

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

**SAU 39
FINAL SUMMARY REPORT**

**AMHERST, MONT VERNON, SOUHEGAN
SCHOOL DISTRICTS**

**Howard Colter, Superintendent of Schools
Kathy Skoglund, Director of Special Education**

Chairperson, Visiting Team: Richard Lates
Education Consultant, SERESC

Visit Conducted on December 14-15, 2004
Report Date, March 15, 2005

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I. TEAM MEMBERS

<u>NAME</u>	<u>PROFESSIONAL ROLE</u>
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Visiting Team Members:

Chairperson: Richard Lates	Technical Assistant
Betty Einsidler-Moore	Asst. Special Education Director
Cristena Lassonde	Coordinator, Early Education Program
Kay Marini	Special Educator
Nancy D'Agostino	Technical Assistant
Tina McCoy	Special Education Director
Kim Hogan	Behavior Specialist
Nan Parsons	Elementary Principal
Mark Bell	Special Educator
Rich Nannicelli	Middle School Principal
Debbie White	Special Educator
Shirlee Sullivan	Special Educator
Kinni Doherty	Special Educator
Mary Maughan	Special Educator
Melissa McKeon	Special Education Building Coordinator

Building Level Team Members:

Victoria Robinson	Speech/Lang. Path	Christine Verrochi	Kindergarten Teacher
Donna Niland	First Grade Teacher	Martha Wagner	LD Specialist
Brenda Martucci	Asst. Principal	Janet Davis	Early Childhood Coord.
Allison Burnette	EIPP Lead Teacher	Kim Ommundsen	S/L Associate
Christine Disco-Lipkin	OTR	Karen Mayes	LD Specialist
Maureen Lessard	LD Specialist	Richard Gordon	Special Educator
Bill Chouramanis	Special Educator	Pam McGovern	Special Educator
Porter Dodge	Principal	Deb Martel	Asst. Principal
Elizabeth Barrett	Special Educator	Stephanie Burns	Paraprofessional
Roxi Galicia	Speech/Lang. Pathologist	Nancy Collins	OT
Maggie Kim	Guidance	Tom Knapp	Guidance
Nancy Yevick	Sped Secretary	Meg Trainor	Building Coordinator
Sam Giarusso	Teacher	Judy O'Keefe	Teacher
Sue Nedelman	Teacher	Barbara Eihrmann	Teacher
Nicole LaDouceur	Special Educator	Anne Richard	Special Educator
Pamela Sanborn	Speech/Lang. Pathologist	Meredith Sumner	Principal
Sarah Griffen	Special Educator	Sheila Callahan	School Psychologist
Barry Jordan	Teacher	Mary Moore	Special Educator
Ted Hall	Principal	Jane Blais	Special Educator
Betsy Wallisch	Special Educator	Jane Flythe	Special Educator
Janet Von Handorf	Special Educator	Pam McGrath	Special Educator
Marilyn Learner	Special Educator	Claudia Libis	Visually Impaired
Linda Rice	Integration Facilitator	Nancy Kaputa	Reading
Andrew Emerson	Special Educator	Wally Wallen	Special Educator

II. INTRODUCTION

SAU 39 is comprised of 3 School Districts (Amherst, Mont Vernon and Souhegan Cooperative) in 2 towns (Amherst and Mont Vernon). The Amherst School District is comprised of a community-based preschool program, the Clark Elementary School (K-1), the Wilkins Elementary School (2-4) and the Amherst Middle School (5-8). The Mont Vernon Village School serves Mont Vernon students in grades K-6. Students in grades 7-8 attend Amherst Middle School. The Souhegan Cooperative High School District serves students from both communities in grades 9-12.

COMMUNITY DEMOGRAPHICS	AMHERST		
Population	@ 13,000		
Median Income	NA		
DISTRICT ENROLLMENT DATA	2002-03	2003-04	2004-05
Total Student Enrollment (ages 6-21) (as of Oct 1)	1670.9	1695	1701
Expenditure Per Pupil	\$8808.64	NA	
Cumulative Drop-Out % (grades 9-12)	NA	NA	
Free/Reduced Lunch %	.03	.03	N/A
Attendance %	95.2%	95.5%	
Title I %	N/A	N/A	N/A
LEP %	.18%	.18%	.17%
Student/Computer Ratio	NA	NA	NA
SPECIAL EDUCATION PROGRAM DATA	2002-03	2003-04	2004-05
# of Identified Students Ages 3-5 (as of Oct. 1)	18	23	18
# of Identified Students Ages 6-21 (as of Oct. 1)	184	177	195
% Identified Ages 6-21 (as of Oct. 1)	11%	10%	11%
# Out of District (INCLUDES PRE-K)	16	12	8
% Out of District	.08	.06	.04
# of Students Out of Compliance (as of Oct. 1)			20
Special Programs Total Expenditure	\$2,466,965	\$2,820,619	
SPECIAL EDUCATION PROGRAM DATA	2002-03	2003-04	2004-05
Average Caseload (as of Oct. 1)	30	25	25
% Cumulative Identified Student Drop-Outs (9-12)	NA	NA	NA
# Identified Students Suspended One Or More Times		18	
Special Education Staffing:	2002-03	2003-04	2004-05
# of Special Educators			15.5
# of Related Service Providers			5.4
# of Paraprofessionals			45
# of Vacant Positions (Special Education, General Education, Related Services, Administration)			0

COMMUNITY DEMOGRAPHICS	MONT VERNON		
Population	2200		
Median Income	N/A		
DISTRICT ENROLLMENT DATA	2002-03	2003-04	2004-05
Total Student Enrollment (ages 6-21) (as of Oct 1)	239	247	238
Expenditure Per Pupil	\$7479.85	N/A	
Cumulative Drop-Out % (grades 9-12)	NA	N/A	
Free/Reduced Lunch %	.03%	.04%	.06%
Attendance %	95.8%	95.8%	
Title I %	29	33	30
LEP %	0	0	0
Student/Computer Ratio	NA	NA	NA
SPECIAL EDUCATION PROGRAM DATA	2002-03	2003-04	2004-05
# of Identified Students Ages 3-5 (as of Oct. 1)	5	5	11
# of Identified Students Ages 6-21 (as of Oct. 1) INCLUDES 9-12 SOUHEGAN	(30) 84	(36) 82	(24) 70
% Identified Ages 6-21 (as of Oct. 1) K-6 ONLY	15%	14%	14%
# Out of District (PRE K – 6 ONLY)	8	8	3
% Out of District	(2%) 15%	(2%) 15%	(1%)
# of Students Out of Compliance (as of Oct. 1)			3
Special Programs Total Expenditure	\$477,903	\$610, 268	
SPECIAL EDUCATION PROGRAM DATA	2002-03	2003-04	2004-05
Average Caseload (as of Oct. 1)	18	18	12
% Cumulative Identified Student Drop-Outs (9-12)	NA	NA	NA
# Identified Students Suspended One Or More Times		1	
Special Education Staffing:	2002-03	2003-04	2004-05
# of Special Educators			2
# of Related Service Providers			1.8
# of Paraprofessionals			5.8
# of Vacant Positions (Special Education, General Education, Related Services, Administration)			0

COMMUNITY DEMOGRAPHICS	SOUHEGAN COOPERATIVE		
Population			
Median Income			
DISTRICT ENROLLMENT DATA	2002-03	2003-04	2004-05
Total Student Enrollment (ages 6-21) (as of Oct 1)	1020.4	1036	1044
Expenditure Per Pupil	\$9311.97	N/A	
Cumulative Drop-Out % (grades 9-12)	7.8%	8.3%	
Free/Reduced Lunch %	.01%	.01%	.01%
Attendance %	96%	96%	
Title I %	-	-	-
LEP %	0	.19%	.15%
Student/Computer Ratio	NA	NA	NA
SPECIAL EDUCATION PROGRAM DATA	2002-03	2003-04	2004-05
# of Identified Students Ages 3-5 (as of Oct. 1)	-	-	-
# of Identified Students Ages 6-21 (as of Oct. 1)	130	156	144
% Identified Ages 6-21 (as of Oct. 1)	12%	15%	13%
# Out of District	26	21	26
% Out of District	2%	1.3%	1.8%
# of Students Out of Compliance (as of Oct. 1)			11
Special Programs Total Expenditure	\$1,076,728	\$1,676,601	
SPECIAL EDUCATION PROGRAM DATA	2002-03	2003-04	2004-05
Average Caseload (as of Oct. 1)	20	20	20
% Cumulative Identified Student Drop-Outs (9-12)	N/A	N/A	NA
# Identified Students Suspended One Or More Times		14	
Special Education Staffing:	2002-03	2003-04	2004-05
# of Special Educators			13.5
# of Related Service Providers			2.4
# of Paraprofessionals			21
# of Vacant Positions (Special Education, General Education, Related Services, Administration)			0

III. PURPOSE OF VISIT

The New Hampshire Department of Education (NHDOE) conducted a Special Education Program Approval Visit to SAU 39 on December 14-15, 2004 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 39.

