

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

**SAU 70
SUMMARY REPORT**

HANOVER AND DRESDEN

**WAYNE GERSEN, Superintendent of Schools
JANE WEISSMANN, Director of Special Education**

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I. TEAM MEMBERS

Visiting Team Members:

NAME	PROFESSIONAL ROLE
Chairperson: Nancy Brogden	Technical Assistance Consultant
Nancy D'Agostino	Technical Assistance Consultant
Terry Brune	Educ. Consultant, NHDOE
Carol Johnson-Haywood	Special Educator
Joy Kiely	Special Education Director
Karen Marks	Inclusion Facilitator
Jay Marshall	Exec. Director/Principal
Bonnie McCouch	Preschool Educator
Beverly Sletten	Special Educator
James Snyder	Special Education Coordinator

Building Level Team Members:

NAME	PROFESSIONAL ROLE	NAME	PROFESSIONAL ROLE
Janice Lavoie	Asst. Principal	Victoria Sutcliffe	Learning Specialist
Gilda Dunn	Learning Specialist	Pamela Graham	Learning Specialist
Tracy Malloy	Learning Specialist	Hillary Gillies	Education Assistant
Sheila McCoy	Grade 3 Teacher	Katie Willard	Speech/Lang. Pathologist
Ann Mackintosh	Adaptive PE Teacher	Karen Goodrich	Occupational Therapist
Joanne Roberts	Classroom Teacher	Jesse Stone	Education Assistant
Pat Buchanan	Learning Specialist	Patti Dodds	Learning Specialist
Torrelee Fisher-Sass	Learning Specialist	Carla Balch	Math Teacher
Klaran Warner	Speech/Lang. Pathologist	Missie Rodriguez	Adaptive PE Teacher
Susan Finer	Principal	Glenna Giveans	Reading Specialist
Donna Largent	Guidance Counselor	Lori Bartlett	Employment Cons.
Bill Hammond	Classroom Teacher	Julie Stevenson	Beh. Science Teacher
Eric Richardson	Case Manager	Connie Anderson	Education Assistant
Ellen Clattenburg	Jobs Program Coordinator	Andrea Johnstone	Guidance Counselor
Joy Hutchins	Case Manager	Gene Kadish	Guidance Counselor
Marie D'Amaty	English Teacher	Janine King	Math Teacher
Sharen Conner	Learning Specialist	Amy Wyatt	English Teacher
Doug Jenisch	Global Studies Teacher		

II. INTRODUCTION

SAU 70 is comprised of three School Districts: Dresden, Norwich and Hanover. The Interstate Dresden district consists of the Frances C. Richmond Middle School (grades 6-8) and Hanover High School (grades 9-12). The Norwich school district includes only the Marion Cross Elementary School (grades K-5). Norwich students in Grades 6-12 are tuitioned to the Richmond Middle School and Hanover High School. The Hanover district serves students in preschool through grade 5 at the Ray School in Hanover. Hanover children attend school in grades 6-12 at the Richmond Middle School and Hanover High School. Hanover High School also tuitions in students from other towns in the Upper Valley, including Lyme, New Hampshire and Hartland, Vermont.

While the SAU has not gone through a formal process to develop a mission statement, excerpts from program materials provide direction in terms of mission, beliefs and goals for students in the schools.

School Administrative Unit 70 is committed to the education of all students under its jurisdiction, and recognizes, as part of that commitment, that students have a wide range of educational needs. Member districts offer a wide range of educational opportunities to meet students' varying needs and to help them develop their potential. It is the district's intent to provide a range of services for their students with disabilities in order to provide them with an education in the least restrictive environment, that is, to educate them with peers in the school they would normally attend whenever possible. Testimony to the fact that SAU 70 keeps its students in the least restrictive programs is that, at the time of the visit, out of 156 identified students only one was placed by the district in an out of district placement. Also, the number of students identified with disabilities and requiring an Individual Education Program (IEP) is low, only 9% of the population.

As the visiting team carried out their varied duties and collaborative work through the Case Study Compliance Review, the team could not help but be struck by the fact that the SAU has provided a large range of services and opportunities to students with disabilities.

NAME OF DISTRICT: Hanover School District			
DISTRICT ENROLLMENT DATA	2003-04	2004-05	2005-06
Total Student Enrollment (ages 6-21) (as of Oct 1)	520	499	495
Expenditure Per Pupil	\$11,499	\$12,981	
Cumulative Drop-Out % (grades 9-12) students with disabilities	N/A	N/A	
Cumulative Drop-Out % (grades 9-12) non-disabled students	N/A	N/A	N/A
Free/Reduced Lunch %	Less than 1%	1%	1%
Title I %	N/A		
LEP %	1.5%	1.4%	1.2%
SPECIAL EDUCATION PROGRAM DATA	2003-04	2004-05	2005-06
# of Identified Students Ages 3-5 (as of Oct. 1)	10	11	3
# of Identified Students Ages 6-21 (as of Oct. 1)	56	64	60
% Identified Ages 6-21 (as of Oct. 1)	11%	13%	12%
# Out of District	1	0	0
% Out of District	Less than 2%	0	0
# of Students Out of Compliance (as of Oct. 1)			2
Special Programs Total Expenditure	Not provided by the SAU	Not provided by the SAU	
Average Caseload (as of Oct. 1)	Not provided by the SAU	Not provided by the SAU	Not provided by the SAU

