

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

**SAU 73  
SUMMARY REPORT**

**GILFORD SCHOOL DISTRICT**

**Paul DeMinico, Superintendent of Schools  
Esther Kennedy, Director of Special Education**

Nancy Brogden, Ph.D., and Maryclare Heffernan, M.Ed., Co-Chairs  
Education Consultant, SERESC

Visit Conducted on November 15-16, 2005  
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## **I. TEAM MEMBERS**

Visiting Team Members:

<b>NAME</b>	<b>PROFESSIONAL ROLE</b>
Chairpersons: Maryclare Heffernan and Nancy Brogden	Education Consultants
Nancy D'Agostino	Education Consultant
Kate Best	Learning Center Teacher
Holly Charron	Special Educator
JoEllen Divoli	Assistant Superintendent
Lori Krueger	Coordinator of Student Services
Dorothy O'Rourke	Coordinator of Special Education
Erin Peterson	Special Educator
Jack Tiano	Special Education Director

Building Level Team Members:

<b>NAME</b>	<b>PROFESSIONAL ROLE</b>	<b>NAME</b>	<b>PROFESSIONAL ROLE</b>
Connie Mirski	Preschool		
Sandra McGonagle	Principal		
Linda Arel	Special Education Teacher		
Donna Finner	Special Education Teacher		
Nancy Wright	Special Education Teacher		
Deb Matsumoto	Special Education Teacher		
Jean Moreau	High School Coordinator		
Kathleen Mulgrew	Special Education Teacher		

## II. INTRODUCTION

SAU73 is comprised of one single School District in the town of Gilford, New Hampshire. There are three schools in the district: Gilford Elementary School, Gilford Middle School and Gilford High School. At the time of the last New Hampshire Department of Education Special Education Program Approval visit in October 2000, there were two schools, an elementary school and one large middle-high school. Since that time the community has built a new separate (but adjoining) middle school and completely reconstructed the high school. Although each school has its own cafeteria, the “connecting section” contains one kitchen and all the building utilities. The neighboring Gilmanton School District tuitions its 9-12 grade students to Gilford High School. At the time of the visit, 1,378 students attended programs in Grades K- 12. Of these, 164 were students who were identified as having an educational disability and are receiving special education services from the school district. This number does not include 30 students from Gilmanton who were identified as having special education disabilities and who receive services from Gilford High School staff. There is a special education case manager at each grade level, which allows for excellent oversight of special education programs. The average caseload for special educators is 15 students. All staff members are certified in the area in which they are providing services. There were eight identified preschool children, ages 3-5. Despite this small number, evidence is present of childfind activities and efforts to seek out students of all ages who may be in need of special services.

The Gilford School District special education staff prides itself on developing appropriate programs so that students rarely need out of district placements. At the time of the visit, of the 164 identified students, only 4 were placed in out of district programs, and two of these students were placed by the courts, not by the local school district.

The mission statement of the Gilford School District is:

*“The goal of American education is to value each child equally as an individual and entitled to equal opportunity of development of his own capacities, be they large or small in range...Each has need of his own as Significant to him as those of other are to them.”*

*Thomas Dewey*

There are many innovative practices in the Gilford School District, not only in the special education department, but also in the general education programs. These range from curriculum mapping and thematic instructional units to “Caught Ya” cards, weekly team meetings at all levels to discuss student achievement and to support at risk students, to a very special “Meadows” program, which supports students who are not able to maintain success in a traditional academic program. These students spend some time in an alternative location (a farm) using hands on activities to support their academic classes. This general education program is open to all children in the district. Also, there are many opportunities for staff development. Literacy training for teachers and math training for paraprofessionals are just a few of the trainings offered.

