

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

**SAU68
SUMMARY REPORT**

Lincoln-Woodstock Cooperative School District

Michael A. Cosgriff, Superintendent of Schools

**Helene Anzalone, Special Education Liaison
Paula King, Special Education Liaison**

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**Visit Conducted on March 20-21, 2006
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I. TEAM MEMBERS

Visiting Team Members:

NAME	PROFESSIONAL ROLE
Chairperson: Jane Bergeron-Beaulieu	Education Consultant
Ruth Littlefield	NHDOE Education Consultant
Fran Gonsalves	Special Education Director
Connie Helgerson	Special Educator / Sped Administrator
Donna Herlihy	Special Education Director
Miriam Freeman	Special Educator
Kelly Ort	Special Educator
Tim Quinney	Special Educator

Building Level Team Members:

NAME	PROFESSIONAL ROLE
Joanne Magnan	Special Educator
Paula King	Special Educator / Liaison
Janet Foryan	Special Educator
Kristie Morris	Middle School Teacher
Catherine Clermont	Health/PE Teacher
Michael Weaver	Assistant Principal
Heather Ehrman	English Teacher
Dawn Mendes	Special Educator
Helene Anzalone	Special Educator / Liaison
Russ Bradshaw	3 rd Grade Teacher

II. INTRODUCTION

SAU 68, Lin-Wood Public School, is comprised of one cooperative school district, representing the towns of Lincoln (1400 residents) and Woodstock (1200 residents). Both communities are located at the entrance to Franconia Notch State Park and the termination point of the Kancamagus Highway at Interstate 93 and U.S. 3. The economy in both Lincoln and Woodstock is heavily based on tourism, with the majority of jobs for residents being in the service industry. The largest employers of these communities are Booth Creek, the Corporate owners of Loon Mountain, and the FCI Corporation.

The Lin-Wood Public School consists of two buildings, and houses the district's K-12 campus located on Lincoln's Main Street. At the time of the NHDOE Case Study Compliance Review, 401 students were enrolled K-12, in addition to 3 preschoolers with disabilities who are being served within a community preschool setting. Of the 401 students, 57 (14.21 % of the total enrollment) have been identified as having an educational disability. Over the past two years, the high school drop-out rate has been 0%, and several students with disabilities previously placed out of district have returned to the Lin-Wood Public School. Despite the fluctuations in the economy and tourism over the past several years, the school enrollment remains relatively constant. In order to provide services to the students with disabilities, there are 6 special education teachers on staff, as well as seven paraprofessionals. During the 2005-06 school year, two of the special educators were given the additional responsibility for the oversight and coordination of the special education process, K-12. In looking ahead to the 2006-07 school year, it has been determined that the staff will take a critical look at current special education teaching assignments, in order to create a full time position for the oversight and coordination of special education.

The Lin-Wood Public School prides itself on its small size, staff/student ratios and the ability to meet the needs of most learners, whatever their special needs and strengths, by providing a full range of special education programming. These program options include: planned inclusion, pull out programming for academic support or instruction as necessary, life skills offerings, inclusion in the community and job settings, a variety of behavioral supports and related services such as speech and language, occupational therapy, and counseling. As an integral part of the whole educational experiences at the Lin-Wood Public School, personnel embrace the district's philosophy and beliefs and act as resources to assist the district in achieving its mission. The mission statement for the Lin-Wood Public School is as follows:

The fundamental aim of public education in SAU #68 is to provide opportunities for every person to develop unique talents and interests, to develop a positive self -image, to become an effective functional, and responsible citizen and to appreciate and understand his/her role in the global community.

According to the SAU#68 program approval application materials, the fundamental purpose of special education in the Lin-Wood Public School is the same as that of regular education: optimal development of the student as a skillful, free and purposeful person, able to plan and manage his or her own life and to reach his or her highest potential as an individual and as a member of society. Indeed, special education is developed as a highly specialized area of education in order to provide children with exceptionalities with the same opportunities as other children for a meaningful, purposeful and fulfilling life.

As a result of the March 2006 NHDOE Case Study Compliance Review, and other activities conducted related to the review, it was evident at each grade level within the Lin-Wood Public School that there is a high level of educational support to all students. The administrative leadership is commended for the establishment of high standards for all children. All staff express pride in their school and in their individual work with students, parents and the community. There is an impressive atmosphere of professionalism and respect throughout the district, which is to be commended. This atmosphere is well recognized by parents and the community at large as demonstrated by their support and active involvement. At the Lin-Wood Public School, students appear happy, safe and engaged in learning, and parents report satisfaction with the services being provided and with the success of their children. The district has set high educational standards, and the results are seen in each of the levels, elementary, middle and high school. At the time of the NHDOE Case Study Compliance Review, there were many praiseworthy things happening in both general and special education programming, and it has taken much effort and input from staff, administrators, parents, students and the community to bring about such accomplishments.

