

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

**SAU 53
SUMMARY REPORT**

**PEMBROKE, ALLENSTOWN, CHICHESTER, EPSOM
AND DEERFIELD**

**THOMAS HALEY, Superintendent of Schools
PATTY WILLIS, Director of Special Education**

Nancy Brogden:
Education Consultant, SERESC

Visit Conducted on March 28-29, 2006
Report Date: June 14, 2006

TABLE OF CONTENTS

- I. Team Members
- II. Introduction
- III. Purpose and Design of The Case Study Compliance Review Process
- IV. Status of Previous Program Approval Report and Corrective Actions
- V. March 28-29,2006 Case Study Compliance Review Results
 - Parent Participation
 - Summary of Findings from the Three Focus Areas
 - New Special Education Programs Seeking Approval From The NHDOE
 - Commendations
 - Issues of Significance
 - Citations of Noncompliance
 - Suggestions for Program Improvement
- VI. Building Level Summary Reports
 - Allenstown: Allenstown Elementary School
 - Armand R. Dupont School
 - Chichester Central School
 - Deerfield Community Preschool
 - Deerfield Community School
 - Epsom Central School
 - Pembroke: Pembroke Hill School
 - Pembroke Village School
 - Three Rivers School
 - Pembroke Academy
- VII. Addendum: Out of District and James O Summaries
Innovative Practice Descriptions

I. TEAM MEMBERS

Visiting Team Members:

NAME	PROFESSIONAL ROLE
Chairperson: Nancy Brogden	Technical Assistant
Nancy D'Agostino	Technical Assistant
Frances Davis	Special Educator/Coordinator
Gail Deane	Inclusion Teacher
Kim Dittbenner	Case Manager
Kinni Doherty	Case Manager, K-2
James Doig	Principal
Donna Finner	Special Educator
Linda Fitzgerald	Preschool Special Educator
Franceen Flynn	Special Education Coordinator
Janet Gross	LD Specialist
John Harwood	Attorney/Retired Teacher
Bing Hawes	Home School Coordinator
Jeanne Henriquez	Special Educator
Sara Hubert	Special Educator
Cindy Jury	Preschool Coordinator
Laura LeBoeuf	English Teacher
Deb Matsumoto	Special Educator
Alicia Moylan	School Counselor
Sharon Olsson	Special Educator
Mary Paradise	Student Services Director
Kim Royer	Special Educator
Noel Sullivan	Easter Seals VP
Santina Thibedeau	NHDOE
Janina Wojtkin	Case Manager

Building Level Team Members:

NAME	PROFESSIONAL ROLE	NAME	PROFESSIONAL ROLE
Jane Dymont	COTA	Anthony Blinn	Dir. of Special Education
Kathy Cruson	RR Teacher	Lisa Rounds	RR Teacher
Molly Ireland	Case Manager	Nicole Cotnoir	SLP
Anne Burnett	Case Manager	Paula Stroberg	Special Education Teacher
Sarah Downer	SLP	Vicki Therrien	Inclusion Facilitator
Jane Heely	Special Education Coordinator	Amy Binder	Grade 3 Teacher
Jo Sanborn	Grade 1 Teacher	Kathy Whittaker	Special Educator
Gail Korth	SLP	Rebecca Feil	Special Educator
Heather Worthen	Special Education Coordinator	Mary Boyea	COTA
Pat Rose	OTR	Sheree Young	Classroom Teacher
Janel Santosuosso	Special Educator	Kelly Sharich	SLP
Tami Preve	Special Education Coordinator	Deb Gauthier	Paraprofessional
Amy Beauchesne	Classroom Teacher	Lisa Freeman	OTR
Kerry Ramsey	Paraprofessional	Patrick Conners	Principal
Margaret Poznanski	Case Manager	Grace Forest	Grade 3 Teacher
Sandra Valine	Grade 2 Teacher	Kim Pratt	Grade 4 Teacher
Lisa Laflemme	Case Manager	Kathy Hering	Special Educator
June Adinah	SLP	Katie Keck	SLP
Caite Linehan	School Psychologist	Mary Rosenthal	School Nurse
Susanne Whitbeck	Principal	Sarah Bartlett	OTR
Anna Marie Varsalone	Special Educator	Richard Pratt	Case Manager
Kathleen Boccalini	Classroom Teacher	Barbara Michaud	Classroom Teacher
Rene Pacquette-Paige	English/Reading Teacher	David Doherty	Guidance Counselor
Gail Luerson	Transition Coordinator	Laurie Smock-Joyal	Reading Specialist
Judi Harisiades	SLP	Doris Williams	Classroom Teacher
Kurk Lyons	Special Educator	Norma Bailey	Guidance Counselor
Robert Fossbender	School Psychologist	Maggie Knoll	Case Manager
Manuela Shuey	Case Manager	Mark Richmond	Case Manager
Nancy Corbett	SLP	Dorothy O'Rourke	Special Education Coordinator
Cindy Persichetti	Classroom Teacher	Larry Moberly	Classroom Teacher
Kelly Reynolds	Guidance Counselor	Joan Holley	Psychologist
Karen Medeiros	Special Educator	Vicki Therrien	Inclusion Facilitator
Nate Graziano	English Teacher		

II. INTRODUCTION

SAU 53 is comprised of the towns: Allenstown, Chichester, Deerfield, Epsom and Pembroke. The districts range in size from the small town of Chichester, with one school and 381 students, to the town of Pembroke, with four schools and a total of 1,234 students.

Allenstown has an elementary school and a middle school, and its high school aged students go to Pembroke Academy. As mentioned above, Chichester has one K-8 school; grades 9-12 also attend Pembroke Academy. In Deerfield there is one preschool through 8th grade community school. Deerfield high school students attend Concord High School. Epsom students attend the Epsom Central School for the elementary grades and its high school students also attend Pembroke Academy. The town of Pembroke has two elementary schools, one middle school and one high school.

Each school district has its own philosophy, mission statement and administrative structure. While there is one SAU-wide special education director, each district has a special education coordinator. A full time out of district coordinator oversees the programs of approximately 70 students, including 40 Deerfield students with disabilities who attend Concord High School. There is a part time staff member who is the liaison for the court placed students. Excellent communication and collaboration between the special education coordinators, staff and director exists, with regular meetings and contacts. Demographic data for each school district is listed below.

NAME OF DISTRICT: Allenstown			
DISTRICT ENROLLMENT DATA	2003-04	2004-05	2005-06
Total Student Enrollment (ages 6-21) (as of Oct 1)	747	753	719
Expenditure Per Pupil	\$8,088.62	\$9,150.99	
Cumulative Drop-Out % (grades 9-12) students with disabilities	.08	.05	
Cumulative Drop-Out % (grades 9-12) non-disabled students	1.3	1.9	1.1
Free/Reduced Lunch %	21.2	18.5	20.2
Title I %	7.9	12.7	9
LEP %	0	0	0
SPECIAL EDUCATION PROGRAM DATA	2003-04	2004-05	2005-06
# of Identified Students Ages 3-5 (as of Oct. 1)	4	3	5
# of Identified Students Ages 6-21 (as of Oct. 1)	129	125	126
% Identified Ages 6-21 (as of Oct. 1)	17.3	16.6	17.5
# Out of District	23	27	28
% Out of District	3.1	3.6	3.9
# of Students Out of Compliance (as of Oct. 1)			3
Special Programs Total Expenditure	\$1,865,190.35	\$2,190,109.23	
Average Caseload (as of Oct. 1)	16	15	15
# Identified Students Suspended One Or More Times		5	
# of students with disabilities who are being provided home instruction (as of Dec.1)		4	2
# of students with disabilities who have been placed on a "shortened school day" (as of Dec. 1)		1	0
Special Education Staffing: (report in FTEs)	2003-04	2004-05	2005-06
# of Special Educators			4
# of Related Service Providers			13
# of Paraprofessionals			27 (2 vacant)

NAME OF DISTRICT: Chichester			
DISTRICT ENROLLMENT DATA	2003-04	2004-05	2005-06
Total Student Enrollment (ages 6-21) (as of Oct 1)	385	381	407
Expenditure Per Pupil	\$8,536.36	\$9,346.09	
Cumulative Drop-Out % (grades 9-12) students with disabilities	.03	.03	
Cumulative Drop-Out % (grades 9-12) non-disabled students	.08	1.3	.07
Free/Reduced Lunch %	5.5	5.8	4.4
Title I %	7.5	3.1	3.2
LEP %	0	0	0
SPECIAL EDUCATION PROGRAM DATA	2003-04	2004-05	2005-06
# of Identified Students Ages 3-5 (as of Oct. 1)	4	3	2
# of Identified Students Ages 6-21 (as of Oct. 1)	44	47	55
% Identified Ages 6-21 (as of Oct. 1)	11.4	12.3	13.5
# Out of District	5	4	4
% Out of District	1.3	1.0	1.0
# of Students Out of Compliance (as of Oct. 1)			1
Special Programs Total Expenditure	\$713,239.21	\$755,508.17	
Average Caseload (as of Oct. 1)	15	15	15
# Identified Students Suspended One Or More Times		1	
# of students with disabilities who are being provided home instruction (as of Dec.1)		0	0
# of students with disabilities who have been placed on a "shortened school day" (as of Dec. 1)		0	0
Special Education Staffing: (report in FTEs)	2003-04	2004-05	2005-06
# of Special Educators			2.5
# of Related Service Providers			1-3/5
# of Paraprofessionals			12

NAME OF DISTRICT: Deerfield			
DISTRICT ENROLLMENT DATA	2003-04	2004-05	2005-06
Total Student Enrollment (ages 6-21) (as of Oct 1)	781	769	846
Expenditure Per Pupil	\$9,246.71	\$9,913.81	
Cumulative Drop-Out % (grades 9-12) students with disabilities	.01	.01	
Cumulative Drop-Out % (grades 9-12) non-disabled students	.01	.01	.01
Free/Reduced Lunch %	8.5	12.1	10.8
Title I %	3.0	6.9	4.1
LEP %	0	0	0

SPECIAL EDUCATION PROGRAM DATA	2003-04	2004-05	2005-06
# of Identified Students Ages 3-5 (as of Oct. 1)	9	9	9
# of Identified Students Ages 6-21 (as of Oct. 1)	127	130	116
% Identified Ages 6-21 (as of Oct. 1)	16.3	16.9	13.7
# Out of District	52	54	47
% Out of District	40.9	41.5	40.5
# of Students Out of Compliance (as of Oct. 1)			12
Special Programs Total Expenditure	\$2,341,850.24	\$2,470,330.59	
Average Caseload (as of Oct. 1)	12	12	12
# Identified Students Suspended One Or More Times		0	
# of students with disabilities who are being provided home instruction (as of Dec.1)		0	0
# of students with disabilities who have been placed on a "shortened school day" (as of Dec. 1)		0	0
Special Education Staffing: (report in FTEs)	2003-04	2004-05	2005-06
# of Special Educators			8.5
# of Related Service Providers			8
# of Paraprofessionals			36