# Identified Students Suspended One Or More Times		Not provided by the SAU	
# of students with disabilities who are being provided home instruction (as of Dec.1)		Not provided by the SAU	Not provided by the SAU
# of students with disabilities who have been placed on a "shortened school day" (as of Dec. 1)		Not provided by the SAU	Not provided by the SAU
Special Education Staffing: (report in FTEs)	2003-04	2004-05	2005-06
# of Special Educators			Not provided by the SAU
# of Related Service Providers			Not provided by the SAU
# of Paraprofessionals			Not provided by the SAU

NAME OF DISTRICT: Dresden School District			
DISTRICT ENROLLMENT DATA	2003-04	2004-05	2005-06
Total Student Enrollment (ages 6-21) (as of Oct 1)	1,196	1,169	1,145
Expenditure Per Pupil	\$11,464	\$12,933	
Cumulative Drop-Out % (grades 9-12) students with disabilities	0	Less than 1%	
Cumulative Drop-Out % (grades 9-12) non-disabled students	Less than 1%	Less than 1%	N/A
Free/Reduced Lunch %	N/A	N/A	N/A
Title I %	N/A	N/A	N/A
LEP %	N/A	N/A	N/A
SPECIAL EDUCATION PROGRAM DATA	2003-04	2004-05	2005-06
# of Identified Students Ages 3-5 (as of Oct. 1)	N/A	N/A	N/A
# of Identified Students Ages 6-21 (as of Oct. 1)	91	95	93
% Identified Ages 6-21 (as of Oct. 1)	7.6%	8%	8%
# Out of District	1	3	3
% Out of District	1%	3%	3%
# of Students Out of Compliance (as of Oct. 1)			12
Special Programs Total Expenditure		\$1,733,513	
Average Caseload (as of Oct. 1)	Not provided by the SAU	Not provided by the SAU	Not provided by the SAU
# Identified Students Suspended One Or More Times		Not provided by the SAU	
# of students with disabilities who are being provided home instruction (as of Dec.1)		Not provided by the SAU	Not provided by the SAU
# of students with disabilities who have been placed on a "shortened school day" (as of Dec. 1)		Not provided by the SAU	Not provided by the SAU
Special Education Staffing: (report in FTEs)	2003-04	2004-05	2005-06
# of Special Educators			Not provided by the SAU
# of Related Service Providers			Not provided by the SAU
# of Paraprofessionals			Not provided by

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 70 on May 16-17, 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 of the schools in SAU 70. These include the Bernice A. Ray elementary School, the Frances C. Richmond Middle School, and Hanover High School. SAU 70 does not have an onsite preschool, believing that preschool age children with disabilities are better served in community-based preschools. The visiting team observed some of these programs. Also, because the Lyme School District (SAU 76) had a compliance visit this year, a case study review of a Hanover High School student from Lyme was presented to the visiting team during the May 16-17, 2006 visit.

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 70. 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 May, 2001 NHDOE Special Education Program Approval Report, the following patterns were identified as needing improvement:

<u>Ed 1109.94-Procedural Safeguards to be provided with the notice of IEP meeting</u>		This citation was MET at the corrective action visit on July 22, 2002, and is no longer mandated under the new IDEIA. (IDEA 2004)
<u>Ed 1123. 04- Record of disclosure not evident in student file</u>	Parents who ask to review their child's file are shown complete information regarding the disclosure of that file to individuals for whom parental consent for disclosure is not required.	MET
<u>Ed 1125.03- Written prior notice did not contain all the required elements</u>	A template containing all the required elements was given to all case managers, together with completed samples. The written prior notice form now includes all the elements.	MET

V. MAY 16- 17, 2006 CASE STUDY COMPLIANCE REVIEW RESULTS

Data collection is an important part of the NHDOE Special Education Case Study Compliance Review Process. In SAU 70, the NHDOE worked with the 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. Case Study Reviews were conducted at each school, covering a variety of ages and disabilities. Two preschool aged, two elementary aged, and two middle school aged children were presented to the visiting team. At Hanover High School, three students were reviewed including one student from Lyme.

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 May 16-17, 2006 Case Study Compliance Review in SAU 70.

The district received an overwhelming response to the parent surveys that were mailed out. Of 233 surveys mailed to parents, 82 were filled out and returned, resulting in an average 35% response rate. In the Hanover School District (the Ray School and the preschool) many strong (completely satisfied) responses were noted. Comments like “Our family is very pleased with the support and services provided by this district”, and “Excellent program-excellent staff!” were common. An area, which might be improved at the preschool/elementary level, is that of looking at how children are encouraged to participate in, and be supported in, extracurricular activities outside of the school day. One preschool parent commented that she would have liked the occupational therapist to be more involved. At the middle and high school levels there was, as at the elementary level, high satisfaction in all areas. One issue that might be targeted for improvement was that of transition. Several parents indicated that they would appreciate more involvement in grade-to-grade transitions as well as a written transition plan for their high school age child.