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

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

Activities related to this NHDOE Case Study Compliance Visit included the review of all application materials submitted by the SAU, verification of personnel credentials for special education staff, program descriptions and SPEDIS verification reports and analysis of data collected during the visit. Throughout the entire review process, the visiting team worked in collaboration with the staff of SAU 39. Their professionalism, active involvement in the process and cooperation were greatly appreciated and well recognized.

IV. SPECIAL EDUCATION PROGRAM APPROVAL REVIEW PROCESS

The New Hampshire Department of Education provided SAU 39 with a visiting team of professional educators to work collaboratively with staff in each of the schools in conducting the Case Study Compliance Reviews 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 SAU.

Evidence of the work conducted in-district and results related to student outcomes was gathered throughout the process, guided by the materials and templates provided by the NHDOE, Bureau of Special Education. Examples of evidence included student individual education plans (IEPs), progress reports, samples of student work, grades, extracurricular involvement, permanent records, curriculum, etc. Input was gathered from key constituents, including interviews with professional staff, parents, paraprofessionals, 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.

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

Based on review of the June 30, 2000 NHDOE Special Education Program Approval Report, the following patterns were identified as needing improvement:

- Use of measurable goals needs to increase
- Consistent use of forms
- Insure written consent where necessary
- Review Child Find: rate of newly identified students
- Strengthen Transition process (ages 14 and up)
- Increase in-service training: technology, outside resources, modification of curriculum

- Provide documentation of observations
- Provide documentation of parents receiving Procedural Safeguards

Corrective action has been taken by SAU 39 with regard to all citations related to the above patterns identified as needing improvement, and all required actions have been met.

VI. SAU WIDE SUMMARY OF FINDINGS FOR THE DECEMBER 14-15, 2004 CASE STUDY COMPLIANCE REVIEW

The following is a summary of the patterns and trends that have been identified throughout the programs at SAU 39. .

PARENT PARTICIPATION

As part of the NHDOE Special Education Program Approval Process, documentation of parent feedback is required. SAU 39 mailed Parent Satisfaction Surveys to all parents of identified students in the SAU. A total of 421 surveys were sent out and 99 parents responded for an overall return rate of 24%. The responses from parents in each of the three districts were positive overall. A lower percentage of parents at all three levels expressed satisfaction with their child's progress toward IEP goals than was expressed in response to most other questions in the survey. At all levels, parents are pleased with the safety and security of the schools, with the inclusiveness of special education programs in the SAU, with the level of parent participation in all decisions and with information regarding their rights. Satisfaction level was somewhat lower with respect to transitions. 55% of high school parent respondents did not answer the question regarding a written transition plan included in the student's IEP. Middle school parents indicated some concern regarding the encouragement given their child to participate in school activities outside the school day.

As a result of the parent survey, the SAU leadership team is planning to address the need for a more coordinated community focus on transition issues by reaching out to area agencies, offering them information and training and identifying local resources available to them to assist students in their transition to adult life. The SAU is to be commended for undertaking this collaborative, community "wrap-around" approach to supporting students with educational disabilities.

FINDINGS

Access To The General Curriculum

ED 1109.05 CFR 300.342 Implementation of IEPs

ED 1115.07 CFR 300.306 Provision of Non-Academic Services

ED 1119.03 CFR 300.26 CFR 300.347 Full Access to the District's Curriculum

ED 1119.08 CFR 300.304 Equal Education Opportunity

There is a shared belief in inclusionary practices throughout the SAU in all buildings and at all grade levels. General educators are actively involved in the program planning and instruction of identified students. Staff at all levels have been refining their inclusionary practice for an extended time period, and much professional development effort has been focused on differentiation of instructional practice. Collaborative planning, pre-teaching, co-teaching, and coordination of skills teaching were observed by members of the visiting team. Students at all levels are grouped heterogeneously, and support services are usually delivered within the general classroom. General and special educators frequently spoke of the need for more time for collaborative planning of curriculum and instructional strategies. The need for additional program space and teacher and specialist working space in the Amherst elementary and middle schools was also frequently mentioned, and there are currently building accessibility barriers present at the Clark School. At present, there is no SAU policy or procedure regarding students with disabilities receiving high school credits leading to a high school diploma. In order to guarantee identified students full access to the general curriculum, the Souhegan Cooperative District needs to adopt a policy statement and a set of procedures governing the graduation of students with educational disabilities.

Transition

ED 1102.53 CFR 300.29 Transition Planning

ED 1107.02 CFR 300.347 (b) (1) Process: Provision of FAPE

ED 1109.01 CFR 300.132 Transition Services

Every SAU 39 school showed evidence of a variety of individualized transition practices for students with educational disabilities. Students and parents are actively involved in the transition planning process. A review of the case studies presented by SAU 39 staff demonstrated a need for formal documentation of transition activities and for follow-up evaluation of the effectiveness of those strategies.

Behavior Strategies and Discipline

ED 1133.05 (l) CFR 300.347 (a) (5) RSA 193-C

The SAU provides the services of a behavior consultant to support the needs of students who are behaviorally challenged. The development of social skills is emphasized and reinforced at the elementary level through the development of friendship groups. School-wide behavior plans for all students were followed at each of the schools. It was generally perceived by presenters and visitors that students did not feel singled out by their peers as a result of their educational disabilities.

Special Education Process: Policy And Procedure

ED 1106.01 Special Education Process

ED 1103.01 Child Find, Responsibilities of the LEA

All SAU 39 students identified with educational disabilities were found to be in compliance at the time of the compliance review. The Souhegan District has established a formal policy regarding student discipline, but this policy does not include a reference to the use of physical restraint. The Amherst and Mont Vernon districts do not currently have a formal policy governing student discipline. The Souhegan District does not currently have a policy regarding the earning of a high school diploma. The SAU 39 Special Services Manual is otherwise a very complete and up-to-date document, containing complete and accurate information for professional and paraprofessional staff regarding all aspects of the special education process and procedures required by the SAU.

OTHER CITATIONS AND ISSUES OF SIGNIFICANCE

There are no citations of significant issues of non-compliance identified as a result of this review.

REQUIRED ACTIONS FOR IMPROVEMENT

There are no required actions for improvement as a result of this review.

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. We encourage you to address these suggestions in your plan for improvement, but you may use your discretion in this area. Suggestions for individual programs are included in the Building Level Summary Reports, pp.11-46.

It is suggested that the SAU 39 staff consider the following suggestions for program-wide improvement:

1. Provide coordinated additional supports for all students at risk at all grade levels prior to referral and identification.
2. Provide additional space at the Amherst elementary and middle school levels for needed special education program and work space.
3. Add parent training opportunities to provide parent and family education and support.
4. Develop a district preschool program in order to better coordinate preschool curriculum and programming with district K-12 curriculum and programs.

5. Increase special education building coordination support at the elementary level to enhance consistency and training.
6. Provide more formal documentation of transition activities that is accessible to future general and special educators for the purposes of evaluating the effectiveness of those activities.
7. Develop policies governing discipline (including the use of physical restraint) and the granting of diplomas.