NAME OF DISTRICT: Epsom			
DISTRICT ENROLLMENT DATA	2003-04	2004-05	2005-06
Total Student Enrollment (ages 6-21) (as of Oct 1)	677	736	696
Expenditure Per Pupil	\$7,418.15	\$7,829.71	
Cumulative Drop-Out % (grades 9-12) students with disabilities	.03	.05	
Cumulative Drop-Out % (grades 9-12) non-disabled students	.07	.04	.09
Free/Reduced Lunch %	8.9	8.4	7.8
Title I %	9.7	6.1	9.5
LEP %	0	.03	.03
SPECIAL EDUCATION PROGRAM DATA	2003-04	2004-05	2005-06
# of Identified Students Ages 3-5 (as of Oct. 1)	5	11	7
# of Identified Students Ages 6-21 (as of Oct. 1)	61	73	66
% Identified Ages 6-21 (as of Oct. 1)	9	9.9	9.5
# Out of District	8	7	6
% Out of District	1.2	1.0	.09
# of Students Out of Compliance (as of Oct. 1)			
Special Programs Total Expenditure	\$1,066,962.97	\$1,118,223.29	
Average Caseload (as of Oct. 1)	14.33	18.66	16.66
# Identified Students Suspended One Or More Times		11	
# of students with disabilities who are being provided home instruction (as of Dec.1)		0	0
# of students with disabilities who have been placed on a "shortened school day" (as of Dec. 1)		0	0

Special Education Staffing: (report in FTEs)	2003-04	2004-05	2005-06
# of Special Educators			3
# of Related Service Providers			3
# of Paraprofessionals			18

NAME OF DISTRICT: Pembroke			
DISTRICT ENROLLMENT DATA	2003-04	2004-05	2005-06
Total Student Enrollment (ages 6-21) (as of Oct 1)	1,216	1,234	1,226
Expenditure Per Pupil	\$8,449.04	\$9,169.41	
Cumulative Drop-Out % (grades 9-12) students with disabilities	.01	.03	
Cumulative Drop-Out % (grades 9-12) non-disabled students	1.2	.09	.06
Free/Reduced Lunch %	19.2	18.7	27.4
Title I %	21	20	35
LEP %	.01	.02	.02
SPECIAL EDUCATION PROGRAM DATA	2003-04	2004-05	2005-06
# of Identified Students Ages 3-5 (as of Oct. 1)	19	10	19
# of Identified Students Ages 6-21 (as of Oct. 1)	211	194	190
% Identified Ages 6-21 (as of Oct. 1)	17.4	15.7	15.5
# Out of District	31	32	34
% Out of District	14.7	16.5	17.9
# of Students Out of Compliance (as of Oct. 1)			17.9
Special Programs Total Expenditure	\$3,592,385.78	\$4,091,040.08	
Average Caseload (as of Oct. 1)	11	12	10.5
# Identified Students Suspended One Or More Times		5	
# 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)		0	0
Special Education Staffing: (report in FTEs)	2003-04	2004-05	2005-06
# of Special Educators			13.5
# of Related Service Providers			12
# of Paraprofessionals			51*

*includes all TLC Paras

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 53 on March 28-29, 2006 for the purpose of reviewing the present status of programs and services made available to children and youth with educational disabilities.

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

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

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

- All application materials submitted by the SAU
- Status of corrective actions since the last NHDOE Special Education Program Approval Visit
- Personnel credentials for special education staff (verified by NHDOE)
- Program descriptions and SPEDIS verification reports
- All data collected during the visit
- Three new or changed special education programs seeking approval from the NHDOE were reviewed during the visit. A second resource room program at the Chichester Central School, the preschool program at the Deerfield Community School and the changes in the Life Skills program at Three Rivers School in Pembroke were visited and observed.

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

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

Throughout the entire review process, the visiting team worked in collaboration with the staff of SAU 53. Their professionalism, active involvement in the process and cooperation were greatly appreciated and well recognized.

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

Based on review of the January 10-11, 2001 NHDOE Special Education Program Approval Report, the following patterns were identified as needing improvement. However, at a corrective action visit on May 23, 2002 it was noted that all compliance issues had been MET.

Finding of Non-Compliance	Corrective Action and Expected Completion Date	Status of Completion: met, partially met, not met
ED 1109,1111,1115, CFR 300.347, 300-346 Elements of the IEP	There were elements of the IEPs and other forms which were missing. The SAU revised the forms to include all the necessary components to ensure that IEPs are in compliance and that students with disabilities are receiving FAPE.	Met
ED 1115.06 Least restrictive Environment	The revised IEP form contains the extent that the students will not participate with non-disabled children and has an LRE checklist ensuring that all students are educated with their typical peers.	Met
ED 1108, CFR 300.534 Determination of Disability – Multidisciplinary Team	Appropriate forms were developed to ensure that proper procedures are followed at meetings and that the team includes all the members, as required by the regulations.	Met
ED 1123 Confidentiality Requirements	All files now contain a record of disclosure and written prior notice.	Met
ED 1125, 1130 Procedural Safeguards	Forms were developed to ensure proper procedures were followed in meetings, thus ensuring FAPE for all students.	Met

V. MARCH 28-29, 2006 CASE STUDY COMPLIANCE REVIEW RESULTS

Data collection is an important part of the NHDOE Special Education Case Study Compliance Review Process. In SAU 53, the NHDOE worked with staff and administration in the selection of case studies to ensure that there was a representative sampling of data collected from the various programs and schools located within the school district. 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 types 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.

As part of the NHDOE Special Education Program Approval Visit, Case Study Compliance Reviews were conducted at all of the schools in SAU 53. A total of 20 case study reviews were reviewed and presented, ranging from preschool age children through high school age students. Also, in conjunction with a compliance visit to Concord High School a Deerfield high school age student with disabilities was reviewed at that time.

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 28-29, 2006 Case Study Compliance Review in SAU 53.

As noted in the district’s analysis of the parent survey results, parents’ responses indicated that they were satisfied with the programs and services provided for their children in the schools of SAU 53. A total of 532 surveys were sent out, 148 parents returned the form which is a return rate of 27%. In addition to the parent survey, as mentioned above, parents of the children whose cases are reviewed were formally interviewed by visiting and building team members. In the case of SAU 53, 20 parents answered questions and commented on their child’s program. One parent, in her interview, stated that she is very involved in her child’s program and that the “teachers are always there for me 24/7.” Similar positive comments were made by all of the parents interviewed.

SUMMARY OF SCHOOL PARENT SURVEY DATA

SAU: 53 Allenstown Elementary School		
Total number of surveys sent: 44	Total # of completed surveys received: 10	Percent of response: 23%

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

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

SAU: 53 Allenstown Middle – Armand Dupont School		
Total number of surveys sent: 34	Total # of completed surveys received: 10	Percent of response: 29%

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

SAU:53 Chichester Elementary – Chichester Central School		
Total number of surveys sent: 21	Total # of completed surveys received: 7	Percent of response: 33%

ACCESS TO THE GENERAL CURRICULUM:	3	2	1	No Answer
I am satisfied with my child's program and the supports that he/she receives.	6	1		
My child has opportunities to interact with non-disabled peers on a regular basis.	7			
I am adequately informed about my child's progress.	7			
My child is informed about and encouraged to participate in school activities outside of the school day, and is offered necessary supports.	6			1
My child feels safe and secure in school and welcomed by staff and students.	6	1		

A variety of information (observations, test scores, school work, parent input) was used in developing my child's IEP.	5			2
I am satisfied with the progress my child is making toward his/her IEP goals.	6	1		
FOR PARENTS OF HIGH SCHOOL STUDENTS:				
My child earns credits toward a regular high school diploma in all of his/her classes.				
TRANSITION:				
I am satisfied with the planning and support provided for the moves my child has made from grade to grade and school to school.	6			1
All of the people who are important to my child's transition were part of the planning.	5			2
FOR PARENTS OF STUDENTS AGE 16 OR OLDER:				
I am satisfied with the written secondary transition plan that is in my child's IEP.				
BEHAVIOR STRATEGIES AND DISCIPLINE:				
My child's classroom behaviors affect his/her ability to learn. <i>If yes, please answer the next two questions. If no, skip to OTHER.</i>		YES 6		NO 1
I have been involved in the development of behavior interventions, strategies and supports for my child.	6			
I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs.	6			
OTHER:				
I fully participate in special education decisions regarding my child.	7			
I have been provided with a copy of the procedural safeguards (parental rights) at least once a year.	7			

SAU: 53 Chichester Middle – Chichester Central School		
Total number of surveys sent: 19	Total # of completed surveys received: 5	Percent of response: 26%

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

I fully participate in special education decisions regarding my child.	5			
I have been provided with a copy of the procedural safeguards (parental rights) at least once a year.	5			

SAU: 53 Deerfield Preschool – Deerfield Community School		
Total number of surveys sent: 6	Total # of completed surveys received: 6	Percent of response: 100%

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

SAU: 53 Deerfield Elementary – Deerfield Community School		
Total number of surveys sent: 50	Total # of completed surveys received: 19	Percent of response: 38%

ACCESS TO THE GENERAL CURRICULUM:	3	2	1	No Answer
I am satisfied with my child’s program and the supports that he/she receives.	15	4		
My child has opportunities to interact with non-disabled peers on a regular basis.	17	1		1
I am adequately informed about my child’s progress.	11	7	1	
My child is informed about and encouraged to participate in school activities outside of the school day, and is offered necessary supports.	9	5	5	
My child feels safe and secure in school and welcomed by staff and students.	15	4		

A variety of information (observations, test scores, school work, parent input) was used in developing my child's IEP.	16	2		1
I am satisfied with the progress my child is making toward his/her IEP goals.	11	7	1	
FOR PARENTS OF HIGH SCHOOL STUDENTS:				
My child earns credits toward a regular high school diploma in all of his/her classes.				
TRANSITION:				
I am satisfied with the planning and support provided for the moves my child has made from grade to grade and school to school.	13	1		5
All of the people who are important to my child's transition were part of the planning.	14	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.				
BEHAVIOR STRATEGIES AND DISCIPLINE:				
My child's classroom behaviors affect his/her ability to learn. <i>If yes, please answer the next two questions. If no, skip to OTHER.</i>		YES 6		NO 10
I have been involved in the development of behavior interventions, strategies and supports for my child.	7	3		
I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs.	7	3		
OTHER:				
I fully participate in special education decisions regarding my child.	18	1		
I have been provided with a copy of the procedural safeguards (parental rights) at least once a year.	19			

SAU: 53 Deerfield Middle – Deerfield Community School		
Total number of surveys sent: 38	Total # of completed surveys received: 10	Percent of response: 26%

ACCESS TO THE GENERAL CURRICULUM:	3	2	1	No Answer
I am satisfied with my child's program and the supports that he/she receives.	6	4		
My child has opportunities to interact with non-disabled peers on a regular basis.	10			
I am adequately informed about my child's progress.	9		1	
My child is informed about and encouraged to participate in school activities outside of the school day, and is offered necessary supports.	6	2	2	
My child feels safe and secure in school and welcomed by staff and students.	9	1		
A variety of information (observations, test scores, school work, parent input) was used in developing my child's IEP.	10			
I am satisfied with the progress my child is making toward his/her IEP goals.	7	3		
FOR PARENTS OF HIGH SCHOOL STUDENTS:				
My child earns credits toward a regular high school diploma in all of his/her classes.				
TRANSITION:				
I am satisfied with the planning and support provided for the moves my child has made from grade to grade and school to school.	8	2		
All of the people who are important to my child's transition were part of the planning.	8			2
FOR PARENTS OF STUDENTS AGE 16 OR OLDER:				
I am satisfied with the written secondary transition plan that is in my child's IEP.				
BEHAVIOR STRATEGIES AND DISCIPLINE:				
My child's classroom behaviors affect his/her ability to learn. <i>If yes, please answer the next two questions. If no, skip to OTHER.</i>		YES 6		NO 2
I have been involved in the development of behavior interventions, strategies and supports for my child.	3	2	1	
I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs.	3	3		
OTHER:				

