

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

**SAU 43  
SUMMARY REPORT**

**Newport School District  
Sunapee School District  
Croydon School District**

**William J. Mealey, Superintendent of Schools  
Dr. Lois Knapton, Director of Special Education**

**Chairperson, Visiting Team: Jane Bergeron-Beaulieu, M.Ed  
Education Consultant**

**Site Visit Conducted on March 26-27, 2007  
Report Date, May 11, 2007  
Revised May 22, 2007**

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## I. TEAM MEMBERS

### Visiting Team Members:

NAME	PROFESSIONAL ROLE	NAME	PROFESSIONAL ROLE
Chairperson:			
Jane Bergeron-Beaulieu	Education Consultant	Kathy Hurst	Special Services Coordinator
Diana Bushway	Special Educator / Dept Chair	Tim Koumrian	Special Education Administrator
Dr. Barbara Cohen	Education Consultant, NHDOE	Jan Goolbis	School Director
Kathleen Conlin	Special Education Director	Jennine Mann	Special Educator
Nancy D'Agostino	Preschool Education Consultant	Bonnie McCouch	Preschool Special Educator
Ryan Fairchild	Special Education Coordinator	Carolyn O'Connor	Special Educator
Pamela Frost	Special Education Director	Kate Sargent	Teacher
Melissa George	Speech-Language Pathologist	David Smith	School Psychologist
Ruth Littlefield	Education Consultant, NHDOE	Jack Tiano	Special Education Director
Gary Guzouskas	Education Consultant, NHDOE	Randy Welch	Education Director
Rhonda Gregg	Special Education Director	Michael Wynkoop	Special Educator / Behavior Support

### Building Level Team Members:

NAME	PROFESSIONAL ROLE	NAME	PROFESSIONAL ROLE
Pat Canning	Special Educator	Sherie Wright	Special Educator
Patti Warren	Principal	Carrie Krauter	Special Educator
Petra Schaefer	School Psychologist	Teriko MacConnell	Teacher
Shannon Poehlman	Library Media	Margaret McKenney	Principal, LEA Rep
Kathryn Niboli	Principal	Deborah Conley	Special Educator
Susan Lamb	Special Educator	Kathleen Belanger	Special Educator
David Royle	Alt Program Coordinator	Ed Sanders	Sped Coordinator
David Thibault	Assistant Principal	Andrea Nogueron	School Psychologist
Simone Perry	Speech-Language Pathologist	Barry Conlin	Principal
Alan Pullman	Principal	Simone Robinson	1 <sup>st</sup> Grade Teacher
Val Blachly	Special Educator	Kandy Palmer	COTA
Lynne Fleming	Occupational Therapist	Katie Blewitt	5 <sup>th</sup> Grade Teacher
Stephanie Hubert	Special Educator	Linda Houston	Special Educator
Joe Palamara	Special Educator	Alan Shulman	Special Educator
Betty May Graham	Special Educator	Theresa Quinn	Special Educator
Lynn Touchette	Teacher	Kim Denney	School Psychologist
Valyne Anderson	Speech-Language Pathologist	Jeffrey Spiegel	Principal / LEA Rep
Stacey Burroughs	Teacher	Vicky Welch	Rehabilitation Assistant
Lynn Baker	Special Educator	Jennifer Smith	Special Educator
Cathy Jones	Autism Consultant	Janet Royale	Speech-Language Pathologist
Sandra Olin	Occupational Therapist	Petra Schaefer	Psychologist
Tracy Bevilaqua	COTA	S. Poehlman	Technology, Library
B. Merrau	Physical Education	B. Stout	Music
C. Mauser	Art	G. Palmer	Music & Band
Betsy Gibbs	Preschool Coordinator	Mary LaRock	Preschool Special Educator
Linda Janicke	Speech-Language Assistant	Julie Abernethy	Occupational Therapist
Robert Sullivan	Teacher	Janet Wilson	Special Educator

## II. INTRODUCTION

SAU 43 is comprised of three separate school districts in the towns of Newport, Sunapee, and Croyden. Each of these towns is governed by their own school board and has differing community demographics. Within each school district in the SAU, there is a sense of autonomy, and the three individual districts represent a range of student educational needs, programming and challenges. The community of Newport has an estimated population of approximately 4,800 residents and a student enrollment in the schools of approximately 1161. Of this 1161 enrollment figure, 175 students (15%) are identified as having an educational disability. In the 1990's Newport's population grew by over 6%. Median household income in Newport is estimated at \$35,788. The community of Sunapee has an estimated population of 3,330 residents and a student enrollment of 503 students. Of these 503 children, 64 have been identified as having an educational disability, which is 12% of the student population. Sunapee is known as a seasonal resort town bordering Mount Sunapee and Lake Sunapee and 75% of the town is occupied by homeowners, with much of the remaining property used by seasonal owners or for leisure or vacation homes. Since 2005 the estimated population growth in Sunapee has been 9%, and the median household income is \$55,909. It is important to note transitions have begun for Sunapee School District to break away from SAU 43. As of July 1, 2008, Sunapee will become a separate SAU. Croyden, the smallest of the communities in SAU 43, is a town of approximately 661 residents. Since 1995 the estimated growth rate in the town has been 8.5 %, and the average median income per household is \$50,556. The town of Croyden contains many new homes built in recent years. Croyden operates one elementary school K-3; students in grades 4-12 are tuitioned to Newport. The total student enrollment at Croyden Elementary is 27 students, of which 4 children (14%) have been identified as having an educational disability.

The mission of the SAU 43 office of special education is to advocate for the availability of a full range of personnel, programming and placement options, including early interventions and transition services, required to assure that all students with disabilities are able to achieve maximum independence upon exiting from school. The administrative structure for special education consists of one Special Education Director for the SAU, as well as a Preschool Coordinator and an Out Of District Coordinator who oversees the programming for students with disabilities who have been placed out of SAU 43. Within SAU 43, there are no special education building or grade level coordinators. Oversight of the special education process at the building level is shared by the Special Education Director and the building principal or designee.

<b>NAME OF DISTRICT: NEWPORT SCHOOL DISTRICT</b>			
<b>DISTRICT ENROLLMENT DATA</b>	<b>2004-05</b>	<b>2005-06</b>	<b>2006-07</b>
Total Student Enrollment (ages 6-21) (as of Oct 1)	1152	1118	1161
Expenditure Per Pupil	9,867	10,232	
Cumulative Drop-Out % (grades 9-12) <b>students with disabilities</b>	<1%	<1%	
Cumulative Drop-Out % (grades 9-12) <b>non-disabled students</b>	8.1%	20.3%	n/a
Free/Reduced Lunch %	33%	35%	35%
Title I %	33%	35%	33%
LEP %	0	2	2
<b>SPECIAL EDUCATION PROGRAM DATA</b>	<b>2004-05</b>	<b>2005-06</b>	<b>2006-07</b>
# of Identified Students Ages 3-5 (as of Oct. 1)	11	7	14
# of Identified Students Ages 6-21 (as of Oct. 1)	203	199	175
% Identified Ages 6-21 (as of Oct. 1)	17%	17%	15%
# Out of District	22	29	24
% Out of District	1%	2%	2%
# of Students Out of Compliance (as of Oct. 1)			9
Special Programs Total Expenditure	\$3,339,010	\$3,702,383	

Average Caseload (as of Oct. 1)	13	13	12
# Identified Students Suspended One Or More Times		42	
# of students with disabilities who are being provided home instruction (as of Dec.1)		1	0
# of students with disabilities who have been placed on a "shortened school day" (as of Dec. 1)		1	1
<b>Special Education Staffing: (report in FTEs)</b>	<b>2004-05</b>	<b>2005-06</b>	<b>2006-07</b>
# of Special Educators			16
# of Related Service Providers			9
# of Paraprofessionals			40

<b>NAME OF DISTRICT: SUNAPEE SCHOOL DISTRICT</b>			
<b>DISTRICT ENROLLMENT DATA</b>	<b>2004-05</b>	<b>2005-06</b>	<b>2006-07</b>
Total Student Enrollment (ages 6-21) (as of Oct 1)	541	525	503
Expenditure Per Pupil	12,230	12,835	
Cumulative Drop-Out % (grades 9-12) <b>students with disabilities</b>	0	0	
Cumulative Drop-Out % (grades 9-12) <b>non-disabled students</b>	5.9%	2%	n/a
Free/Reduced Lunch %	15%	20%	16%
Title I %	7%	3%	4%
LEP %	0	0	2%
<b>SPECIAL EDUCATION PROGRAM DATA</b>	<b>2004-05</b>	<b>2005-06</b>	<b>2006-07</b>
# of Identified Students Ages 3-5 (as of Oct. 1)	6	7	8
# of Identified Students Ages 6-21 (as of Oct. 1)	84	79	64
% Identified Ages 6-21 (as of Oct. 1)	15%	15%	12%
# Out of District	3	3	6
% Out of District	<1%	<1%	1%
# of Students Out of Compliance (as of Oct. 1)			2
Special Programs Total Expenditure	\$1,385,911	\$1,460,341	
Average Caseload (as of Oct. 1)	13	12	10
# Identified Students Suspended One Or More Times		12	
# of students with disabilities who are being provided home instruction (as of Dec.1)		0	1
# of students with disabilities who have been placed on a "shortened school day" (as of Dec. 1)		0	0
<b>Special Education Staffing: (report in FTEs)</b>	<b>2004-05</b>	<b>2005-06</b>	<b>2006-07</b>
# of Special Educators			7
# of Related Service Providers			2
# of Paraprofessionals			18

<b>NAME OF DISTRICT: CROYDON SCHOOL DISTRICT</b>			
<b>DISTRICT ENROLLMENT DATA</b>	<b>2004-05</b>	<b>2005-06</b>	<b>2006-07</b>
Total Student Enrollment (ages 6-21) (as of Oct 1)	21	23	27
Expenditure Per Pupil	8766	10912	
Cumulative Drop-Out % (grades 9-12) <b>students with disabilities</b>	N/A	N/A	
Cumulative Drop-Out % (grades 9-12) <b>non-disabled students</b>	N/A	N/A	N/A
Free/Reduced Lunch %	23%	22%	26%
Title I %	38%	0	0
LEP %	0	0	0
<b>SPECIAL EDUCATION PROGRAM DATA</b>	<b>2004-05</b>	<b>2005-06</b>	<b>2006-07</b>
# of Identified Students Ages 3-5 (as of Oct. 1)	0	1	1
# of Identified Students Ages 6-21 (as of Oct. 1)	5	4	4
% Identified Ages 6-21 (as of Oct. 1)	23%	17%	14%
# Out of District	0	0	0
% Out of District	0	0	0
# of Students Out of Compliance (as of Oct. 1)			0
Special Programs Total Expenditure	\$132,360	\$75,223	
Average Caseload (as of Oct. 1)	5	5	5
# Identified Students Suspended One Or More Times		0	
# of students with disabilities who are being provided home instruction (as of Dec.1)		0	0
# of students with disabilities who have been placed on a "shortened school day" (as of Dec. 1)		0	0
<b>Special Education Staffing: (report in FTEs)</b>	<b>2004-05</b>	<b>2005-06</b>	<b>2006-07</b>
# of Special Educators			1
# of Related Service Providers			1
# of Paraprofessionals			1

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

The New Hampshire Department of Education (NHDOE) conducted a Special Education Program Approval Visit to SAU 43 on March 26-27, 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 43. These included:

#### SAU 43:

- Early Childhood Support Programs

#### Newport:

- Richards Elementary School (K-3)
- Towle Elementary School (4-5)
- Newport Middle/High School (6-12)

#### Sunapee:

- Sunapee Central School (K-5)
- Sunapee Middle/High School (6-12)

**Croydon:**

- Croydon Village School (K-3)

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

As part of this compliance review, case studies were randomly selected by the NHDOE prior to the visit, and staff was asked to present these case studies to determine compliance with state and federal special education rules and regulations. Other 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 staff in each of the schools in conducting the Case Study Compliance Review and the varied data collection activities. Throughout the entire review process, the visiting team worked in collaboration with the staff of SAU 43. Their professionalism, active involvement in the process and cooperation were greatly appreciated and well recognized.

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

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

Based on review of the May 2004 NHDOE Report, there were a total of 34 citations of non-compliance identified at the NHDOE Special Education Program Approval Visit conducted in February 2004. In May 2005, a return corrective action visit was conducted to SAU 43, at which time it was determined and documented that, of the 34 citations, 25 had been met, leaving 5 partially met and 4 not met. The chart below lists the 5 partially met and 4 unmet citations, as well as the current status of these citations, resulting from the March 2007 NHDOE Special Education Program Approval Visit.