NAME OF DISTRICT:			
DISTRICT ENROLLMENT DATA	2003-04	2004-05	2005-06
Total Student Enrollment (ages 6-21) (as of Oct 1)	379	383	401
Expenditure Per Pupil	\$11,817.91	\$12,007.34	
Cumulative Drop-Out % (grades 9-12) students with disabilities	0%	0%	
Cumulative Drop-Out % (grades 9-12) non-disabled students	0%	0%	0%
Free/Reduced Lunch %	21.26%	21.23%	22.91%
Title I %	9.23%	8.09%	9.98%
LEP %	0%	0.26%	0.75%
SPECIAL EDUCATION PROGRAM DATA	2003-04	2004-05	2005-06
# of Identified Students Ages 3-5 (as of Oct. 1)	0	3	3
# of Identified Students Ages 6-21 (as of Oct. 1)	57	57	57
% Identified Ages 6-21 (as of Oct. 1)	15.04%	14.88%	14.21%
# Out of District	2	3	5
% Out of District	3.51%	5%	8.33%
# of Students Out of Compliance (as of Oct. 1)			0
Special Programs Total Expenditure	\$193,362.00	\$169,161.00	
Average Caseload (as of Oct. 1)	10.5	10	10
# Identified Students Suspended One Or More Times		3	
# 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			6
# of Related Service Providers			6
# of Paraprofessionals			7

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 SAU68 on March 20-21, 2006 for the purpose of reviewing the present status of programs and services made available to children and youth with educational disabilities. As part of the NHDOE Special Education Program Approval Visit, Case Study Compliance Reviews were conducted at all levels of the Linwood Public School, preschool through grade 12.

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

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

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

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

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

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

Throughout the entire review process, the visiting team worked in collaboration with the staff of SAU #68. 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 April 2001 Compliance Review conducted in the Linwood Public Schools, the following patterns were identified as needing improvement. It is important to note that a follow up corrective action visit was conducted in order to determine the status of the corrective action plan, this information is also noted below.

Findings of Non-Compliance		Status of Completion: Met, Partially Met, Not Met
ED 1109.01 Elements of IEP	Documents lacked clearly written annual measurable goals.	Status 2002: In process of being addressed Status 2006: In Process of being addressed
ED 1107.07 Team Composition	LEA Representative was not in attendance at all meetings.	Status 2002: Resolved
ED 1109.04 Notice of Meetings	When purpose of meeting is to discuss transition planning, it was not noted on invitation.	Status 2002: In process of being addressed Status 2006: Resolved
ED 1115.05 Placement	One student record lacked evidence that LRE was determined annually.	Status 2002: Resolved

V. MARCH 2006 CASE STUDY COMPLIANCE REVIEW RESULTS

Data collection is an important part of the NHDOE Special Education Case Study Compliance Review Process. In SAU68 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 the NHDOE worked with The Lin-Wood Public School, it was determined that 3 case studies would be conducted, one from each level: elementary, middle and high school. In selecting these case studies, it was decided that each presentation would need to provide ample evidence of the 3 focus areas, access to the general curriculum, transition and behavior strategies and discipline, and that there would be varying levels of student success demonstrated to the NHDOE visiting team.

PARENT PARTICIPATION

One of the defining features of effective schools is strong parent/community relations and open communication. Having parents participate as active stakeholders 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 2006 Case Study Compliance Review in SAU 68. While the response rate to the parent survey was low, the Lin-Wood Cooperative School District considered the feedback provided from parents as important and valuable, and drew the following conclusions from the parent surveys submitted:

Relative Strengths

Access to the General Curriculum:

Parents indicate that children with disabilities have the opportunity to interact with their non-disabled peers
Parents indicate that all children feel safe and secure in school and welcomed by staff and students.

Transition:

At the elementary level, parents are satisfied with planning and support provided for the moves that children make from grade to grade.

At the high school level, most parents indicate that the key individuals required for transition planning are participating

Behavior Strategies and Discipline:

Parents indicate that they have been involved in the development of behavior interventions, strategies and supports for their child.

Other:

At the middle school level, there was no response to the parent survey. This could be an indication that there is a need to strengthen communication and parental involvement at this level.

Areas Identified as Needing Improvement:

- Improved communication between parents and staff to assess their level of satisfaction with the programming and services provided to students with disabilities is worth considering.
- More frequent communication with parents regarding progress on IEP goals and objectives is needed.
- Communication with parents as it relates to transition from building to building (e.g. elementary to middle, middle to high school) could be strengthened.
- Staff and administration at the middle school level may want to consider strengthening parental involvement/communication.

SUMMARY OF PARENT SURVEY DATA - ELEMENTARY

Total number of surveys sent: 29	Total # of completed surveys received: 5	Percent of response: 17%
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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.	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.	3	2		
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.	3	2		
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			
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.	1	2		2
BEHAVIOR STRATEGIES AND DISCIPLINE:				
My child’s classroom behaviors affect his/her ability to learn. <i>If yes, please answer the next two questions. If no, skip to OTHER.</i>	YES 3			NO 2
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.	2	1		
OTHER:				
I fully participate in special education decisions regarding my child.	3			2
I have been provided with a copy of the procedural safeguards (parental rights) at least once a year.	3			2

SUMMARY OF PARENT SURVEY DATA – MIDDLE SCHOOL

Total number of surveys sent: 17	Total # of completed surveys received: 0
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SUMMARY OF PARENT SURVEY DATA – HIGH SCHOOL

Total number of surveys sent: 21	Total # of completed surveys received: 6	Percent of response: 28%
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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.	2	4		
My child has opportunities to interact with non-disabled peers on a regular basis.	5	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.	2	1	2	1 not sure
My child feels safe and secure in school and welcomed by staff and students.	4	2		
A variety of information (observations, test scores, school work, parent input) was used in developing my child's IEP.	3	3		
I am satisfied with the progress my child is making toward his/her IEP goals.	2	4		
FOR PARENTS OF HIGH SCHOOL STUDENTS:	6			
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	4	1	
All of the people who are important to my child's transition were part of the planning.	3	3		
FOR PARENTS OF STUDENTS AGE 16 OR OLDER:	2	1		3
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 5			NO 1
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.	2	3		
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			