I fully participate in special education decisions regarding my child.	10			
I have been provided with a copy of the procedural safeguards (parental rights) at least once a year.	10			

SAU: 53 Epsom Preschool		
Total number of surveys sent: 5	Total # of completed surveys received: 5	Percent of response: 100%

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

SAU: 53 Epsom Elementary – Epsom Central School		
Total number of surveys sent: 28	Total # of completed surveys received: 9	Percent of response: 32%

ACCESS TO THE GENERAL CURRICULUM:	3	2	1	No Answer
I am satisfied with my child's program and the supports that he/she receives.	8			1
My child has opportunities to interact with non-disabled peers on a regular basis.	8	1		
I am adequately informed about my child's progress.	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	2		1
My child feels safe and secure in school and welcomed by staff and students.	9			

A variety of information (observations, test scores, school work, parent input) was used in developing my child's IEP.	9			
I am satisfied with the progress my child is making toward his/her IEP goals.	8	1		
FOR PARENTS OF HIGH SCHOOL STUDENTS:				
My child earns credits toward a regular high school diploma in all of his/her classes.				
TRANSITION:				
I am satisfied with the planning and support provided for the moves my child has made from grade to grade and school to school.	6			3
All of the people who are important to my child's transition were part of the planning.	5	2		2
FOR PARENTS OF STUDENTS AGE 16 OR OLDER:				
I am satisfied with the written secondary transition plan that is in my child's IEP.				
BEHAVIOR STRATEGIES AND DISCIPLINE:				
My child's classroom behaviors affect his/her ability to learn. <i>If yes, please answer the next two questions. If no, skip to OTHER.</i>		YES 2		NO 5
I have been involved in the development of behavior interventions, strategies and supports for my child.	5			4
I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs.	5			4
OTHER:				
I fully participate in special education decisions regarding my child.	9			
I have been provided with a copy of the procedural safeguards (parental rights) at least once a year.	9			

SAU: 53 Pembroke Preschool		
Total number of surveys sent: 1	Total # of completed surveys received: 1	Percent of response: 100%

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

I fully participate in special education decisions regarding my child.	1			
I have been provided with a copy of the procedural safeguards (parental rights) at least once a year.	1			

SAU: 53 Pembroke Elementary – Hill and Village Schools		
Total number of surveys sent: 46	Total # of completed surveys received: 8	Percent of response: 17%

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

SAU: Pembroke Middle – Three Rivers School		
Total number of surveys sent: 74	Total # of completed surveys received: 19	Percent of response: 26%

ACCESS TO THE GENERAL CURRICULUM:	3	2	1	No Answer
I am satisfied with my child's program and the supports that he/she receives.	14	4	1	
My child has opportunities to interact with non-disabled peers on a regular basis.	17	1	1	
I am adequately informed about my child's progress.	12	7	1	
My child is informed about and encouraged to participate in school activities outside of the school day, and is offered necessary supports.	15	2	2	
My child feels safe and secure in school and welcomed by staff and students.	14	4	1	

A variety of information (observations, test scores, school work, parent input) was used in developing my child's IEP.	16	3		
I am satisfied with the progress my child is making toward his/her IEP goals.	13	4	2	
FOR PARENTS OF HIGH SCHOOL STUDENTS:				
My child earns credits toward a regular high school diploma in all of his/her classes.				
TRANSITION:				
I am satisfied with the planning and support provided for the moves my child has made from grade to grade and school to school.	12	5		2
All of the people who are important to my child's transition were part of the planning.	14	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.				
BEHAVIOR STRATEGIES AND DISCIPLINE:				
My child's classroom behaviors affect his/her ability to learn. <i>If yes, please answer the next two questions. If no, skip to OTHER.</i>		YES 11		NO 7
I have been involved in the development of behavior interventions, strategies and supports for my child.	11	2		
I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs.	9	3	1	
OTHER:				
I fully participate in special education decisions regarding my child.	17	2		
I have been provided with a copy of the procedural safeguards (parental rights) at least once a year.	18	1		

SAU: 53 Pembroke, Allenstown, Chichester, Epsom High School – Pembroke Academy		
Total number of surveys sent: 146	Total # of completed surveys received: 36	Percent of response: 25%

ACCESS TO THE GENERAL CURRICULUM:	3	2	1	No Answer
I am satisfied with my child's program and the supports that he/she receives.	19	11	1	
My child has opportunities to interact with non-disabled peers on a regular basis.	25	5	2	4
I am adequately informed about my child's progress.	18	11	6	1
My child is informed about and encouraged to participate in school activities outside of the school day, and is offered necessary supports.	18	9	8	1
My child feels safe and secure in school and welcomed by staff and students.	20	11	3	2
A variety of information (observations, test scores, school work, parent input) was used in developing my child's IEP.	23	9	1	3
I am satisfied with the progress my child is making toward his/her IEP goals.	17	14	4	1
FOR PARENTS OF HIGH SCHOOL STUDENTS:				
My child earns credits toward a regular high school diploma in all of his/her classes.	26	4	2	4
TRANSITION:				
I am satisfied with the planning and support provided for the moves my child has made from grade to grade and school to school.	20	7	6	3
All of the people who are important to my child's transition were part of the planning.	20	11	2	3
FOR PARENTS OF STUDENTS AGE 16 OR OLDER:				
I am satisfied with the written secondary transition plan that is in my child's IEP.	17	5	4	10
BEHAVIOR STRATEGIES AND DISCIPLINE:				
My child's classroom behaviors affect his/her ability to learn. <i>If yes, please answer the next two questions. If no, skip to OTHER.</i>		YES 22		NO 14
I have been involved in the development of behavior interventions, strategies and supports for my child.	20	1		2
I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs.	15	5	2	3

OTHER:				
I fully participate in special education decisions regarding my child.	28	4		4
I have been provided with a copy of the procedural safeguards (parental rights) at least once a year.	29	2		5

SAU: 53 Out of District – Elementary		
Total number of surveys sent: 14	Total # of completed surveys received: 3	Percent of response: 21%

ACCESS TO THE GENERAL CURRICULUM:	3	2	1	No Answer
I am satisfied with my child’s program and the supports that he/she receives.	2		1	
My child has opportunities to interact with non-disabled peers on a regular basis.	2	1		
I am adequately informed about my child’s progress.	2		1	
My child is informed about and encouraged to participate in school activities outside of the school day, and is offered necessary supports.	2	1		
My child feels safe and secure in school and welcomed by staff and students.	2	1		
A variety of information (observations, test scores, school work, parent input) was used in developing my child’s IEP.	2	1		
I am satisfied with the progress my child is making toward his/her IEP goals.	2		1	
FOR PARENTS OF HIGH SCHOOL STUDENTS:				
My child earns credits toward a regular high school diploma in all of his/her classes.				

TRANSITION:				
I am satisfied with the planning and support provided for the moves my child has made from grade to grade and school to school.	1		1	1
All of the people who are important to my child’s transition were part of the planning.	1	1		1
FOR PARENTS OF STUDENTS AGE 16 OR OLDER:				
I am satisfied with the written secondary transition plan that is in my child’s IEP.				

BEHAVIOR STRATEGIES AND DISCIPLINE:				
My child’s classroom behaviors affect his/her ability to learn. <i>If yes, please answer the next two questions. If no, skip to OTHER.</i>	YES		NO	
	1			
I have been involved in the development of behavior interventions, strategies and supports for my child.	1	2		
I am satisfied with the way the school is supporting my child’s behavioral, social and developmental needs.	2	1		

OTHER:				
I fully participate in special education decisions regarding my child.	1	1		1
I have been provided with a copy of the procedural safeguards (parental rights) at least once a year.	1			2

SAU: 53 Out of District – Middle School		
Total number of surveys sent: 11	Total # of completed surveys received: 5	Percent of response: 45%

ACCESS TO THE GENERAL CURRICULUM:	3	2	1	No Answer
I am satisfied with my child’s program and the supports that he/she receives.	3	1		1
My child has opportunities to interact with non-disabled peers on a regular basis.	2		2	1
I am adequately informed about my child’s progress.	4	1		
My child is informed about and encouraged to participate in school activities outside of the school day, and is offered necessary supports.	2	1	2	
My child feels safe and secure in school and welcomed by staff and students.	4	1		

A variety of information (observations, test scores, school work, parent input) was used in developing my child's IEP.	4	1		
I am satisfied with the progress my child is making toward his/her IEP goals.	4		1	
FOR PARENTS OF HIGH SCHOOL STUDENTS:				
My child earns credits toward a regular high school diploma in all of his/her classes.				
TRANSITION:				
I am satisfied with the planning and support provided for the moves my child has made from grade to grade and school to school.	4	1		
All of the people who are important to my child's transition were part of the planning.	2	1		2
FOR PARENTS OF STUDENTS AGE 16 OR OLDER:				
I am satisfied with the written secondary transition plan that is in my child's IEP.				
BEHAVIOR STRATEGIES AND DISCIPLINE:				
My child's classroom behaviors affect his/her ability to learn. <i>If yes, please answer the next two questions. If no, skip to OTHER.</i>		YES 4		NO
I have been involved in the development of behavior interventions, strategies and supports for my child.	4		1	
I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs.	4		1	
OTHER:				
I fully participate in special education decisions regarding my child.	4	1		
I have been provided with a copy of the procedural safeguards (parental rights) at least once a year.	5			

SAU: 53 Out of District – High School		
Total number of surveys sent: 23	Total # of completed surveys received: 6	Percent of response: 26%

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

OTHER:				
I fully participate in special education decisions regarding my child.	6			
I have been provided with a copy of the procedural safeguards (parental rights) at least once a year.	6			

SAU: 53 Deerfield High School Students – Concord High School		
Total number of surveys sent: 31	Number returned: 4	Percent of response: 12

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

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

Access To The General Curriculum

Implementation of IEPs

Provision of Non-Academic Services

Full Access to the District's Curriculum

Equal Education Opportunity

Based on the case studies conducted, along with other NHDOE Special Education Program Approval Activities, it was apparent that SAU 53 personnel, at all levels, are committed to delivering special education programming and services to students in the least restrictive environment. The SAU has developed a strong continuum of programs designed to meet the needs of students at different instructional levels and with differing needs. Each school's inclusive philosophy was very evident to the visiting team, who had the opportunity to spend time in each school. New or changed programs, including the Deerfield Preschool, the Chichester Second Resource Room and the Life Skills program at the Three Rivers School were observed. Several issues relative to students with disabilities having the same access to the general curriculum were noticed by visiting team members. Special education teams, while writing IEPs need to be sure that the annual goal is written in measurable terms and that there is a clear statement in the IEP (for older students) that they have an equal opportunity to earn a regular high school diploma. Meeting the NHDOE requirement for completing evaluations within the 45-day timeline is a challenge, but the district needs to keep working to make sure that evaluation/identification is not prolonged. However, overall, students with disabilities have full access to all of the programs and activities offered for all students in SAU 53.