<b>Citation</b>	<b>Status May 2005</b>	<b>Status March 2007</b>
<b>ED 1109.05 Access to the General ED 1115.07 Curriculum ED 1119.03 (specific to the SNAPS Program NMHS)</b>	Partially Met	Met, the program has been restructured to ensure full access to the general education curriculum
<b>ED 1102.53 Transition Planning ED 1109.01 IEP ED 1119.01 Behavior Strategies and Discipline</b>	Partially Met  Not Met	Met  Met

<b>ED 306.06 School Facilities</b> Croydon Kindergarten Facility Issues: Sunapee Central School Richards Elementary	Not Met Not Met Not Met	Not Met Not Met Met
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## **VI. MARCH 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. Within SAU 43 there were a total of 19 case studies conducted throughout the schools of Newport, Sunapee, and Croydon. These case studies were randomly selected by the NHDOE, Bureau of Special Education, and included grade levels preschool-grade 12, ages 5-17, and covered the following educational disabilities: Development Delay, Speech/Language, Other Health Impaired, Learning Disabilities, Emotional Disabilities, Autism, and Mental Retardation.

### **PARENT PARTICIPATION**

One of the defining features of effective schools is strong parent/community relations and open communication. Having parents as an active stakeholder in the NHDOE Special Education Program Approval Process ensures broader perspectives and brings forth new ideas. In addition, including the parent perspective enhances and strengthens the teams' case study presentations, and makes for stronger school/parent relationships. As such, parent participation and input is a required part of the NHDOE Special Education Program Approval Process. In order to ensure parent participation and feedback, the NHDOE, Bureau of Special Education, involves parents in a variety of aspects of the Special Education Program Approval Process. First, parents are encouraged to be active participants in the case study presentations; second, parents of the children presented in the case study process are formally interviewed; and third, the SAU/school is required to send all parents of students with disabilities a written survey with a request to respond. Below is a summary of the results of the parent survey, along with a summary of the comments/feedback provided to the visiting team during the March 2007 Case Study Compliance Review in SAU 43. The results of the parent survey were tabulated SAU-wide and presented by elementary, middle and high school levels. The results are not able to be disaggregated by each of the three school districts, and it is important to note that parents of preschoolers with disabilities were not surveyed.

Based on the responses provided by the parents who completed the survey, there are some patterns that emerged that warrant further study by the staff and administration within the SAU. While the parents who were interviewed as part of the Case Study presentations provided feedback that was positive and voiced support of the various schools, the responses of parents through the survey present differing opinions in a variety of areas. Specifically, it is important to note that the survey results indicate that many parents at all three levels (elementary, middle and high school) are only partially satisfied with the programming and services being provided to their children with disabilities (47% completely satisfied, 40% partially satisfied, 13% not at all satisfied). Knowing that parental satisfaction, support and involvement is critical to the success of students, this raises significant concern and needs to be further explored. The other theme that emerges at all three levels is that of measuring student progress and keeping parents informed. The results of the parent survey indicate that parents are only partially satisfied when it comes to communication related to individual student progress (52% completely satisfied, 38% partially satisfied, 10% not at all satisfied). At the middle and high school levels the survey results also reveal that parents have some concern regarding students with disabilities not feeling safe and welcomed in school (46% completely satisfied, 46% partially satisfied, 7% not at all satisfied), their children not being fully encouraged to participate in extracurricular or after school activities (54% completely satisfied, 32% partially satisfied, 14% not at all satisfied) and they feel that transition planning could be strengthened (32% completely satisfied, 43% partially satisfied, 25% not at all satisfied).

While it is important to note that the survey results are only a small sampling, and only one measure of parent feedback, the data is revealing and the patterns noted should be further explored and addressed by the SAU staff and administration.

**SAU: #43 Croydon, Newport and Sunapee - ELEMENTARY RESPONSES**

Number of surveys sent to elementary parents: <b>88</b>	Number of completed surveys returned: <b>25</b>	Percent of response: <b>28%</b>
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**Scale 3 = Completely 2 = Partially 1 = Not at all**

<b>ACCESS TO THE GENERAL CURRICULUM:</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>No Answer</b>
I am satisfied with my child's program and the supports that he/she receives.	14	10	1	
My child has opportunities to interact with non-disabled peers on a regular basis.	24		1	
I am adequately informed about my child's progress.	15	10		
My child is informed about and encouraged to participate in school activities outside of the school day, and is offered necessary supports.	13	7	5	
My child feels safe and secure in school and welcomed by staff and students.	24	1		
A variety of information (observations, test scores, school work, parent input) was used in developing my child's IEP.	22	2	1	
I am satisfied with the progress my child is making toward his/her IEP goals.	17	6	2	
<b>TRANSITION:</b>				
I am satisfied with the planning and support provided for the moves my child has made from grade to grade and school to school.	16	3	2	4
All of the people who are important to my child's transition were part of the planning.	16	4	1	4
<b>BEHAVIOR STRATEGIES AND DISCIPLINE:</b>				
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>		<b>YES</b> 16		<b>NO</b> 9
I have been involved in the development of behavior interventions, strategies and supports for my child.	8	6	1	1
I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs.	9	5		2
<b>OTHER:</b>				
I fully participate in special education decisions regarding my child.	21		1	3
I have been provided with a copy of the procedural safeguards (parental rights) at least once a year.	22	2		1

**SAU: #43 Croydon, Newport and Sunapee – MIDDLE SCHOOL RESPONSES**

Number of surveys sent to elementary parents: <b>93</b>	Number of completed surveys returned: <b>15</b>	Percent of response: <b>16%</b>
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**Scale 3 = Completely 2 = Partially 1 = Not at all**

<b>ACCESS TO THE GENERAL CURRICULUM:</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>No Answer</b>
I am satisfied with my child's program and the supports that he/she receives.	5	8	2	
My child has opportunities to interact with non-disabled peers on a regular basis.	12	1	1	1
I am adequately informed about my child's progress.	7	6	2	
My child is informed about and encouraged to participate in school activities outside of the school day, and is offered necessary supports.	9	4	2	
My child feels safe and secure in school and welcomed by staff and students.	7	8		
A variety of information (observations, test scores, school work, parent input) was used in developing my child's IEP.	9	6		

I am satisfied with the progress my child is making toward his/her IEP goals.	6	7	2	
<b>TRANSITION:</b>				
I am satisfied with the planning and support provided for the moves my child has made from grade to grade and school to school.	4	9	2	
All of the people who are important to my child's transition were part of the planning.	5	5	1	4
FOR PARENTS OF STUDENTS AGE 16 OR OLDER:				
I am satisfied with the written secondary transition plan that is in my child's IEP.	1			
<b>BEHAVIOR STRATEGIES AND DISCIPLINE:</b>				
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>	<b>YES</b> 6			<b>NO</b> 9
I have been involved in the development of behavior interventions, strategies and supports for my child.	4	1	1	
I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs.	1	4	1	
<b>OTHER:</b>				
I fully participate in special education decisions regarding my child.	12	3		
I have been provided with a copy of the procedural safeguards (parental rights) at least once a year.	13	2		

<b>SAU: #43 Croydon, Newport and Sunapee – HIGH SCHOOL RESPONSES</b>		
Number of surveys sent to elementary parents: <b>99</b>	Number of completed surveys returned: <b>13</b>	Percent of response: <b>13%</b>

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

<b>ACCESS TO THE GENERAL CURRICULUM:</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>No Answer</b>
I am satisfied with my child's program and the supports that he/she receives.	5	4	4	
My child has opportunities to interact with non-disabled peers on a regular basis.	11	2		
I am adequately informed about my child's progress.	4	5	4	
My child is informed about and encouraged to participate in school activities outside of the school day, and is offered necessary supports.	6	5	2	
My child feels safe and secure in school and welcomed by staff and students.	6	5	2	
A variety of information (observations, test scores, school work, parent input) was used in developing my child's IEP.	9	3	1	
I am satisfied with the progress my child is making toward his/her IEP goals.	6	2	5	
FOR PARENTS OF HIGH SCHOOL STUDENTS:				
My child earns credits toward a regular high school diploma in all of his/her classes.	11	2		
<b>TRANSITION:</b>				
I am satisfied with the planning and support provided for the moves my child has made from grade to grade and school to school.	5	3	5	
All of the people who are important to my child's transition were part of the planning.	7	2	4	
FOR PARENTS OF STUDENTS AGE 16 OR OLDER:				
I am satisfied with the written secondary transition plan that is in my child's IEP.	4	2	2	5
<b>BEHAVIOR STRATEGIES AND DISCIPLINE:</b>				
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>	<b>YES</b> 6			<b>NO</b> 7
I have been involved in the development of behavior interventions, strategies and supports for my child.	5	3		
I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs.	2	2	4	
<b>OTHER:</b>				
I fully participate in special education decisions regarding my child.	12	1		

I have been provided with a copy of the procedural safeguards (parental rights) at least once a year.	13			
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**GRADE LEVEL UNKNOWN (7 Responses)**

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

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

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

**Access To The General Curriculum**

**Implementation of IEPs**

**Provision of Non-Academic Services**

**Full Access to the District's Curriculum**

**Equal Education Opportunity**

As the visiting team spent time in each of the schools in SAU 43, and worked as collaborative partners in the review of case study presentations, it determined that staff in each of the schools works hard to ensure that students with disabilities are included in the general education setting, and that most all children with disabilities have full access to the curriculum offerings of their non-disabled peers. A recurring theme observed by the review teams was that the SAU is committed to the inclusion of students within the general education setting, and that professional development opportunities are ongoing

to staff to ensure that differentiated instruction can be provided, enabling all students to be successful. In addition, the SAU has a strong continuum of services for students with disabilities which affords most all students, including those with significant special education needs, opportunities to progress at their own rate within the general education setting.

## **Transition**

### **Transition Planning**

#### **Process: Provision of FAPE**

#### **Transition Services**

Based on data collected in all schools by the collaborative teams participating in the NHDOE Case Study Compliance Review, it became apparent that progress continues to be made in all aspects of transition planning. Within SAU 43 there has been a strong emphasis on transition planning from grade to grade and from school to school, as well as key transition points specific to those students with educational disabilities. Professional development continues in the area of curriculum development and consistent curriculum and learning expectations for all learners, which also assists in smooth transitions for students. Transition planning for students with disabilities often includes the involvement and collaboration of outside community agencies in a “wrap-around” approach. The visiting team cited numerous examples of district efforts to provide orientation opportunities for both students and parents at the points of transition. The oversight and coordination of programming for students placed out of district is rigorous and provides for careful planning at the point when a student with an educational disability transitions to their home school. The SAU is encouraged to continue to document and extend its transition planning and to assess the effectiveness and impact that transition planning is having upon students.

## **Behavior Strategies and Discipline**

As a result of the Case Study Compliance Review, it was clear to the visiting team that the staff and administration have worked hard to strengthen behavioral supports and services within each of the schools in the SAU. As needed, staff is provided with specialized training, and the SAU has taken the initiative to refine and relocate many of the behavioral supports and services provided to students with educational disabilities. Based on the Case Study presentations provided during the March 2007 NHDOE Program Approval Visit, it was evident that there are well established policies and procedures that guide student behavior, both in and outside of the classroom. Staff are working together to ensure that challenging student behaviors are handled in a proactive manner, and when appropriate, individual behavior plans are written and assessed on an ongoing basis. While much ongoing data is maintained on individual student behaviors, the collaborative teams did note that behavioral data collected is not always utilized to inform instruction, strengthen curriculum or to strengthen ongoing partnerships and communication with parents. While behavior and discipline data is being collected throughout the SAU, there does not seem to be a system in place in all of the schools that would enable staff and administration to review the information both school wide and for individual students.

## **COMMENDATIONS**

### **SAU WIDE**

The visiting team members thank the staff and administration of SAU 43 for their assistance, cooperation and participation in all aspects of the March 2007 NHDOE Special Education Case Study Compliance Review. Throughout the visit, there was enthusiastic support for program improvements on the part of administrators, faculty, parents and support staff in each of the schools in SAU 43. Each of the schools in SAU 43 was described as committed to providing the best services possible for all students, and it was evident that most children, including those with educational disabilities, are involved in all aspects of the SAU 43 Schools.

As the visiting team carried out their varied data collection activities in each school, a number of general commendations emerged. Visitors were treated to case study presentations that had been prepared collaboratively with care and depth by general and special educators in each of the schools. It was apparent that SAU 43 educators embraced the case study review process, and most all presentations were well documented, and prompted rich discussion about the quality of programming provided in each school, and to what extent there was sufficient data and evidence of successful learning outcomes for students with disabilities.