LEA / DISTRICT PROFILE

<b>NAME OF DISTRICT:</b>			
<b>DISTRICT ENROLLMENT DATA</b>	<b>2003-04</b>	<b>2004-05</b>	<b>2005-06</b>
Total Student Enrollment (ages 6-21) (as of Oct 1)	1391	1369	1378
Expenditure Per Pupil	\$10,793.41	\$11,743.39	
Cumulative Drop-Out % (grades 9-12) <b>students with disabilities</b>	0%	.3%	
Cumulative Drop-Out % (grades 9-12) <b>non-disabled students</b>	.3%	.1%	n/a
Free/Reduced Lunch %		12%	9%
Title I %	5.7%	6.4%	
LEP %	.4%	.3%	.2%
<b>SPECIAL EDUCATION PROGRAM DATA</b>	<b>2003-04</b>	<b>2004-05</b>	<b>2005-06</b>
# of Identified Students Ages 3-5 (as of Oct. 1)	13	15	8
# of Identified Students Ages 6-21 (as of Oct. 1)	178	185	164*
% Identified Ages 6-21 (as of Oct. 1)	12.8%	13.5%	11.9%
# Out of District	1	4	4
% Out of District	.1%	.3%	.3%
# of Students Out of Compliance (as of Oct. 1)			2
Special Programs Total Expenditure	\$1,545,246.00	\$1,774,278.84	
Average Caseload (as of Oct. 1)	15	15	15
# Identified Students Suspended One Or More Times		14	
# of students with disabilities who are being provided home instruction (as of Dec.1)		0	0
# of students with disabilities who have been placed on a "shortened school day" (as of Dec. 1)		0	0
<b>Special Education Staffing: (report in FTEs)</b>	<b>2003-04</b>	<b>2004-05</b>	<b>2005-06</b>
# of Special Educators			15
# of Related Service Providers			6
# of Paraprofessionals			40

\* This number does not include the Gilmanton Identified Students (30).

### 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 SAU73 on November 15-16, 2005 for the purpose of reviewing the present status of programs and services made available to children and youth.

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.
- ♦ New programs if applicable.

The New Hampshire Department of Education provided a visiting team of professional educators to work collaboratively with the 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 the 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 was 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 SAU74. 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 October 25-26, 2000 NHDOE Special Education Program Approval Report, the following patterns were identified as needing improvement:

1. Procedural Issues:

2000- Evidence was missing in the files that parents were informed of progress, got written notices, and/or received Procedural Safeguards

Status 2005: Met. New forms include all of the areas and the special education director trained staff on how to fill out the forms appropriately.

2. Transition issues:

2000- Transition plan missing, no evidence of participation of outside agencies, list of transition services and transfer of rights missing in one file.

2005- Met. There is evidence of many transition activities in the Gilford School District at this time.

3. Evaluation team:

2000- No evidence that a team had a teacher certified in the area of disability (MR).

2005- Met. The district now has two MR certified teachers on staff.

SUGGESTIONS from the visiting team at the October 25-26, 2000 visit included:

1 High School-

2000- Open environment seemed distracting to students.

2005- Met. The district built a new middle school and completely reconstructed the high school.

2. Middle school-

2000- Suggestions around training of staff, revision of Special Education Handbook and improved communication among building staff.

2005- Met. There are many training opportunities for teaching staff as well as paraprofessionals. The Handbook is revised every summer, and the district now has a special education case manager at every grade level. (A commendation for this follows.)

3. Elementary School-

2000- Adequate space was a concern, as was staff training. There was a suggestion to limit the number of pull-out services for students with disabilities.

2005- Met. Reallocating spaces has improved student/teacher workspaces. As mentioned above, there are many opportunities for staff training. In keeping with NCLB, Gilford school district is emphasizing inclusion and limiting pull out programs.

4. Preschool-

2000- There was a suggestion that it seemed like too few identified preschoolers for the population of the district, so that maybe childfind activities should increase.

2005- Met. The district disagreed with this suggestion and in fact, showed evidence of the many childfind activities present in the district. While the number of identified preschool children in the district is still low, as mentioned above, the district is doing much to find the children (at all ages) who might be in need of special education services.

## **V. NOVEMBER 2005 CASE STUDY COMPLIANCE REVIEW RESULTS**

Data collection is an important part of the NHDOE Special Education Case Study Compliance Review Process. A representative sample of student case studies are prepared by building level teams in advance of the NHDOE visit and are then presented to a visiting team of colleagues. This process allows the school district to conduct a self-assessment of the programs and services offered within their district as well as review the outcomes those programs and services have had on the case study students. The goals of the Case Study Compliance Review are to monitor compliance with federal and state special education regulations, identify areas of general program strength and areas in need of improvement. The collaborative team will make commendations and suggestions for improvement based on the outcome of the Case Study Review Process.