COMMENDATIONS

The staff of SAU 39 are to be commended for the following exemplary practices:

1. The system leadership which balances building autonomy and flexibility with system consistency and accountability
2. The complete and thorough policies and procedures manual
3. The careful preparation of in-depth and engaging case studies by all building teams
4. The experience, competence, enthusiasm and confidence of the SAU 39 staff at all levels
5. The effective system of coordination and communication that is maintained between the central office and the SAU 39 schools
6. The belief in the philosophy of inclusion that is shared and practiced by general and special education staff at all levels
7. The strong evidences of teamwork, collaboration and co-teaching between general and special educators in developing program and adjusting curriculum and instruction for students identified with educational disabilities
8. The collaborative outreach by the SAU leadership to community agencies in order to offer training resources to support identified students' transition into adult life.

VII. BUILDING LEVEL SUMMARY REPORTS

USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT

BUILDING LEVEL COMPLIANCE DATA SUMMARY

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

SAU: 39 | School: Preschool | Date: 12/15/04

Programs: Number of Cases Reviewed: **THIS WAS A MODIFIED REVIEW AND NO CASE STUDIES WERE PRESENTED. ALL SAU 39 PRESCHOOLERS ARE PLACED IN AN APPROVED PRIVATE PRESCHOOL SETTING. A CLASSROOM OBSERVATION, PARENT INTERVIEW AND LEADERSHIP INTERVIEW WERE CONDUCTED.**

Recorder/Summarizer: Chris Lassonde and Nancy D'Agostino

Collaborative Team Members:

Name: Christena Lassonde	Position: Preschool Coordinator	Visiting
Name: Nancy D'Agostino	Position: Education Consultant	Visiting
Name: Janet Davis	Position: Preschool Coordinator	Building Level
Name: Renea Sparks	Position: Asst. Director of Special Education	Building Level
Name: Nancy Gagnon	Position: Director of Sunrise Preschool	Building Level

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

Access to the General Curriculum, Transition and Behavior Strategies and Discipline.

SUMMARIZE YOUR BUILDING LEVEL DATA

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

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

ACCESS TO THE GENERAL CURRICULUM

Strengths	Suggestions for Improvement
<ol style="list-style-type: none">1. Children are fully included in the program and participate to the extent their abilities/disabilities allow.2. Some of the children receive services such as OT, PT and SLP. Those services tend to be pull out. Sunrise provides these services.3. Due to the needs of several students, Sunrise added a pre-teaching / ABA program. This programming is provided outside the regular classroom time. The child observed during the visit has made progress in his ability to participate in the preschool since starting his pre-teaching program.4. The paraprofessionals go with the children to therapy to learn ways to carry the service over into the room.5. One on one assistants placed with children also help other children in the classroom when appropriate.	<ol style="list-style-type: none">1. Sunrise develops the curriculum. The SAU does not have control over it. Sunrise uses benchmarks to assess each child's progress. The curriculum can vary from room to room. They do use some of the Creative Curriculum, especially around the set up of the rooms.2. This year the SAU wanted to provide services for some of its Autistic children at Clark. This would have allowed more control over the programming and begin preparing children for the transition to Clark. Due to a lack of a fenced play area this was not implemented.3. Consider establishing a district preschool program.

SUMMARIZE YOUR BUILDING LEVEL DATA

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

TRANSITION STATEMENTS					
Ed .1102.53, Transition Services CFR 300.29 Ed. 1109.01, Elements of an IEP (Transition Services) CFR 300.347 (b) (1) (2) Ed. 1109.03, IEP Team CFR 300.344 (b) (1) This includes movement from (a) Early Supports and Services (ESS) to preschool, b) pre-school to elementary school, (c) age 14 or younger, or (d) age 16 or older, as well as from grade to grade and school to school.				YES	NO
Transition planning from ESS to preschool takes place				1	
Transition planning from grade to grade (e.g. preschool to kindergarten, kindergarten to 1 st grade) takes place				1	
District staff participated in a transition planning conference arranged by ESS and this transition planning conference occurred at least 90 days before the student's third birthday. If not, was it due to:				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
Team around transition includes parents.				1	
Team around transition includes appropriate agencies.				1	
Services agreed on in the IEP began by the time specified in the IEP.				1	
Early Supports and Services provided the school or district with initial information prior to 90 days.				1	
Early Supports and Services evaluation information was shared with the school or district.				1	
Strengths		Suggestions for Improvement			
1. Parent interviewed felt fully informed. They stated that the relationship with ESS was very good. This was especially true for families working mainly with Sunrise. 2. The district is proactive in connecting with ESS. 3. ESY programming is held at Clark prior to transitions to the building for kindergarten. After the summer program the parents and children feel more comfortable in the fall. 4. 90% of the children with a one-on-one paraprofessional in preschool have the same one for kindergarten.		Continue to investigate developing a district preschool to improve programming and transitions. This may especially help with the more involved children.			

SUMMARIZE YOUR BUILDING LEVEL DATA

Fill 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
<u>Ed. 1109.02 Program</u>	<u>CFR 300.346</u>			
<u>Ed. 1119.11 Disciplinary Procedures</u>	<u>CFR 300.519-300.529</u>			
<u>Ed. 1133.07 (a) (b) (c) (d) (e)</u>	<u>CFR 300.510-300.529</u>			
<u>Child Management – Private Schools</u>	<u>RSA 169-C Child Protection Act</u>			
Data are used to determine impact of student behavior on his/her learning.		1		
A functional behavior assessment has been conducted and a behavior intervention plan written to address behaviors.		1		
IEP team has addressed behaviors that are impacting student learning.		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		
Student's overall participation in preschool activities has increased.		1		
Student has improved relationships with peers and adults in the early childhood community.		1		
Strengths	Suggestions for Improvement			
<ol style="list-style-type: none"> 1. The district consults with two behavior consultants on challenging behaviors, and the assistant participates in these meetings/trainings. 2. The district has a positive relationship with Sunrise, and children have demonstrated good progress. 3. The district is flexible in its transition planning. During the two elementary case study presentations, both covered transitions from ESS to preschool. In both cases the parents had positive comments on the process. One child transitioned in by her/his third birthday; the second child did not. In response to the child's needs, the district, in conjunction with the family, decided to modify the transition process. Evaluation and transitioning into school were conducted at a slower pace that was better for the child than meeting arbitrary deadlines. 	<ol style="list-style-type: none"> 1. Consider establishing a district preschool program. 2. There is limited control over curriculum, staffing and IEP implementation. 3. The Sunrise staff write the IEPs, but Amherst staff are present at the meeting. There is not always a continuous line in expectations as children move on to kindergarten. 4. Sunrise employs a different behavior consultant than the district, and thus follows a different philosophy and approach. 			

Please use this page to summarize the building level strengths and suggestions. Please also list any promising practices you have seen. At the report-out, the visiting team members will be asked to provide a brief overview of the building they visited. This summary will be the basis for that overview.

Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> 1. The SAU has positive working relationships with Sunrise staff. Both Janet Davis, the Preschool Coordinator, and Renea Sparks, the Out of District Coordinator, visit the program and do observations as needed. 2. The Sunrise facility has appropriate materials, classroom space and play areas. 3. Family relationships are clearly effective. 4. Parents expressed an openness in communication, respect and trust in the school personnel. 5. There is administrative support to move toward the vision of adding a preschool to the district. 	<p>Establishing an Amherst District Preschool is a vision of staff that, if implemented, would provide consistent curriculum, staffing, and administrative relationships.</p>
<p>Promising Practices:</p> <p>The Preschool Coordinator and Assistant Special Education Director work closely together to foster quality preschool education for the community.</p>	

USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT

BUILDING LEVEL COMPLIANCE DATA SUMMARY

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

SAU: 39	School: CLARK ELEMENTARY	Date: 12/15/04
Programs:		Number of Cases Reviewed: 2
Recorder/Summarizer: Betty Einsidler-Moore		

Collaborative Team Members:

Christena Lassonde	Position: Preschool Coordinator	Visiting
Betty Einsidler-Moore	Position: Assistant Special Education Director	Visiting
Victoria Robinson	Position: Speech-Language Pathologist	Building Level
Christine Verrochi	Position: Kindergarten Teacher	Building Level
Donna Niland	Position: First Grade Teacher	Building Level
Martha Wagner	Position: LD Specialist – Grade 1	Building Level
Brenda Martucci	Position: Assistant Principal	Building Level
Kay Marini	Position: Special Educator	Visiting
Janet Davis	Position: Early Childhood Coordinator	Building Level
Allison Burnette	Position: EIPP Lead Teacher	Building Level
Kim Ommundsen	Position: Speech-Language Associate	Building Level
Christine Disco-Lipkin	Position: Occupational Therapist	Building Level

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

SUMMARIZE YOUR BUILDING LEVEL DATA

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

ACCESS TO THE GENERAL CURRICULUM STATEMENTS								
Ed. 1109.01 Elements of an IEP CFR 300.347 Ed. 1109.05, Implementation of IEP Ed. 1115.07, Provision of Non-Academic Services CFR 300.306 Ed. 1119.03, Full Access to District's Curricula CFR 300.24, CFR 300.347 Ed. 1119.08, Diplomas Ed.1107.04 (d) Qualified Examiner CFR 300.347(a) (1) (i) ". . . general curriculum (i.e. ,the same curriculum as for nondisabled children)" CFR 300.347 (a) (1) (iii) "To be educated and participate with other children with disabilities and non disabled children"						YES	NO	N/A
Was the student's most recent LEA evaluation, including a written summary report and meeting, held within 45 days of parental permission to test? If not, was it due to: (check all that apply)						1	1	
Extension in Place Yes	Lack of Qualified Personnel Psychologist Educator Other Related Services		Evaluation Not Completed in Time Yes	Summary Report Not Written in Time	Meeting Not Held in Time	Other		
						YES	NO	N/A
IEP goals are written in measurable terms.						2		
Team uses multiple measures to design, implement and monitor the student's program.						2		
Student has access to the general curriculum (as outlined by the district, sending district or NH frameworks.)						2		
Student participates and progresses in the general curriculum in a regular education setting with non-disabled peers with necessary supports.						2		
Student participates appropriately in state, district and school-wide assessments.						2		
Student has opportunities to participate in general extracurricular and other non-academic activities with necessary supports.						1		1
Student does participate in general extracurricular and other non-academic activities with necessary supports.						1		1
For High School Students:						YES	NO	
Student is on track to earn a regular high school diploma.								
IF YES: within 4 years?		Yes	No	before the age of 21?		Yes	No	
Student is on track to earn an IEP diploma or a certificate of competency.								
IF YES: within 4 years?		Yes	No	before the age of 21?		Yes	No	
Does this school / district have a clear policy for earning a high school diploma?								
Strengths					Suggestions for Improvement			
1. Team members were impressed with genuine investment / understanding (ownership) of general educators of their students. Students are genuine members of the class that general educators have direct knowledge of. General educators serve as important members of the team. 2. Staff teamwork / collaboration in planning; coordination in presentation of skills; pre-teaching prior to classroom introduction, and reinforcement through related services are all commendable.					Staff needs more time for planning and dialogue.			

SUMMARIZE YOUR BUILDING LEVEL DATA

Fill 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. 1109.01, Elements of an IEP (Transition Services) CFR 300.347 (b) (1) (2) Ed. 1109.03, IEP Team CFR 300.344 (b) (1) This includes movement from (a) Early Supports and Services (ESS) to preschool, b) pre-school to elementary school, (c) age 14 or younger, or (d) age 16 or older, as well as from grade to grade and school to school.		
For elementary school students, respond to the following 3 statements only:		
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 all middle or high school students, respond to the following 5 statements:		
Transition planning is designed as an outcome oriented process that promotes movement from school to the student's desired post-school goals.		
Collaboration has occurred between general and special education staff in IEP development and in transition planning.		
IEP team includes parent.		
IEP team includes student.		
IEP includes current level of performance related to transition services.		
If the student is age 14 or older during the course of the IEP, 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, also respond to the following 9 statements:		
Transition plan, including student's post-high school goals, is in place.		
There is documentation that representatives of other agencies have been invited to IEP meetings.		
Statement of needed transition services is presented as a coordinated set of activities.		
The 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.		

Transition Strengths	Transition Suggestions for Improvement
<ol style="list-style-type: none">1. Parents stated that transitions were smooth and Extended Year Programming at receiving building was key in transition.2. Time is spent familiarizing students with building and staff.3. Parent visits are conducted.	<ol style="list-style-type: none">1. Many strategies for transitioning are in place, but not documented in IEP. Documenting transition strategies in IEP is suggested.2. Transition from preschool could be facilitated with an in-district program.

SUMMARIZE YOUR BUILDING LEVEL DATA

Fill 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
<u>Ed. 1109.02 Program</u>	<u>CFR 300.346</u>			
<u>Ed. 1119.11 Disciplinary Procedures</u>	<u>CFR 300.519-300.529</u>			
<u>Ed. 1133.07 (a) (b) (c) (d) (e)</u>	<u>CFR 300.510-300.529</u>			
<u>Child Management – Private Schools</u>	<u>RSA 169-C Child Protection Act</u>			
Data are used to determine impact of student behavior on his/her learning.		2		
A functional behavior assessment has been conducted and a behavior intervention plan written to address behaviors.		1	1	
IEP team has addressed behaviors that are impacting student learning.		2		
All individuals working with the student have been involved in developing behavior intervention strategies.		1		1
Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.		1		1
Results of behavior intervention strategies are evaluated and monitored.		1		1
Student's overall participation in classroom, school-wide and extracurricular activities has increased.		2		
Student has improved relationships with peers and adults in the school community.		2		
A school-wide behavior intervention model exists.		2		
Has this student ever been suspended from school?			2	
If yes, for how many days?				
Strengths	Suggestions for Improvement			
<ol style="list-style-type: none"> 1. Behavior plans and 1:1 assistance are commended. 2. Goals and objectives specific to social skills are written. 3. Training is ongoing through Behavior Consultant. 4. Social Skills / Friendship Groups are included through Guidance. 	<ol style="list-style-type: none"> 1. Building administration would like a building-based behavior consultant to work as a team member / on staff consultant. 2. Social / pragmatic groups are suggested to facilitate peer interactions. 			

SUMMARY OF BUILDING LEVEL STRENGTHS, SUGGESTIONS AND PROMISING PRACTICES

Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> 1. There is a strong sense of community. 2. Team collaboration is strong, with weekly staff / team meetings. 3. Visual supports are a strength / available / easily accessed. 4. Clear communication / team collaboration is scheduled and problem solving occurs “on the fly”. 	<ol style="list-style-type: none"> 1. More space is needed – handicapped accessibility and space for EIPP Program and related services. 2. Bathroom facilities are inadequate and need to be expanded. 3. Speech/language and guidance facilities are not handicapped accessible. 4. Playground needs to be totally fenced in. 5. OT / sensory equipment is not always accessible and needs to be fixed in place. 6. General education options for remediation are suggested to complement continuum to special education. 7. Reduce caseloads for case managers.
<p>Promising Practices:</p>	

USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT

BUILDING LEVEL COMPLIANCE DATA SUMMARY

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

SAU: 39	School: WILKINS ELEMENTARY	Date: 12/15/04
Programs:		Number of Cases Reviewed: 3
Recorder/Summarizer:		

Collaborative Team Members:

Name: Tina McCoy	Position: Director of Special Services	Visiting
Name: Kim Hogan	Position: District Behavior Specialist	Visiting
Name: Shirlee Sullivan	Position: Case Manager	Visiting
Name: Karen Mayes	Position: LD Specialist	Building Level
Name: Maureen Lessard	Position: LD Specialist	Building Level
Name: Richard Gordon	Position: Learning Abilities Specialist	Building Level