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 study presentations, along with other NHDOE Special Education Program Approval activities, it was apparent that SAU# 68 personnel, at all levels, are committed to delivering special education programming and services to students with disabilities in the least restrictive environment. The Lin-Wood Public School has developed a strong continuum of services as evidenced by the variety of students' needs addressed in their selection of case studies. The case studies presented were complex and challenging, and staff, parents and administration have made concerted efforts to meet the individual needs of children within the general education setting. This has been accomplished by individualizing and customizing student programming to ensure full access to the general education curriculum.

As part of the Case Study Compliance Review in the focus area of access to the general curriculum, there were a few issues that did surface, all of which will warrant further attention. The first issue identified was in the area of alternative programming provided to students with disabilities, (e.g. Life Skills and off-site integration in the community setting). While such learning experiences are vital and currently well implemented, SAU#68 will need to ensure that there is a written curriculum for such Life Skills offerings at all levels, which would include course descriptions, curriculum guides for various grade levels, expected student outcomes, assessment techniques, alignment to the general curriculum etc.

Closely related to the above mentioned, is the need for SAU#68 to develop guidelines, policy and procedures related to earning of high school credits, leading toward a regular high school diploma. For those students enrolled at the high school who are more significantly involved and have severe disabilities, it is not clear as to when, or if, they can earn high school credits for coursework completed, and if they will earn a regular high school diploma.

The last issue to surface in the case study presentations, under the focus area of access to the general curriculum, is the need for continued professional development for special educators in the writing of measurable annual goals on all IEPs. While the visiting team did recognize that the staff and administration have already identified this as a priority, at least one of the three IEPs reviewed did not have consistent annual measurable goals.

Transition

Transition Planning

Process: Provision of FAPE

Transition Services

Staff in SAU#68 devotes considerable time to collaborative planning for program transitions for students with disabilities. Planning is intentional and occurs on a scheduled and regular basis between regular and special educators. In addition, parents, students, related service personnel and outside agencies are partners in transition discussions. All staff demonstrates an individualized and “wrap-around” philosophy with regard to implantation of a student’s IEP. The case study presentations were well prepared and well presented, and gave a strong indication of the careful planning that occurs around student transitions from early supports and services to preschool, from teacher to teacher, from grade to grade level, and from high school to adult life. Some of the transition planning and processes that occur for students are informal and not always documented or included in any special education or general education policies, procedures or manuals. As such, the SAU may want to think about documenting the variety and continuum of transition services available to all students.

Behavior Strategies and Discipline

The Lin-Wood Public School provides many supports/services in the area of behavior interventions. Within SAU#68 there are supports from contracted behavioral specialists, a school psychologist, and expertise in the field of Asperger Syndrome. In addition, the school provides behavioral supports from the guidance department, as well as the special and general educators who focus on student behaviors on a daily basis. In addition, the elementary school participates, and is actively involved in, the NHDOE initiative, PBIS: Positive Behavioral Interventions and Supports. As a result of the many supports available to students, it was clear to the visiting team that the Lin-Wood Public School is a safe and nurturing learning environment for all students enrolled. Further, it was noted that the school provides effective prevention, early interventions and the resources needed to address challenging student behaviors.

COMMENDATIONS

1. The community and school board are commended for their active involvement in the schools and for provision of the necessary instructional supplies, materials, technology and equipment to ensure the success of all learners.
2. There is a strong and positive relationship between parents, staff and students.
3. The work of all staff in the preparation and presentation of the case studies is to be commended.
4. The leadership of the special education liaisons is truly impressive. In addition to the oversight of special education in the district, these two individuals also carried out full time teaching positions.
5. The environment within the Lin-Wood Public School is warm, welcoming, and child centered. At all grade levels there is a genuine emphasis on meeting the individual needs of all learners.
6. The revised special education policies and procedures are well written and meet compliance.

7. The emphasis placed on professional development has been significant and has resulted in improved instruction.
8. The spirit of teamwork and collaboration is evident at all levels, as is the desire to meet the needs of all learners, regardless of their ability.
9. The use of MAPS testing to inform instruction is impressive.
10. The district makes every attempt to meet the needs of all learners, which has resulted in a very low number of students with disabilities being placed out of district.
11. The leadership at the building level and SAU level is strong.
12. Throughout the SAU there are a variety of assessment tools used to measure student progress and assist in evaluating the effectiveness of curriculum and instruction.
13. Within SAU#68 there is an enthusiastic, supportive atmosphere for providing all students with quality education in the least restrictive environment.
14. Most all programs and services made available to students with disabilities are designed to be coordinated and aligned with the general education curriculum.
15. Within the Lin-Wood Public School there is a high level of professionalism among all staff.
16. Presently there is a strong communication link between all of the special education staff, including teachers, related service personnel and paraprofessionals. Efforts are made to communicate on a regular basis to share information and address any issues that arise. These proactive efforts have resulted in successful learning experiences for students with educational disabilities.
17. The SAU is commended for the low drop out rate and their willingness to address the needs of all learners.