Transition

Transition Planning

Process: Provision of FAPE

Transition Services

SAU 53 personnel devote considerable time to collaborative planning for program transitions for students with disabilities, as well as their non-disabled peers. Planning is intentional and occurs on a scheduled and regular basis between general and special educators and between professionals, paraprofessionals and parents. Staff, particularly at Pembroke Academy, have strong relationships with outside agencies and have developed a "wrap around" philosophy with regard to implementation of a student's IEP. The case study presentations at all schools showed a variety of transition processes that are in place, many of which are mentioned in the building summaries below. The district needs to be sure that, beginning at age 14, or younger if appropriate, the notice includes an invitation to the student to attend his/her IEP meeting. Transition plans for students older than 16 should include measurable post high school goals. Under the new IDEA 04', students whose special education eligibility terminates due to graduation or exceeding the age eligibility requirement, must be provided a "Summary of Performance." In all cases it was evident that students with disabilities in SAU 53 have many transition services in place, which contribute to their progress at the next level.

Behavior Strategies and Discipline

In SAU 53, each of the schools provides a safe, orderly and child centered environment. Teachers and students demonstrate a genuine respect for one another and there is pride in their schools. Some of the schools have school wide discipline programs (PBIS, Responsive classroom) while others have developed programs and policies and procedures that guide student behaviors, both in and outside of the classroom setting. All staff work together to ensure that challenging student behaviors are handled in a proactive manner and individual behavior plans, as appropriate, are written and assessed on an ongoing basis. For those students with disabilities who need specialized behavioral supports, individual plans and services are developed and become a part of the student's IEP. As a result of the Case Study Compliance Review, there were no citations on non-compliance identified in the area of behavior and discipline.

NEW PROGRAMS SEEKING APPROVAL FROM THE NHDOE, BUREAU OF SPECIAL EDUCATION

Changes in one program and two new programs were reviewed during the program approval and monitoring visit. The Life Skills program at Three Rivers School had requested an increase in capacity to 12 students and a change in the disabilities of students having access to that program. Previously the school was approved to provide programs for students with speech/language, health impairments and learning disabilities. However, the district has the need to include children with all disabilities, as appropriate, in this program. The room for the Life Skills program is very large and bright. It is divided up into learning areas and is quite adequate to serve up to 12 students. The program staff includes two full time teachers and several paraprofessionals. The program has a curriculum, which includes academic, vocational, self-help and life skills areas.

In Chichester, the district was requesting approval of a second resource room area, for individual or small group special education instruction. The room is a space converted from an office and is smaller than the first resource room but it is brightly decorated and has materials and furniture that fit within the room. It would not be used for more than three or four students and staff at the same time, so it appears to be adequate space for instruction of one or two small groups of students.

The Deerfield Community School was seeking approval of a new preschool program. The visiting team reviewed the program, including the space, curriculum, staffing, etc. and agreed that the new preschool program should be approved. As a result of visiting each of these programs, there were no citations of noncompliance identified, and therefore it will be recommended to the NHDOE, Bureau of Special Education that full approval be issued.

COMMENDATIONS

1. Staff throughout the SAU are consistently described as dedicated and skilled individuals, demonstrating collegiality, professionalism, and a strong collaboration between general and special educators.
2. The case study presentations prepared by school district staff were of high quality.
3. Within the SAU there is strong leadership, support and communication.
4. The hiring of a full time SAU out-of-district coordinator and a part-time Court Liaison person ensures that out of district students receive FAPE.
5. There is an array of programs, providing a continuum of least restrictive programs for all students.
6. Total inclusion exists at all schools within the SAU; a full time inclusion coordinator assists with this process.
7. There are a large number of Innovative Practices in all the schools and at all levels in the SAU.
8. There are many opportunities for staff development and training, using grant funding to provide consultants and other resources for continued staff improvement.
9. The “teaming” for grade 9 students at Pembroke Academy is commendable. Four teams of general and special educators work together to provide instruction in the core subject areas.
10. The Alternative program at Pembroke Academy provides many options for students with disabilities.
11. A Spanish program is provided for all students at all grades at the Chichester Central School.
12. The District’s plan to use data to inform and guide their curriculum practices is forward –looking. Staff uses many tools, such as the NWEA and MAPS programs, to assess student performance.
13. There are portfolios for all children at the Hill School and individual student plans for each child at the Chichester Central School.
14. Excellent Transition programs are in place throughout the district that have a positive impact on student success.

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.

As a result of the visit to SAU 53, it quickly became apparent that there are few issues of significance within the buildings that need to be addressed, as listed below.

- NHDOE requires that physical space for classrooms and other instructional programs (related services, tutoring, testing, etc.) meet the same requirements as those spaces for students without disabilities. The physical space must be of sufficient size to accommodate program modifications and is necessary to implement the children's IEPs and to provide for all other learning activities. In four of the districts within SAU 53, physical space is an issue for students with disabilities, as well as typical children. While the schools have been creative with the use of space, visiting team members observed that there was inadequate space for assessment, related services, meetings, small group instruction and other activities for children with disabilities. In one school, the need for a behavior program cannot move forward because there is no space to put the program, and in another school there is a need for more computers for instruction and technology access but again, no place to put the instructional program if the district had the resources to provide it. Each district needs to continue to address this area, so that children with special instructional needs are receiving FAPE. Some paperwork issues, when corrected, will ensure that students with disabilities are receiving full access to the same programs as their nondisabled peers.

The SAU has worked hard to develop a very positive; results oriented learning environment for all students, preschool through high school.

**CITATIONS OF NONCOMPLIANCE IDENTIFIED AS A RESULT OF THE
MARCH 28-29,2006 CASE STUDY COMPLIANCE REVIEW**

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

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

1. Ed 1109.01 CFR 300.347 (a) (2)Elements of an IEP- Not all IEP's reviewed during the Case Study presentations had evidence of measurable annual goals.
2. Ed 1109.04 CFR 300.345 (3) (ii)- Students at age 16 or older must be invited to IEP meetings.
3. Ed 1119.08 Diplomas- For students in out of district placements the file needs to include a clear statement of how the student will earn graduation credits toward a regular diploma.
4. Ed 1107.04 (d) Evaluation process- In many of the cases reviewed, evaluations were not completed within the 45 day timeframe. While extensions were granted, the district needs to assure that evaluations are completed in a timely manner.
5. Ed 1109.01 CFR 300.347- Transition plan goals for students over the age of 16 must be written in measurable post high school goals. These were missing in two IEP's of the high school students' case reviews.
6. Ed 1119.06 Facilities- The district needs to provide facilities for students with disabilities that are adequate and of the same quality and space as for children without disabilities.

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. The NHDOE strongly encourages that serious consideration be given to these suggestions. However, discretion may be used in this area; suggestions for improvement are not considered to be required corrective actions and you may determine which suggestions most warrant follow up and address those in your corrective action plan. **System wide suggestions for improvement are listed below. Suggestions for individual programs are included in the Building Level Case Study Data Summary Reports, pages 28-96.** 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 is also listed above with the citations of noncompliance.

1. Under the IDEA 2004, Sec. 614 (c) (5) (B) (ii), districts are required to write a “Summary of Performance” for students whose special education eligibility terminates due to graduation or exceeding the age eligibility. The staff at Pembroke Academy is working on a process to assure that this is included in students’ files, as the students finish their programs in the district. Although this is not a citation, it is suggested that the staff continue to work on this, so that all students who leave the district are able to take the summary of their performance with them as they enter the community and the world of work.
2. The SAU has begun to look at Literacy programs at all levels. It is suggested that leadership continue this effort, perhaps focusing on early literacy programs at preschool and kindergarten as well as at the high school.
3. Continue to explore increasing alternatives for students with behavioral issues at some buildings.

Other building-specific suggestions are listed below in the building summaries.

VI. BUILDING LEVEL SUMMARY REPORTS

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: 53	School: Allenstown Elementary	Date: 3/29/06
Programs: Regular Education Classroom/Resource Room		Number of Cases Reviewed: 2
Recorder/Summarizer: John Harwood		

Collaborative Team Members:

Name: Donna Finner	Visiting
Name: John Harwood	Visiting
Name: Kinni Doherty	Visiting
Name: Jane L. Dymont	Building Level
Name: Anthony Blinn	Building Level
Name: Kathy Cruson	Building Level
Name: Lisa Rounds	Building Level
Name:	Building Level or Visiting

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

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

SUMMARY OF BUILDING LEVEL DATA

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

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

Access to the General Curriculum

Strengths

1. Students are fully included in a regular education classroom.
2. Good collaboration between team members and grade to grade.
3. Knowledgeable staff.
4. Good administrative support.

Suggestions for Improvement

1. *Need to develop annual measurable goals to dove tail with objectives.
2. Training for IEP writing would be beneficial.

SUMMARY OF BUILDING LEVEL DATA

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

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

Strengths	Suggestions for Improvement
<ol style="list-style-type: none">1. Students who have difficulty with transitions benefit from delivering notes etc. to next grade level teachers prior to the end of the year.2. Move up day.3. Resource room teachers visiting across grade levels in both classrooms and resource rooms.	<ol style="list-style-type: none">1. No suggestions in this area. Keep up the good work.

SUMMARY OF BUILDING LEVEL DATA

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

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

SUMMARY OF BUILDING LEVEL STRENGTHS AND SUGGESTIONS FOR IMPROVEMENT

Strengths	Suggestions for Improvement
<ol style="list-style-type: none">1. Knowledgeable, dedicated and caring staff.2. Comfortable environment; safe.3. Students have clear access to curriculum and are included with support as needed.	<ol style="list-style-type: none">1. *Space – more room is needed for implementation of program needs.<ul style="list-style-type: none">• OT/PT space• Space for testing• Space for special education to work with students2. Computer lab with updated equipment – technology/training for students to be able to use computer for instruction.

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: 53	School: Armand R. Dupont Middle School	Date: 3/29/06
Programs: Modified Regular Programs		Number of Cases Reviewed: 2
Recorder/Summarizer: Deb Matsumoto/Janet Gross		

Collaborative Team Members:

Name: Molly Ireland	Building Level
Name: Nicole Cotnoir	Building Level
Name: Anne Barnett	Building Level
Name: Anthony Blinn	Building Level
Name: Deb Matsumoto	Visiting
Name: Janet Gross	Visiting
Name:	Building Level or Visiting
Name:	Building Level or Visiting
Name:	Building Level or Visiting
Name:	Building Level or Visiting
Name:	Building Level or Visiting
Name:	Building Level or Visiting

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

SUMMARY OF BUILDING LEVEL DATA

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

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

Access to the General Curriculum

Strengths

1. Full inclusionary model.
2. Low class sizes.
3. Governor Benson LapTop Initiative (grades 6-8 have individual laptops).
4. A wealth of student recognition (student of the month assemblies, artist of the month, etc.)
5. Curriculum mapping, NWEA, Edline Program, Star Reading Assessment, Easy Grade Pro.
6. Dedicated professional staff.
7. Strength of referral process.
8. Student store run by identified students, organized by the Speech Language Pathologist.
9. Commendable home to school coordination services (social worker empowers parents in the Special Education Process).