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

SUMMARIZE YOUR BUILDING LEVEL DATA

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

ACCESS TO THE GENERAL CURRICULUM STATEMENTS								
Ed. 1109.01 Elements of an IEP CFR 300.347 Ed. 1109.05, Implementation of IEP Ed. 1115.07, Provision of Non-Academic Services CFR 300.306 Ed. 1119.03, Full Access to District's Curricula CFR 300.24, CFR 300.347 Ed. 1119.08, Diplomas Ed.1107.04 (d) Qualified Examiner CFR 300.347(a) (1) (i) ". . . general curriculum (i.e. ,the same curriculum as for nondisabled children)" CFR 300.347 (a) (1) (iii) "To be educated and participate with other children with disabilities and non disabled children"						YES	NO	N/A
Was the student's most recent LEA evaluation, including a written summary report and meeting, held within 45 days of parental permission to test? If not, was it due to: (check all that apply)						3		
Extension in Place	Lack of Qualified Personnel Psychologist Educator Other Related Services	Evaluation Not Completed in Time	Summary Report Not Written in Time	Meeting Not Held in Time	Other			
						YES	NO	N/A
IEP goals are written in measurable terms.						3		
Team uses multiple measures to design, implement and monitor the student's program.						3		
Student has access to the general curriculum (as outlined by the district, sending district or NH frameworks.)						3		
Student participates and progresses in the general curriculum in a regular education setting with non-disabled peers with necessary supports.						3		
Student participates appropriately in state, district and school-wide assessments.						2		1
Student has opportunities to participate in general extracurricular and other non-academic activities with necessary supports.								
Student does participate in general extracurricular and other non-academic activities with necessary supports.						2		1
For High School Students:						YES	NO	
Student is on track to earn a regular high school diploma.								
IF YES: within 4 years?	Yes	No	before the age of 21?	Yes	No			
Student is on track to earn an IEP diploma or a certificate of competency.								
IF YES: within 4 years?	Yes	No	before the age of 21?	Yes	No			
Does this school / district have a clear policy for earning a high school diploma?								
Strengths				Suggestions for Improvement				
1. There is significant focus on placing children in the least restrictive setting. 2. If needed, curriculum is modified to meet individual student needs. 3. IEP goals / objectives refer to state frameworks. 4. Students are provided support at evening concerts if needed. 5. There is great use of technology to access curriculum. 6. Various uses of paraprofessionals were evidenced: no IA support, totally blended IA and classic 1:1 assistant. 7. Teams make conscious efforts to facilitate peer involvement.				1. In <u>one</u> case, more involvement and interaction from the classroom teacher would be suggested. 2. Brainstorm ways to have teachers more involved in modifications and not rely on assistants for significant modifications. More mutual planning time and scheduled collaboration would help.				

SUMMARIZE YOUR BUILDING LEVEL DATA

Fill 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. 1109.01, Elements of an IEP (Transition Services) CFR 300.347 (b) (1) (2) Ed. 1109.03, IEP Team CFR 300.344 (b) (1) This includes movement from (a) Early Supports and Services (ESS) to preschool, b) pre-school to elementary school, (c) age 14 or younger, or (d) age 16 or older, as well as from grade to grade and school to school.		
For elementary school students, respond to the following 3 statements only:		
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 all middle or high school students, respond to the following 5 statements:		
Transition planning is designed as an outcome oriented process that promotes movement from school to the student's desired post-school goals.		
Collaboration has occurred between general and special education staff in IEP development and in transition planning.		
IEP team includes parent.		
IEP team includes student.		
IEP includes current level of performance related to transition services.		
If the student is age 14 or older during the course of the IEP, 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, also respond to the following 9 statements:		
Transition plan, including student's post-high school goals, is in place.		
There is documentation that representatives of other agencies have been invited to IEP meetings.		
Statement of needed transition services is presented as a coordinated set of activities.		
The 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.		

Transition Strengths	Transition Suggestions for Improvement
<ol style="list-style-type: none"> 1. Transition planning appeared thorough and adequate to meet the needs of students and facilitate success. 2. Parents appeared satisfied with transitions. 3. Planning and implementation for transition was as involved as it needed to be, depending on specific needs. 4. One severely disabled child had a vision statement (future planning) created by the team. 	<p>Consider more detailed, written documentation of transition planning and transition activities from grade to grade and school to school for easier access by future teachers.</p>

SUMMARIZE YOUR BUILDING LEVEL DATA

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

<u>BEHAVIOR STRATEGIES AND DISCIPLINE</u>		YES	NO	N/A
Ed. 1109.02 Program	CFR 300.346			
Ed. 1119.11 Disciplinary Procedures	CFR 300.519-300.529			
Ed. 1133.07 (a) (b) (c) (d) (e)	CFR 300.510-300.529			
Child Management – Private Schools	RSA 169-C Child Protection Act			
Data are used to determine impact of student behavior on his/her learning.		2		1
A functional behavior assessment has been conducted and a behavior intervention plan written to address behaviors.		2		1
IEP team has addressed behaviors that are impacting student learning.		3		
All individuals working with the student have been involved in developing behavior intervention strategies.		2		1
Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.		2		1
Results of behavior intervention strategies are evaluated and monitored.		2		1
Student's overall participation in classroom, school-wide and extracurricular activities has increased.		1		2
Student has improved relationships with peers and adults in the school community.		1		2
A school-wide behavior intervention model exists.		3		
Has this student ever been suspended from school?			3	
If yes, for how many days?				
Strengths	Suggestions for Improvement			
<ol style="list-style-type: none"> 1. Excellent behavior strategies evidenced. 2. School-wide behavior plans and expectations are in place. 3. School has a positive culture and multiple strategies are used. 4. Layers of procedures, behavioral strategies and leadership are helpful. 5. Expectations are high. 	<ol style="list-style-type: none"> 1. Consider a consistent format for positive behavioral support plans – with consistent components. 2. Space issues – more rooms for time-out or quiet areas would be helpful. 			

SUMMARY OF BUILDING LEVEL STRENGTHS, SUGGESTIONS AND PROMISING PRACTICES

Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> 1. There is a great team approach and a dedicated, qualified staff that works hard to think “outside the box” and determine how to meet the needs of children. 2. Students have wonderful involvement and access to the general curriculum. 3. Positive behavioral strategies are implemented well. 	<ol style="list-style-type: none"> 1. Additional professional staff are needed to reduce caseloads. 2. Staff need more time to collaborate and consult with regular education teachers. 3. More space is needed for direct instruction of special education students.
<p>Promising Practices: We observed considerable evidence of teachers differentiating instruction, creating a caring and positive climate and working well with teams to meet the needs of the students. Collaboration was in evidence – true team process. School-wide behavioral strategies were a plus. We were very impressed overall.</p>	

USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT

BUILDING LEVEL COMPLIANCE DATA SUMMARY

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

SAU: 39	School: AMHERST MIDDLE SCHOOL	Date: 12/15/04
Programs: Regular Education with Special Education Supports		Number of Cases Reviewed: 3
Recorder/Summarizer: Meg Trainor		

Collaborative Team Members:

Name: Deb White	Position: Special Educator	Visiting
Name: Mark Bell	Position: Special Educator	Visiting
Name: Rick Nannicelli	Position: Principal	Visiting
Name: Bill Chouramanis	Position: Special Educator	Building Level
Name: Nicole La Douceur	Position: Special Educator	Building Level
Name: Pam McGovern	Position: Special Educator	Building Level
Name: Porter Dodge	Position: Principal	Building Level
Name: Deb Martel	Position: Assistant Principal	Building Level
Name: Elizabeth Barrett	Position: Paraprofessional	Building Level
Name: Stephanie Burns	Position: Paraprofessional	Building Level
Name: Roxi Galicia	Position: Speech-Language Pathologist	Building Level
Name: Nancy Collins	Position: Occupational Therapist	Building Level
Name: Maggie Kim	Position: Guidance	Building Level
Name: Tom Knapp	Position: Guidance	Building Level
Name: Nancy Yerick	Position: Special Education Secretary	Building Level
Name: Meg Trainor	Position: Special Ed Bldg Coordinator	Building Level
Name: S. Giarusso, J. O'Keefe, S. Nedelman, B. Eihrmann	Position: Classroom Teachers	Building Level