SUGGESTIONS FOR PROGRAM-WIDE IMPROVEMENT

Suggestions for improvement, simply stated, are recommendations provided by the visiting team that are intended to strengthen and enhance programs, services, instruction and professional development, and the NHDOE strongly encourages that serious consideration be given to the suggestions. However, discretion may be used in this area; suggestions for improvement are not considered to be required corrective actions and you may determine which suggestions most warrant follow up and address those in your corrective action plan. **System wide suggestions for improvement are listed below. Suggestions for individual programs are included in the Building Level Case Study Data Summary Reports, pp.14-34.** It should be noted that in the Building Level Data Summary Reports, any suggestion made by a visiting team member that is actually a citation of noncompliance, has an asterisk (*) before it, and it is also listed on page 13 in the citations of noncompliance section.

1. Transition supports from the various grade levels are strong. For this reason, it is suggested that SAU#68 begin to document such supports and provide information to parents and students on a routine basis. (e.g. consider written descriptions of transition events, development of a DVD available to parents and students etc.)
2. All staff will need to be provided with ongoing professional development and support in the implementation of the newly developed special education policy and procedures manual. It also appears that implementation of special education policy and procedures varies greatly based on the skill and experience of the individuals; increased supervision and improved coordination of special education services would begin to address these issues.
3. An area that might warrant further review is the consistency in special education programming throughout the SAU. Currently the individuals responsible for providing services, and their individual philosophies, drive the programs. This may, or may not be directly aligned to the overall districts mission and beliefs. Increased and ongoing communication to address consistent expectations and definitions around service delivery models is strongly suggested. SAU#68 might want to consider a formal system for tracking the success rates of students once they leave the Lin-Wood School and participate in post secondary experiences.
4. While the SAU is beginning to utilize student data to inform curriculum, instruction and assessment, they are strongly encouraged to continue in this direction.
5. In order to ensure that students who are placed out of district are consistently monitored, it is strongly suggested that there be one individual assigned for oversight of such placements. Currently an individual who has full time teaching responsibilities is covering this role.

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 the visiting team carried out their varied data collection activities at the Lin-Wood Public School, it became clear that there is a supportive, enthusiastic atmosphere for the provision of services for all students in the least restrictive environment. This enthusiasm and support is fostered throughout the SAU by faculty, administration, support services personnel, parents and the community at large. In many ways it is clear that The Lin-Wood Cooperative School District is working hard to offer a wide continuum of program options to all children. Students with disabilities are involved in most all aspects of school life, including the general curriculum, extra curricular activities, sports and activities within the community. The staff and administration at Lin-Wood Public School are committed to providing quality services to all students, and teachers were consistently described as dedicated, child centered and outstanding role models for children. In SAU#68 it is clear that all students are active participants in their own learning and that the individual needs of children are being met. While many praiseworthy things are happening in SAU#68, there were some areas of concern raised as a result of the March 2006 NHDOE Case Study Compliance Review. These are listed below:

ED 1106.01 Special Education Process

The first concern that surfaced was the overlying theme related to the supervision and oversight of special education programming and services, specifically, “Who is responsible for the day to day oversight and operation of special education in SAU#68?”. While having two teachers serve as “special education liaisons” during the past school year, was an immediate resolution to an urgent situation, these individuals do not have authority for supervision, providing direction such as goal setting for the district, oversight of special education procedures, budgeting, or program development. In preparation for the Case Study Compliance Review, the special educators at Lin-Wood Public School were charged with development of new special education policy and procedures, however there has been little formalized supervision and implementation of such procedures, or the special education “process”. This includes, but is not limited to, special education record keeping, ensuring required paperwork documentation is in compliance, oversight of special education evaluations, monitoring of SPEDIS data, supervision of the many special education services contracted by the school district, and setting long term strategic goals with the administrative team. Without resolution to this issue, there could be serious future implications for the SAU.

ED1119.03 (c) Curricula

The second issue identified as a result of the March 2006 Case Study Compliance Review was the identified need for curriculum development in the areas for which alternative programming is being provided to students with disabilities. While the visiting team recognized the quality and value of alternative learning options, it is critical that such programming be more clearly defined, including program/course descriptions and expected outcomes for the students enrolled. For example, The Life Skills Program/course offerings at the middle and high school levels does not have a written curriculum, there is no scope and sequence, no course descriptions in student handbooks, and it is not clear how the program differs from grade level to grade level, or what the admissions criteria is for such services. In addition, there are no formal assessment tools to document and measure student success for those children enrolled, nor is there a tool to assess the effectiveness of the programs. Closely related to this is the need to further examine the role of outside agencies providing and implementing integration of students with disabilities in the community setting. Currently it is not clear as to what curriculum is being followed in the community setting, the intended outcomes of such activities, or the tools used for measuring success of the programming. Lastly, it is not clear who is responsible for the oversight and supervision of the contracted services providers currently implementing services in the community setting.

ED 1109.08 Diplomas

The third issue of significance that warrants attention is the need for clarity related to earning of high school credits and issuing of a regular high school diploma for students with disabilities. According to staff and administration, there are only a small number of students who may not be eligible for a high school diploma; however, there are no policies or procedures in place that clearly outline district expectations.