In SAU73, the NHDOE worked with staff and administration in the selection of case studies to ensure a representative sampling of the programs and services located within the school district. Building level teams of general, special educators, related service providers, and others who provide support to the student, collaborated to prepare the case study. The process included a review of the individual student data related to the three Case Study focus areas of Access to the General Curriculum, Transitions, and Behavior Strategies and Discipline. A template is used to provide consistency. The team answers the questions on the template, gathers supporting evidence, prepares a student portfolio for presentation of the case study information. Each case study is then presented by the building level team to the visiting team during a two day visit. Each collaborative team conducts an in depth discussion of the case study presentation and identifies program strengths and suggestions for improvements. The SAU73 Case Study Compliance Process provided a comprehensive review of programs and services offered at the preschool, elementary, middle and high school levels through the completion of six case studies. A summary of findings are described in this report by both SAU and building levels.

## **PARENT PARTICIPATION**

One of the defining features of effective schools is strong parent/community relations and open communication. Having parents as active stakeholders in the NHDOE Special Education Program Approval Process ensures broader perspective 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 November 15-16, 2005 Case Study Compliance Review in SAU73.

The Gilford School District parents provided the district with a good response. The percentage of responses is as follows:

- Preschool = 57%
- Gilford Elementary School = 41%
- Gilford Middle School = 29%
- Gilford High School = 33% (includes parent responses from both Gilford and Gilmanton)

The parent responses indicated an overall high level of satisfaction and strong support of the services provided to their students. The survey revealed that in particular, parents across the district feel that they “fully participate in Special Education decisions regarding my child.” The positive responses indicated that not only do parents participate as partners in the development of student plans, but also in the progress their students are making toward their IEP goals.

In addition, parents provided a very strong positive response to “My child has opportunities to interact with non-disabled peers on a regular basis.” This response offers support and validation to the effectiveness of the district-wide inclusionary model in place within SAU73. The parents' agreement that their students are full participants within the school setting is an important indicator of the district's success in assuring access to all aspects of the schools programs and services. In addition, parents indicated that they feel “satisfied with my child's program and supports that he/she receives.” Of the 71 families responding to the parent survey only two were not satisfied. Additional comments were very positive. The parent survey results revealed an effective educational model that includes parents in decision making and offers opportunities for full access to the general curriculum for all of the district's students. The district has worked hard to provide genuine academic and extracurricular support to all students.

## SUMMARY OF PARENT SURVEY DATA

SAU: 73 Preschool		
Total number of surveys sent: 7	Total # of completed surveys received: 4	Percent of response: 57%

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

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

## SUMMARY OF PARENT SURVEY DATA

SAU: 73 Elementary School		
Total number of surveys sent: 54	Total # of completed surveys received: 22	Percent of response: 41%

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

<b>ACCESS TO THE GENERAL CURRICULUM:</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>No Answer</b>
I am satisfied with my child's program and the supports that he/she receives.	18	4		
My child has opportunities to interact with non-disabled peers on a regular basis.	22			
I am adequately informed about my child's progress.	16	5		1
My child is informed about and encouraged to participate in school activities outside of the school day, and is offered necessary supports.	16	5		1
My child feels safe and secure in school and welcomed by staff and students.	21	1		
A variety of information (observations, test scores, school work, parent input) was used in developing my child's IEP.	19	3		
I am satisfied with the progress my child is making toward his/her IEP goals.	15	6		1
<b>FOR PARENTS OF HIGH SCHOOL STUDENTS:</b>				
My child earns credits toward a regular high school diploma in all of his/her classes.				
<b>TRANSITION:</b>				
I am satisfied with the planning and support provided for the moves my child has made from grade to grade and school to school.	12	3		7
All of the people who are important to my child's transition were part of the planning.	13	2		7
<b>FOR PARENTS OF STUDENTS AGE 16 OR OLDER:</b>				
I am satisfied with the written secondary transition plan that is in my child's IEP.				
<b>BEHAVIOR STRATEGIES AND DISCIPLINE:</b>				
My child's classroom behaviors affect his/her ability to learn. <i>If yes, please answer the next two questions. If no, skip to OTHER.</i>	<b>YES</b> 7			<b>NO</b> 12
I have been involved in the development of behavior interventions, strategies and supports for my child.	6	5		11
I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs.	8	3		11
<b>OTHER:</b>				
I fully participate in special education decisions regarding my child.	20	1		1
I have been provided with a copy of the procedural safeguards (parental rights) at least once a year.	21			1