At this time there are many praiseworthy things happening in both general and special education programming in SAU 43, and it has taken much effort and input from staff, administration, parents and the community to bring about such accomplishments. The educational communities in SAU 43 should be very proud of the accomplishments that have been made since the May 2004 NHDOE Special Education Program Approval. The progress is impressive. The following is a sampling of SAU wide commendations that were generated by the visiting team.

- The emphasis upon professional development throughout SAU 43 is impressive, and has resulted in not only improved special education compliance, but also improved instruction and programming for all learners. Specifically, the visiting team recognized the professional development conducted related to writing of IEPs, the special education process, and efforts being put forth to develop and align curriculum, supports and training in the areas of behavior management. The Understanding By Design training sessions are also recognized, and have begun to make some significant systems changes.
- The communities and school boards in SAU 43 are commended for their support of the schools, and for working hard to try and ensure that staff and students are provided with adequate supplies, materials, equipment and resources that are necessary for quality programming for all students.
- There has been a genuine effort put forth to resolve citations outlined in the May 2004 NHDOE Special Education Program Approval Report, which has resulted in significant improvements in meeting special education compliance requirements.
- The recently developed SAU 43 Special Education Policy and Procedures Manual is very well written.
- The planning and preparation put forth for the NHDOE Special Education Program Approval Visit was impressive.
- With the exception of just one teacher, all of the special educators in the SAU hold appropriate certification.
- Within SAU 43, Professional Development is valued and encouraged.
- Staff and administration throughout the SAU were consistently described as caring, dedicated, child centered and focused upon the teaching and learning process.
- The Special Education Director is commended for her leadership, vision and commitment to continuous improvement in all aspects of special education programming.
- The continuum of services for students with disabilities is impressive.
- Within each of the schools in the SAU there is a strong sense of community and pride.

### **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.

Within each of the schools in SAU 43 there is a supportive, enthusiastic atmosphere for the provision of services for all students in the least restrictive environment. This enthusiasm and support is fostered throughout the SAU by the faculty, administration, support service personnel, secretarial staff and parents. In many ways it is clear that SAU 43 schools are working hard to offer a wide continuum of program options for all children. Children with disabilities are involved in all aspects of school life, including the general curriculum, extracurricular activities and sports. The staff within SAU 43 is committed to providing quality services to all students, and staff was consistently described as outstanding role models for children.

Although many praiseworthy things are happening in SAU 43, there were some issues of significance identified as a result of the March 2007 NHDOE Special Education Case Study Compliance Review. These issues of significance are listed below:

### **ED 1106.01 Special Education Process/Sequence**

The visiting team unanimously agreed that there has been significant improvement in the oversight and implementation of the special education process in SAU 43. However, during the March 2007 visit there were several issues in the special education process identified, including but not limited to, expired IEPs, outdated special education evaluations, lack of progress monitoring, evaluations not conducted within timelines and IEPs that did not have all required components. Continued attention needs to be given to the oversight of the special education process at the building level. Overall, it was agreed that it would be helpful to have more consistent monitoring of the special education process at the building level.

### **ED 1119.06 Facilities and Location**

#### **ED 306.07 (a), (b) School Facilities**

The second issue that surfaced was one that is not new to the SAU. The educational facilities throughout the SAU are crowded, at capacity and there is not adequate space to accommodate the needs and learning activities of the children enrolled. This is especially true at the elementary schools in Newport and in Croydon. The community of Newport is commended for recently voting to dedicate funds to begin to address facility needs at the elementary level. The SAU is strongly encouraged to look at long term plans to continue to address facility needs in each of the schools in SAU 43.

### **ED 1119.07 Personnel Standards**

#### **Staff Recruitment and Retention**

While SAU 43 was fully staffed with certified special educators at the time of the March 2007 NHDOE Case Study Compliance Review, there continues to be a high rate of staff turnover, especially in the area of special education. This lack of experienced staff directly impacts the provision of services to students with disabilities, as well as accuracy in the implementation of special education policies and procedures. Having a novice staff, with very few individuals holding endorsements in specific disability areas, also presents a problem in having appropriately composed evaluation teams.

### **ED 1119.03 Curricula**

At the high school level staff and administration need to take a critical look at some of the educational experiences being provided to students with disabilities, specifically the community learning experiences and life skills programming. Based on the March 2007 NHDOE Program Approval Visit to SAU 43, it was not clear that there is a curriculum being utilized to guide the instruction being provided to students with disabilities enrolled in such programs/courses/learning experiences. There needs to be clearly defined course descriptions, and curricula with scope and sequence which guides the instruction and assessment provided to the students with disabilities who are enrolled in such programs.

### **Using Data to Inform Instruction**

As a result of the visit to SAU 43, the visiting team recognized that there is a wealth of data being collected within each of the schools in the SAU. The SAU could be described as “data rich, and information poor”. In the near future it will be critical that there be increased mechanisms/supports and professional development for staff and administration in the use of data to inform curriculum, instruction, assessment and the writing of student IEPs. SAU 43 may want to consider a comprehensive system to monitor the performance of all students and develop mechanisms to catch students before they fall behind in the system. Currently the SAU uses a wide array of assessments, and it is not clear that this information is used to guide instruction, curriculum, or measure progress for students with and without disabilities.

### **Established and Effective Communication Systems**

The team raised concern regarding the systems in place for internal communication and collaborative decision making as it relates to both general and special education programming. In visiting SAU 43, it is apparent that general and special educators are not always working in partnership when it comes to provision of services for students with disabilities. The flow of communication and formal mechanisms for general and special educators to work together is minimal. Specifically, clarification is needed regarding “who” is responsible for educating students with disabilities and the role of the general educator in the instruction and assessment of students with disabilities. The issue of improved collaboration and ongoing communication between general and special educators is critical if the SAU is dedicated to ensuring a collaborative spirit and sense of teamwork between general and special educators

**CITATIONS OF NONCOMPLIANCE IDENTIFIED AS A RESULT OF THE  
MARCH 2007 CASE STUDY COMPLIANCE REVIEW**

Citations of noncompliance are defined as deficiencies that have been identified through the Case Study Compliance Review Process that 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 program approval activity related to the visit. **It is important to note that all citations of non-compliance 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.

**1.) ED 1106.01 Special Education Process and Sequence**

SAU #43 must ensure that the special education process, as outlined in ED 1106, is adhered to within each of the schools.

**2.) ED 1119.06 Facilities and Location**

**ED 306.07 School Facilities**

Each of the schools in SAU 43 must ensure that there is sufficient space for the provision of services to students with disabilities, and that facilities meet requirements as outlined in ED 306.07.

**3.) Ed 1119.03 Curricula**

All life skill programming and community learning experiences provided to students with disabilities must be aligned to a curriculum with a scope/sequence/course description and clearly outlined learning outcomes. The IEP cannot serve as the curriculum for a child.

**4.) ED 1119.07 Personnel Standards**

All staff in SAU 43 providing services to students with disabilities shall be qualified personnel and certified by the NHDOE. During the March 2007 visit, one special education teacher was identified as not holding special education certification.

**5.) ED 1109.01 (a) Elements of Individual Education Plan**

Each IEP in the SAU must ensure that goals outlined in the document are measurable. IEPs reviewed throughout the SAU lacked measurable annual goals.

**6.) ED 1109.02 When an IEP is In Effect; IEP meetings; development, Review, and Revision of an IEP  
CFR300.343 (c) (1)**

IEPs must be reviewed annually by the IEP team. IEPs reviewed during the NHDOE Case Study Compliance Review at the Sunapee Central School and Sunapee High School had expired.

**7.) ED 1102.53 Transition Services**

Transition plans in IEPs must have all required components

Transition plans at both Sunapee High School and Newport High School lacked required transition components.

**8.) ED 1107.04 (d) Evaluation Timeline**

All evaluations need to be completed within 45 days after receipt of permission, or have a signed extension of timeline from the parent. One of the student records reviewed at Sunapee Middle School lacked such evidence, as did one in Croydon (see building level summaries).

**9.) ED 1107.01 (c) Evaluation and Determination of Educational Disabilities**

For all students placed out of district, student records must have all required paperwork. One of the out of district student records was lacking evidence of an appropriately composed evaluation team.

## 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, pp.17-79.** 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.

1. SAU 43 needs to consider the development of an SAU wide data collection system that could store and disaggregate student and program data. The data collection system could provide useful information to the administration, staff, parents and the community to inform them of strengths and weaknesses in the areas of curriculum, instruction and assessment for all students.
2. All of the districts in the SAU are encouraged to continue the review of present and potential future facilities needs that may impact the development of programming to meet the changing student demographic and program needs, as well as staff and administrative need for office and confidential meeting space. Long term planning to address the instructional space currently available is strongly suggested.
3. The SAU might want to consider ways in which there could be more supervision and coordination of the special education process at the building level. The visiting team observed special education policy and procedure that varied from school to school in regard to implementation. This could result in confusion for parents, non-compliance with special education rules and regulations and inability to measure student progress on a consistent basis. Serious consideration should be given to having an individual at the building level fill the role of special education coordinator.
4. Through the Transitions Outcomes Project, the SAU has made great strides in developing forms and processes for documenting successful transitions. However, evidence that these forms are being utilized is lacking and the SAU is strongly encouraged to begin implementing the tools for not only documenting transition planning, but also for providing evidence of the effectiveness of such planning.
5. Consideration may want to be given to the formation of some type of advisory committee that could begin to examine ways to improve collaboration between general and special education programming.
6. SAU 43 needs to continue its focus upon teacher recruitment and retention, and the impact that the high rate of staff turnover has upon consistency and quality of special education services provided throughout the SAU. This is especially true in the Newport School District.
7. Staff and administration need to give serious consideration to strengthening parental involvement in all aspects of special education. The results of the parent survey could serve as a baseline for further exploration of specific concerns.

## VI. BUILDING LEVEL SUMMARY REPORTS

USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT

PRESCHOOL BUILDING LEVEL CASE STUDY DATA SUMMARY

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

SAU: 43	School: <b>Newport /Croydon SAU Preschool Support Program</b>	Date: March 26 & 27th
Programs:		Number of Cases Reviewed: 2
Recorder/Summarizer: Bonnie McCouch		

Name: Ruth Littlefield	Building Level or <u>Visiting</u> (circle one)
Name: Mary La Rock	<u>Building Level</u> or Visiting (circle one)
Name: Bonnie McCouch	Building Level or <u>Visiting</u> (circle one)
Name: Julie Abernethy	<u>Building Level</u> or Visiting (circle one)
Name: Linda Janicke	<u>Building Level</u> or Visiting (circle one)
Name: Nancy DAgostino	Building Level or <u>Visiting</u> (circle one)
Name: Elizabeth Gibbs	<u>Building Level</u> or Visiting (circle one)

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:

<b>ACCESS TO THE GENERAL CURRICULUM STATEMENTS</b>						
<b>Ed. 1109.01 Elements of an IEP CFR 300.320 Content of IEP</b> <b>Ed. 1109.05, Implementation of IEP 20 U.S.C. 1414 (d)</b> <b>Ed. 1115.07, Ed 1119.01(f) Provision of Non-Academic Services/Settings</b> <b>CFR 300.320(a) CFR 300.34 Ed. 1119.03, Full Access to District's Curricula</b> <b>Ed. 1107.04 (d) Qualified Examiner</b> <b>Ed. 1133.05 (c)(h)(k) CFR 300.320 Program Requirements</b> <b>Ed. 1133.20 Protections Afforded to Children with Disabilities</b> <b>CFR 300.320(a)(1)(ii)</b> ". . .for preschool children, as appropriate, how the disability affects the child's participation in appropriate activities;)" <b>CFR 300.320(a)(4)(iii)</b> "To be educated and participate with other children with disabilities and non disabled children"				YES	NO	N/A
Is there a written general education curriculum in place for preschoolers?				2		
Does the curriculum incorporate social/emotional skills?				2		
Has this student made progress in social/emotional skills?				2		
Does the curriculum incorporate early language/communication skills?				2		
Has this student made progress in early language/communication skills?				2		
Does the curriculum incorporate pre-reading skills?				2		
Has this student made progress in pre-reading skills?				2		
Does this student have access to appropriate preschool activities?				2		
Does this student have opportunities to interact with non-disabled peers to the maximum extent appropriate on a regular basis, as part of the educational program?				2		
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? <b>If not, was it due to</b> (check all that apply):				1	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 <b>The meeting needed to be rescheduled 2 times</b>	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"> <li>1. The SAU preschool uses an inclusive model with a 50/50 ratio of preschoolers with and without disabilities. Most preschoolers are placed in community based programs.</li> <li>2. Preschoolers are in the classroom with peers unless they need to be pulled for an individual therapy due to noise level or space needs.</li> <li>3. Community programs are using Creative Curriculum. This provides some consistency between programming and promotes developmentally appropriate practices.</li> <li>4. Language rich environments reduce the need for some specific language goals.</li> <li>5. There is consultation time for all children.</li> <li>6. There is a range of placement options for families and they play a major role in the decision making process.</li> <li>7. The Peacemaking Skills curriculum is used in multiple preschool sites. The Preschool Coordinator is a psychologist and trains both district and community staff to implement the program.</li> <li>8. Trainings are offered to teachers, aides and therapists. This includes staff at both district and community programs.</li> </ol>	<ol style="list-style-type: none"> <li>1. Since none of the placement options has a nurse on site, the SAU is encouraged to look at plans to meet the needs of medically involved children who join the preschool in the future to ensure their access to the curriculum.</li> <li>2. The location of the district preschool in a building that also houses the Preschool Coordinator, therapists, clerical assistants and a conferencing area is a positive for the school; however, the district needs to look at ways to increase space for indoor gross motor and therapies.</li> <li>3. Planning time for staff is very limited and should be reviewed to ensure that quality programming continues.</li> <li>4. Models of programming need to be flexible to meet multiple children's needs simultaneously, especially as numbers grow.</li> </ol>