Suggestions for Improvement

1. *Address consistent measurement of annual goals (not written in measurable terms).
2. Explore ways to recruit and retain knowledgeable paraprofessional staff and provide adequate training opportunities for them.
3. *Address building spatial needs (half of 5th grade in modulars, inadequate space for testing detained students, related services, etc.).
4. Explore the feasibility of implementing music and literacy programs.
5. Address school to home communication issues regarding homework and behavioral infractions.
6. Explore ways to expand PE program (currently offered only as a rotating “special”), particularly for students with impulsivity/hyperactivity challenges.
7. Address impact of grade specific rotating schedules on delivery of special education services.
8. Address need for more planning time across grade level teams for case managers who handle two grade levels each.

SUMMARY OF BUILDING LEVEL DATA

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

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

Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> 1. Step up day, ice cream social, tours, freshman teaming. 2. High School has a two week summer program “pushing your limits” for all incoming freshman. 3. Elementary school students attend middle school assemblies. 4. Collaboration/consultation with psychologist who is in both the elementary and middle schools. 5. Fourth grade team meets with fifth grade team prior to onset of school year to review IEPs and determine most appropriate placements for identified students. 6. Middle school teams visit elementary schools to observe students in their classroom environment. 7. Collaboration/consultation between elementary and middle school counselors. 8. One on one student tours of high school on early release days. 	<ol style="list-style-type: none"> 1. Explore ways to align related services from elementary to middle school. 2. Explore ways to augment school to parent communication to diminish parental anxiety regarding moves from elementary to middle and middle to high schools. 3. Explore ways to increase the high school counselor’s involvement with middle school parents, as their student transitions to the high school.

SUMMARY OF BUILDING LEVEL DATA

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

<u>BEHAVIOR STRATEGIES AND DISCIPLINE</u>			YES	NO	N/A
Ed. 1109.02 Program	CFR 300.346				
Ed. 1119.11 Disciplinary Procedures	CFR 300.519-300.529				
Ed. 1133.07 (a) (b) (c) (d) (e)	CFR 300.510-300.529				
20 U.S.C. 1415 (K)					
Child Management – Private Schools	RSA 169-C Child Protection Act				
Data are used to determine impact of student behavior on his/her learning.		2			
Has this student ever been suspended from school?		1	1		
If yes, for how many days?		2			
If appropriate, a functional behavior assessment has been conducted.		2			
IEP team has addressed behaviors that are impacting student learning.		2			
A behavior intervention plan has been written to address behaviors.		2			
All individuals working with the student have been involved in developing behavior intervention strategies.		2			
Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.		2			
Results of behavior intervention strategies are evaluated and monitored.		2			
A school-wide behavior intervention model exists.		2			
Strengths	Suggestions for Improvement				
<ol style="list-style-type: none"> 1. PBIS school wide. 2. “Gotcha” feathers (positive reinforcement). 3. “Pride” room for behavioral intervention. 4. “SWIS” – a school wide information system. All have access to behavioral referral information and progress. 5. Anonymous “Anti-Bullying Box” for reporting. 6. Conflict resolution/peer mediation trained by school counselor. 7. SRO, safety talks and demonstrations as needed. 8. DARE Drug Prevention Program. 9. Cohesion of Behavioral Team vis-a-vis faculty. 10. ADD/ADHD support group (weekly breakfast facilitated by school psychologist). 11. “Buy Back” program allowing a reinstatement of points for good behavior. 	<ol style="list-style-type: none"> 1. Explore ways to extend PBIS into the home setting to increase consistency across school to home environments. 2. Explore ways to amend PBIS school wide system to accommodate special needs students. 3. Consider adding a provisionary statement to IEP relative to behavior (e.g. “social probation vs. sports participation) and code of conduct. 				

SUMMARY OF BUILDING LEVEL STRENGTHS AND SUGGESTIONS FOR IMPROVEMENT

Strengths	Suggestions for Improvement
Look at previous sections.	Look at previous sections.

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: 53	School: Chichester Central School	Date: 3/29/06
Programs: Modified Regular Education		Number of Cases Reviewed: 2
Recorder/Summarizer: Sara Hubert		

Collaborative Team Members:

Name: Sara Hubert	Visiting
Name: Gail Deane	Visiting
Name: Franceen Flynn	Visiting
Name: Paula Stroberg	Building Level
Name: Sarah Downer	Building Level
Name: Vicki Therrien	Building Level
Name: Jane Heely	Building Level
Name: Jane Dymont	Building Level
Name: Amy Binder	Building Level
Name: Jo Sanborn	Building Level
Name:	Building Level or Visiting
Name:	Building Level or Visiting

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

SUMMARY OF BUILDING LEVEL DATA

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

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

Access to the General Curriculum

Strengths

1. There is support and training for staff members (examples: Literacy for all, Autism).
2. Inclusion Facilitator trained in “Beyond Access” and also is able to provide supports to staff/students for special education programming.
3. School community including staff and administration is collaborative and communicates well. They are also willing to try new supportive techniques.
4. The team makes and modifies the special education program to meet the needs of students.
5. Embeds functional life skills into daily routine.
6. Provides agenda during meetings to help with time management.
7. Provides extra funding for assessments and evaluations.

Suggestions for Improvement

1. Provide more time for team to meet and discuss student program and progress.
2. Provide training to unified acts and itinerant staff members.
3. Develop a plan to explore the use of facilitative communication for students who may need this approach.

SUMMARY OF BUILDING LEVEL DATA

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

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

Strengths	Suggestions for Improvement
<ol style="list-style-type: none">1. Positive communication and collaboration between grade to grade and from preschool to Chichester Central School.2. Staff prepares and supports parents for their child's transitions.3. There are established routines and supports, followed by all staff.4. The school community welcomes the involvement of outside agencies (examples: Institute of Disability, NAMI, Community Bridges).5. Annual step-up day at end of the year.6. ESY summer program is held in the classroom which the student will have the following year.7. ESY programs are provided to many students.	<ol style="list-style-type: none">1. No suggestions. Keep up the great work!

SUMMARY OF BUILDING LEVEL DATA

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

<u>BEHAVIOR STRATEGIES AND DISCIPLINE</u>					
Ed. 1109.02 Program	CFR 300.346		YES	NO	N/A
Ed. 1119.11 Disciplinary Procedures	CFR 300.519-300.529				
Ed. 1133.07 (a) (b) (c) (d) (e)	CFR 300.510-300.529				
20 U.S.C. 1415 (K)					
Child Management – Private Schools	RSA 169-C Child Protection Act				
Data are used to determine impact of student behavior on his/her learning.			2		
Has this student ever been suspended from school?				2	
If yes, for how many days?					
If appropriate, a functional behavior assessment has been conducted.			2		
IEP team has addressed behaviors that are impacting student learning.			2		
A behavior intervention plan has been written to address behaviors.			1		1
All individuals working with the student have been involved in developing behavior intervention strategies.			2		
Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.			2		
Results of behavior intervention strategies are evaluated and monitored.			2		
A school-wide behavior intervention model exists.				2	
Strengths			Suggestions for Improvement		
<ol style="list-style-type: none"> 1. Positive interactions between teacher/students, using positive reinforcement and interventions. 2. Behavior plan is updated and modified as necessary. 3. Behavior plans implementation and enforcement is consistent between all staff. 4. Behavior plans are pro-active. 			<ol style="list-style-type: none"> 1. Explore ways to develop and implement a school wide behavior plan. 2. Clearly document behavior plan. 		

SUMMARY OF BUILDING LEVEL STRENGTHS AND SUGGESTIONS FOR IMPROVEMENT

Strengths	Suggestions for Improvement
<ol style="list-style-type: none">1. Clear evidence of individualized programs for students, collaboration among staff and service providers, and student progress.2. Child study team (exhaust all resources before referral team).3. School wide programs such as: homework club and “homework now,” and a website which is updated daily.	<ol style="list-style-type: none">1. Provide more scheduled time for staff meetings and providing coverage for paraprofessionals to be able to attend meetings.2. Space – continue to find ways to use space creatively and effectively.

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: 53	School: Deerfield Community School	Date: 3/29/06
Programs: Preschool		Number of Cases Reviewed: 1
Recorder/Summarizer: Linda Fitzgerald		

Collaborative Team Members:

Name: Pat Rose	Building Level
Name: Cindy Jury	Visiting
Name: Linda Fitzgerald	Visiting
Name: Joleen R. Feinald	Building Level
Name: Sherri Stanley	Building Level
Name: Nancy D'Agostino	Visisting
Name:	Building Level or Visiting

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

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

SUMMARIZE YOUR BUILDING LEVEL DATA

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

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

Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> 1. The Preschool uses the Creative Curriculum. 2. Specialists are utilized in the classroom to provide services and supports. 3. The preschool includes both children with and without disabilities. 4. The implementation of a district preschool program in the elementary school frees up time previously spent driving to other sites by the therapist and special educator. This time now goes to provide direct services. 5. The School Librarian reads with the preschoolers connecting stories to the work being done in the classroom. 6. Specialists are used to consult for all children. 7. The building staff welcomed the preschool staff to the building. 8. The preschool coordinator supports the preschool around curriculum. 9. Occupational Therapy, Physical Therapy and Speech and Language services are integrated into the classroom. 10. The development of the preschool included the kindergarten and first grade staff. 11. Visual supports such as schedule boards are used in the classroom and support all learners. 12. The preschool classroom is beside the OT/PT room. 	<ol style="list-style-type: none"> 1. *Deerfield needs to continue its efforts toward insuring that goals are written in measurable terms. 2. The small size of the classroom limits the number of typical peers and some activities. As the number of preschoolers with disabilities and complexity of some of the disabilities increases it is recommended the district look at ways to improve the space available of preschoolers. 3. It is recommended the district look at an alternate storage space to free up the portion of the classroom currently blocked off for this purpose. 4. The lack of an outdoor space for preschoolers with developmentally appropriate equipment needs to be reviewed by the district. 5. A review of preschool programming to allow extended days for children with certain disabilities is recommended. 6. The district may want to consider having a teacher and a classroom assistant in lieu of increasing the number of one-on-one paraprofessionals. 7. Time for common planning and consultation within the preschool team is challenging and needs to be reviewed. 8. The SAU needs to review its procedures around providing substitutes when paraprofessionals are absent. 9. As events and professional development opportunities are planned for the school, consideration needs to be given to the preschool schedule.

