. 1415 (K)					
Child Management – Private Schools	RSA 169-C Child Protection Act				
Data are used to determine impact of student behavior on his/her learning.		3			
Has this student ever been suspended from school?			3		
If yes, for how many days?					
If appropriate, a functional behavior assessment has been conducted.			*1	2	
IEP team has addressed behaviors that are impacting student learning.		3			
A behavior intervention plan has been written to address behaviors.		1		2	
All individuals working with the student have been involved in developing behavior intervention strategies.		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				
<ol style="list-style-type: none"> 1. Low numbers of students are placed out of district. 2. Counselor and psychologist are available to support behaviorally challenged students and to consult with teachers. 3. There is partnership with MFS to provide counseling with certain at risk programs. 4. Access to YMCA for incentives or special initiatives is available. 5. Collaboration is evident between guidance, case managers and regular staff to provide outlets. 6. There is use of formalized behavior plans. 7. “Cardinal Awards” are used to reinforce positive behavior. 	<ol style="list-style-type: none"> 1. Initiate school-wide behavior intervention model. 2. Formalized data collection forms to be used consistently throughout the school. 				

SUMMARY OF BUILDING LEVEL STRENGTHS AND SUGGESTIONS FOR IMPROVEMENT

Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> 1. At risk students in collaborative programs remain with a consistent case manager and support staff for 3 years, promoting personal bonding. 2. There is Utilization of the Landmark College’s Master Notebook System. 3. Administrative support of special education services is evident. 4. Collins writing program is implemented school-wide and all staff are trained. 5. Daily team planning meetings take place. 6. Regularly scheduled meetings between case managers and support staff take place. 7. Staff cares deeply about kids. 8. Late bus is available so students can access after school activities. 	<ol style="list-style-type: none"> 1. Suggest a school-wide behavior intervention model. 2. Consider initiation of “at risk” program for non-identified as well as identified students. 3. Make access to vocational programs available at an earlier grade level. 4. Consider direct reading instruction for grades 7 and 8.

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: 29	School: Keene High School	Date: 2-22-07
Programs: Life Skills, Learning Disabilities Collaborative, Modified Regular		Number of Cases Reviewed: 3
Recorder/Summarizer: Sophia Gonzales		

Collaborative Team Members:

Name: Raymond MacLean	Building Level	or	Visiting
Name: Maren Ardell	Building Level	or	Visiting
Name: Amy Clason-Gilmet	Building Level	or	Visiting
Name: Sophia Gonzales	Building Level	or	Visiting
Name: Sara Monte	Building Level	or	Visiting
Name: Virginia McManus	Building Level	or	Visiting
Name: Nancy O'Brien	Building Level	or	Visiting
Name: Suzanne Sharron	Building Level	or	Visiting
Name: Alan Chamiel	Building Level	or	Visiting
Name: Suzanne Jahn	Building Level	or	Visiting
Name: Beth White	Building Level	or	Visiting
Name: Alexandra Bond	Building Level	or	Visiting
Name: Bryant Adams	Building Level	or	Visiting
Name: Jon Perry	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	1	
IEP goals are written in measurable terms.						3*	
Student has made progress over the past three years in IEP goals. Goal 1					1	2	
Student has made progress over the past three years in IEP goals. Goal 2							
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.					2		1
Student participates appropriately in state, district and school-wide assessments.					1		2
Student <u>shows progress</u> in state, district and school-wide assessments.					1	2	
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.					1	2	
Was the student's most recent individual evaluation (initial or reevaluation), including a written summary report and meeting, held within 45 days of parental permission to test? If not, was it due to: (check all that apply)						3*	
Extension in Place 1	Lack of Qualified Personnel Psychologist Educator Related Services Other		Evaluation Not Completed in Time 1	Summary Report Not Written in Time 1	Meeting Not Held in Time	Other	
<i>For High School Students:</i>					YES	NO	NA
Student is earning credits toward a regular high school diploma.					3		
<i>IF YES:</i> within 4 years?					2	1	
Student will earn an IEP diploma or a certificate of competency.						3	
<i>IF YES:</i> within 4 years?						3	
Does this school / district have a clear policy for earning a high school diploma?					3		

Access to the General Curriculum

Strengths

1. The Learning Disability Collaborative receives high praise from students and parents.
2. Access to the general curriculum with support staff is excellent.
3. Co-teaching for foundation classes includes regular and special education classes for core classes in all four grades.
4. Considerable available support for students in small groups or individually with tutors.