SUMMARY OF PARENT SURVEY DATA

SAU: 70 Preschool Program		
Total number of surveys sent: 6	Total # of completed surveys received: 1	Percent of response: 1%

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.	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.				
All of the people who are important to my child’s transition were part of the planning.				
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			
I am satisfied with the way the school is supporting my child’s behavioral, social and developmental needs.	1			
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: 70 Bernice A. Ray School		
Total number of surveys sent: 77	Total # of completed surveys received: 26	Percent of response: 34%

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.	17	9		
My child has opportunities to interact with non-disabled peers on a regular basis.	25	1		
I am adequately informed about my child's progress.	20	6		
My child is informed about and encouraged to participate in school activities outside of the school day, and is offered necessary supports.	17	3	5	1
My child feels safe and secure in school and welcomed by staff and students.	23	1		2
A variety of information (observations, test scores, school work, parent input) was used in developing my child's IEP.	25	1		
I am satisfied with the progress my child is making toward his/her IEP goals.	18	7		1
FOR PARENTS OF HIGH SCHOOL STUDENTS:	3	1		22
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.	16	4	1	5
All of the people who are important to my child's transition were part of the planning.	16	2		8
FOR PARENTS OF STUDENTS AGE 16 OR OLDER:	1			25
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 13	NA 3	NO 10	
I have been involved in the development of behavior interventions, strategies and supports for my child.	11	2	1	12
I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs.	10	4		12
OTHER:				
I fully participate in special education decisions regarding my child.	23	1		2
I have been provided with a copy of the procedural safeguards (parental rights) at least once a year.	23	1		2

SAU: 70 Frances C. Richmond School		
Total number of surveys sent: 58	Total # of completed surveys received: 23	Percent of response: 40%

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.	15	7	1	
My child has opportunities to interact with non-disabled peers on a regular basis.	23			
I am adequately informed about my child's progress.	15	7	1	
My child is informed about and encouraged to participate in school activities outside of the	16	3	2	2

school day, and is offered necessary supports.				
My child feels safe and secure in school and welcomed by staff and students.	18	2	2	1
A variety of information (observations, test scores, school work, parent input) was used in developing my child's IEP.	19	3		1
I am satisfied with the progress my child is making toward his/her IEP goals.	16	4	1	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.	13	4	3	3
All of the people who are important to my child's transition were part of the planning.	16	2	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.				23
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 7	NA 6	NO 10
I have been involved in the development of behavior interventions, strategies and supports for my child.	9	3		11
I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs.	7	3	2	11
OTHER:				
I fully participate in special education decisions regarding my child.	20	2		1
I have been provided with a copy of the procedural safeguards (parental rights) at least once a year.	22			1

SAU: 70 Hanover High School		
Total number of surveys sent: 92	Total # of completed surveys received: 33	Percent of response: 36%

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.	25	7	1	
My child has opportunities to interact with non-disabled peers on a regular basis.	29	3		
I am adequately informed about my child's progress.	27	5		1
My child is informed about and encouraged to participate in school activities outside of the school day, and is offered necessary supports.	23	4		3
My child feels safe and secure in school and welcomed by staff and students.	31	2		1
A variety of information (observations, test scores, school work, parent input) was used in developing my child's IEP.	25	2		1
I am satisfied with the progress my child is making toward his/her IEP goals.	28	2	1	2
FOR PARENTS OF HIGH SCHOOL STUDENTS:				
My child earns credits toward a regular high school diploma in all of his/her classes.	29		1	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.	28	2	1	2
All of the people who are important to my child's transition were part of the planning.	27	3	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.	17	1	2	13
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 7	NA 3	NO 23

I have been involved in the development of behavior interventions, strategies and supports for my child.	9	2		22
I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs.	9	1	2	21
OTHER:				
I fully participate in special education decisions regarding my child.	30	3		
I have been provided with a copy of the procedural safeguards (parental rights) at least once a year.	33			

**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 the other NHDOE Special Education Program Approval Activities, it was apparent that SAU 70 personnel, at all levels, are committed to delivering special education programming and services to students in the least restrictive environment. The Hanover and Dresden School Districts have developed a strong continuum of programming as evidenced by the many special education programs, innovative practices and supports present in the individual buildings. The SAU has just completed an exhaustive project to completely develop a continuous Kindergarten through Grade 12 curriculum. The brand new Frances C. Richmond Middle School, just opened this year, is a model facility for inclusion. It is spacious, with cutting edge technology in every classroom, has adequate space for learning centers, living skills and related service activities and has a great staff meeting room and workspace. An extensive remodeling of the old Hanover High School and its connection to the old Richmond Middle School is underway (causing the staff there to be very creative about moving around as new space is built) and will be completed in another year, leaving the SAU with top-notch spaces for learning and teaching. As a result of the visit to SAU 70 there are no issues of significance and few issues of non-compliance (listed below) in the area of access to the general curriculum. It was evident that all students have full access to the general curriculum in the Hanover and Dresden School Districts.