SUMMARIZE YOUR BUILDING LEVEL DATA

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

ACCESS TO THE GENERAL CURRICULUM STATEMENTS								
Ed. 1109.01 Elements of an IEP CFR 300.347 Ed. 1109.05, Implementation of IEP Ed. 1115.07, Provision of Non-Academic Services CFR 300.306 Ed. 1119.03, Full Access to District's Curricula CFR 300.24, CFR 300.347 Ed. 1119.08, Diplomas Ed.1107.04 (d) Qualified Examiner CFR 300.347(a) (1) (i) ". . . general curriculum (i.e. ,the same curriculum as for nondisabled children)" CFR 300.347 (a) (1) (iii) "To be educated and participate with other children with disabilities and non disabled children"						YES	NO	N/A
Was the student's most recent LEA evaluation, including a written summary report and meeting, held within 45 days of parental permission to test? If not, was it due to: (check all that apply)							3	
Extension in Place Yes – all 3	Lack of Qualified Personnel Psychologist Educator Other Related Services		Evaluation Not Completed in Time	Summary Report Not Written in Time	Meeting Not Held in Time	Other Outside Evaluator Scheduling		
						YES	NO	N/A
IEP goals are written in measurable terms.						3		
Team uses multiple measures to design, implement and monitor the student's program.						3		
Student has access to the general curriculum (as outlined by the district, sending district or NH frameworks.)						3		
Student participates and progresses in the general curriculum in a regular education setting with non-disabled peers with necessary supports.						3		
Student participates appropriately in state, district and school-wide assessments.						3		
Student has opportunities to participate in general extracurricular and other non-academic activities with necessary supports.						3		
Student does participate in general extracurricular and other non-academic activities with necessary supports.						3		
For High School Students:						YES	NO	
Student is on track to earn a regular high school diploma.								
IF YES: within 4 years?		Yes	No	before the age of 21?		Yes	No	
Student is on track to earn an IEP diploma or a certificate of competency.								
IF YES: within 4 years?		Yes	No	before the age of 21?		Yes	No	
Does this school / district have a clear policy for earning a high school diploma?								
Strengths					Suggestions for Improvement			
1. Staff supports inclusion. 2. Communication with parents is good. 3. Staff is experienced. 4. Student's time is hand scheduled. 5. Teaching assistants are well trained. 6. Staff communication is good.					1. Continue to look at better utilization of paraprofessionals. 2. Continue training of regular education teachers for inclusionary strategies and differentiated instruction.			

SUMMARIZE YOUR BUILDING LEVEL DATA

Fill 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. 1109.01, Elements of an IEP (Transition Services) CFR 300.347 (b) (1) (2) Ed. 1109.03, IEP Team CFR 300.344 (b) (1) This includes movement from (a) Early Supports and Services (ESS) to preschool, b) pre-school to elementary school, (c) age 14 or younger, or (d) age 16 or older, as well as from grade to grade and school to school.		
For elementary school students, respond to the following 3 statements only:		
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 all middle or high school students, respond to the following 5 statements:		
Transition planning is designed as an outcome oriented process that promotes movement from school to the student's desired post-school goals.	1	
Collaboration has occurred between general and special education staff in IEP development and in transition planning.	3	
IEP team includes parent.	3	
IEP team includes student.		3
IEP includes current level of performance related to transition services.		
If the student is age 14 or older during the course of the IEP, 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, also respond to the following 9 statements:		
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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.		
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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.		

Transition Strengths	Transition Suggestions for Improvement
<ol style="list-style-type: none"> 1. Spring meetings are held to introduce the following year's staff. 2. Case Manager looping is used. 3. Students visit future school. 4. The willingness and creativity of staff are strengths. 5. Parent involvement is strong. 6. Staff is available above and beyond, e.g. during the summer. 7. Staff is genuinely concerned about students. 	<ol style="list-style-type: none"> 1. Prepare parents better for the changing environment. 2. Have a more formal presentation for parents of special education students at Transition Night. 3. Let parents know about available resources, school culture and how things work in general.

SUMMARIZE YOUR BUILDING LEVEL DATA

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

<u>BEHAVIOR STRATEGIES AND DISCIPLINE</u>		YES	NO	N/A
Ed. 1109.02 Program	CFR 300.346			
Ed. 1119.11 Disciplinary Procedures	CFR 300.519-300.529			
Ed. 1133.07 (a) (b) (c) (d) (e)	CFR 300.510-300.529			
Child Management – Private Schools	RSA 169-C Child Protection Act			
Data are used to determine impact of student behavior on his/her learning.		3		
A functional behavior assessment has been conducted and a behavior intervention plan written to address behaviors.		1		2
IEP team has addressed behaviors that are impacting student learning.		2		1
All individuals working with the student have been involved in developing behavior intervention strategies.		2		1
Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.		2		1
Results of behavior intervention strategies are evaluated and monitored.		2		1
Student's overall participation in classroom, school-wide and extracurricular activities has increased.		2		1
Student has improved relationships with peers and adults in the school community.		2		1
A school-wide behavior intervention model exists.		3		
Has this student ever been suspended from school?		1	2	
If yes, for how many days?			3	
Strengths	Suggestions for Improvement			
<ol style="list-style-type: none"> 1. Staff is flexible and adapts to individual student needs. 2. Teaching assistants are well trained. 3. Behavior plans are creative and individualized. 4. Administration is supportive of special education programs and personnel. 				

SUMMARY OF BUILDING LEVEL STRENGTHS, SUGGESTIONS AND PROMISING PRACTICES

Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> 1. Staff make up a caring community who listen and understand the students. 2. Good collaboration exists among staff. They support each other. 3. Student / staff ratios are great (including class sizes and case management rosters). 4. Home – school communication is strong. 5. Teacher morale and administrative support are both good. 6. Staff turnover is low. 7. Staff is creative and flexible. 8. School culture and climate are pluses. 	<ol style="list-style-type: none"> 1. More space is currently needed for EH program and supports. 2. Consider re-evaluating the scheduling and use of paraprofessionals in order to increase coordination and efficiency.
<p>Promising Practices:</p>	

USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT

BUILDING LEVEL COMPLIANCE DATA SUMMARY

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

SAU: 39

School: **MONT VERNON SCHOOL**

Date: 12/15/04

Programs: K-6

Number of Cases Reviewed: 1

Recorder/Summarizer: Kinni Doherty and Nan Parsons

Collaborative Team Members:

Name: Anne Richard	Position: Special Educator	Building Level
Name: Pamela Sanborn	Position: Speech-Language Pathologist	Building Level
Name: Meredith Sumner	Position: Principal	Building Level
Name: Sarah Griffen	Position: Special Educator	Building Level
Name: Sheila Callahan	Position: School Psychologist	Building Level
Name: Barry Jordan	Position: 6 th Grade Teacher	Building Level
Name: Kinni Doherty	Position: Special Educator	Visiting
Name: Nan Parsons	Position: Principal	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

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

ACCESS TO THE GENERAL CURRICULUM STATEMENTS								
Ed. 1109.01 Elements of an IEP <u>CFR 300.347</u> Ed. 1109.05, Implementation of IEP Ed. 1115.07, Provision of Non-Academic Services <u>CFR 300.306</u> Ed. 1119.03, Full Access to District's Curricula <u>CFR 300.24, CFR 300.347</u> Ed. 1119.08, Diplomas Ed.1107.04 (d) Qualified Examiner <u>CFR 300.347(a) (1) (i)</u> ". . . general curriculum (i.e. ,the same curriculum as for nondisabled children)" <u>CFR 300.347 (a) (1) (iii)</u> "To be educated and participate with other children with disabilities and non disabled children"						YES	NO	N/A
Was the student's most recent LEA evaluation, including a written summary report and meeting, held within 45 days of parental permission to test? If not, was it due to: (check all that apply)								
Extension in Place	Lack of Qualified Personnel Psychologist Educator Other Related Services	Evaluation Not Completed in Time	Summary Report Not Written in Time	Meeting Not Held in Time	Other			
						YES	NO	N/A
IEP goals are written in measurable terms.						1		
Team uses multiple measures to design, implement and monitor the student's program.						1		
Student has access to the general curriculum (as outlined by the district, sending district or NH frameworks.)						1		
Student participates and progresses in the general curriculum in a regular education setting with non-disabled peers with necessary supports.						1		
Student participates appropriately in state, district and school-wide assessments.						1		
Student has opportunities to participate in general extracurricular and other non-academic activities with necessary supports.						1		
Student does participate in general extracurricular and other non-academic activities with necessary supports.						1		
For High School Students:						YES	NO	
Student is on track to earn a regular high school diploma.								
IF YES: within 4 years?	Yes	No	before the age of 21?	Yes	No			
Student is on track to earn an IEP diploma or a certificate of competency.								
IF YES: within 4 years?	Yes	No	before the age of 21?	Yes	No			
Does this school / district have a clear policy for earning a high school diploma?								
Strengths					Suggestions for Improvement			
1. Student is included in all aspects of the school both academically and socially. 2. Student is allowed to make informed decisions on testing protocol. 3. Student has many opportunities to participate in extracurricular activities.					Continue professional development training in differentiated instruction and alternative assessment strategies.			