Establishment of An Effective Communication System

While, not identified as a “citation of non-compliance”, the visiting team left the Lin-Wood Public School with the suggestion to the staff and administration of taking time to review the systems in place for internal communication and collaborative decision making as it relates to educational programming in the SAU. It might be beneficial for the administrative team, staff and the community to take a critical look at the long term goals for the SAU, and come to consensus on topics such as “Where are we headed, is there a common vision, and are we in agreement on how we are going to get there?”. Through interviews and observations throughout the school, it became apparent there are some weaknesses in the flow of communication at all levels, especially when it comes to shared district wide education goals, and a set of common beliefs, mission and future plans. While only a suggestion, it is one that the staff and administration might want to seriously consider.

CITATIONS OF NONCOMPLIANCE IDENTIFIED AS A RESULT OF THE MARCH 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.

ED 1106.01 Special Education Process

SAU#68 needs to refine the current model used for the oversight and supervision of the day-to-day operation of special education throughout the Lin-Wood Cooperative School District to ensure compliance at all levels. This includes adequate staff supervision, program development and goal setting, and compliance with all state and federal special education rules and regulations.

ED 1119.08 Diplomas

SAU#68 needs to develop a clearly defined policy/procedure related to issuing of high school credits and earning of a regular high school diploma for students with educational disabilities.

ED 1119.03 (c) Curricula

A child’s IEP cannot be considered as a complete or total curriculum. Currently there is no curriculum for the Life Skills Programs or Community Integration, and the IEP is acting as the curriculum. For all alternative programs that are not a part of the general education offerings, there will need to be a curriculum to guide instruction and assessment of students enrolled.

ED 1119.01 Required IEP Compliance, Contents of the IEP

All IEPs written must have a statement of measurable annual goals.

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: 68	School: Lin-Wood Public - Elementary	Date: 3/21/06
Programs:		Number of Cases Reviewed: 1
Recorder/Summarizer: Ruth Littlefield		

Collaborative Team Members:

Name: Ruth Littlefield	Building Level or <u>Visiting</u>
Name: Joanne Magnan	<u>Building Level</u> or Visiting
Name: Russ Bradshaw	<u>Building Level</u> or Visiting
Name: Paula King	<u>Building Level</u> or Visiting
Name: Fran Gonsalves	Building Level or <u>Visiting</u>
Name: Connie Helgerson	Building Level or <u>Visiting</u>
Name: Michael Weaver	<u>Building Level</u> or Visiting

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

SUMMARY OF BUILDING LEVEL DATA

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

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

Access to the General Curriculum

Strengths

1. The teamwork and interaction between general and special educators is impressive.
2. General educators' commitment to inclusionary practices is evident.
3. Administrative support of providing services to students in the least restrictive environment is clearly articulated.
4. The flexible and well planned use of time and personnel to support access to the general curriculum has resulted in positive learning experiences for all students.
5. The outside consultants who are available to work with staff in a variety of areas have benefited staff, students and families.

Suggestions for Improvement

1. The staff and administration may want to consider increasing available time for sharing of information for the more challenging individual students and specifics on how to best meet their needs.
2. General education staff might benefit from professional development as it relates to effective use of paraprofessionals in the general education setting.
3. There is a need for strengthened oversight of the special education process, specifically more leadership and guidance regarding decision making system wide.
4. * Student's most recent individual evaluation (initial or reevaluation), including a written summary report and meeting, needs to be held within 45 days of parental permission to test.
5. * Staff need to ensure that IEPs have measurable annual goals.

* This is a citation

SUMMARY OF BUILDING LEVEL DATA

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

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

Transition

Strengths

1. Allocation of time dedicated to transitions at the preschool and elementary levels is impressive.
2. Transitions from Early Supports and Services are strong, and include home visits, working with area agencies etc.
3. Well before the end of the school year, general education staff know about students with disabilities who are entering new grade levels. They collaborate with parents and special educators in transition planning.

Suggestions for Improvement

It is suggested that there be additional transition time for students leaving the elementary school to enter the middle school grades.

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
<u>Ed. 1109.02 Program</u> <u>CFR 300.346</u> <u>Ed. 1119.11 Disciplinary Procedures</u> <u>CFR 300.519-300.529</u> <u>Ed. 1133.07 (a) (b) (c) (d) (e)</u> <u>CFR 300.510-300.529</u> <u>20 U.S.C. 1415 (K)</u> <u>Child Management – Private Schools</u> <u>RSA 169-C Child Protection Act</u>				
Data are used to determine impact of student behavior on his/her learning.		1		
Has this student ever been suspended from school?			1	
If yes, for how many days?				
If appropriate, a functional behavior assessment has been conducted.				1
IEP team has addressed behaviors that are impacting student learning.		1		
A behavior intervention plan has been written to address behaviors.				1
All individuals working with the student have been involved in developing behavior intervention strategies.		1		
Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.		1		
Results of behavior intervention strategies are evaluated and monitored.		1		
A school-wide behavior intervention model exists.		1		
Strengths	Suggestions for Improvement			
<ol style="list-style-type: none"> 1. The student support room is available and utilized by all students. The environment is structured, positive and non-threatening, and students are able to receive the support they need to address behavioral issues. 2. At the elementary school level PBIS is working well and has a positive impact on the culture of the school. 3. The common language related to managing student behaviors has resulted in fewer discipline issues. 4. The use of behavioral specialists and consultation from professionals outside of the school district has been a strong support for students, staff and families. 	<ol style="list-style-type: none"> 1. If possible, staff should try to find a separate location for students who need more intense behavioral supports. 2. Administration may want to consider the possibility of having behavioral expertise on staff, rather than having several contracted services. 3. Administration needs to ensure that those staff certified in Crisis Prevention Intervention (CPI) keep their certification current. 			