Transition

- Transition Planning**
- Process: Provision of FAPE**
- Transition Services**

It is obvious that SAU 70 staff devote considerable time to collaborative planning for program transition for students with disabilities, as well as their non-disabled peers. Planning is intentional and occurs on a scheduled and regular basis between administration, general and special educators and between professionals, education assistants and parents. There is adequate and regularly scheduled time for collaborative meetings between general and special education teams in each building. For example, the Ray School has a transition check list, which looks at parent requests, teacher requests, the child's academics as well as social skills and other factors. There is a calendar of "decision dates" during the transition time from May 10 through June 4, although transition planning begins much before that date. During the Program Approval Compliance visit all case studies were well prepared and well presented. They provided a strong indication of the careful planning that takes place around students transitioning from teacher to teacher, grade to grade, school to school and to the work of work or post secondary activities. It was evident to the visiting team that transition planning takes place in SAU 70. There was only one citation (listed below) in the transition area that staff needs to make sure is included in future transition planning.

Behavior Strategies and Discipline

In SAU 70, 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. Although there is no SAU wide behavior intervention model, each school has a behavior/discipline process, which appears to be successful for each level and meets the needs of students. Staff works 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. Behavioral consultants are available to meet with IEP teams and to consult with teachers and parents on behavior issues, as needed. As a result of the Case Study Compliance Review, there were no citations of non-compliance identified in the area of behavior and discipline.

COMMENDATIONS

The visiting team thanks the educational community of SAU 70, specifically the Hanover and Dresden School Districts, for their assistance, cooperation and full participation in all aspects of the May, 2006 NHDOE Case Study Compliance Review. Throughout the visit, there was enthusiastic support from faculty, parents, students, community and support staff. The districts were consistently described as committed to providing the best services possible for all students, and it was evident that all children, including those with educational disabilities, are actively involved in all aspects of school programs. In a variety of ways it is clear that programs and services for students with disabilities are an integral part of the districts' general education curriculum.

Listed below is just a sampling of commendations identified as a result of the May, 2006 Case Study Compliance Review:

1. Staff throughout the SAU were consistently described as dedicated and skilled individuals, demonstrating collegiality, professionalism and strong teamwork.
2. Each of the schools has a climate that is child-centered and focused on high expectations for all learners.
3. Innovative practices, such as general and special educators team-teaching and portfolios for students are in place.
4. There is excellent collaboration and communication with parents at all buildings. One Principal requires all teachers to respond to parent e-mails within 24 hours.
5. The careful and thoughtful processes in place for transitions at all levels are impressive.
6. There are regularly scheduled collaborative planning times for general and special educators.
7. The SAU is commended for the range and continuum of programs and services offered to all students.
8. The district is commended for the major building improvement project to the Frances C. Richmond Middle School and Hanover High School. The Middle School is thoughtfully designed to support the learning needs of students with and without disabilities. Also commended is the district's creativity and perseverance in regard to the Hanover High School rebuilding project. In spite of major changes and moves during the last two years, it is evident that teaching and learning is not being comprised because of space issues.
9. The districts have worked hard to provide the appropriate programming and supports within the districts for all students. As a result, the district has a very low number of students placed in out of district placements (only one at the time of the visit).

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 NHDOE Case Study Compliance Review, conducted in May 2006, and review of the program application and supporting documentation, there were no issues of significance identified by the visiting team.

CITATIONS OF NONCOMPLIANCE IDENTIFIED AS A RESULT OF THE MAY 16-17, 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 Individualized Education Program- A statement of Annual Measurable Goals not found in some files.
2. Ed 1107.01 (1)-Determination of eligibility- a teacher certified in each area of suspected disability.- No evidence that the evaluation team included a teacher certified in the area of ED in one file.
3. Ed 1119.08 Diplomas- SAU 70 must develop policy and procedure as it relates to the earning of high school credits, and issuing regular high school diploma for students with disabilities. Although there is an SAU policy (IBH) for high school graduation, a similar policy for students with disabilities needs to be stated in the special education policies.

SUGGESTIONS FOR PROGRAM-WIDE IMPROVEMENT

Suggestions for improvement, simply stated, are recommendations provided by the visiting team that are intended to strengthen and enhance programs, services, instruction and professional development, and the NHDOE strongly encourages that serious consideration be given to the suggestions. However, discretion may be used in this area; suggestions for improvement are not considered to be required corrective actions and you may determine which suggestions most warrant follow up and address those in your corrective action plan. **System wide suggestions for improvement are listed below. Suggestions for individual programs are included in the Building Level Case Study Data Summary Reports, pages 11-37.** It should be noted that in the Building Level Data Summary Reports, any suggestion made by a visiting team member that is actually a citation of noncompliance, has an asterisk (*) before it, and it is also listed above with the citations of noncompliance.