## SUMMARIZE YOUR BUILDING LEVEL DATA

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

<b>TRANSITION STATEMENTS</b>						
<b>Ed. 1107.02, (h) Process; Provision of FAPE CFR 300.124 Part C Transition</b> <b>Ed. 1109.01 Elements of an IEP (Transition Services)</b> <b>Ed. 1109.03, IEP Team CFR 300.321 and 300.321(f)</b> <b>CFR 300.322 (b) Parent Participation</b> This includes movement from (a) Early Supports and Services (ESS) to preschool, and b) pre-school to elementary school.				<b>YES</b>	<b>NO</b>	<b>NA</b>
Transition planning from ESS to preschool takes place.				1		1
Transition planning from preschool to kindergarten or 1 <sup>st</sup> 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. <b>If not, was it due to:</b> (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				
				<b>YES</b>	<b>NO</b>	<b>NA</b>
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
<b>Strengths</b>			<b>Suggestions for Improvement</b>			
<ol style="list-style-type: none"> <li>1. The preschool has written transition plans for moves from Early Supports and Services as well as from preschool to elementary school.</li> <li>2. The preschool offers a playgroup for children moving from ESS to preschool in the spring. This allows young children to transfer slowly into preschool programming.</li> <li>3. There are transition activities for every child at their elementary school.</li> <li>4. Head Start has a strong transition program for children, coupled with a close connection to families.</li> <li>5. An early childhood support group was started to connect community teachers and district staff.</li> <li>6. Sunapee has the strongest transition program. Their lower caseload supports this.</li> <li>7. The SAU starts transition moves for more involved children before the legally required time, to ensure a smooth and timely start.</li> <li>8. There is increased involvement with pediatricians for referring children in need of services.</li> <li>9. There is an Early Childhood Collaborative in Sullivan County that provides</li> </ol>			<ol style="list-style-type: none"> <li>1. The preschool programming has grown over the years to better serve children with disabilities. Currently the assistant is part time; having her full time would allow her to assist in the playgroup, and to enter data for the new preschool outcomes.</li> <li>2. A recommendation to improve transitions from preschool to elementary would be to look at ways kindergarten teachers could visit preschools.</li> </ol>			

services to children and the SAU 43 Preschool Coordinator participates in the group.

10. The preschool uses a step down model. They do not discharge children totally. They gradually reduce services until it is just monitoring. Children frequently show back up in later years and this allows the schools to be proactive with support.
11. The preschool uses a co-teaching model for Extended Year Programs. Both pre-school and kindergarten teachers work in the program.
12. All children who have been evaluated, whether eligible or not, have their files sent on to kindergarten so they can identify “at risk” children.



## Summary of Building Level Strengths and Suggestions for Improvement

Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> <li>1. There is strong collaboration between team members as well as good humor.</li> <li>2. The preschool team benefits greatly from the role the administrative assistant plays on the team.</li> <li>3. There is a preschool retreat each year that includes teachers, aides and therapists from both the district and community programs. It is held off site in an area conference room.</li> <li>4. There is at least one in-service conference out of town for the district's preschool team.</li> <li>5. The preschool team is proactive in seeking grant money.</li> <li>6. The team collaborates on decision making. This includes spending of funds, assessments, tools and so on.</li> <li>7. The district preschool is housed in the same building as other community programs that support families.</li> <li>8. An early childhood support group was started to connect community teachers and district staff.</li> <li>9. The preschool team is flexible about working during the summer.</li> <li>10. The preschool teacher meets with all parents two times per year just for progress reports. She does not just check a number but lists what a child can and cannot do. This is in addition to transition meetings and IEP meetings.</li> </ol>	<ol style="list-style-type: none"> <li>1. There is a lack of budget flexibility and an increasing demand on the coordinator for financial responsibilities. This, coupled with other new initiatives such as the preschool assessments, limits time for meetings and direct services. The district is strongly encouraged to review policies that would allow the maximum possible time for providing services to preschoolers.</li> <li>2. The team is encouraged to look at developing an activity portfolio that correlates with the Creative Curriculum library for training preschool teachers. This would require both time for development and finances to fund it but would support classroom teachers and the goal of bringing consistency and quality to programs.</li> <li>3. A review of the preschool caseload is strongly recommended. A lower caseload would result in higher quality services. The numbers continue to rise and the Preschool Coordinator is currently at 37 children. These numbers have resulted in booking meetings and assessments through the end of the school year, which is still two months away. Extensions are required on a fairly consistent basis.</li> <li>4. The team needs to maintain an IEP format that is user and parent friendly. Progress needs to continue to reflect actual progress on IEP goals that preschoolers are making in school</li> </ol>

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: 43	School: <b>Richards Elementary</b>	Date: 3/27/07
Programs:		Number of Cases Reviewed: 3
Recorder/Summarizer: Carolyn O'Connor		

Collaborative Team Members:

Name: Carolyn O'Connor	Building Level or <u>Visiting</u>
Name: Pat Canning	<u>Building Level</u> or Visiting
Name: Sherie Wright	<u>Building Level</u> or Visiting
Name: Patti Warren	<u>Building Level</u> or Visiting
Name: Carrie Krauter	<u>Building Level</u> or Visiting
Name: Pamela Frost	Building Level or <u>Visiting</u>
Name: Melissa George	Building Level or <u>Visiting</u>

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

## SUMMARY OF BUILDING LEVEL DATA

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

<b><u>ACCESS TO THE GENERAL CURRICULUM STATEMENTS</u></b>							
<b>Ed. 1109.01 Elements of an IEP CFR 300.347 Content of IEP</b> <b>Ed. 1109.05, Implementation of IEP 20 U.S.C. 1414 (d)</b> <b>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</b> <b>Ed. 1107.04 (d) Qualified Examiner</b> <b>Ed. 1133.05 (c)(h)(k) CFR 300.347 Program Requirements, Content of IEP</b> <b>Ed. 1133.20 Protections Afforded to Children with Disabilities</b> <b>CFR 300.347(a) (1) (i)</b> ". . . general curriculum (i.e. ,the same curriculum as for nondisabled children)" <b>CFR 300.347 (a) (3) (iii)</b> "To be educated and participate with other children with disabilities and non disabled children"					<b>YES</b>	<b>NO</b>	<b>N/A</b>
Team uses multiple measures to design, implement and monitor the student's program.					3		
IEP goals are written in measurable terms.						*3	
Student has made progress over the past three years in IEP goals. Goal 1					2		1
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.					2		1
Student <u>shows progress</u> in state, district and school-wide assessments.					2		1
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? <b>If not, was it due to:</b> (check all that apply)					3		
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		
<b><i>For High School Students:</i></b>					<b>YES</b>	<b>NO</b>	<b>NA</b>
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. Richards Elementary School makes a great effort to provide inclusion to the greatest extent possible.
2. Many supports are brought into the classroom to ensure successful learning experiences for all students.
3. Parents feel included and involved in the special education process. They feel well supported by all staff.
4. There is strong communication between special education and general education staff.
5. There are many opportunities for early intervention and a strong continuum of services for students with disabilities.
6. Students with disabilities all seem to feel supported, with a sense of belonging in the school.
7. Many supports are made available for all students who may have learning needs.

**Suggestions for Improvement**

1. \* Each IEP in the SAU must ensure that goals outlined in the document are measurable. Focused training in writing measurable goals and coordinating goals with related objectives is suggested.
2. Progress monitoring development could be enhanced with more curriculum-based measures.
3. All staff should be involved in IEP goal development, present levels and other IEP components, and should be fully trained.
4. The functional performance section needs to be more clearly articulated in IEPs.

\* 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:

<b><u>TRANSITION STATEMENTS</u></b>			
<b>Ed. 1102.53, Transition Services</b> <b>CFR 300.29</b> <b>Ed. 1107.02</b> <b>CFR 300.132 Part C Transition</b> <b>Ed. 1109.01, Elements of an IEP (Transition Services)</b> <b>CFR 300.347 (b) (1) (2)</b> <b>20 U.S.C. 1401 (34)</b> <b>20 U.S.C. 1414 (d)(1)(A)(i)(VIII)(aa)(bb)(cc)</b> <b>Ed. 1109.03, IEP Team</b> <b>CFR 300.344 (b) (1)</b> <b>Ed. 1133.05</b> <b>CFR 300.347 (b)(1)(2) Program Requirements</b> 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.			
<b>For all students, respond to the following 3 statements:</b>			
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		
<b>For middle or high school students, <u>also</u> respond to the following 4 statements:</b>			
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.			
<b>If the student is age 14 or older during the course of the IEP, <u>also</u> respond to the following 3 statements:</b>			
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).			
<b>If the student is age 16 or older during course of the IEP, <u>also</u> respond to the following 11 statements:</b>			
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 <b>academic achievement and functional performance</b> , which includes recommendations on how to assist the student in meeting his or her post-secondary goals.			

**Transition**

**Strengths**

1. Parents, teachers and specialists are all involved in transition planning.
2. There is a well planned process for placing students into classes.
3. Pre-K summer school was very helpful for identified students and other students in need.

**Suggestions for Improvement**

A system of passing some anecdotal record along to next year could be helpful. Possibly consider a version of electronic portfolios. A system is needed to ensure that there is a consistent approach to providing student data from school to school, and that the data is shared and utilized by staff in planning instruction for all students.

## SUMMARY OF BUILDING LEVEL DATA

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

<b><u>BEHAVIOR STRATEGIES AND DISCIPLINE</u></b>			<b>YES</b>	<b>NO</b>	<b>N/A</b>
<b>Ed. 1109.02 Program</b>	<b>CFR 300.346</b>				
<b>Ed. 1119.11 Disciplinary Procedures</b>	<b>CFR 300.519-300.529</b>				
<b>Ed. 1133.07 (a) (b) (c) (d) (e)</b>	<b>CFR 300.510-300.529</b>				
<b>20 U.S.C. 1415 (K)</b>					
<b>Child Management – Private Schools</b>	<b>RSA 169-C Child Protection Act</b>				
Data are used to determine impact of student behavior on his/her learning.		3			
Has this student ever been suspended from school?		1	2		
If yes, for how many days?		1			
If appropriate, a functional behavior assessment has been conducted.		1	1	1	
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			
<b>Strengths</b>	<b>Suggestions for Improvement</b>				
<ol style="list-style-type: none"> <li>1. There are school-wide behavioral expectations: safety, respect and learning.</li> <li>2. The STARS Program, supports all students and is available to all kids in need.</li> <li>3. The Preschool collaborates on including behavior rules in their school.</li> <li>4. Richards Elementary tracks behavior data school-wide and from the STARS Program.</li> </ol>					

## SUMMARY OF BUILDING LEVEL STRENGTHS AND SUGGESTIONS FOR IMPROVEMENT

<b>Strengths</b>	<b>Suggestions for Improvement</b>
<ol style="list-style-type: none"><li>1. There is strong administrative support for and understanding of special education.</li><li>2. There are many professional development opportunities offered to staff.</li><li>3. Parents are encouraged to be involved in all aspects of the school.</li><li>4. There is a strong continuum of services, small class sizes, movement toward Response to Intervention (RTI) and supports available for all kids.</li></ol>	<ol style="list-style-type: none"><li>1. Staff turnover, recruitment and retention needs to be addressed.</li><li>2. Further movement toward co-teaching is suggested (with co-planning and team building).</li></ol>

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: 43	School: <b>Towle Elementary</b>	Date: 3/27/07
Programs:		Number of Cases Reviewed: 2
Recorder/Summarizer:		

Collaborative Team Members:

Name: Petra Schaefer	<u>Building Level</u> or Visiting	Name: Jennifer Smith	<u>Building Level</u> or Visiting
Name: Teriko MacConnell	<u>Building Level</u> or Visiting	Name: Cathy Jones	<u>Building Level</u> or Visiting
Name: Shannon Poehlman	<u>Building Level</u> or Visiting	Name: Janet Royale	<u>Building Level</u> or Visiting
Name: Margaret McKenney	<u>Building Level</u> or Visiting	Name: Sandra Olin	<u>Building Level</u> or Visiting
Name: Kathryn Niboli	<u>Building Level</u> or Visiting	Name: Petra Schaefer	<u>Building Level</u> or Visiting
Name: Ryan Fairchild	Building Level or <u>Visiting</u>	Name: Tracy Bevilaqua	Building Level or <u>Visiting</u>
Name: Randy Welch	Building Level or <u>Visiting</u>	Name: S. Poehlman	Building Level or <u>Visiting</u>
Name: Kate Sargent	Building Level or <u>Visiting</u>	Name: B. Merrau	Building Level or <u>Visiting</u>
Name: Jennine Mann	Building Level or <u>Visiting</u>	Name: B. Stout	Building Level or <u>Visiting</u>
Name: Stacey Burroughs	Building Level or Visiting	Name: C. Mauser	Building Level or Visiting
Name: Vicky Welch	Building Level or Visiting	Name: G. Palmer	Building Level or Visiting
Name: Lynn Baker	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:

<b><u>ACCESS TO THE GENERAL CURRICULUM STATEMENTS</u></b>							
<b>Ed. 1109.01 Elements of an IEP</b> <b>CFR 300.347 Content of IEP</b> <b>Ed. 1109.05, Implementation of IEP</b> <b>20 U.S.C. 1414 (d)</b> <b>Ed. 1115.07, Ed 1119.01(f) Provision of Non-Academic Services/Settings</b> <b>CFR 300.553 Ed. 1119.03, Full Access to District's Curricula</b> <b>CFR 300.24, CFR 300.347</b> <b>Ed. 1119.08, Diplomas</b> <b>Ed. 1107.04 (d) Qualified Examiner</b> <b>Ed. 1133.05 (c)(h)(k) CFR 300.347 Program Requirements, Content of IEP</b> <b>Ed. 1133.20 Protections Afforded to Children with Disabilities</b> <b>CFR 300.347(a) (1) (i)</b> ". . . general curriculum (i.e. ,the same curriculum as for nondisabled children)" <b>CFR 300.347 (a) (3) (iii)</b> "To be educated and participate with other children with disabilities and non disabled children"					<b>YES</b>	<b>NO</b>	<b>N/A</b>
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					1	1	
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? <b>If not, was it due to:</b> (check all that apply)						2	
Extension in Place <b>2</b>	Lack of Qualified Personnel Psychologist    Educator Related Services    Other	Evaluation Not Completed in Time <b>2</b>	Summary Report Not Written in Time <b>2</b>	Meeting Not Held in Time <b>2</b>	Other		
<b><i>For High School Students:</i></b>					<b>YES</b>	<b>NO</b>	<b>NA</b>
Student is earning credits toward a regular high school diploma.							
<i>IF YES:</i> within 4 years?							
Student will earn an IEP diploma or a certificate of competency.							
<i>IF YES:</i> within 4 years?							
Does this school / district have a clear policy for earning a high school diploma?							

**Access to the General Curriculum**

**Strengths**

- 1. The collaboration between general and special educators is strong.
- 2. There is strong support from general educators on implementation of the Response to Intervention Model.
- 3. Students with disabilities blend seamlessly into the school population.

**Suggestions for Improvement**

- 1. Evaluations were not completed within 45 days, although extensions were obtained. Staff and administrators need to take a critical look at why this occurs.
- 2. \* IEP goals are not measurable though objectives are. Staff would benefit from professional development in this area.

\* 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:

<b><u>TRANSITION STATEMENTS</u></b>						
<b>Ed .1102.53, Transition Services</b> <b>CFR 300.29</b> <b>Ed. 1107.02</b> <b>CFR 300.132 Part C Transition</b> <b>Ed. 1109.01, Elements of an IEP (Transition Services)</b> <b>CFR 300.347 (b) (1) (2)</b> <b>20 U.S.C. 1401 (34)</b> <b>20 U.S.C. 1414 (d)(1)(A)(i)(VIII)(aa)(bb)(cc)</b> <b>Ed. 1109.03, IEP Team</b> <b>CFR 300.344 (b) (1)</b> <b>Ed. 1133.05</b> <b>CFR 300.347 (b)(1)(2) Program Requirements</b> 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.				<b>YES</b>	<b>NO</b>	
<b>For all students, respond to the following 3 statements:</b>						
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					
<b>For middle or high school students, <u>also</u> respond to the following 4 statements:</b>						
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.						
<b>If the student is age 14 or older during the course of the IEP, <u>also</u> respond to the following 3 statements:</b>						
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).						
<b>If the student is age 16 or older during course of the IEP, <u>also</u> respond to the following 11 statements:</b>						
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.		<b>NO</b>	<b>N/A</b>			
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 <b>academic achievement and functional performance</b> , which includes recommendations on how to assist the student in meeting his or her post-secondary goals.						

**Transition**

**Strengths**

There is a strong collaborative process between Richards and Towle that allows for smooth transitions. Both sets of parents shared satisfaction with the results.

**Suggestions for Improvement**

1. A fall follow up, especially for new staff, would be helpful in ensuring smooth transitions for students.
2. With the high staff turnover, the District may want to consider ways to connect with new staff after the new school year begins.

## SUMMARY OF BUILDING LEVEL DATA

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

<b><u>BEHAVIOR STRATEGIES AND DISCIPLINE</u></b>					
<b>Ed. 1109.02 Program</b>	<b>CFR 300.346</b>		<b>YES</b>	<b>NO</b>	<b>N/A</b>
<b>Ed. 1119.11 Disciplinary Procedures</b>	<b>CFR 300.519-300.529</b>				
<b>Ed. 1133.07 (a) (b) (c) (d) (e)</b>	<b>CFR 300.510-300.529</b>				
<b>20 U.S.C. 1415 (K)</b>					
<b>Child Management – Private Schools</b>	<b>RSA 169-C Child Protection Act</b>				
Data are used to determine impact of student behavior on his/her learning.			2		
Has this student ever been suspended from school?			1	1	
If yes, for how many days?			2.5		
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	
<b>Strengths</b>			<b>Suggestions for Improvement</b>		
<ol style="list-style-type: none"> <li>1. Well written, well implemented and well monitored behavior plans are written for children who require one.</li> <li>2. The school climate appeared very positive and calm, which impacts student behavior.</li> </ol>			<p>At Towle there is no school wide program or philosophy for behavior interventions. Staff / administration may want to give this serious consideration to ensure consistency in behavioral expectations for all students.</p>		

## SUMMARY OF BUILDING LEVEL STRENGTHS AND SUGGESTIONS FOR IMPROVEMENT

Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> <li>1. There is strong collaboration between the general education teachers, special education teachers and students. (The RTI initiative is strongly supported by the general educators.)</li> <li>2. There is a strong collaborative process between Richards and Towle. High parent satisfaction with this was reported and observed during the visit.</li> <li>3. There is a positive, respectful community at Towle Elementary.</li> <li>4. Students with disabilities are very well integrated into the general education curriculum and social life. There is a school wide culture of acceptance of all students.</li> </ol>	<ol style="list-style-type: none"> <li>1. An articulated, displayed school wide behavior program would be helpful in transitions and staff changes year to year.</li> <li>2. Eligibility criteria that are clear cut and agreed upon would be beneficial for identification and alt. assessments as well as provisions to provide services to at risk students.</li> <li>3. * IEP goals need to be measurable and staff would benefit from ongoing professional development in this area.</li> <li>4. Staff and administration need to look carefully at the resources available for conducting special education evaluations. While extensions are being signed by parents, the SAU should be examining the data to determine why evaluations are not able to be completed within timelines.</li> </ol>

This is a citation

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: 43	School: <b>Newport Middle School</b>	Date: 3/27/07
Programs: Modified Regular, Inclusion Support, Alternative		Number of Cases Reviewed: 3
Recorder/Summarizer: Dave Smith		

Collaborative Team Members:

Name: Dave Smith	Building Level or <u>Visiting</u>
Name: Kathleen Conlin	Building Level or <u>Visiting</u>
Name: Ryan Fairchild	Building Level or <u>Visiting</u>
Name: Deborah Conley	<u>Building Level</u> or Visiting
Name: Susan Lamb	<u>Building Level</u> or Visiting
Name: Kathleen Belanger	<u>Building Level</u> or Visiting
Name: David Royle	<u>Building Level</u> or Visiting
Name: Ed Sanders	<u>Building Level</u> or Visiting
Name: David Thibault	<u>Building Level</u> or Visiting
Name: Andrea Nogueron	<u>Building Level</u> or Visiting
Name: Simone Perry	<u>Building Level</u> or Visiting
Name: Barry Conlin	<u>Building Level</u> or Visiting

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

## SUMMARY OF BUILDING LEVEL DATA

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

<b><u>ACCESS TO THE GENERAL CURRICULUM STATEMENTS</u></b>							
<b>Ed. 1109.01 Elements of an IEP CFR 300.347 Content of IEP</b> <b>Ed. 1109.05, Implementation of IEP 20 U.S.C. 1414 (d)</b> <b>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</b> <b>Ed. 1107.04 (d) Qualified Examiner</b> <b>Ed. 1133.05 (c)(h)(k) CFR 300.347 Program Requirements, Content of IEP</b> <b>Ed. 1133.20 Protections Afforded to Children with Disabilities</b> <b>CFR 300.347(a) (1) (i)</b> ". . . general curriculum (i.e. ,the same curriculum as for nondisabled children)" <b>CFR 300.347 (a) (3) (iii)</b> "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					1	1	1
Student has made progress over the past three years in IEP goals. Goal 2						1	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.					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	1	1
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? <b>If not, was it due to:</b> (check all that apply)					1	1	1
Extension in Place  1	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		
<b><i>For High School Students:</i></b>					YES	NO	NA
Student is earning credits toward a regular high school diploma.							
<i>IF YES:</i> within 4 years?							
Student will earn an IEP diploma or a certificate of competency.							
<i>IF YES:</i> within 4 years?							
Does this school / district have a clear policy for earning a high school diploma?							

### Access to the General Curriculum

#### Strengths

1. The special education programs are set up to ensure that special education and general education staff work well together.
2. All special education programs communicate well together, and students run through different programs at different times according to their needs. This allows for a full continuum of services for students with disabilities.
3. The students in the Alternative Program are seen as members of the school community and the community at large.

#### Suggestions for Improvement

1. The District's curriculum needs to be aligned to state curriculum frameworks, grade level expectations and grade span expectations.
2. The Alternative Program structure still needs to be worked out. Is the program inclusive or is it set up for students to receive behavioral support and then go back into the general education classroom?
3. Current support staff levels hinder the special education teachers from being able to service all the students. The level and use of support staff needs should be reviewed.
4. The Speech-Language Pathologist is currently in district 4 days per week, but could be at the Middle/High School 4 days per week. Staff and administration need to examine this issue in more depth.
5. \*Each IEP in the SAU must ensure that goals outlined in the document are measurable.

\* 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:

<b><u>TRANSITION STATEMENTS</u></b>							
<b>Ed. 1102.53, Transition Services</b> <b>CFR 300.29</b> <b>Ed. 1107.02</b> <b>CFR 300.132 Part C Transition</b> <b>Ed. 1109.01, Elements of an IEP (Transition Services)</b> <b>CFR 300.347 (b) (1) (2)</b> <b>20 U.S.C. 1401 (34)</b> <b>20 U.S.C. 1414 (d)(1)(A)(i)(VIII)(aa)(bb)(cc)</b> <b>Ed. 1109.03, IEP Team</b> <b>CFR 300.344 (b) (1)</b> <b>Ed. 1133.05</b> <b>CFR 300.347 (b)(1)(2) Program Requirements</b> 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.				<b>YES</b>	<b>NO</b>		
<b>For all students, respond to the following 3 statements:</b>							
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			
<b>For middle or high school students, <u>also</u> respond to the following 4 statements:</b>							
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.				2		1	
IEP team and process includes student as part of transition planning.				2		1	
IEP includes current level of performance related to transition services.				1		2	
<b>If the student is age 14 or older during the course of the IEP, <u>also</u> respond to the following 3 statements:</b>							
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	
<b>If the student is age 16 or older during course of the IEP, <u>also</u> respond to the following 11 statements:</b>				<b>YES</b>	<b>NO</b>	<b>N/A</b>	
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 <b>academic achievement and functional performance</b> , which includes recommendations on how to assist the student in meeting his or her post-secondary goals.							