SUMMARIZE YOUR BUILDING LEVEL DATA

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

TRANSITION STATEMENTS					
Ed .1102.53, Transition Services CFR 300.29 Ed. 1109.01, Elements of an IEP (Transition Services) CFR 300.347 (b) (1) (2) Ed. 1109.03, IEP Team CFR 300.344 (b) (1) This includes movement from (a) Early Supports and Services (ESS) to preschool, b) pre-school to elementary school, (c) age 14 or younger, or (d) age 16 or older, as well as from grade to grade and school to school.				YES	NO
Transition planning from ESS to preschool takes place.				1	
Transition planning from preschool to kindergarten or 1 st grade takes place.				1	
District staff participated in a transition planning conference arranged by ESS and this transition planning conference occurred at least 90 days before the student's third birthday. If not, was it due to: (check all that apply)				1	
Meeting Not Held In Time	Staff Didn't Understand The Process	Communication Breakdown Between School And Early Supports And Services Agency	Student Moved Into The District After This Time Period		
Student Not Referred Prior To 90 Days		Parent / School Communication Breakdown	Other		
				YES	NO
Team around transition includes parents.				1	
Team around transition includes appropriate agencies.				1	
Services agreed on in the IEP began by the time specified in the IEP.				1	
Early Supports and Services provided the school or district with initial information prior to 90 days.				1	
Early Supports and Services evaluation information was shared with the school or district.				1	
Strengths		Suggestions for Improvement			
1. The relationship with the two agencies providing Early Supports and Services is strong. This is particularly so with one of the agencies. 2. The preschool team accepts Early Supports and Services evaluations. 3. The preschool and ESS hold overlapping meetings in support of families. 4. The district works hard at having children in a program by their third birthday. 5. Although this is just the second year of the preschool program, the district already has a transition plan in place for children transitioning to kindergarten.		1. The district is encouraged to continue developing smoother transitions of paperwork and referrals with one of the area agencies. 2. The transition from home to school can be difficult for both parents and children and the district is encouraged to continue to look at ways to increase support for families during the process. 3. The preschool and kindergarten team are encouraged to share information on the specific placement of preschoolers in kindergarten.			

SUMMARIZE YOUR BUILDING LEVEL DATA

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

<u>BEHAVIOR STRATEGIES AND DISCIPLINE</u>		YES	NO	N/A
Ed. 1109.02 Program	CFR 300.346			
Ed. 1119.11 Disciplinary Procedures	CFR 300.519-300.529			
Ed. 1133.07 (a) (b) (c) (d) (e)	CFR 300.510-300.529			
Child Management – Private Schools	RSA 169-C Child Protection Act			
Data are used to determine impact of student behavior on his/her learning.		1		
Has this student ever been suspended from school?			1	
If yes, for how many days?				
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		
Strengths	Suggestions for Improvement			
<ol style="list-style-type: none"> 1. The school has provided the services of a behavior specialist for the preschool. 2. The use of visual supports decreases the behaviors for many preschoolers. 3. A developmentally appropriate curriculum with imbedded social/emotional components supports positive behaviors in all preschoolers. 4. The teacher and occupational therapist have CIP training. 	<ol style="list-style-type: none"> 1. The district is encouraged to train all the staff on appropriate responses to behaviors and on the different levels of responses. 2. It is recommended that the district look at the frequent turn over of paraprofessionals and the need for professional development. This should be based in part on the age group and disabilities they will work with. 			

SUMMARY OF BUILDING LEVEL STRENGTHS AND SUGGESTIONS FOR IMPROVEMENT

Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> 1. There is strong parent support for the preschool program. This includes donation of materials to start the program as well as snacks, assistance at parties and picture taking for projects. 2. The preschool team held a parent night to explain the Creative Curriculum and Hand Writing Without Tears. Additional parent sessions included topics such as The Importance of Play and How OT and SLP fit into the classroom. 3. Parent conferences are held both afternoon and evening in an effort to include all families. 4. The preschool team has input into how funds are spent on the program. 5. There was good support around materials for the start of the program. 6. There is access to the school counselor and a school psychologist if needed for evaluations. 	<ol style="list-style-type: none"> 1. The current space limitations make the use of equipment such as walkers and wheel chairs difficult in the classroom. The district needs to review this issue to insure access to the classroom and the preschool program. 2. With the addition of a preschool program housed in Deerfield, the SAU is encouraged to look at ways to link the programs for professional development opportunities and skills.

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: 53	School: Deerfield Community School	Date: 3/29/06
Programs: Modified Regular		Number of Cases Reviewed: 2
Recorder/Summarizer: Janina Wojtkun		

Collaborative Team Members:

Name: Bing Hawes	Visiting
Name: Kathy Whittaker	Building Level
Name: Gail Korth	Building Level
Name: Rebecca Feil	Building Level
Name: Janina Wojtkun	Visiting
Name: Heather Worthen	Building Level
Name: Mary Boyea	Building Level
Name: Pat Rose	Building Level
Name:	Building Level or Visiting

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

SUMMARY OF BUILDING LEVEL DATA

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

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

Access to the General Curriculum

Strengths

1. Regular education teachers desire to have identified students in class.
2. Para-educators support students participation in the classroom.
3. Commitment of Community for smaller class sizes.
4. Broad array of related services to support students.
5. Manageable caseloads.
6. Leadership support.
7. Staff Development.

Suggestions for Improvement

1. Provide more para-educator training (disability specific).
2. Minimize transitions when possible.
3. Increase collaboration between regular and special education to increase “in-classroom” programming (examples: develop co-teaching model to include case managers and related service providers).

SUMMARY OF BUILDING LEVEL DATA

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

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

Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> 1. Very good collaboration between sending and receiving schools. 2. Good planning to facilitate transitions (examples: visits, social stories, staffing). 3. Involvement in extra-curricular and community based activities. 4. Continuity of service providers throughout transitions from early intervention on. 	<ol style="list-style-type: none"> 1. Provide step up day for all grades. 2. Explore options for more community involvement for students. 3. Develop additional pre-vocational courses/choices along with other specials (ex. art, music).

SUMMARY OF BUILDING LEVEL DATA

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

<u>BEHAVIOR STRATEGIES AND DISCIPLINE</u>			YES	NO	N/A
Ed. 1109.02 Program	CFR 300.346				
Ed. 1119.11 Disciplinary Procedures	CFR 300.519-300.529				
Ed. 1133.07 (a) (b) (c) (d) (e)	CFR 300.510-300.529				
20 U.S.C. 1415 (K)					
Child Management – Private Schools	RSA 169-C Child Protection Act				
Data are used to determine impact of student behavior on his/her learning.		2			
Has this student ever been suspended from school?		2			
If yes, for how many days?					
If appropriate, a functional behavior assessment has been conducted.		2			
IEP team has addressed behaviors that are impacting student learning.		2			
A behavior intervention plan has been written to address behaviors.		1	1		
All individuals working with the student have been involved in developing behavior intervention strategies.		2			
Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.		2			
Results of behavior intervention strategies are evaluated and monitored.		2			
A school-wide behavior intervention model exists.		2			
Strengths	Suggestions for Improvement				
<ol style="list-style-type: none"> 1. Consulting behavioral psychologist. 2. Consistent application of behavior strategies. 3. Responsive classroom format limits office referrals. 4. Peer preparation for supporting positive behaviors. 5. Assistant principal provides sensitive/therapeutic discipline. 6. Very dedicated support staff. 7. Office referrals are handled on case by case basis. 	<ol style="list-style-type: none"> 1. Improve communication around office referrals for behavior issues. 2. Investigate ways to have a quicker turn around with behavioral consequences. 				

SUMMARY OF BUILDING LEVEL STRENGTHS AND SUGGESTIONS FOR IMPROVEMENT

Strengths	Suggestions for Improvement
<ol style="list-style-type: none">1. It is evident that students have access to the general curriculum.2. The district supports students' transitions by hiring paraprofessionals who are familiar with the student, whenever possible.	<ol style="list-style-type: none">1. Develop a system for delivery of services within the classroom leaning toward a co-teaching model that includes regular education, special educators, and related service providers as co-teachers.2. Develop a dialog that can lead to training and consultation to promote support for regular educators to be a more integral part of the special education students' learning.3. *Programming is hampered by limited space. This impacts discipline options as well as providing instructional services to individualized students and small groups.

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: 53	School: Epsom Central School	Date: 3/29/06
Programs: Modified Regular Program		Number of Cases Reviewed: 2
Recorder/Summarizer: Mary Paradise		

Collaborative Team Members:

Name: Sheree Young	Building Level
Name: Janel Santosuosso	Building Level
Name: Kelly Sharich	Building Level
Name: Tami Preve	Building Level
Name: Deb Gauthier	Building Level
Name: Amy Beauchesire	Building Level
Name: Lisa Freeman	Building Level
Name: Kerry Ramsey	Building Level
Name: Patrick Connors	Building Level
Name: Kim Dittbenner	Visiting
Name: Mary Paradise	Visiting
Name:	Building Level or Visiting

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

SUMMARY OF BUILDING LEVEL DATA

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

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

Access to the General Curriculum

Strengths

1. Collaboration among team members, especially with classroom staff.
2. Family communication and rapport.
3. Student's are fully mainstreamed with the exception of related services.
4. Use of rubric for projects allows participation as does "task card."
5. Beyond access as a resource.
6. Technology use.
7. Inclusion facilitator is a great resource.
8. Itinerant providers are very involved and collaborate well.
9. Administrative support is strong.

Suggestions for Improvement

1. Resources can be increased.
2. Additional case manager would be welcomed (highest caseload in district).
3. Speech Language Pathologist is stretched thin (services 60).
4. Consider use of standardized assessment for year review if not participating in NWEA.
5. *Building space is not adequate; two modulars, (kindergarten modular is very small). Assessment space is inadequate; it stores office files, LEA staff and is also the parent IEP meeting place.
6. The school board supports increasing resources but budget hasn't passed at the town level which necessitates cuts at the building level.

SUMMARY OF BUILDING LEVEL DATA

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

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

Strengths	Suggestions for Improvement
<ol style="list-style-type: none">1. Collaboration from preschool team to Epsom.2. Collaboration with receiving grade level.3. If appropriate, the one to one support person will go with the student to the next level.4. Case managers are with students for three years (i.e. K-2, 3-5, 6-8).5. Parent input is sought out and transition is planned ahead of time.6. Transition to high school is done for all students with additional visits and supports when needed for identified students.	<ol style="list-style-type: none">1. Review the model of having the K-8 LEA representative also representing Epsom at the High School. This takes the individual out of the Epsom building.

SUMMARY OF BUILDING LEVEL DATA

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

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

SUMMARY OF BUILDING LEVEL STRENGTHS AND SUGGESTIONS FOR IMPROVEMENT

Strengths	Suggestions for Improvement
<ol style="list-style-type: none">1. Team collaboration.2. Parental involvement and their respect for the staff.3. Knowledge of students and their needs by all team members.4. Use of resources:<ul style="list-style-type: none">• Tech Grant (laptops for students) adaptable software for all.• Beyond Access• Inclusion Facilitator5. Use of tools (rubric, task cards, etc.) allow for meaningful participation in the class and curriculum.6. School wide behavioral system, 1-2-3 magic, TIGER, etc.	<ol style="list-style-type: none">1. Building space issues; facilities not adequate.2. Additional resources/case manager (largest caseload in district).3. LEA representative at high school to review the model.4. Explore ways to use other standardized assessments if the student is not participating in school wide (NWEA), in order to measure student progress.