SUMMARIZE YOUR BUILDING LEVEL DATA

Fill 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. 1109.01, Elements of an IEP (Transition Services) CFR 300.347 (b) (1) (2) Ed. 1109.03, IEP Team CFR 300.344 (b) (1) This includes movement from (a) Early Supports and Services (ESS) to preschool, b) pre-school to elementary school, (c) age 14 or younger, or (d) age 16 or older, as well as from grade to grade and school to school.		
For elementary school students, respond to the following 3 statements only:		
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 all middle or high school students, respond to the following 5 statements:		
Transition planning is designed as an outcome oriented process that promotes movement from school to the student's desired post-school goals.		
Collaboration has occurred between general and special education staff in IEP development and in transition planning.		
IEP team includes parent.		
IEP team includes student.		
IEP includes current level of performance related to transition services.		
If the student is age 14 or older during the course of the IEP, 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, also respond to the following 9 statements:		
Transition plan, including student's post-high school goals, is in place.		
There is documentation that representatives of other agencies have been invited to IEP meetings.		
Statement of needed transition services is presented as a coordinated set of activities.		
The 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.		

Transition Strengths	Transition Suggestions for Improvement
<p>Preschool to Kindergarten</p> <ol style="list-style-type: none"> 1. Screening is done prior to kindergarten entry to determine student needs and placement. 2. Preschool special education students receive services in the building. 3. Mont Vernon staff meets with preschool teachers to review IEPs. <p>Grade to Grade</p> <ol style="list-style-type: none"> 4. IEPs are reviewed in the spring and prior to school. 5. Teachers meet to place students in next year's program (reviewed by principal and sped teachers). 6. A step up day is held. 7. Fourth grade special education teacher goes to grade 3 IEP meeting. <p>Grade 6 to Middle School</p> <ol style="list-style-type: none"> 8. Students visit the school. 9. Students "buddy up". 10. Previous students return and share experiences. 11. Students attend dances at Middle School. 12. Students are given writing assignments. 13. Middle School staff attends 2-day "marathon" of transition meetings in spring. 	<ol style="list-style-type: none"> 1. Document formal transition meetings in spring for grades K-6 special education students. 2. Create a written profile for each student from year to year.

SUMMARIZE YOUR BUILDING LEVEL DATA

Fill 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
<u>Ed. 1109.02 Program</u>	<u>CFR 300.346</u>			
<u>Ed. 1119.11 Disciplinary Procedures</u>	<u>CFR 300.519-300.529</u>			
<u>Ed. 1133.07 (a) (b) (c) (d) (e)</u>	<u>CFR 300.510-300.529</u>			
<u>Child Management – Private Schools</u>	<u>RSA 169-C Child Protection Act</u>			
Data are used to determine impact of student behavior on his/her learning.				1
A functional behavior assessment has been conducted and a behavior intervention plan written to address behaviors.				1
IEP team has addressed behaviors that are impacting student learning.				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
Student's overall participation in classroom, school-wide and extracurricular activities has increased.				1
Student has improved relationships with peers and adults in the school community.				1
A school-wide behavior intervention model exists.				
Has this student ever been suspended from school?				
If yes, for how many days?				
Strengths		Suggestions for Improvement		

SUMMARY OF BUILDING LEVEL STRENGTHS, SUGGESTIONS AND PROMISING PRACTICES

Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> 1. All IEPs are reviewed in spring and fall with teachers. 2. Respect, teamwork, diversity in ages of staff, as well as diverse backgrounds, and camaraderie are all strengths. 3. Collaborative study groups are used. 4. The small school size and community involvement are pluses. 5. Special education teachers have an ability to communicate effectively with all parents and with general education staff. 6. The special education teacher meets with grade level teachers on a regular basis. 7. The quality and training of paraprofessionals is very good. 8. Implementation of the PSST Program is a plus. 9. Guidance, the nurse, the principal and sped staff all work together. 10. The school is child-centered. 11. Small groups are implemented to address students' social skills. 12. There is good special education clerical support. 	<ol style="list-style-type: none"> 1. Formalize written transition plans. 2. Consistency is recommended with behavioral expectations and curriculum. 3. Continue instruction in special education procedures and implementation of IEPs for all classroom teachers.
<p>Promising Practices:</p> <ol style="list-style-type: none"> 1. "Spotlight" Committee 2. Intervention in the classrooms for S/L grades K-3: planned instruction 3. Curriculum mapping: delayed starts 4. OT and speech – proactive services in the classroom 5. Guidance instruction in the classroom every other week 6. Co-treat to limit students' time out of the general education classroom 	

USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT

BUILDING LEVEL COMPLIANCE DATA SUMMARY

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

SAU: 39	School: SOUHEGAN HIGH SCHOOL	Date: 12/15/04
Programs:		Number of Cases Reviewed: 3
Recorder/Summarizer: Amy Sarsfield		

Collaborative Team Members:

Name: Mary Moore	Position: 10 th Grade Special Educator	Building Level
Name: Ted Hall	Position: Principal	Building Level
Name: Melissa McKeon	Position: Special Education Building Coordinator	Visiting
Name: Jane Blais	Position: 9 th Grade Special Educator	Building Level
Name: Betsy Wallisch	Position: 9 th Grade Special Educator	Building Level
Name: Jane Flythe	Position: 11 th Grade Special Educator	Building Level
Name: Janet Von Handorf	Position: 10 th Grade Special Educator	Building Level
Name: Pam McGrath	Position: 11 th Grade Special Educator	Building Level
Name: Marilyn Learner	Position: 12 th Grade Special Educator	Building Level
Name: Claudia Libis	Position: Teacher of Visually Impaired	Building Level
Name: Linda Rice	Position: Inclusion Facilitator	Building Level
Name: Nancy Kaputa	Position: Reading	Building Level
Name: Andy Emerson	Position: Special Educator	Building Level
Name: Wally Wallen	Position: Special Educator	Building Level
Name: Mary Maughan	Position: Special Educator	Visiting