Suggestions for Improvement

1. *Goals should be written in measurable terms.
2. Need programming and support for learning disabled students who do not currently access services.
3. Need programs and support for students who are emotionally handicapped and do not qualify for TNT program.
4. *Adhere to 45-day evaluation timeline.

* This is a citation

SUMMARY OF BUILDING LEVEL DATA

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

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

Transition

Strengths

- 1. School stresses considerable communication with parents regarding transition planning.
- 2. Community opportunities for students in the Life Skills program.
- 3. Life Skills program has very appropriate space available.

Suggestions for Improvement

- 1. Areas of transition were identified, but services and person to implement them were not identified.
- 2. Evaluate/review vocational assessment criteria and needs.
- 3. Clarification of post-secondary goals is needed.
- 4. *Need to include summary of performance for seniors completing program and transitioning on.
- 5. Make sure there is documentation of services for students who need them until age 21.
- 6. Consider further professional development for special educators in post-secondary transition planning to comply with IDEA 2004 requirements.

* This is a citation

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?		2	
If appropriate, a functional behavior assessment has been conducted.			3
IEP team has addressed behaviors that are impacting student learning.			3
A behavior intervention plan has been written to address behaviors.			3
All individuals working with the student have been involved in developing behavior intervention strategies.			3
Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.			3
Results of behavior intervention strategies are evaluated and monitored.			3
A school-wide behavior intervention model exists.			3
Strengths	Suggestions for Improvement		
	1. Implement a school-wide behavior intervention plan.		

SUMMARY OF BUILDING LEVEL STRENGTHS AND SUGGESTIONS FOR IMPROVEMENT

Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> 1. Positive communication between parents and staff observed. 2. High praise about staff was given from parents. 3. Social skills and communication program is valued. 4. Life skills program is excellent and has a very good staff to student ratio. 5. Overall staffing ratio is very good. 6. Literacy program is available for struggling readers. 7. Collegial collaboration among staff – general and special educators is evident. 	<ol style="list-style-type: none"> 1. Consider out of district coordinator position separate from high school special education coordinator position. 2. Provide special education transportation for students to job sites. 3. Provide professional development opportunities for transition planning, summary of performance and evaluation time lines, and other transition requirements. 4. Review graduation requirements for students with more significant needs. 5. Consider providing additional clerical support during the summer.

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: 29	School: TNT Regional Collaborative	Date: 2-21-07
Programs: Special Education Alternative School		Number of Cases Reviewed: 1
Recorder/Summarizer: Sophia Gonzales		

Collaborative Team Members:

Name: Barry Cook	Building Level	or	Visiting
Name: Joe Shapiro	Building Level	or	Visiting
Name: Ken Susskind	Building Level	or	Visiting
Name: Nancy Cressy	Building Level	or	Visiting
Name: Heidi Cook	Building Level	or	Visiting
Name: Sophia Gonzales	Building Level	or	Visiting
Name: Sara Monte	Building Level	or	Visiting

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

SUMMARY OF BUILDING LEVEL DATA

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

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

Access to the General Curriculum

Strengths

1. TNT staffing and SAU support provide a strong and fluent program with clearly defined goals and instruction that is aligned with goals.
2. Students participate in SAU NWEA testing program using a computer located within the facility.
3. Students are given the options, as appropriate, of participating in vocational and regular coursework at Keene High School and/or the Community Education Program (that is housed in the same facility).
4. Students are offered 2 diploma credit options – a Keene High School diploma or a Keene School District diploma.
5. The TNT staff are professional, caring and committed to their students.

Suggestions for Improvement

1. Program needs to consider providing HQT staff for math and science instruction within the program.
2. Students need access to a high school level media center and collection.
3. Some students need paraprofessional support in order to participate successfully in vocational courses at Keene High School.
4. *Staff needs training support in writing measurable IEP goals.