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: 53	School: Pembroke Village School	Date: April 29, 2006
Programs: TLC Preschool Program		Number of Cases Reviewed: 1
Recorder/Summarizer: Nancy D'Agostino		

Collaborative Team Members:

Name: Dorothy O'Rourke	Building Level
Name: Erica Lavallee	Building Level
Name: Elizabeth Manning-Bolduc	Building Level
Name: Laura Loiselle	Building Level
Name: Cindy Jury	Visiting
Name: Linda Fitzgerald	Visiting
Name: Nancy D'Agostino	Visiting
Name:	Building Level or Visiting
Name:	Building Level or Visiting
Name:	Building Level or Visiting

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

SUMMARIZE YOUR BUILDING LEVEL DATA

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

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

Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> 1. There is a written curriculum in place. 2. Therapies such as OT, PT and SLP are provided in the classroom. This supports children and provides a model for other staff to learn from. 3. There are Fourth Grade Friends/Reading Buddies. 4. The SAU has a Preschool Outreach Team that provides services to community based preschools. 5. The Preschool Team has two afternoons available for evaluations, meetings and parent contact. 6. All Paras are included in the weekly meetings. 7. One Para is available to assist on prep work. 8. There is strong collaboration among the preschool team members. 9. The preschool team has expertise in Autism and Behavioral needs. 10. The team has access to specialists as needed. 11. The preschool has access to a lot of materials and storage space. 12. The preschoolers have access to the Gym, Library, Time Away Room and four playgrounds. There is fencing around the three-year olds playground. 13. There is a focus on integrating our curriculum into the special education plans. 	<ol style="list-style-type: none"> 1. *The team needs to continue its work on establishing measurable goals for IEPs. 2. The bathrooms are not in the classroom. The preschool staff needs to travel to a bathroom used by several other classrooms to teach self-help/toileting skills. Although the teachers make the system work, the SAU is encouraged to look a ways to provide a setting with bathrooms near by. 3. The preschool was moved to its current location, which contained a great deal of furniture and materials. It is recommended they continue to weed though things in an effort to determine what is needed in a developmentally appropriate space and decide how to store other items.

SUMMARIZE YOUR BUILDING LEVEL DATA

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

<u>BEHAVIOR STRATEGIES AND DISCIPLINE</u>		YES	NO	N/A
Ed. 1109.02 Program	CFR 300.346			
Ed. 1119.11 Disciplinary Procedures	CFR 300.519-300.529			
Ed. 1133.07 (a) (b) (c) (d) (e)	CFR 300.510-300.529			
Child Management – Private Schools	RSA 169-C Child Protection Act			
Data are used to determine impact of student behavior on his/her learning.		1		
Has this student ever been suspended from school?			1	
If yes, for how many days?				
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		
Strengths	Suggestions for Improvement			
<ol style="list-style-type: none"> 1. All members of the preschool team use consistent practices in addressing behaviors. 2. Data collection and anecdotal records are used for children with behavioral concerns. 3. The team provides in home support for some preschoolers with behavioral issues to assist in skills at home. 	<ol style="list-style-type: none"> 1. No suggestions in this area. Keep up the good work. 			

SUMMARY OF BUILDING LEVEL STRENGTHS AND SUGGESTIONS FOR IMPROVEMENT

Strengths	Suggestions for Improvement
<ol style="list-style-type: none">1. There is administrative support in being proactive in providing interventions for at-risk children.2. Parents enroll younger siblings in the preschool program, whether they have typical development or special needs.3. There is flexible programming to meet the needs of preschoolers with disabilities.4. Visual supports such as schedules, center choice and student pictures are in place. The staff has access to Board maker.	<ol style="list-style-type: none">1. No suggestions.

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: 53	School: Pembroke Hill School	Date: 3/29/06
Programs: Modified/Regular		Number of Cases Reviewed: 2
Recorder/Summarizer: Jeanne Henriquez		

Collaborative Team Members:

Name: Margaret Poznanski	Building Level
Name: Grace Forest	Building Level
Name: Sandra Valine	Building Level
Name: Kim Pratt	Building Level
Name: Lisa Laflamme	Building Level
Name: Kathy Hering	Building Level
Name: June Adinah	Building Level
Name: Katie Keck	Building Level
Name: Caite Linehan	Building Level
Name: Mary Rosenthal	Building Level
Name: Susanne Whitbeck	Building Level
Name: Sarah Bartlett	Building Level
Name: Anna Marie Varsalone	Building Level
Jeanne Henrizquez	Visiting
Frances Davis	Visiting

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

SUMMARY OF BUILDING LEVEL DATA

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

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

Access to the General Curriculum

Strengths

1. Total inclusion.
2. Regular and special educators are dually certified and experienced.
3. Familiarity with students and parents.
4. Special education students are clustered to receive additional classroom support.
5. Portfolios are maintained four times a year.
6. The teams collaborate frequently (vertically 2-3 times a month, grade wise once a month).
7. Reading Literacy Program.
8. Amplification system.
9. Intervention and special education support for all students.
10. Inclusion facilitator is available as needed.
11. Team-teaching.
12. Student support center.
13. Blue curriculum binder contains assessments, used by each teacher which is updated each summer.
14. Portfolio for every student.
15. Each person working with an identified student receives a list of modifications.
16. Teachers receive green binders with IEPs.
17. A wonderful group of teachers who take ownership of each child.

Suggestions for Improvement

1. Explore options for the growing need to address the social/emotional needs of children and their families.

SUMMARY OF BUILDING LEVEL DATA

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

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

Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> 1. Vertical teaming: second, third and fourth grade classes are teams. This allows the students and teachers to communicate concerns regarding issues at their meetings twice a month. 2. Horizontal/teaming at recess allows the students to know each other better. Helps the transition to the middle school. 3. BBQ's and picnics for incoming second graders. 4. Move-up day/night for incoming fifth graders to meet the teachers. 5. Identified fourth graders have meetings at the Middle School. 6. Special Education Coordinator. 7. Inclusion Facilitator. 8. Newsletters. 9. Portfolio travels with student from Kindergarten to fourth grade. 10. Preschool is at the Hill Elementary School. 	<ol style="list-style-type: none"> 1. No improvements needed.

SUMMARY OF BUILDING LEVEL DATA

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

<u>BEHAVIOR STRATEGIES AND DISCIPLINE</u>			YES	NO	N/A
Ed. 1109.02 Program	CFR 300.346				
Ed. 1119.11 Disciplinary Procedures	CFR 300.519-300.529				
Ed. 1133.07 (a) (b) (c) (d) (e)	CFR 300.510-300.529				
20 U.S.C. 1415 (K)					
Child Management – Private Schools	RSA 169-C Child Protection Act				
Data are used to determine impact of student behavior on his/her learning.		2			
Has this student ever been suspended from school?			2		
If yes, for how many days?					
If appropriate, a functional behavior assessment has been conducted.					2
IEP team has addressed behaviors that are impacting student learning.		2			
A behavior intervention plan has been written to address behaviors.					2
All individuals working with the student have been involved in developing behavior intervention strategies.					2
Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.		2			
Results of behavior intervention strategies are evaluated and monitored.		2			
A school-wide behavior intervention model exists.		2			
Strengths	Suggestions for Improvement				
<ol style="list-style-type: none"> 1. School-wide behavior plan based on five rules which is posted in the classroom (warning, log system). 2. Consistency among teachers. 3. Trained in responsible teaching. 4. C.P.I. training. 5. Student support center. 6. School psychologist is available four times a week. She meets/has lunch with students and works on behavior/social skills. 7. Neuropsychologist consults with staff. 8. Support teams help out agitated students. 	<ol style="list-style-type: none"> 1. Explore options to change the location of the “quiet area.” 				

SUMMARY OF BUILDING LEVEL STRENGTHS AND SUGGESTIONS FOR IMPROVEMENT

Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> 1. The students' work is displayed throughout the building. Photos of students give the students a sense of belonging. 2. The staff has created a warm, nurturing environment. 3. An accommodating staff planned to move the preschool to the Hill School together. 4. Outstanding collaboration among all staff. 5. There are a lot of committees (blue binder, report card, reading/enrichment, portfolios). 6. Innovative Practices: integrated Pre-K, school-wide literacy programs (literacy, reading, response to interventions, reading footsteps). 7. The administration is very supportive of special education. 8. Well-staffed building provides access to services. 9. Student support center addresses a variety of students' needs. 	<p>None. Keep us the great work!</p>

USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT

BUILDING LEVEL CASE STUDY DATA SUMMARY

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

SAU: 53	School: Three Rivers School	Date: 3/29/06
Programs: Modified Regular, Life Skills		Number of Cases Reviewed: 2
Recorder/Summarizer: Kim Royer		

Collaborative Team Members:

Name: Manuela Shuey	Building Level
Name: Mark Richmond	Building Level
Name: Nancy Corbett	Building Level
Name: Kim Royer	Visiting
Name: Sharon Olsoon	Visiting
Name: Dorothy O'Rourke	Building Level
Name: Cindy Persichetti	Building Level
Name: Larry Moberly	Building Level
Name: Deb Bulkey	Building Level
Name: Kelly Reynolds	Building Level
Name: Joan Holley	Building Level
Name: Sarah Bartlett	Building Level

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

SUMMARY OF BUILDING LEVEL DATA

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

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

Access to the General Curriculum

Strengths

1. There is support from regular education and special education teachers. This support is encouraged and fostered.
2. The district provides time for communication and time to meet within school hours.
3. School has an inclusion philosophy.
4. There are a variety of programs to meet the children's needs.
5. Longevity of teachers and certifications overlapping with regular education and special education backgrounds.
6. Collaboration between team members is good.
7. Staff development is provided on early release days (including teacher and support staff).

Suggestions for Improvement

1. Provide additional staff training for the handful of significantly disabled students in their disability area.
2. Explore additional space/rooms for family consumer science and technology education and perhaps additional rooms for enrichment activities.
3. For the Life Skills program explore the availability of a kitchen for cooking activities.
4. Explore options of programming for students with emotional disabilities.
5. *Annual goals must be written in measurable terms.

SUMMARY OF BUILDING LEVEL DATA

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

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

Strengths	Suggestions for Improvement
<ol style="list-style-type: none">1. The way the step up day is organized is a strength.2. There is good team collaboration between special education and general education when planning transitions.3. There are meetings with parents and opportunities for parents to meet new teachers.4. Visits to next grade and/or school are helpful.5. A parent night provides parents with opportunities to meet the new staff and learn about programs.	<ol style="list-style-type: none">1. *Meeting notice must show, for students 14 years or older, that they have been invited to attend IEP meetings.2. Include the transitions component stated in 'strengths' in IEPs.

SUMMARY OF BUILDING LEVEL DATA

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

<u>BEHAVIOR STRATEGIES AND DISCIPLINE</u>					
Ed. 1109.02 Program	CFR 300.346				
Ed. 1119.11 Disciplinary Procedures	CFR 300.519-300.529				
Ed. 1133.07 (a) (b) (c) (d) (e)	CFR 300.510-300.529				
20 U.S.C. 1415 (K)					
Child Management – Private Schools	RSA 169-C Child Protection Act		YES	NO	N/A
Data are used to determine impact of student behavior on his/her learning.			1		1
Has this student ever been suspended from school?				2	
If yes, for how many days?					
If appropriate, a functional behavior assessment has been conducted.			1		1
IEP team has addressed behaviors that are impacting student learning.			1		1
A behavior intervention plan has been written to address behaviors.			1		1
All individuals working with the student have been involved in developing behavior intervention strategies.			1		1
Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.			1		1
Results of behavior intervention strategies are evaluated and monitored.			1		1
A school-wide behavior intervention model exists.			2		
Strengths			Suggestions for Improvement		
<ol style="list-style-type: none"> 1. The Brave Program provides necessary supports to students with behavioral and/or emotional challenges. 2. The sensory room is helpful to students. 3. Educating the staff. 4. Constantly changing programs and activities to meet the needs of students. 5. There is a good support system both in the school and by specialists. 6. A school wide program – PSR (Problem Solving Reports). 7. The Vice Principal is an active participant in behavior planning. 8. There is a person assigned to the In School Suspension room whenever a student needs to be there. 			<ol style="list-style-type: none"> 1. Explore ways to train staff in behavioral strategies in order to create a programming for these students. 2. Development of such a program for the EH students will help to keep them within the district and community. 		