**Transition**

**Strengths**

1. The Middle School Alternative Program and ISP Program work well together to support the transition needs of their students into the general education setting.
2. The Middle School has a mentoring program for new teachers, which assists with smooth transitions for students.

**Suggestions for Improvement**

1. The District needs to focus efforts on recruitment and retention of quality staff at all levels. This has a direct impact on year to year transitions for students.
2. Consider having a Special Education Coordinator at the Middle/High School level.

## SUMMARY OF BUILDING LEVEL DATA

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

<b><u>BEHAVIOR STRATEGIES AND DISCIPLINE</u></b>			<b>YES</b>	<b>NO</b>	<b>N/A</b>
<b>Ed. 1109.02 Program</b>	<b>CFR 300.346</b>				
<b>Ed. 1119.11 Disciplinary Procedures</b>	<b>CFR 300.519-300.529</b>				
<b>Ed. 1133.07 (a) (b) (c) (d) (e)</b>	<b>CFR 300.510-300.529</b>				
<b>20 U.S.C. 1415 (K)</b>					
<b>Child Management – Private Schools</b>	<b>RSA 169-C Child Protection Act</b>				
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?		9			
If appropriate, a functional behavior assessment has been conducted.		1			2
IEP team has addressed behaviors that are impacting student learning.		2			1
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.		2			1
Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.		1	1		1
Results of behavior intervention strategies are evaluated and monitored.		2			1
A school-wide behavior intervention model exists.		3			
<b>Strengths</b>	<b>Suggestions for Improvement</b>				
<ol style="list-style-type: none"> <li>1. The Alternative Program and a wide range of services assist with addressing challenging student behaviors.</li> <li>2. Staff are very creative in developing programs that meet the needs of the students with disabilities.</li> <li>3. The structures of the special education programs are flexible enough to meet the needs of the varied students.</li> </ol>	<p>Staff should consider a consistent behavior model at the Middle School. The Psychologist needs an assistant to help with the counseling aspects of the job. Perhaps consider community-based counseling in the building.</p>				

## SUMMARY OF BUILDING LEVEL STRENGTHS AND SUGGESTIONS FOR IMPROVEMENT

<b>Strengths</b>	<b>Suggestions for Improvement</b>
<ol style="list-style-type: none"><li>1. The Alternative Program and a wide range of services assist with addressing challenging student behaviors.</li><li>2. Staff are very creative in developing programs that meet the needs of the students with disabilities.</li><li>3. The structures of the special education programs are flexible enough to meet the varied student needs.</li></ol>	<ol style="list-style-type: none"><li>1. Staff should consider consistent school wide behavioral expectations at the Middle School.</li><li>2. The Psychologist would benefit from additional support to assist with counseling aspects of the job. Perhaps consider community-based counseling in the building.</li></ol>

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: 43	School: <b>Newport High School</b>	Date: 3/27/07
Programs:		Number of Cases Reviewed: 2
Recorder/Summarizer: Ronda Gregg		

Collaborative Team Members:

Name: Ronda Gregg	Building Level or <u>Visiting</u>
Name: Jan Goolbis	Building Level or <u>Visiting</u>
Name: Robert Sullivan	<u>Building Level</u> or Visiting
Name: Janet Wilson	<u>Building Level</u> or Visiting

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

## SUMMARY OF BUILDING LEVEL DATA

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

<b><u>ACCESS TO THE GENERAL CURRICULUM STATEMENTS</u></b>							
<b>Ed. 1109.01 Elements of an IEP CFR 300.347 Content of IEP</b> <b>Ed. 1109.05, Implementation of IEP 20 U.S.C. 1414 (d)</b> <b>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</b> <b>Ed. 1107.04 (d) Qualified Examiner</b> <b>Ed. 1133.05 (c)(h)(k) CFR 300.347 Program Requirements, Content of IEP</b> <b>Ed. 1133.20 Protections Afforded to Children with Disabilities</b> <b>CFR 300.347(a) (1) (i)</b> ". . . general curriculum (i.e. ,the same curriculum as for nondisabled children)" <b>CFR 300.347 (a) (3) (iii)</b> "To be educated and participate with other children with disabilities and non disabled children"					<b>YES</b>	<b>NO</b>	<b>N/A</b>
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.					2		
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.					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? <b>If not, was it due to:</b> (check all that apply)					1	1	
Extension in Place  1	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		
<b><i>For High School Students:</i></b>					<b>YES</b>	<b>NO</b>	<b>NA</b>
Student is earning credits toward a regular high school diploma.					2		
<i>IF YES:</i> within 4 years?					2		
Student will earn an IEP diploma or a certificate of competency.						2	
<i>IF YES:</i> within 4 years?							
Does this school / district have a clear policy for earning a high school diploma?					1		

**Access to the General Curriculum**

**Strengths**

1. Staff began to meet regularly at the High School to establish vision statements, etc. for the programs. This enables full access for all students.
2. Staff are currently looking at “Skill Building” for the Learning Center, which will strengthen access to the general curriculum.
3. There is a strong mentor program.
4. Both general and special education staff are taking Understanding by Design classes in the evening.
5. The High School has staff trained in the Wilson Reading Program.

**Suggestions for Improvement**

1. There needs to be clear criteria for inclusion or exclusion in the Learning Center. (Alt Program and ISP have exit / entrance criteria.)
2. Staff turnover is high each year and impacts students.
3. Communication between general and special educators could be strengthened.
4. High School general education teachers need to be more invested in special education students.
5. Special education staff would benefit from district-wide special education meetings.

## SUMMARY OF BUILDING LEVEL DATA

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

<b><u>TRANSITION STATEMENTS</u></b>			
<p><b>Ed .1102.53, Transition Services</b> <u>CFR 300.29</u>  <b>Ed. 1107.02</b> <u>CFR 300.132 Part C Transition</u>  <b>Ed. 1109.01, Elements of an IEP (Transition Services)</b>  <u>CFR 300.347 (b) (1) (2)</u> <u>20 U.S.C. 1401 (34)</u>  <u>20 U.S.C. 1414 (d)(1)(A)(i)(VIII)(aa)(bb)(cc)</u>  <b>Ed. 1109.03, IEP Team</b> <u>CFR 300.344 (b) (1)</u>  <b>Ed. 1133.05</b> <u>CFR 300.347 (b)(1)(2) Program Requirements</u>                      This includes movement from (a) Early Supports and Services (ESS) to preschool, b) preschool to elementary school, (c) age 14 or younger, or (d) age 16 or older, as well as from grade to grade and school to school.</p>	<b>YES</b>	<b>NO</b>	
<b>For all students, respond to the following 3 statements:</b>			
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		
<b>For middle or high school students, <u>also</u> respond to the following 4 statements:</b>			
Transition planning is designed as a results oriented process that promotes movement from school to the student's desired post-school goals.	2		
IEP team includes parent as part of transition planning.	2		
IEP team and process includes student as part of transition planning.	2		
IEP includes current level of performance related to transition services.	2		
<b>If the student is age 14 or older during the course of the IEP, <u>also</u> respond to the following 3 statements:</b>			
There is documentation that the student has been invited to attend IEP meetings.	2		
A statement of the transition service needs is included in the IEP.	2		
The statement of transition focuses on the student's course of study (e.g. vocational programming, advanced placement).	2		
<b>If the student is age 16 or older during course of the IEP, <u>also</u> respond to the following 11 statements:</b>			
	<b>YES</b>	<b>NO</b>	<b>N/A</b>
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 <b>academic achievement and functional performance</b> , which includes recommendations on how to assist the student in meeting his or her post-secondary goals.	1		

**Transition**

**Strengths**

1. The involvement of West Central Behavioral Health is impressive.
2. Vocational Rehabilitation is in the building once a week and assists in transition planning for students with disabilities.
3. There is a lot of support and resources from community agencies.
4. The Vocational Technical Center is located at the High School and assists students with disabilities as they plan for the future.

**Suggestions for Improvement**

1. The school needs more connections to the community for transition options.
2. Serious consideration should be given to hiring a transition specialist.

### SUMMARY OF BUILDING LEVEL DATA

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

<b><u>BEHAVIOR STRATEGIES AND DISCIPLINE</u></b>			<b>YES</b>	<b>NO</b>	<b>N/A</b>
<b>Ed. 1109.02 Program</b>	<b>CFR 300.346</b>				
<b>Ed. 1119.11 Disciplinary Procedures</b>	<b>CFR 300.519-300.529</b>				
<b>Ed. 1133.07 (a) (b) (c) (d) (e)</b>	<b>CFR 300.510-300.529</b>				
<b>20 U.S.C. 1415 (K)</b>					
<b>Child Management – Private Schools</b>	<b>RSA 169-C Child Protection Act</b>				
Data are used to determine impact of student behavior on his/her learning.		2			
Has this student ever been suspended from school?		1	1		
If yes, for how many days?		.5			
If appropriate, a functional behavior assessment has been conducted.		1			1
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		
<b>Strengths</b>	<b>Suggestions for Improvement</b>				

## SUMMARY OF BUILDING LEVEL STRENGTHS AND SUGGESTIONS FOR IMPROVEMENT

<b>Strengths</b>	<b>Suggestions for Improvement</b>
<ol style="list-style-type: none"><li>1. Staff are dedicated and hard working.</li><li>2. There are many learning alternatives for all students.</li><li>3. Staff and administration are committed to continuous improvement.</li></ol>	<ol style="list-style-type: none"><li>1. There appears to be a lack of understanding about the job responsibilities of the special education teacher (case management, IEP writing, working with kids). This needs to be clarified.</li><li>2. Staff and administration need to consider ways to assess / track individual student progress and celebrate successes.</li><li>3. There is a definite need to strengthen collaboration between general and special education staff.</li></ol>

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: 43	School: <b>Sunapee Central Elementary School</b>	Date: 3/27/07
Programs: Modified Regular & Resource Room		Number of Cases Reviewed: 2
Recorder/Summarizer: Tim Koumrian, Barbara Cohen, Gary Guzouskas		

Collaborative Team Members:

Name: Alan Pullman	<u>Building Level</u> or Visiting
Name: Simon Robinson	<u>Building Level</u> or Visiting
Name: Val Blachly	<u>Building Level</u> or Visiting
Name: Kandy Palmer	<u>Building Level</u> or Visiting
Name: Lynne Fleming	<u>Building Level</u> or Visiting
Name: Katie Blewitt	<u>Building Level</u> or Visiting
Name: Barbara Cohen	Building Level or <u>Visiting</u>
Name: Gary Guzouskas	Building Level or <u>Visiting</u>
Name: Tim Koumrian	Building Level or <u>Visiting</u>
Name: Stephanie Hubert	<u>Building Level</u> or Visiting

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

## SUMMARY OF BUILDING LEVEL DATA

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

<b><u>ACCESS TO THE GENERAL CURRICULUM STATEMENTS</u></b>							
<b>Ed. 1109.01 Elements of an IEP CFR 300.347 Content of IEP</b> <b>Ed. 1109.05, Implementation of IEP 20 U.S.C. 1414 (d)</b> <b>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</b> <b>Ed. 1107.04 (d) Qualified Examiner</b> <b>Ed. 1133.05 (c)(h)(k) CFR 300.347 Program Requirements, Content of IEP</b> <b>Ed. 1133.20 Protections Afforded to Children with Disabilities</b> <b>CFR 300.347(a) (1) (i)</b> ". . . general curriculum (i.e. ,the same curriculum as for nondisabled children)" <b>CFR 300.347 (a) (3) (iii)</b> "To be educated and participate with other children with disabilities and non disabled children"					<b>YES</b>	<b>NO</b>	<b>N/A</b>
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 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.					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.					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? <b>If not, was it due to:</b> (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		
<b><i>For High School Students:</i></b>					<b>YES</b>	<b>NO</b>	<b>NA</b>
Student is earning credits toward a regular high school diploma.							
<i>IF YES:</i> within 4 years?							
Student will earn an IEP diploma or a certificate of competency.							
<i>IF YES:</i> within 4 years?							
Does this school / district have a clear policy for earning a high school diploma?							

## Access to the General Curriculum

### Strengths

1. The use of assessment data to inform instruction / curriculum is impressive.
2. Modifications are made when necessary to instruction / curriculum to allow students with disabilities full access to the general curriculum.
3. Collaboration between IEP team members for accommodation / modification of the curriculum is evident.
4. All staff see students with educational disabilities as their students.
5. School-wide writing initiative is impressive. All staff participate to improve literacy for all students.
6. The move toward common language across classrooms has been helpful to parents, students and staff.
7. Early intervention / services (k-3) to at-risk students are having a positive impact. Pre-referral intervention strategies are strong.
8. Use and implementation of Understanding by Design and Curriculum Mapping is enhancing consistency in curriculum for all students.