SUMMARIZE YOUR BUILDING LEVEL DATA

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

ACCESS TO THE GENERAL CURRICULUM STATEMENTS								
Ed. 1109.01 Elements of an IEP <u>CFR 300.347</u> Ed. 1109.05, Implementation of IEP Ed. 1115.07, Provision of Non-Academic Services <u>CFR 300.306</u> Ed. 1119.03, Full Access to District's Curricula <u>CFR 300.24, CFR 300.347</u> Ed. 1119.08, Diplomas Ed.1107.04 (d) Qualified Examiner <u>CFR 300.347(a) (1) (i)</u> ". . . general curriculum (i.e. ,the same curriculum as for nondisabled children)" <u>CFR 300.347 (a) (1) (iii)</u> "To be educated and participate with other children with disabilities and non disabled children"						YES	NO	N/A
Was the student's most recent LEA evaluation, including a written summary report and meeting, held within 45 days of parental permission to test? If not, was it due to: (check all that apply)						2	1	
Extension in Place Yes	Lack of Qualified Personnel Psychologist Educator X Other Related Services		Evaluation Not Completed in Time X	Summary Report Not Written in Time X	Meeting Not Held in Time X	Other		
						YES	NO	N/A
IEP goals are written in measurable terms.						3		
Team uses multiple measures to design, implement and monitor the student's program.						3		
Student has access to the general curriculum (as outlined by the district, sending district or NH frameworks.)						3		
Student participates and progresses in the general curriculum in a regular education setting with non-disabled peers with necessary supports.						3		
Student participates appropriately in state, district and school-wide assessments.						2	1	
Student has opportunities to participate in general extracurricular and other non-academic activities with necessary supports.						3		
Student does participate in general extracurricular and other non-academic activities with necessary supports.						3		
For High School Students:						YES	NO	
Student is on track to earn a regular high school diploma.								
IF YES: within 4 years?		Yes 2	No	before the age of 21?		Yes	No	
Student is on track to earn an IEP diploma or a certificate of competency.								
IF YES: within 4 years?		Yes	No	before the age of 21?		Yes 1	No	
Does this school / district have a clear policy for earning a high school diploma?							X	
Strengths					Suggestions for Improvement			
1. Personalized instruction for all students 2. Access to curriculum – 9 th and 10 th grade full access 3. Strong collaboration between special and general educators 4. Excellent communication (team and students, team and parents) 5. Amount of time students are involved in extra curricular activities and the supports available					1. Schedule and time conflicts limit collaboration (Math, Div. II) 2. There is insufficient common time for necessary collaboration between general, special and para-educators 3. Options are needed for students who do not receive credit for their coursework 4. Connect the variety of assessments given to identified students with teacher grading practice.			

SUMMARIZE YOUR BUILDING LEVEL DATA

Fill 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. 1109.01, Elements of an IEP (Transition Services) CFR 300.347 (b) (1) (2) Ed. 1109.03, IEP Team CFR 300.344 (b) (1) This includes movement from (a) Early Supports and Services (ESS) to preschool, b) pre-school to elementary school, (c) age 14 or younger, or (d) age 16 or older, as well as from grade to grade and school to school.		
For elementary school students, respond to the following 3 statements only:		
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 all middle or high school students, respond to the following 5 statements:		
Transition planning is designed as an outcome oriented process that promotes movement from school to the student's desired post-school goals.		3
Collaboration has occurred between general and special education staff in IEP development and in transition planning.		
IEP team includes parent.	3	
IEP team includes student.	3	
IEP includes current level of performance related to transition services.	1	2
If the student is age 14 or older during the course of the IEP, respond to the following 3 statements:		
There is documentation that the student has been invited to attend IEP meetings.	3	
A statement of the transition service needs is included in the IEP.	3	
The statement of transition focuses on the student's course of study (e.g. vocational programming, advanced placement).	1	2
If the student is age 16 or older during course of the IEP, also respond to the following 9 statements:		
Transition plan, including student's post-high school goals, is in place.	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 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.	1	1
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.		2
Student is informed prior to age 17 of his/her rights under IDEA.	2	

Transition Strengths	Transition Suggestions for Improvement
<ol style="list-style-type: none"> 1. Students with severe emotional challenges remain with their case manager throughout their high school experience 2. Division One Exhibition 3. Work – early linkage to outside agencies 4. Improved work on transition with Middle School attendance at multiple meetings and visits to schools 5. Summer programming when appropriate 6. Heavy involvement in post-grad planning – starting early and informative 7. Wintercession & Senior Project activities are consistent with students’ interest and career goals 8. Contacts with vocational programs 9. Opportunities for vocational education classes outside of the school 	<ol style="list-style-type: none"> 1. There are constraints with introducing Life Skills into the existing structure 2. Transition grade to grade, especially grade 11-12 3. Documentation in IEP is not reflective of transition work 4. Scheduling conflicts or grade deficiencies may limit students’ vocational course selections

SUMMARIZE YOUR BUILDING LEVEL DATA

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

<u>BEHAVIOR STRATEGIES AND DISCIPLINE</u>		YES	NO	N/A
Ed. 1109.02 Program	CFR 300.346			
Ed. 1119.11 Disciplinary Procedures	CFR 300.519-300.529			
Ed. 1133.07 (a) (b) (c) (d) (e)	CFR 300.510-300.529			
Child Management – Private Schools	RSA 169-C Child Protection Act			
Data are used to determine impact of student behavior on his/her learning.		1		2
A functional behavior assessment has been conducted and a behavior intervention plan written to address behaviors.			3	
IEP team has addressed behaviors that are impacting student learning.		3		
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
Student's overall participation in classroom, school-wide and extracurricular activities has increased.		2	1	
Student has improved relationships with peers and adults in the school community.				
A school-wide behavior intervention model exists.		3		
Has this student ever been suspended from school?			3	
If yes, for how many days?				
Strengths	Suggestions for Improvement			
<ol style="list-style-type: none"> 1. Individualization 2. Teams establish expectations of behavior early for students – not involving disciplinary personnel 3. Justice and fairness in student discipline issues are fostered by opportunity for student to appeal to a community review board 4. Supports other than special education services are available to at-risk students. 	<ol style="list-style-type: none"> 1. Focus on professional development strategies to reach / teach substance involved students 2. Consider establishing a girls social support group and expanding the boys support group 3. It is suggested that the time required to investigate / research behaviors in discipline issues be reduced in order to provide more rapid intervention. 4. Inform case managers about discipline issues sooner and involve them in student re-entry meetings. 			

SUMMARY OF BUILDING LEVEL STRENGTHS, SUGGESTIONS AND PROMISING PRACTICES

Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> 1. Flexibility in individualizing transition needs 2. Heterogeneous grouping 3. Parents invited to participate in professional development activities addressing issues involving their child 4. Reading, speech services offered 5. Best practices that affect all students 6. Emphasis on data collection 7. Focus is what is “best for kids” 8. Administrative commitment to push for common thinking around kids 9. Emphasis on professional development 10. Skill of paraprofessionals and the clarity of their roles 	<ol style="list-style-type: none"> 1. Consider ways to make Division II Math more inclusive 2. Provide alternatives for students who receive no credit for coursework due to low grades 3. Increase time available for collaboration among general, special and paraeducators
<p>Promising Practices:</p> <ol style="list-style-type: none"> 1. Continuously striving to improve inclusion practices and access to the general curriculum 2. Ongoing critical review of all high school programs 3. Transition planning by case managers from Middle School to High School 4. Collaboration by high school case managers from grade to grade 5. “Inclusion Workshop” offered as a summer institute for all high school staff 	

VIII. ADDENDUM: OUT OF DISTRICT AND JAMES O SUMMARIES

ADDENDUM

Out-of-District File Review

SAU 39

Date: November 12, 2004

Reviewer: Richard Lates

ADDENDUM Out-of-District File Review

SAU 39

Number of Files Reviewed: 3

COMMENDATIONS

The 3 files reviewed were well organized and complete, and the Out-Of-District Coordinator demonstrated a thorough, in-depth knowledge of the students and placements involved. Contents of the students' files, IEPs, IEP progress, Evaluations, Team Meeting Minutes, Written Prior Notice, and Transition records were reviewed in this process.

CITATIONS OF NONCOMPLIANCE

Ed. 1109.01 CFR 300.347 (a)(5)(ii) Indication of how the student will participate in state-wide or district-wide assessments with or without modifications – 1 file

Ed. 1109.01 CFR300.347(b)(1) For students age 14, or younger if determined appropriate by the IEP team, (a) is there documentation that the student has been invited to the IEP meetings? – 2 files

ADDENDUM

JAMES O. MONITORING PROGRAM

SAU 39

Student File Review

Case Study Document

Reimbursement Claim Form

Case Study Addendum Form

Date: November 12, 2004

Reviewer: Richard Lates

**THERE WERE NO JAMES O. STUDENTS IN SAU 39 AT THE TIME OF THIS
PROGRAM APPROVAL**