1. Transition- In looking at transitions of students who are tuitioned-in from area schools to Hanover High School, the district may want to look at a process that would allow the high school to get essential information on students. A concern is that some students with disabilities arrive at Hanover High School with very little information about their past programs and/or evaluations. Having this information would allow the staff to better understand the student's needs to plan more specific programs for students.

2. Oversight and Coordination of Special Education Services- As a result of the May 2006 visit to SAU 70, the visiting team strongly suggests that SAU 70 review the current processes in place/organizational structure for the supervision and oversight of special education SAU wide. At the current time, there is a building coordinator in place at Hanover High School. At the middle school, there is one person who appears to “take the lead” to coordinate activities and at the Ray School, there is no identified coordinator. Special educators feel that their caseloads are high and that, except for the principals, there is no one to coordinate the activities of their building. As evidenced at the high school, a building level coordinator might provide oversight, transition activities and problem solving. A change in structure might also allow the Director of Special Education to focus on system-wide priorities, such as aligning initiatives, program development and implementing professional development for staff.
3. The SAU should continue to explore options for new programming as the needs of students change. Some suggestions in this area are more options/alternatives for students with behavioral challenges and the possibility of a district preschool program.

VI. BUILDING LEVEL SUMMARY REPORTS

USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT

PRESCHOOL BUILDING LEVEL CASE STUDY DATA SUMMARY

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

SAU: 70	School: Preschool Program	Date: May 16 & 17, 2006
Programs: Preschool		Number of Cases Reviewed: 2
Recorder/Summarizer: Bonnie McCouch		

Collaborative Team Members:

Name: Janne Piper	Building Level
Name: Karen Goodrich	Building Level
Name: Vicki CcCorkle	Building Level
Name: Bonnie McCouch	Visiting
Name: Nancy D'Agostino	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?							2	
Does the curriculum incorporate social/emotional skills?						2		
Has this student made progress in social/emotional skills?						1		1
Does the curriculum incorporate early language/communication skills?						2		
Has this student made progress in early language/communication skills?						1		1
Does the curriculum incorporate pre-reading skills?						2		
Has this student made progress in pre-reading skills?						1		1
Does this student have access to appropriate preschool activities?						2		
Does this student have opportunities to interact with non-disabled peers to the maximum extent appropriate on a regular basis, as part of the educational program?						2		
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 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		1
Was an IEP fully developed and signed by the student's third birthday?								2
Are this student's IEP goals written in measurable terms?								2

Strengths	Suggestions for Improvement
<ul style="list-style-type: none"> ● Hanover has an experienced staff and staff support availability. ● There are strong collaboration skills on the team and time allotted to use them. ● There are abundant resources available in the form of materials and professional support. ● Parent involvement is strong and parents are knowledgeable about their children’s needs. ● There are a number of sites available for placement and they are quality programs. ● There is collaboration with parents on a broad range of placement considerations. ● Hanover’s preschool team collaborates with the community preschools. 	<ul style="list-style-type: none"> ● Consideration should be given by the district to adapt an inclusive, developmentally appropriate curriculum where the SAU team members are integrated into the program rather than “guests” in all placement sites ● A number of the community preschool programs do not have a written curriculum. The district is encouraged to share the new preschool guidelines with them. ● The district is encouraged to provide training for community preschool teachers servicing children with disabilities on inclusion and the underlying skills needed for more advanced tasks, and behavioral expectations and methodology. ● *The district needs to continue its work on writing measurable goals in IEPs ● Additional training and supervision for educational assistants needs to be considered.

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.					2 N/A
Transition planning from preschool to kindergarten or 1 st grade takes place.				2	
District staff participated in a transition planning conference arranged by ESS and this transition planning conference occurred at least 90 days before the student's third birthday. If not, was it due to: (check all that apply)					2 N/A
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.				2	
Team around transition includes appropriate agencies.				2	
Services agreed on in the IEP began by the time specified in the IEP.				2	
Early Supports and Services provided the school or district with initial information prior to 90 days.					2 N/A
Early Supports and Services evaluation information was shared with the school or district.					2 N/A

Strengths	Suggestions for Improvement
<ul style="list-style-type: none"> • The new case manager attends transition meetings, as well as the regular education teachers. • There is a parent’s orientation night. • The psychologist meets with the community preschools. • The preschool coordinator is allowed time to visit all seven K-1 classes to assist in placement determinations. • The therapist for preschool continues with the children when they are in kindergarten. • Summer programming includes same staff as school year support staff. • There is strong collaboration with Early Supports and Services and smooth/timely transitions into preschool. • The use of the school playground by parents allows children to become familiar with the environment before school starts. • The availability of support services in the public school to familiarize children with settings. This may include individualized inclusion in the classroom prior to the beginning of school. • As children with disabilities move to kindergarten they shift from a PT to an Adaptive PE teacher to allow access to the gym program. 	