### Suggestions for Improvement

1. \*Each IEP in the SAU must ensure that goals outlined in the document are measurable. Continue professional development on the writing of measurable goals for IEPs.
2. Consider exploration of extracurricular programs (e.g. Homework Club), and ensure transportation to allow access for all.
3. With emphasis on literacy it will be important that staff / administrators provide equal attention to math.
4. Ensure that there is a process in place to monitor timelines and all aspects of the special education process.

\* 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:

<b><u>TRANSITION STATEMENTS</u></b>						
<b>Ed .1102.53, Transition Services</b> <b>CFR 300.29</b> <b>Ed. 1107.02</b> <b>CFR 300.132 Part C Transition</b> <b>Ed. 1109.01, Elements of an IEP (Transition Services)</b> <b>CFR 300.347 (b) (1) (2)</b> <b>20 U.S.C. 1401 (34)</b> <b>20 U.S.C. 1414 (d)(1)(A)(i)(VIII)(aa)(bb)(cc)</b> <b>Ed. 1109.03, IEP Team</b> <b>CFR 300.344 (b) (1)</b> <b>Ed. 1133.05</b> <b>CFR 300.347 (b)(1)(2) Program Requirements</b> 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.				<b>YES</b>	<b>NO</b>	
<b>For all students, respond to the following 3 statements:</b>						
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		
<b>For middle or high school students, <u>also</u> respond to the following 4 statements:</b>						
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.						
<b>If the student is age 14 or older during the course of the IEP, <u>also</u> respond to the following 3 statements:</b>						
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).						
<b>If the student is age 16 or older during course of the IEP, <u>also</u> respond to the following 11 statements:</b>				<b>YES</b>	<b>NO</b>	<b>N/A</b>
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 <b>academic achievement and functional performance</b> , which includes recommendations on how to assist the student in meeting his or her post-secondary goals.						

**Transition**

**Strengths**

1. There is a team in place at Sunapee Central to discuss students each spring for the following year.
2. The school involves parents in all transition activities, e.g. kindergarten orientation and letters to parents about learning styles.
3. Transitions from the Elementary to the Middle/High School include “Shadow Day” and additional days as needed. Visits by staff and administration are conducted at both schools.
4. “Step-Up Day” for PreK – K is effective. Memory Books, pictures and therapist involvement all assist in smooth transitions.

**Suggestions for Improvement**

Consider more special education teacher involvement in extended year programming.

## SUMMARY OF BUILDING LEVEL DATA

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

<b><u>BEHAVIOR STRATEGIES AND DISCIPLINE</u></b>		<b>YES</b>	<b>NO</b>	<b>N/A</b>
<p><b>Ed. 1109.02 Program</b>                      <b>CFR 300.346</b>  <b>Ed. 1119.11 Disciplinary Procedures</b>   <b>CFR 300.519-300.529</b>  <b>Ed. 1133.07 (a) (b) (c) (d) (e)</b>        <b>CFR 300.510-300.529</b>  <b>20 U.S.C. 1415 (K)</b>  <b>Child Management – Private Schools</b>   <b>RSA 169-C Child Protection Act</b></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.		1	1	
IEP team has addressed behaviors that are impacting student learning.		2		
A behavior intervention plan has been written to address behaviors.		1	1	
All individuals working with the student have been involved in developing behavior intervention strategies.		2		
Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.		1	1	
Results of behavior intervention strategies are evaluated and monitored.		1	1	
A school-wide behavior intervention model exists.			2	
<b>Strengths</b>	<b>Suggestions for Improvement</b>			
<ol style="list-style-type: none"> <li>1. The use of data in reduction of discipline referrals has lessened the need for individual plans for students</li> <li>2. The move toward looking closely at the school climate is a step in the right direction.</li> <li>3. Within the school there is a curriculum that addresses “bullying issues”.</li> <li>4. The accessibility of a counselor in the building assists to address challenging student behaviors.</li> <li>5. The district-wide plan / system for addressing student behavior expectations on buses is commendable.</li> </ol>	<p>There is a need for a school-wide and district-wide behavior system that emphasizes positive interventions.</p>			

## SUMMARY OF BUILDING LEVEL STRENGTHS AND SUGGESTIONS FOR IMPROVEMENT

<b>Strengths</b>	<b>Suggestions for Improvement</b>
<ol style="list-style-type: none"><li>1. Curriculum Mapping is designed to address curricular needs of all students.</li><li>2. Communication with parents is strong.</li></ol>	<ol style="list-style-type: none"><li>1. Special education staff need to be fully participating in Curriculum Path. Specifically, provide passwords, time and professional development so this can happen.</li><li>2. Continue to monitor the overall special education process within the school (e.g. transition to Cas-e Forms, expiration of IEPs, monitoring of progress, etc.)</li></ol>

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: 43	School: <b>Sunapee Middle School</b>	Date: 3/27/07
Programs:		Number of Cases Reviewed: 2
Recorder/Summarizer:		

Collaborative Team Members:

Name: Diana Bushway	Building Level or <u>Visiting</u>
Name: Linda Houston	<u>Building Level</u> or Visiting
Name: Michael Wynkoop	Building Level or <u>Visiting</u>
Name: Joe Palamara	<u>Building Level</u> or Visiting

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

## SUMMARY OF BUILDING LEVEL DATA

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

<b><u>ACCESS TO THE GENERAL CURRICULUM STATEMENTS</u></b>							
<b>Ed. 1109.01 Elements of an IEP</b> <b>CFR 300.347 Content of IEP</b> <b>Ed. 1109.05, Implementation of IEP</b> <b>20 U.S.C. 1414 (d)</b> <b>Ed. 1115.07, Ed 1119.01(f) Provision of Non-Academic Services/Settings</b> <b>CFR 300.553 Ed. 1119.03, Full Access to District's Curricula</b> <b>CFR 300.24, CFR 300.347</b> <b>Ed. 1119.08, Diplomas</b> <b>Ed. 1107.04 (d) Qualified Examiner</b> <b>Ed. 1133.05 (c)(h)(k) CFR 300.347 Program Requirements, Content of IEP</b> <b>Ed. 1133.20 Protections Afforded to Children with Disabilities</b> <b>CFR 300.347(a) (1) (i)</b> ". . . general curriculum (i.e. ,the same curriculum as for nondisabled children)" <b>CFR 300.347 (a) (3) (iii)</b> "To be educated and participate with other children with disabilities and non disabled children"					<b>YES</b>	<b>NO</b>	<b>N/A</b>
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							
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.)					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? <b>If not, was it due to:</b> (check all that apply)					1	*1	
Extension in Place	Lack of Qualified Personnel Psychologist      Educator Related Services      Other	Evaluation Not Completed in Time <b>1</b>	Summary Report Not Written in Time	Meeting Not Held in Time	Other		
<b><i>For High School Students:</i></b>					<b>YES</b>	<b>NO</b>	<b>NA</b>
Student is earning credits toward a regular high school diploma.							
<i>IF YES:</i> within 4 years?							
Student will earn an IEP diploma or a certificate of competency.							
<i>IF YES:</i> within 4 years?							
Does this school / district have a clear policy for earning a high school diploma?							

**Access to the General Curriculum**

**Strengths**

1. The math teacher has volunteered her prep time to work with a group of students struggling in math for credit. The goal is to get these students up to the general math class level.
2. Students take general education classes with necessary supports in place (i.e. in class para-educator).
3. Overall scores on NECAP (reported over a two-year period) show improvement in math and reading.
4. Extracurricular and non-academic opportunities are available and a good number of identified students participate in these activities.

**Suggestions for Improvement**

\* Make sure that appropriate extension paperwork is completed when special education evaluation cannot be completed within the 45-day 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:

<b><u>TRANSITION STATEMENTS</u></b>						
<b>Ed .1102.53, Transition Services CFR 300.29</b> <b>Ed. 1107.02 CFR 300.132 Part C Transition</b> <b>Ed. 1109.01, Elements of an IEP (Transition Services)</b> <b>CFR 300.347 (b) (1) (2) 20 U.S.C. 1401 (34)</b> <b>20 U.S.C. 1414 (d)(1)(A)(i)(VIII)(aa)(bb)(cc)</b> <b>Ed. 1109.03, IEP Team CFR 300.344 (b) (1)</b> <b>Ed. 1133.05 CFR 300.347 (b)(1)(2) Program Requirements</b> 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.				<b>YES</b>	<b>NO</b>	
<b>For all students, respond to the following 3 statements:</b>						
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		
<b>For middle or high school students, <u>also</u> respond to the following 4 statements:</b>						
Transition planning is designed as a results oriented process that promotes movement from school to the student's desired post-school goals.				2		
IEP team includes parent as part of transition planning.				2		
IEP team and process includes student as part of transition planning.				2		
IEP includes current level of performance related to transition services.				2		
<b>If the student is age 14 or older during the course of the IEP, <u>also</u> respond to the following 3 statements:</b>						
There is documentation that the student has been invited to attend IEP meetings.				2		
A statement of the transition service needs is included in the IEP.				2		
The statement of transition focuses on the student's course of study (e.g. vocational programming, advanced placement).				2		
<b>If the student is age 16 or older during course of the IEP, <u>also</u> respond to the following 11 statements:</b>				<b>YES</b>	<b>NO</b>	<b>N/A</b>
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 <b>academic achievement and functional performance</b> , which includes recommendations on how to assist the student in meeting his or her post-secondary goals.						

**Transition**

**Strengths**

**Suggestions for Improvement**

1. Special educators and general educators collaborate regularly.
2. Middle School and Elementary School general and special educators meet to transition students from grade to grade and school to school.
3. The Middle / High School provides a “Step-Up Day” for incoming 6<sup>th</sup> grade students in the spring of their 5<sup>th</sup> grade year.
4. Grade 6 students act as peer mentors at the 5<sup>th</sup> grade field day.

### SUMMARY OF BUILDING LEVEL DATA

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

<b><u>BEHAVIOR STRATEGIES AND DISCIPLINE</u></b>			<b>YES</b>	<b>NO</b>	<b>N/A</b>
<b>Ed. 1109.02 Program</b>	<b>CFR 300.346</b>				
<b>Ed. 1119.11 Disciplinary Procedures</b>	<b>CFR 300.519-300.529</b>				
<b>Ed. 1133.07 (a) (b) (c) (d) (e)</b>	<b>CFR 300.510-300.529</b>				
<b>20 U.S.C. 1415 (K)</b>					
<b>Child Management – Private Schools</b>	<b>RSA 169-C Child Protection Act</b>				
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	
<b>Strengths</b>	<b>Suggestions for Improvement</b>				
<p>Functional Behavioral Assessments are well developed. Data is collected over a period of time and across a variety of environments.</p>	<p>The implementation of a school-wide set of behavioral expectations and positive interventions should be considered.</p>				

## SUMMARY OF BUILDING LEVEL STRENGTHS AND SUGGESTIONS FOR IMPROVEMENT

<b>Strengths</b>	<b>Suggestions for Improvement</b>
<ol style="list-style-type: none"> <li>1. Students with disabilities take general education classes and are provided with the necessary supports to be successful.</li> <li>2. Regular communication takes place between general and special education staff to ensure student needs are being addressed.</li> <li>3. Transition services from grade to grade and school to school are very impressive. There is contact between grade level and building personnel.</li> <li>4. Functional Behavioral Assessments are comprehensive.</li> </ol>	<ol style="list-style-type: none"> <li>1. There is some concern that determination of identification is sometimes influenced by the related services that are available to address that area of educational disability.</li> <li>2. Some attention should be given to the provision of related services to older students who may require these services in speech/language.</li> <li>3. * Complete mandated paperwork to extend evaluation period beyond 45 days.</li> <li>4. The visiting team felt that there is a need to implement a positive behavioral intervention program within the Middle School.</li> </ol>

\* This is a citation

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: 43	School: <b>Sunapee High School</b>	Date: 3/27/07
Programs:		Number of Cases Reviewed: 2
Recorder/Summarizer: Kathy Hurst / Jack Tiano		

Collaborative Team Members:

Name: Kathy Hurst	Building Level or <u>Visiting</u>
Name: Jack Tiano	Building Level or <u>Visiting</u>
Name: Alan Shulman	<u>Building Level</u> or Visiting
Name: Betty May Graham	<u>Building Level</u> or Visiting

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

## SUMMARY OF BUILDING LEVEL DATA

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

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

**Access to the General Curriculum**

**Strengths**

1. Staff work hard to include students with disabilities in the general education setting.
2. Communication between general and special educators is evident.
3. Appropriate caseloads for special education staff and small class sizes allow staff to know students well.
4. All staff work closely with students to ensure all necessary courses are complete to earn a regular high school diploma.
5. Students report feeling very comfortable with staff and their learning environment.
6. There is strong use of technology by both staff and students.
7. There is a positive consultative process in place between the Neuropsychologist and the school.
8. The use of the Homework Board in the Resource Room assists students with organizational skills.