*This is a citation

SUMMARY OF BUILDING LEVEL DATA

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

<u>TRANSITION STATEMENTS</u>	YES	NO	
Ed .1102.53, Transition Services CFR 300.29 Ed. 1107.02 CFR 300.132 Part C Transition Ed. 1109.01, Elements of an IEP (Transition Services) CFR 300.347 (b) (1) (2) 20 U.S.C. 1401 (34) 20 U.S.C. 1414 (d)(1)(A)(i)(VIII)(aa)(bb)(cc) Ed. 1109.03, IEP Team CFR 300.344 (b) (1) Ed. 1133.05 CFR 300.347 (b)(1)(2) Program Requirements This includes movement from (a) Early Supports and Services (ESS) to preschool, b) preschool to elementary school, (c) age 14 or younger, or (d) age 16 or older, as well as from grade to grade and school to school.			
For all students, respond to the following 3 statements:	1		
Transition planning from grade to grade takes place.	1		
Transition planning from school to school takes place.	1		
Collaboration has occurred between general and special education staff in IEP development and in transition planning.	1		
For middle or high school students, <u>also</u> respond to the following 4 statements:	1		
Transition planning is designed as a results oriented process that promotes movement from school to the student's desired post-school goals.	1		
IEP team includes parent as part of transition planning.	1		
IEP team and process includes student as part of transition planning.	1		
IEP includes current level of performance related to transition services.	1		
If the student is age 14 or older during the course of the IEP, <u>also</u> respond to the following 3 statements:			
There is documentation that the student has been invited to attend IEP meetings.			1
A statement of the transition service needs is included in the IEP.	1		
The statement of transition focuses on the student's course of study (e.g. vocational programming, advanced placement).	1		
If the student is age 16 or older during course of the IEP, <u>also</u> respond to the following 11 statements:	YES	NO	N/A
Transition plan includes coordinated, <u>measurable</u> , annual IEP goals and includes transition services that will reasonably enable the student to meet the post-secondary goals.		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. Students have access to the Keene High School Career Center to help them plan their career paths.
2. Staff members complete a vocational assessment for each TNT student.
3. Students may earn job site work credit in addition to their coursework.
4. Students may participate in college and work site visits as part of their program.
5. The case study student and his parents expressed the feeling that they are part of the educational team at TNT.

Suggestions for Improvement

Some students need paraprofessional support in order to participate successfully in Keene High School vocational programs.

SUMMARY OF BUILDING LEVEL DATA

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

<u>BEHAVIOR STRATEGIES AND DISCIPLINE</u>			YES	NO	N/A
Ed. 1109.02 Program	CFR 300.346				
Ed. 1119.11 Disciplinary Procedures	CFR 300.519-300.529				
Ed. 1133.07 (a) (b) (c) (d) (e)	CFR 300.510-300.529				
20 U.S.C. 1415 (K)					
Child Management – Private Schools	RSA 169-C Child Protection Act				
Data are used to determine impact of student behavior on his/her learning.		1			
Has this student ever been suspended from school?		1			
If yes, for how many days?		5			
If appropriate, a functional behavior assessment has been conducted.					1
IEP team has addressed behaviors that are impacting student learning.		1			
A behavior intervention plan has been written to address behaviors.		1			
All individuals working with the student have been involved in developing behavior intervention strategies.		1			
Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.					1
Results of behavior intervention strategies are evaluated and monitored.		1			
A school-wide behavior intervention model exists.		1			
Strengths	Suggestions for Improvement				
<ol style="list-style-type: none"> 1. TNT offers a leveled, school-wide behavior management plan. 2. Individual, group and crisis counseling are available to all TNT students on an immediate basis. 3. All TNT staff are trained in behavior management techniques. 	Consider initiating a parent support group or groups to help some parents establish a closer connection to TNT.				

SUMMARY OF BUILDING LEVEL STRENGTHS AND SUGGESTIONS FOR IMPROVEMENT

Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> 1. The TNT positive behavior management plan is understood by all students and is consistently implemented by all staff members. 2. Active learning by students was observed in a relaxed, yet rigorous civics class. 	

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

ADDENDUM

Out-of-District File Review

SAU 29

Date: 12/5/06

Reviewer: Dick Lates

ADDENDUM
Out-of-District File Review

SAU 29

Number of Files Reviewed: 3

COMMENDATIONS

The student files that were reviewed were found to be substantially complete and maintained in good order.

CITATIONS OF NONCOMPLIANCE

Ed. 1109.01 Two files did not contain a copy of the student's daily or weekly schedule.

Ed. 1109.01 IEP goals in one file were not written in measurable terms.

ADDENDUM

JAMES O. MONITORING PROGRAM

SAU 29

Student File Review

Date: 12/5/06 and 1/31/07

Reviewer: Dick Lates

**ADDENDUM
JAMES O. MONITORING PROGRAM**

SAU 29

Number of files reviewed: 3

COMMENDATIONS:

The student files that were reviewed were found to be substantially complete and maintained in good order.

CITATIONS OF NONCOMPLIANCE:

300.347 (a)(2) IEP goals not written in measurable terms.

Ed. 1107.01 Evaluation not current (less than three years old.)

Ed. 1107.04 Evaluation not completed within 45 days.

Ed. 1107.05 Evaluation Summary Report not completed every three years.