SUMMARY OF BUILDING LEVEL STRENGTHS AND SUGGESTIONS FOR IMPROVEMENT

Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> 1. The diversity of skills and the dedication of staff is impressive. 2. The expertise and resources available at the elementary school ensure that the needs of all learners are being met. 3. The climate and culture within the school is warm and welcoming. 4. The facility is clean, child centered and well equipped. 5. The administrative support for special education is evident. 6. The caseloads for special educators are reasonable and allow for staff to know children and their families. 7. There is a very low incidence of behavioral problems at the elementary level. 8. Staff worked hard to prepare for the NHDOE Case Study Presentations, and the evidence provided demonstrated successful learning experiences for students. 	<ol style="list-style-type: none"> 1. Centralized special education leadership is needed. This position will need to include oversight of program planning, decision making and the special education process. 2. The space utilized for the resource room is quite crowded; if possible staff should consider separate locations for the two teachers housed in the room. 3. The implementation and oversight of the special education paperwork process needs immediate attention. While no formal file reviews were conducted, it was evident that the lack of a special education director has resulted in having no formal oversight of policy and procedure.

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: 68	School: Lin-Wood Public Middle School	Date: 3/21/06
Programs: Modified Regular Ed, Resource Room		Number of Cases Reviewed: 1
Recorder/Summarizer: Herlihy, Freeman, Lonergan		

Collaborative Team Members:

Name: Janet Foryan	<u>Building Level</u> or Visiting
Name: Heather Ehrman	<u>Building Level</u> or Visiting
Name: Kristie Morris	<u>Building Level</u> or Visiting
Name: Dawn Mendes	<u>Building Level</u> or Visiting
Name: Donna Herlihy	Building Level or <u>Visiting</u>
Name: Miriam Freeman	Building Level or <u>Visiting</u>

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

SUMMARY OF BUILDING LEVEL DATA

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

<u>ACCESS TO THE GENERAL CURRICULUM STATEMENTS</u>							
Ed. 1109.01 Elements of an IEP CFR 300.347 Content of IEP Ed. 1109.05, Implementation of IEP 20 U.S.C. 1414 (d) Ed. 1115.07, Ed 1119.01(f) Provision of Non-Academic Services/Settings CFR 300.553 Ed. 1119.03, Full Access to District's Curricula CFR 300.24, CFR 300.347 Ed. 1119.08, Diplomas Ed. 1107.04 (d) Qualified Examiner Ed. 1133.05 (c)(h)(k) CFR 300.347 Program Requirements, Content of IEP Ed. 1133.20 Protections Afforded to Children with Disabilities CFR 300.347(a) (1) (i) ". . . general curriculum (i.e. ,the same curriculum as for nondisabled children)" CFR 300.347 (a) (3) (iii) "To be educated and participate with other children with disabilities and non disabled children"					YES	NO	N/A
Team uses multiple measures to design, implement and monitor the student's program.					1		
IEP goals are written in measurable terms.						1	
Student has made progress over the past three years in IEP goals. Goal 1					1		
Student has made progress over the past three years in IEP goals. Goal 2					1		
Student <u>has access to</u> the general curriculum (as outlined by the district, sending district or NH frameworks.)					1		
Student <u>participates in</u> the general curriculum in a regular education setting with non-disabled peers, as appropriate, with necessary supports.					1		
When participating in a regular education setting with non-disabled peers with necessary supports, student <u>has made progress in</u> the general curriculum.					1		
Student participates appropriately in state, district and school-wide assessments.					1		
Student <u>shows progress</u> in state, district and school-wide assessments.						1	
Student <u>has opportunities</u> to participate in general extracurricular and other non-academic activities with necessary supports.					1		
Student <u>does participate</u> in general extracurricular and other non-academic activities with necessary supports.					1		
Was the student's most recent 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 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. Support and training are available and ongoing for staff and students to ensure that students with disabilities are included with non-disabled peers.
2. The staff/student ratio allows for students with disabilities to be included for significant portions of the school day.
3. Staff in the general education setting work hard to ensure the modifications and accommodation outlined in IEPs are carried out for students with disabilities.
4. The staff and administration place emphasis on building partnerships with parents to ensure successful learning experiences for all children.

Suggestions for Improvement

1. * Staff need to ensure that IEPs have measurable annual goals.
2. Additional support and coordination of the special education process is needed.

* This is a citation

SUMMARY OF BUILDING LEVEL DATA

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

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

Transition

Strengths

1. Transition planning for students with significant disabilities is well documented and quite extensive.
2. Staff members dedicate time to working on successful transitions for students as they enter and leave the middle school level.

Suggestions for Improvement

The middle school level should consider the development and documentation of school wide practices and activities for all students.