**Suggestions for Improvement**

1. \* IEP goals must be written in measurable terms. Staff would benefit from additional professional development in this area.
2. Data needs to be collected in order to ensure that students are making progress in their programs (NWEA, NECAP, Formative Assessment, etc.)
3. There needs to be more of a variety of extracurricular activities for all students.
4. Staff and administration need to pay more attention to timelines for conducting special education evaluations.
5. Staff and administration are strongly encouraged to review the current inclusion model and whether it is effective and if there is evidence that students do, in fact, have learning opportunities in the least restrictive environment.
6. \* Monitor the special education process to ensure IEPs are written annually. One IEP reviewed had expired.

\* 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:

<b><u>TRANSITION STATEMENTS</u></b>	<b>YES</b>	<b>NO</b>	
<b>Ed .1102.53, Transition Services</b> <b>CFR 300.29</b> <b>Ed. 1107.02</b> <b>CFR 300.132 Part C Transition</b> <b>Ed. 1109.01, Elements of an IEP (Transition Services)</b> <b>CFR 300.347 (b) (1) (2)</b> <b>20 U.S.C. 1401 (34)</b> <b>20 U.S.C. 1414 (d)(1)(A)(i)(VIII)(aa)(bb)(cc)</b> <b>Ed. 1109.03, IEP Team</b> <b>CFR 300.344 (b) (1)</b> <b>Ed. 1133.05</b> <b>CFR 300.347 (b)(1)(2) Program Requirements</b> 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.			
<b>For all students, respond to the following 3 statements:</b>			
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		
<b>For middle or high school students, <u>also</u> respond to the following 4 statements:</b>			
Transition planning is designed as a results oriented process that promotes movement from school to the student's desired post-school goals.	1		1
IEP team includes parent as part of transition planning.	1		1
IEP team and process includes student as part of transition planning.	2		
IEP includes current level of performance related to transition services.	2		
<b>If the student is age 14 or older during the course of the IEP, <u>also</u> respond to the following 3 statements:</b>			
There is documentation that the student has been invited to attend IEP meetings.	2		
A statement of the transition service needs is included in the IEP.	1		1
The statement of transition focuses on the student's course of study (e.g. vocational programming, advanced placement).	1		1
<b>If the student is age 16 or older during course of the IEP, <u>also</u> respond to the following 11 statements:</b>	<b>YES</b>	<b>NO</b>	<b>N/A</b>
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 <b>academic achievement and functional performance</b> , which includes recommendations on how to assist the student in meeting his or her post-secondary goals.	1		

**Transition**

**Strengths**

1. Students at Sunapee High School are involved in the development of transition plans.
2. Parents are involved in the planning process.
3. Transition plans are very individualized to address specific student needs.
4. General education staff are well aware of student transition needs.
5. Use of the Choices Program assists in student transition planning.

**Suggestions for Improvement**

1. \* There need to be measurable goals in transition plans.
2. Students must have incentives to attend the Vocational Program. Because they do not receive credit, students often refuse to attend. Staff and administration need to give this topic further consideration.
3. Staff might consider including the summary of performance as part of the student IEP.

\* This is a citation

### SUMMARY OF BUILDING LEVEL DATA

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<b><u>BEHAVIOR STRATEGIES AND DISCIPLINE</u></b>			YES	NO	N/A
<b>Ed. 1109.02 Program</b>	<b>CFR 300.346</b>				
<b>Ed. 1119.11 Disciplinary Procedures</b>	<b>CFR 300.519-300.529</b>				
<b>Ed. 1133.07 (a) (b) (c) (d) (e)</b>	<b>CFR 300.510-300.529</b>				
<b>20 U.S.C. 1415 (K)</b>					
<b>Child Management – Private Schools</b>	<b>RSA 169-C Child Protection Act</b>				
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	
<b>Strengths</b>	<b>Suggestions for Improvement</b>				
<p>Students are well aware of the progression of consequences for behavioral issues. There appears to be very few behavioral concerns within the school. School rules are supported and adhered to.</p>	<p>Although behavioral concerns appear to be infrequent, use of a school-wide system that has clear expectations for all students should be considered.</p>				

## SUMMARY OF BUILDING LEVEL STRENGTHS AND SUGGESTIONS FOR IMPROVEMENT

Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> <li>1. The use of Power School for communication is commendable.</li> <li>2. Staff are skilled and there is strong communication among general and special educators.</li> <li>3. Case managers have reasonable caseloads and are able to monitor students regularly.</li> <li>4. General educators are willing to make all necessary accommodations for students with disabilities.</li> <li>5. The facility is designed to meet the learning needs of all students and provides a positive learning environment.</li> <li>6. Minimal student behavioral concerns were identified by staff and parents.</li> <li>7. Staff / student ratios are appropriate.</li> </ol>	<ol style="list-style-type: none"> <li>1. More focus could be placed on reading instruction for those students who need it.</li> <li>2. Explore more vocational opportunities, including job shadowing, internships and credit for vocational programming.</li> <li>3. Explore more extra-curricular activities for students after school.</li> <li>4. Administration may want to consider scheduling formal meeting times between general and special educators to discuss challenges and plan solutions.</li> <li>5. Special education staff would benefit from professional development in the writing of measurable IEP goals. Special Education Technical Assistance Consultants (SETAC) would be a resource to consider.</li> </ol>

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: 43	School: <b>Croydon Village School</b>	Date: 3/26/07
Programs: Modified Regular		Number of Cases Reviewed: 1
Recorder/Summarizer: Kate Sargent		

Collaborative Team Members:

Name: Kate Sargent	Building Level or <u>Visiting</u>
Name: Jennine Mann	Building Level or <u>Visiting</u>
Name: Theresa Quinn	<u>Building Level</u> or Visiting
Name: Lynn Touchette	<u>Building Level</u> or Visiting
Name: Kim Denney	<u>Building Level</u> or Visiting
Name: Valyne Anderson	<u>Building Level</u> or Visiting
Name: Jeffrey Spiegel	<u>Building Level</u> or Visiting

Based on data collected from the Data Collection Forms, Interview Forms, Classroom Observations, etc. the following summary is intended to provide a “snapshot” of the quality of services and programs in the school/private facility in the areas of:  
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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? <b>If not, was it due to:</b> (check all that apply)							*1	
Extension in Place	Lack of Qualified Personnel		Evaluation Not Completed in Time	Summary Report Not Written in Time	Meeting Not Held in Time	Other 1 Winter Vacation		
	X Psychologist	Educator		1	1			
	X Related Services	Other						
<b><i>For High School Students:</i></b>						<b>YES</b>	<b>NO</b>	<b>NA</b>
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 staff, parents, community and school board is strong.
- 2. The staff's ability to be flexible with everyday instructional goals and student needs in and out of the classroom is impressive.

**Suggestions for Improvement**

- 1.) Space / facility needs are a big issue as evidenced by:
  - distractions by other students
  - noise
  - independent or 1:1 work areas
  - limited placement options for children in the community
  - no space for full time services (OT, PT, Speech)The District needs to give immediate attention to those issues as they definitely impact the provision of special education services.
  
- 2.) \* Make sure that appropriate extension paperwork is completed when special education evaluation cannot be completed within the 45-day timeline.

## SUMMARY OF BUILDING LEVEL DATA

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

<b><u>TRANSITION STATEMENTS</u></b>			
<b>Ed .1102.53, Transition Services</b> <b>CFR 300.29</b> <b>Ed. 1107.02</b> <b>CFR 300.132 Part C Transition</b> <b>Ed. 1109.01, Elements of an IEP (Transition Services)</b> <b>CFR 300.347 (b) (1) (2)</b> <b>20 U.S.C. 1401 (34)</b> <b>20 U.S.C. 1414 (d)(1)(A)(i)(VIII)(aa)(bb)(cc)</b> <b>Ed. 1109.03, IEP Team</b> <b>CFR 300.344 (b) (1)</b> <b>Ed. 1133.05</b> <b>CFR 300.347 (b)(1)(2) Program Requirements</b> 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.			
<b>For all students, respond to the following 3 statements:</b>			
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		
<b>For middle or high school students, <u>also</u> respond to the following 4 statements:</b>			
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.			
<b>If the student is age 14 or older during the course of the IEP, <u>also</u> respond to the following 3 statements:</b>			
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).			
<b>If the student is age 16 or older during course of the IEP, <u>also</u> respond to the following 11 statements:</b>			
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 <b>academic achievement and functional performance</b> , which includes recommendations on how to assist the student in meeting his or her post-secondary goals.			

**Transition**

**Strengths**

**Suggestions for Improvement**

1. Many transition activities have been minimized due to looping.
2. There is strong orientation for school to school transitions.
3. Communication is strong between preschool and Croydon Village School, starting very early on in the school year.
4. Staff work hard to ensure that parents and students are a part of all transitions.

## SUMMARY OF BUILDING LEVEL DATA

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

<b><u>BEHAVIOR STRATEGIES AND DISCIPLINE</u></b>			YES	NO	N/A
<b>Ed. 1109.02 Program</b>	<b>CFR 300.346</b>				
<b>Ed. 1119.11 Disciplinary Procedures</b>	<b>CFR 300.519-300.529</b>				
<b>Ed. 1133.07 (a) (b) (c) (d) (e)</b>	<b>CFR 300.510-300.529</b>				
<b>20 U.S.C. 1415 (K)</b>					
<b>Child Management – Private Schools</b>	<b>RSA 169-C Child Protection Act</b>				
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			
<b>Strengths</b>	<b>Suggestions for Improvement</b>				
<ol style="list-style-type: none"> <li>1. Consistency between grades and classes is evident.</li> <li>2. There was evidence of differentiated behavior systems based on each child’s needs (individual behavior incentive charts on desk).</li> <li>3. The processing sheet for students to take ownership of behavior and learn from it is working well.</li> </ol>	<ol style="list-style-type: none"> <li>1. Separate space is needed in order to deal with behavioral challenges that require private space.</li> <li>2. Crisis Intervention training is needed for all staff.</li> <li>3. Professional development needs to be available to professionals (S/L, OT, PT, etc) and not just to paraprofessionals, regarding dealing with challenging student behaviors.</li> </ol>				

## SUMMARY OF BUILDING LEVEL STRENGTHS AND SUGGESTIONS FOR IMPROVEMENT

<b>Strengths</b>	<b>Suggestions for Improvement</b>
<ol style="list-style-type: none"><li>1. Croydon Village School has many strengths and they should be proud of what they do.</li><li>2. There is a great deal of collaboration between staff, parents, community and school board.</li><li>3. Transitions are minimized due to looping in the multiage classroom. There is a strong sense of consistency in behavioral strategies among the different grades, classes and staff within the school.</li></ol>	<ol style="list-style-type: none"><li>1. At Croydon Village School there are limited placement options for students with disabilities. Future discussion is suggested on how to address this issue.</li><li>2. Facility issues need to be addressed.</li><li>3. Staff would benefit from on site professional development rather than having to leave the school for training.</li></ol>

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

## Out of District File Review Summary

SAU: 43

Date: March 27, 2007

Reviewers: Jane Bergeron-Beaulieu  
Tara Greer

Number of Files Reviewed: 2

### COMMENDATIONS

The SAU works hard to ensure that all possible interventions and options are attempted prior to the IEP team considering out of district placements.

The out of district files are well organized and contain most all required information.

The Out of District Coordinator is commended for the oversight and monitoring of students who are placed out of district. SAU 43 works hard to ensure that there are strong transition components in IEPs for students who are placed out of district.

The Out of District Coordinator knows the students who are placed out of district, and works hard to ensure that the IEP meets their educational needs and that the families are included in all special education decisions.

### CITATIONS OF NONCOMPLIANCE

#### **ED 1107.04 (c) Composition of Evaluation Team**

One of the files reviewed lacked evidence of an appropriately composed IEP team.

## **James O. File Review Summary**

SAU: 43

Date: March 27, 2007

Reviewers: Jane Bergeron-Beaulieu  
Tara Geer

Number of Files Reviewed: 1

### **COMMENDATIONS**

The student records for those who are court involved are well organized and have all required paperwork. The Out of District Coordinator has a good working relationship with the court system which ensures that the special education needs of students with disabilities are taken into consideration prior to making placements. For those students with disabilities who are court involved, the SAU is commended for monitoring student progress carefully, and for ensuring that all aspects of the special education process are adhered to. The Out of District Coordinator has a strong and positive working relationship with the education facilities in which students with disabilities have been placed.

### **CITATIONS OF NONCOMPLIANCE**

No citations were identified.