SUMMARY OF BUILDING LEVEL STRENGTHS AND SUGGESTIONS FOR IMPROVEMENT

Strengths	Suggestions for Improvement
<ul style="list-style-type: none"> • There is a strong, collaborative relationship between team members. • Parent feedback about the SAU team supports their commitment to the children. • The SAU team members rely on each other for support. This includes the occupational therapist, physical therapist, speech pathologist and the preschool coordinator. • Every new teacher is placed with a mentor teacher. • The school psychologist is a good resource, as is Preschool Technical Assistance Network (PTAN) for preschool coordinators. • The physical placement of the preschool coordinator's office in the elementary building in close proximity to other support staff builds an awareness of each others work and brings parents into the elementary building. • The district is supportive of professional development. • There is strong collaboration with Early Supports and Services. • The community is very supportive of the schools financially. These funds are used directly in support of children's needs. 	<ul style="list-style-type: none"> • An increase in the contact and feedback from the Special Education Director would benefit the team especially with a new preschool coordinator. • If the numbers of preschoolers with disabilities or the complexity of disabilities increases, the SAU may want to review the possibility of a developmentally based preschool within the public school system to enable the support staff to have increased input in designing and modifying the curriculum and/or environments to meet a broad range of needs. • There is a need for additional training for educational aides as well as increased supervision around carrying out appropriate support for children with disabilities. • The district may want to look at clerical support around SPEDIS and reporting to free up the coordinator for increased time overseeing educational assistants.

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: 70	School: Bernice A. Ray Elementary School	Date: May 16-17, 2006
Programs: Modified Regular and Resource Room Programs		Number of Cases Reviewed: 2
Recorder/Summarizer: Karen Marks and Carol Johnson-Haywood		

Collaborative Team Members:

Name: Janice Lavoie	Building Level
Name: Victoria Sutcliffe	Building Level
Name: Gilda Dunn	Building Level
Name: Pamela Graham	Building Level
Name: Carol Johnson-Haywood	Visiting
Name: Karen Marks	Visiting
Name: Tracy Malloy	Building Level
Name: Hillary Gillies	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.					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 2	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

- Good collaboration among staff.
- Strong administrative support.
- “Retreat time” away from school on a regular basis for special education team.
- Physical space; three separate learning centers, space for the life skills program and for adaptive PE.
- A variety of alternative work spaces, for students and staff.
- High level of training for paraprofessionals.
- Weekly early release time.
- Willingness and ability of general classroom teachers- to take ownership of students.
- Expertise of special education staff.
- Staff knowledge of special education law.

Suggestions for Improvement

- Need more time to collaborate between special education and general education staff.
- Need to develop ways to reduce paperwork.
- Consider the possibility of having a building coordinator.
- More planning time.
- Find ways to protect staff’s time for testing.
- Better communication between general educators and education assistants.

SUMMARY OF BUILDING LEVEL DATA

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

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

Transition

Strengths

- Well planned transition from 5th grade to 6th grade, meeting with parents and children, as appropriate.
- Meet with 6th grade teachers (at middle school) to share information about students.
- Students go to next school for part of a day to review schedule and have pizza.
- Entire 5th grade class goes to Richmond for a half day.
- There is a middle school parent night.
- Fifth and sixth grade teachers meet to review the transitioning class.
- ESY (Extended Year Program) may occur at the middle school.
- Grade to grade “Transfer of Information” sheet.
- Open house night; bus is available for those who need it.
- Special accommodations are provided as needed.

Suggestions for Improvement

- Develop multi-year transition planning for more involved students.
- Plan follow-up and previewing days to follow-up on previous students and to give information on up-coming 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		1	
Has this student ever been suspended from school?			2		
If yes, for how many days?					
If appropriate, a functional behavior assessment has been conducted.					2
IEP team has addressed behaviors that are impacting student learning.		2			
A behavior intervention plan has been written to address behaviors.		1			1
All individuals working with the student have been involved in developing behavior intervention strategies.		1			1
Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.		1			1
Results of behavior intervention strategies are evaluated and monitored.		1			1
A school-wide behavior intervention model exists.		2			
Strengths	Suggestions for Improvement				
<ul style="list-style-type: none"> • Appropriate staff to student ratio. • Access to behavior specialists. • Most behavior is handled in the classroom. • A climate of respect is present. • In this community, for the most part, students come to school ready to learn. 	Develop a service delivery model that includes: <ul style="list-style-type: none"> • In-house behavior consultant. • Additional behavior intervention and program training for general education teachers and education assistants. • Increased family involvement, consultation, support and training. 				