SUMMARY OF BUILDING LEVEL STRENGTHS AND SUGGESTIONS FOR IMPROVEMENT

Strengths	Suggestions for Improvement
<ol style="list-style-type: none">1. Three Rivers School provides a wide array of services to children with disabilities.2. There is adequate staff in the building and they meet on a regular basis to share ideas and concerns.3. This is truly and inclusive school.4. The school is using assessment data to look at student outcomes (NWEA, MAPS).	<ol style="list-style-type: none">1. Explore more options for students with emotional disabilities.2. Offer staff and students more opportunities to use technology by providing more resources and training.

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: 53	School: Pembroke Academy	Date: 3/29/06
Programs: Skills, Alt., Learning Center		Number of Cases Reviewed: 4
Recorder/Summarizer: Jessica Brungot		

Collaborative Team Members:

Name: Laura LeBoeuf	Visiting
Name: James Doig	Visiting
Name: Noel Sullivan	Visiting
Name: Alicia Moylan	Visiting
Name: Judi Harisiades	Building Level
Name: Doris Williams	Building Level
Name: Kurk Lyons	Building Level
Name: Norma Bailey	Building Level
Name: Robert Fossbender	Building Level
Name: Maggie Knoll	Building Level
Name: Gail Luerssen	Building Level
Name: Judi Harisiades	Building Level
Name: Karen Medeiros	Building Level
Name: Vicki Therrien	Building Level
Name: Nate Graziano	Building Level
Name: Richard Pratt	Building Level

Name: Kathleen Boccalini	Building Level
Name: Barbara Michaud	Building Level
Name: Rene Pacquette-Paige	Building Level
Name: David Doherty	Building Level
Name: Gail Luerson	Building Level
Name: Laurie Smock-Joyal	Building Level

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

SUMMARY OF BUILDING LEVEL DATA

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

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

Access to the General Curriculum

Strengths

1. “Beyond Access” – A pilot program for inclusion in conjunction with the University of NH.
2. Many alternative supports.
3. Transition program serves students through age 21 with strong interagency collaboration.
4. Outstanding communication between regular and special educators.
5. Weekly team meetings to plan instruction for the most challenged students.
6. “Start” program – connects student with an adult for all four years of their high school program.

Suggestions for Improvement

1. *Annual goals in IEP must be written in measurable terms.

SUMMARY OF BUILDING LEVEL DATA

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

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

Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> 1. Excellent relationships with outside agencies. 2. The district provides a dedicated full time transition coordinator. 3. “Project Renew” – The district contracts with this agency to help provide work experiences for students. 4. Monthly transition meetings. 	<ol style="list-style-type: none"> 1. The district might consider having the student or guardian sign off on the fact that student rights (at age 17) were explained. 2. Develop a clear process for coordinating transition services, listing who will implement services. 3. *Transition plans for students 16 and older must include measurable post-high school goals. 4. The district needs to provide a summary of performance for a student’s academic achievement and functional goals to graduate in the current year.

SUMMARY OF BUILDING LEVEL DATA

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

<u>BEHAVIOR STRATEGIES AND DISCIPLINE</u>			YES	NO	N/A
Ed. 1109.02 Program	CFR 300.346				
Ed. 1119.11 Disciplinary Procedures	CFR 300.519-300.529				
Ed. 1133.07 (a) (b) (c) (d) (e)	CFR 300.510-300.529				
20 U.S.C. 1415 (K)					
Child Management – Private Schools	RSA 169-C Child Protection Act				
Data are used to determine impact of student behavior on his/her learning.		1			
Has this student ever been suspended from school?		1			
If yes, for how many days?		3			
If appropriate, a functional behavior assessment has been conducted.					1
IEP team has addressed behaviors that are impacting student learning.		1			
A behavior intervention plan has been written to address behaviors.		1			
All individuals working with the student have been involved in developing behavior intervention strategies.		1			
Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.		1			
Results of behavior intervention strategies are evaluated and monitored.		1			
A school-wide behavior intervention model exists.		1			
Strengths	Suggestions for Improvement				
1. The alternative program for students with behavioral disabilities is supportive and working well.	1. There are no suggestions in this area. Keep up the great work!				

SUMMARY OF BUILDING LEVEL STRENGTHS AND SUGGESTIONS FOR IMPROVEMENT

Strengths	Suggestions for Improvement
<ol style="list-style-type: none">1. Freshman team – teaching program provides consistency for all students in their first year at Pembroke Academy.2. “Start” program – Student and teachers achieving success together.3. All freshman are invited to a two week “Pushing Your Limits” program prior to coming to the first day of school.	<ol style="list-style-type: none">1. There are no overall suggestions for improvement. Pembroke Academy is providing creative and successful programs for students with disabilities.

VII. ADDENDUM: OUT OF DISTRICT AND JAMES O SUMMARIES

ADDENDUM

Out-of-District File Review

SAU 53

Date: April 20, 2006

Reviewer: Nancy Brogden and Karen Guercia

ADDENDUM Out-of-District File Review

SAU 53

Number of Files Reviewed: Three. The files of students placed at NFI/Contoocook, the Lighthouse School and the May Institute, were reviewed.

COMMENDATIONS

The district is commended for hiring a full time out-of-district coordinator since the last visit. The files are extremely well organized and contain much information in regard to services to students with disabilities who are placed by the school district.

CITATIONS OF NONCOMPLIANCE

Ed 1109.04-CFR 300.345 (3) (ii) - One file did not have evidence that the student, at age 16 or older had been invited to his IEP meeting, or that the student had attended the meeting.

Ed 1119.08-Diplomas - One file did not have a clear statement of how the student would earn graduation credits toward a regular diploma.

ADDENDUM

JAMES O. MONITORING PROGRAM

SAU 53

Student File Review

Case Study Document

Reimbursement Claim Form

Case Study Addendum Form

Date: April 20, 2006

Reviewer: Nancy Brogden and Karen Guercia

ADDENDUM
JAMES O. MONITORING PROGRAM

SAU 53

Number of files reviewed: Three. The files of students at Mount Prospect Academy, YDC and Camp E-Toh-Anee were reviewed.

COMMENDATIONS:

The district is commended for hiring a full time out-of-district coordinator since the last visit, and for hiring an additional part-time person to monitor the court placements.

The files are extremely well organized and contain much information in regard to services to students with disabilities who are placed by the school district.

CITATIONS OF NONCOMPLIANCE:

Ed 1119.08 Diplomas - Two files did not have a clear statement of how the student would earn graduation credits toward a regular diploma.

ADDENDUM: INNOVATIVE PRACTICES

In response to the Program Approval application process, SAU 53 submitted descriptions of the many innovative practices that have been implemented in their educational community. The number of innovative practices currently underway in the district provides strong and compelling evidence of the progressive educational philosophy shared by all districts in SAU 53. Space does not permit a detailed description of all of these practices, but a few are highlighted briefly below from among the 20 pages of projects submitted and described by the District.

Allenstown-District-wide

Literacy Development- The Administrative team has begun a study of literacy within the school district, analyzing reading results, assessing the interventions and specialized trainings, and determining literacy assessments given within the district. The Administrative Team is exploring the DIBELS assessment tool as a universal measurement of reading fluency for students in kindergarten through sixth grade. The long-term goal is to develop a literacy model that assesses students on a regular basis and provides early literacy intervention services to struggling students in the elementary grades.

Allenstown Elementary School

Student Assistance Team- The Student Assistance Team (SAT) is a multidisciplinary team made up of the Guidance Counselor, Behavior Specialist, School Psychologist, Classroom Teacher, Director of Special Education, Home/School Liaison, and Parent(s). In its second month of implementation, the team receives referrals on students primarily from classroom teachers, looking to brainstorm intervention services and supports to children who may be struggling in the classroom. The Team will reconvene on a specific student in four to six weeks to determine if interventions were successful. If the intervention was successful, it will be continued. If not, the team will continue to meet to discuss other modifications and/or complete a referral to special education.

Armand R. Dupont School

Laptop Initiative- Beginning last year, all students in seventh grade received a laptop as part of former Governor Benson's Laptop Program. This initiative has engaged students in the learning process while exposing them to the technology using the World Wide Web. Fortunately, students moving to eighth grade were able to continue utilizing their laptops, while the incoming seventh graders received new laptops. Laptops are utilized across the curriculum and are directly connected with the teaching staff at the respective grade levels using the Internet and Apple IBooks.

Chichester Central School

Individual Students Plans (ISP)- Each child in grades 2-8 has an Individual Student Plan, so that growth can be directed and measured. The plan is developed by the parent, teacher and student and is used as a yardstick throughout the year, keeping the goals at the forefront of learning. The connection between school and home allows the teacher and parents to support each other as they work toward progress for the child.

Deerfield Community School

Middle School Thematic Teaching- Deerfield Community School participates with the New England League of Middle Schools to support thematic teaching at the middle school level. The school utilizes the "Critical Friends Group" developed by the Coalition of Essential Schools to review best practices with peers. The Team meets to discuss what is working and what is not, and to give feedback to support the staff members.

Epsom Central School

Assessment- The school is using data to improve instruction. The Northwest Educational Assessment (NWEA), 5th Grade Technology grant, Reading Buddies, Accelerated Reader (AR), STAR testing and the Beyond Access Program (in conjunction with UNH) are all in place to provide feedback to teachers. The STAR program provides feedback to teachers as the students “Zone of Proximal Development” in reading, therefore giving them a point of reference for where each student should be reading. The NWEA computerized program breaks reading and math skills down into strands, allowing teachers to individualize instruction based on areas of concern. The Beyond Access grant funded program allows all students to be active participants in the general curriculum.

Pembroke Preschool through Grade 8

Student Support Center- The center is accessed by regular and special education students in grades K-4 and is able to fill a variety of needs. Children may come to the center to take a break if the stresses of the day becomes overwhelming. Some students spend part of each day at a scheduled time in the center, such as snack time with a friend, to allow for the structured practice of social skills. A child may also spend a full day in the Student Support Center if his/her behavior is not suitable for the regular classroom on a given day. Also, staff from the SSC go into classrooms to support children within the regular classroom setting. Student visits to the SSC are documented; the time, dates and purpose of the visit, and what the antecedent to the visit is noted. Center staff maintains regular school to home communication and all data are reviewed on a regular basis.

Pembroke Academy-

Freshman Teaming and Co-Teaching- All Freshman are assigned to a team of teachers that collaborate daily to ensure that all students are being supported. Classes are heterogeneous, making differentiated instruction a key factor in the success of the teams. A special education teacher is a part of this freshman model, keeping close contact with teachers to assure that the appropriate modifications and accommodations are made for students with IEPs.

Over the last two years, the Exceptional Services department has taken care to identify mainstream classrooms that could use extra support in order to differentiate instruction for a multitude of ability levels. Special educators are paired with regular education teachers to collaboratively plan curricular activities, to teach and to assist with reinforcement of information as it is presented in the classroom.