SUMMARY OF BUILDING LEVEL DATA

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

<u>BEHAVIOR STRATEGIES AND DISCIPLINE</u>			YES	NO	N/A
Ed. 1109.02 Program	CFR 300.346				
Ed. 1119.11 Disciplinary Procedures	CFR 300.519-300.529				
Ed. 1133.07 (a) (b) (c) (d) (e)	CFR 300.510-300.529				
20 U.S.C. 1415 (K)					
Child Management – Private Schools	RSA 169-C Child Protection Act				
Data are used to determine impact of student behavior on his/her learning.		1			
Has this student ever been suspended from school?		1			
If yes, for how many days?		1			
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.					
Strengths	Suggestions for Improvement				
<ol style="list-style-type: none"> 1. The supports available to students with behavioral challenges are impressive. 2. Consultation and professional development to staff has ensured that they are prepared to work with students who have significant behavioral challenges. 3. The “Theory of Mind” philosophy has been useful in dealing with some more challenging student behaviors. 4. The expertise of the teachers has ensured that most students with challenging behaviors are successful at the middle school level. 	<p>Continue to look at the number of students placed out of district due to behavioral needs, and consider program development for such youngsters within the school district.</p>				

SUMMARY OF BUILDING LEVEL STRENGTHS AND SUGGESTIONS FOR IMPROVEMENT

Strengths	Suggestions for Improvement
<ol style="list-style-type: none">1. Staff at the middle school level are dedicated and committed to meeting the needs of all learners.2. The staff and administration continue to work on strengthening teamwork and collaboration between general and special educators.3. Staff student ratio is impressive and allows for students with disabilities to be included in the general education setting.	<p>Improved leadership in the area of special education is suggested, specifically having one individual responsible for supervision and oversight of programming.</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: 68	School: Lin-Wood Public High School	Date: March 20-21
Programs:		Number of Cases Reviewed: 1
Recorder/Summarizer: Kelly Ort		

Collaborative Team Members:

Name: Catherine Clermont	<u>Building Level</u> or Visiting
Name: Kelly Ort	Building Level or <u>Visiting</u>
Name: Tim Quinney	Building Level or <u>Visiting</u>
Name: Helene Anzalone	<u>Building Level</u> or Visiting

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

SUMMARY OF BUILDING LEVEL DATA

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

<u>ACCESS TO THE GENERAL CURRICULUM STATEMENTS</u>							
Ed. 1109.01 Elements of an IEP CFR 300.347 Content of IEP Ed. 1109.05, Implementation of IEP 20 U.S.C. 1414 (d) Ed. 1115.07, Ed 1119.01(f) Provision of Non-Academic Services/Settings CFR 300.553 Ed. 1119.03, Full Access to District's Curricula CFR 300.24, CFR 300.347 Ed. 1119.08, Diplomas Ed. 1107.04 (d) Qualified Examiner Ed. 1133.05 (c)(h)(k) CFR 300.347 Program Requirements, Content of IEP Ed. 1133.20 Protections Afforded to Children with Disabilities CFR 300.347(a) (1) (i) ". . . general curriculum (i.e. ,the same curriculum as for nondisabled children)" CFR 300.347 (a) (3) (iii) "To be educated and participate with other children with disabilities and non disabled children"					YES	NO	N/A
Team uses multiple measures to design, implement and monitor the student's program.					1		
IEP goals are written in measurable terms.					1		
Student has made progress over the past three years in IEP goals. Goal 1					1		
Student has made progress over the past three years in IEP goals. Goal 2					1		
Student <u>has access to</u> the general curriculum (as outlined by the district, sending district or NH frameworks.)					1		
Student <u>participates in</u> the general curriculum in a regular education setting with non-disabled peers, as appropriate, with necessary supports.					1		
When participating in a regular education setting with non-disabled peers with necessary supports, student <u>has made progress in</u> the general curriculum.					1		
Student participates appropriately in state, district and school-wide assessments.					1		
Student <u>shows progress</u> in state, district and school-wide assessments.					1		
Student <u>has opportunities</u> to participate in general extracurricular and other non-academic activities with necessary supports.					1		
Student <u>does participate</u> in general extracurricular and other non-academic activities with necessary supports.					1		
Was the student's most recent 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 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.						1	
<i>IF YES:</i> within 4 years?							
Student will earn an IEP diploma or a certificate of competency.					1		
<i>IF YES:</i> within 4 years?							
Does this school / district have a clear policy for earning a high school diploma?						1	

Access to the General Curriculum

Strengths

1. Students at Lin-Wood High School have access to education opportunities in the community.
2. For all students there is adequate support from paraprofessionals who work in the general education setting.
3. Collaboration between general and special educators is strong.
4. Staff /student ratios allow for the individual needs of all students to be met.
5. The Study Skills classroom is designed to meet the diverse learning needs of many students.

Suggestions for Improvement

1. * The District needs to develop policy and procedure related to issuing of high school credits and earning of a regular high school diploma, as it relates to students with educational disabilities.
2. * For all off-site programs and community integration offerings, a curriculum, course descriptions, intended outcomes etc. need to be clearly defined