SUMMARY OF BUILDING LEVEL STRENGTHS AND SUGGESTIONS FOR IMPROVEMENT

Strengths	Suggestions for Improvement
<ul style="list-style-type: none">• Collaboration throughout the building with all team members-administrative, teaching staff and education assistants.• Building administrative support, leadership and vision at the building level.• Staff does an outstanding job of meeting the needs of a very diverse population.	<ul style="list-style-type: none">• Develop a service delivery model that includes an in-house behavior consultant, more training for regular education teachers and educational assistants for behavior interventions and program, and family consultation training and support.• Begin to implement response to intervention strategies.• Find protected time for collaboration and planning within departments and inter-departments.

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: 70

School: Frances C. Richmond Middle School

Date: May 17, 2006

Programs: Modified Regular and Learning Center Programs

Number of Cases Reviewed: 2

Recorder/Summarizer:

Collaborative Team Members:

Name: Beverly Sletten	Visiting
Name: Par Buchanan	Building Level
Name: Terry Brune	Visiting
Name: Patti Dodds	Building Level
Name: James Snyder	Visiting
Name: Torrelee Fisher-Sass	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.						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)					1	1	
Extension in Place 1	Lack of Qualified Personnel Psychologist Educator Related Services Other	Evaluation Not Completed in Time	Summary Report Not Written in Time	Meeting Not Held in Time	Other		
<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

- In-house Adaptive Physical Education program.
- Wide array of electives available to all students.
- Innovative Practice- the Davis Dyslexia Model; a 3 dimensional approach to reading.
- Special Educators meet with general education teachers four times a week on teams.
- Staff is accessible by e-mail 24 hours a day.
- Dartmouth students, who are themselves disabled, meet with Richmond School 8th grade LD students once a week for a tutoring session.
- Flexibility in curriculum to meet individual needs of all students.
- Learning Centers are also homerooms so that students with and without disabilities are together in homeroom.

Suggestions for Improvement

- Explore ways to schedule planning periods for special educators.
- Limit caseloads for case managers so they have more time for direct services to students.
- Consider adding more computers and upgrading the current computers in the Learning Centers.

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:	2		
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.			
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.			
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

Transitions are very strong at the Richmond Middle School- including the following activities:

For 5th and 6th grade students-

- Pizza parties with next grade level.
- Visits before the start of the next school year to walk through schedule.
- Home room teachers call new parents.
- Each teacher has a notebook containing current IEPs of the students in his/her class.
- Team meetings regularly include educational assistants
- -Parent nights in Spring before scheduling

For 8th to 9th grade students

- High School staff come to transition meetings.
- There is a high school orientation in the Fall.
- There is a parents' nights in Spring prior to scheduling.

Suggestions for Improvement

- Consider transition planning for students beginning at age 14 .

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		1	
Has this student ever been suspended from school?			2		
If yes, for how many days?					
If appropriate, a functional behavior assessment has been conducted.					2
IEP team has addressed behaviors that are impacting student learning.		1			1
A behavior intervention plan has been written to address behaviors.		1			1
All individuals working with the student have been involved in developing behavior intervention strategies.		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				
<ul style="list-style-type: none"> The Principal plays a key role in the discipline of students in the middle school. 	<ul style="list-style-type: none"> Explore ways to share the responsibility of dealing with behavioral issues with the principal so staff doesn't rely on her so much. Maybe training in behavior management strategies would help. 				

SUMMARY OF BUILDING LEVEL STRENGTHS AND SUGGESTIONS FOR IMPROVEMENT

Strengths	Suggestions for Improvement
<ul style="list-style-type: none">• Adaptive Physical Education staff.• Many programs, electives, and clubs are available for students, during the school day and after.• School provides both a male and a female guidance counselor.• Part-time in-house school psychologist.• The use of “Yellow Slips” for behavior management, so that staff is immediately aware of discipline issues and can deal with them.• Principal is proactive before behavior issues occur.• Life Skills Crisis Intervention training for teachers.	

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: 70	School: Hanover High School	Date: May 16-17, 2006
Programs Pupil Services, Resource Room, Modified Regular		Number of Cases Reviewed: 3
Recorder/Summarizer: Joy Hutchins		

Collaborative Team Members:

Name :Joy Hutchins	Building Level
Name: Joy Kiely	Visiting
Name: Jay Marshall	Visiting
Name: Eric Richardson	Building Level
Name: Sharen Conner	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.					3		
IEP goals are written in measurable terms.						*3	
Student has made progress over the past three years in IEP goals. Goal 1					3		
Student has made progress over the past three years in IEP goals. Goal 2					3		
Student <u>has access to</u> the general curriculum (as outlined by the district, sending district or NH frameworks.)					3		
Student <u>participates in</u> the general curriculum in a regular education setting with non-disabled peers, as appropriate, with necessary supports.					3		
When participating in a regular education setting with non-disabled peers with necessary supports, student <u>has made progress in</u> the general curriculum.					3		
Student participates appropriately in state, district and school-wide assessments.					3		
Student <u>shows progress</u> in state, district and school-wide assessments.							3
Student <u>has opportunities</u> to participate in general extracurricular and other non-academic activities with necessary supports.					3		
Student <u>does participate</u> in general extracurricular and other non-academic activities with necessary supports.					3		
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	unkno wn
Extension in Place 1	Lack of Qualified Personnel 1 Psychologist Educator Related Services Other	Evaluation Not Completed in Time 2	Summary Report Not Written in Time 2	Meeting Not Held in Time 2	Other No info from sending school		
<i>For High School Students:</i>					YES	NO	NA
Student is earning credits toward a regular high school diploma.					3		
<i>IF YES:</i> within 4 years?					2	1	
Student will earn an IEP diploma or a certificate of competency.						3	
<i>IF YES:</i> within 4 years?							
Does this school / district have a clear policy for earning a high school diploma?					3		