* This is a citation

SUMMARY OF BUILDING LEVEL DATA

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

<u>TRANSITION STATEMENTS</u>			
Ed. 1102.53, Transition Services CFR 300.29 Ed. 1107.02 CFR 300.132 Part C Transition Ed. 1109.01, Elements of an IEP (Transition Services) CFR 300.347 (b) (1) (2) 20 U.S.C. 1401 (34) 20 U.S.C. 1414 (d)(1)(A)(i)(VIII)(aa)(bb)(cc) Ed. 1109.03, IEP Team CFR 300.344 (b) (1) Ed. 1133.05 CFR 300.347 (b)(1)(2) Program Requirements This includes movement from (a) Early Supports and Services (ESS) to preschool, b) preschool to elementary school, (c) age 14 or younger, or (d) age 16 or older, as well as from grade to grade and school to school.			
For all students, respond to the following 3 statements:			
Transition planning from grade to grade takes place.	1		
Transition planning from school to school takes place.	1		
Collaboration has occurred between general and special education staff in IEP development and in transition planning.	1		
For middle or high school students, <u>also</u> respond to the following 4 statements:			
Transition planning is designed as a results oriented process that promotes movement from school to the student's desired post-school goals.	1		
IEP team includes parent as part of transition planning.	1		
IEP team and process includes student as part of transition planning.	1		
IEP includes current level of performance related to transition services.	1		
If the student is age 14 or older during the course of the IEP, <u>also</u> respond to the following 3 statements:			
There is documentation that the student has been invited to attend IEP meetings.	1		
A statement of the transition service needs is included in the IEP.	1		
The statement of transition focuses on the student's course of study (e.g. vocational programming, advanced placement).	1		
If the student is age 16 or older during course of the IEP, <u>also</u> respond to the following 11 statements:			
Transition plan, including student's <u>measurable</u> post-high school goals, is in place.	1		
There is documentation that representatives of other agencies have been invited to IEP meetings.	1		
Statement of needed transition services is presented as a coordinated set of activities.	1		
The statement of transition focuses on the student's course of study (e.g. vocational programming, advanced placement).	1		
The IEP includes a statement of needed transition services and considers instruction.	1		
The IEP includes a statement of needed transition services and considers related services.	1		
The IEP includes a statement of needed transition services and considers community experiences.	1		
The IEP includes a statement of needed transition services and considers development of employment skills.	1		
The IEP includes a statement of needed transition services and considers development of daily living skills.	1		
Student is informed prior to age 17 of his/her rights under IDEA.	1		
If the student is preparing to graduate this year, there is a summary of the student's academic achievement and functional performance , which includes recommendations on how to assist the student in meeting his or her post-secondary goals.			1

Transition

Strengths

1. Staff members work hard to ensure that all outside agencies are involved in transition planning.
2. Students are active participants in transition planning.
3. The written transition planning for students with disabilities at the high school level is well documented.

Suggestions for Improvement

1. If possible, it would be beneficial to involve the guidance department in transition planning for students with disabilities.
2. There is a need for increased time for general and special educators to meet and plan for transitions for students with disabilities.

SUMMARY OF BUILDING LEVEL DATA

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

<u>BEHAVIOR STRATEGIES AND DISCIPLINE</u>			YES	NO	N/A
Ed. 1109.02 Program	CFR 300.346				
Ed. 1119.11 Disciplinary Procedures	CFR 300.519-300.529				
Ed. 1133.07 (a) (b) (c) (d) (e)	CFR 300.510-300.529				
20 U.S.C. 1415 (K)					
Child Management – Private Schools	RSA 169-C Child Protection Act				
Data are used to determine impact of student behavior on his/her learning.		1			
Has this student ever been suspended from school?			1		
If yes, for how many days?					
If appropriate, a functional behavior assessment has been conducted.				1	
IEP team has addressed behaviors that are impacting student learning.		1			
A behavior intervention plan has been written to address behaviors.		1			
All individuals working with the student have been involved in developing behavior intervention strategies.		1			
Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.		1			
Results of behavior intervention strategies are evaluated and monitored.		1			
A school-wide behavior intervention model exists.		1			
Strengths	Suggestions for Improvement				
<ol style="list-style-type: none"> 1. Behavioral Expectations for all students are clearly defined. 2. When necessary, staff members conduct functional behavioral assessments and use the information to address student behaviors. 3. Staff members work hard to try to provide positive behavioral supports for all students. 	<p>Staff might want to consider providing more professional development to paraprofessionals in the area of behavior management and positive behavioral expectations. This might better ensure consistent behavioral expectations for all students.</p>				

SUMMARY OF BUILDING LEVEL STRENGTHS AND SUGGESTIONS FOR IMPROVEMENT

Strengths	Suggestions for Improvement
<ol style="list-style-type: none">1. The Study Skills Program is a strength, especially for those students with challenging behaviors.2. The “Target Team” is also a strength for the school.3. The high school offers a wide array of programs for students with disabilities.4. Staff/student/family relationships are strong and there is an open line of communication.	<p>Staff and administration may want to review supports/services available to those students with emotional and behavioral challenges. Specifically, are the needs of these students being met, and are these students having a successful and productive learning experience?</p>

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

ADDENDUM

Out-of-District File Review

SAU #68

Date: February 2006

Reviewer: Jane Bergeron-Beaulieu

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

SAU #68

Number of Files Reviewed: # 1

COMMENDATIONS

SAU#68 has worked hard to have several students who were placed out of district return to their home school. The case manager responsible for the oversight of students placed out of district makes every effort to maintain an open line of communication with the schools where students are placed. The SAU exhausts all resources and supports from within the local school district before considering any placements out of district.

CITATIONS OF NONCOMPLIANCE

No citations were identified as a result of the one file reviewed.

ADDENDUM

JAMES O. MONITORING PROGRAM

SAU 68

Student File Review

Case Study Document

Reimbursement Claim Form

Case Study Addendum Form

Date: February 2006

Reviewer: Jane Bergeron-Beaulieu

At the time of the Case Study Compliance Review, there were no students from SAU#68 that fell under the James O Consent Decree.