Access to the General Curriculum

Strengths

- An array of services at HHS allows all students to have access to the general curriculum.
- The schedule with “X” periods has built in time to allow students to receive help from classroom teachers.
- The collaboration between special and general educators is significant.
- There is a seamless flow of services between general and special education.
- Evidence based decisions are made to help students with needed structure, both academic and behavioral.
- Positive behavior system is enmeshed in the school-wide democratic model.
- General educators take responsibility for teaching special education students and collaborate with learning specialists and the special education coordinator.
- Classroom teachers are willing to modify assignments for special education students.
- “X” periods can facilitate collaboration between regular and special education.
- General and special education resources are frequently intertwined, including library resources, study skill areas, and other public spaces.

Suggestions for Improvement

- Provide opportunities for special education personnel to observe regular education classes on a more consistent basis to assess if the working of the accommodations in the IEP can be implemented in the classroom in ways that will allow the students to make progress in the general curriculum.
- Find more time for general and special education teachers to collaborate.
- Suggest that HHS work closely with sending high schools, other than Hanover and Norwich, to make sure all student records, including evaluation and other pertinent information comes along with the student, so the staff will have adequate planning information.

SUMMARY OF BUILDING LEVEL DATA

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

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

- Strong transition plans for students allow students to progress from grade to grade successfully.
- HHS IEP team encourages and includes parental involvement throughout the transition process.
- Transition process reinforces self-advocacy skills for students.
- Student needs drive the transition pace. For example, with a student transitioning into the Jobs Program, his program evolves as his ability to tolerate the demands of the program increases. Another student, who would like more academic independence, is allowed to decrease his use of special education services at his own pace.

Suggestions for Improvement

- The School district needs a district wide formalized transition plan and process for students coming into the district.
- The School district needs to provide a transition timeline for students coming from outside districts.
- The building coordinator model should be in place district-wide to provide consistency among the buildings to assist the transition process.

SUMMARY OF BUILDING LEVEL DATA

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

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

SUMMARY OF BUILDING LEVEL STRENGTHS AND SUGGESTIONS FOR IMPROVEMENT

Strengths	Suggestions for Improvement
<ul style="list-style-type: none">• Hanover High School is a democratic school, which promotes a positive school environment for all students.• There is a clear connection between disciplinary issues and the special education department. One case study demonstrated HHS's ability to look at behavior in relation to disability.	<ul style="list-style-type: none">• The district needs to examine ways to provide a structure for training staff and supporting issues of coding that come up. Perhaps designing formalized criteria for eligibility and identification of special education students would be helpful. Once identified, discriminating among appropriate services to be determined by the special education team needs to be discussed.• Explore ways to separate Section 504 case management from special education case management.

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

ADDENDUM

Out-of-District File Review

SAU # 70

Date: May 16, 2006

Reviewer: Nancy Brogden and Jane Weissmann

ADDENDUM Out-of-District File Review

SAU 70

Number of Files Reviewed: One. At the time of the visit, SAU 70 had only one out of district student.

COMMENDATIONS

The district is to be commended for having only one student in an out-of-district placement. It is good evidence that the district works hard to provide a continuum of placements so that students with disabilities have the same least restrictive programs and opportunities as students without disabilities.

CITATIONS OF NONCOMPLIANCE

Ed 1107.01 CFR 300.534 Determination of eligibility- There was no teacher certified in the area of disability (emotional disturbance) at the student's evaluation/eligibility meeting.

Ed 1109.01 CFR 300.347 (a) (2)- A statement of measurable annual goals was not in the student's IEP.

Ed 1109.04 CFR 300.345(a) (3) (ii)- That, beginning at age 16, the agency has invited the student to his/her meeting. There was no evidence that the student had been invited or had attended her IEP meeting.

ADDENDUM

JAMES O. MONITORING PROGRAM

SAU 70

Student File Review

Case Study Document

Reimbursement Claim Form

Case Study Addendum Form

Date: May 16, 2006

Reviewer: Nancy Brogden

**ADDENDUM
JAMES O. MONITORING PROGRAM**

SAU 70

Number of files reviewed: At the time of the visit, there were no James O students in the district.

COMMENDATIONS:

N/A

CITATIONS OF NONCOMPLIANCE:

N/A

INNOVATIVE PRACTICES

Although, as observed by visiting team members, there appear to be many innovative practices in the schools visited, none were submitted for this part of the report.