## SUMMARY OF PARENT SURVEY DATA

SAU: 73 Middle School		
Total number of surveys sent: 59	Total # of completed surveys received: 17	Percent of response: 29%

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

<b>ACCESS TO THE GENERAL CURRICULUM:</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>No Answer</b>
I am satisfied with my child's program and the supports that he/she receives.	13	2	1	1
My child has opportunities to interact with non-disabled peers on a regular basis.	15	1	1	
I am adequately informed about my child's progress.	13	2	1	1
My child is informed about and encouraged to participate in school activities outside of the school day, and is offered necessary supports.	15	2		
My child feels safe and secure in school and welcomed by staff and students.	13	2	1	1
A variety of information (observations, test scores, school work, parent input) was used in developing my child's IEP.	15	1		1
I am satisfied with the progress my child is making toward his/her IEP goals.	13	3		1
<b>FOR PARENTS OF HIGH SCHOOL STUDENTS:</b>				
My child earns credits toward a regular high school diploma in all of his/her classes.				
<b>TRANSITION:</b>				
I am satisfied with the planning and support provided for the moves my child has made from grade to grade and school to school.	14	1	1	1
All of the people who are important to my child's transition were part of the planning.	15		1	1
<b>FOR PARENTS OF STUDENTS AGE 16 OR OLDER:</b>				
I am satisfied with the written secondary transition plan that is in my child's IEP.				
<b>BEHAVIOR STRATEGIES AND DISCIPLINE:</b>				
My child's classroom behaviors affect his/her ability to learn. <i>If yes, please answer the next two questions. If no, skip to OTHER.</i>	<b>YES</b> 8			<b>NO</b> 7
I have been involved in the development of behavior interventions, strategies and supports for my child.	6	1	2	8
I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs.	7			10
<b>OTHER:</b>				
I fully participate in special education decisions regarding my child.	15	1	1	
I have been provided with a copy of the procedural safeguards (parental rights) at least once a year.	17			

## SUMMARY OF PARENT SURVEY DATA

SAU: 73 High School		
Total number of surveys sent: 78	Total # of completed surveys received: 26	Percent of response: 33%

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

<b>ACCESS TO THE GENERAL CURRICULUM:</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>No Answer</b>
I am satisfied with my child's program and the supports that he/she receives.	17	7	1	1
My child has opportunities to interact with non-disabled peers on a regular basis.	24		1	
I am adequately informed about my child's progress.	16	9	1	
My child is informed about and encouraged to participate in school activities outside of the school day, and is offered necessary supports.	19	4	3	
My child feels safe and secure in school and welcomed by staff and students.	22	3	1	
A variety of information (observations, test scores, school work, parent input) was used in developing my child's IEP.	24		2	
I am satisfied with the progress my child is making toward his/her IEP goals.	17	5	2	1
<b>FOR PARENTS OF HIGH SCHOOL STUDENTS:</b> My child earns credits toward a regular high school diploma in all of his/her classes.	23	2		1
<b>TRANSITION:</b>				
I am satisfied with the planning and support provided for the moves my child has made from grade to grade and school to school.	17	4	3	2
All of the people who are important to my child's transition were part of the planning.	15	5	4	2
<b>FOR PARENTS OF STUDENTS AGE 16 OR OLDER:</b> I am satisfied with the written secondary transition plan that is in my child's IEP.	11	3	2	10
<b>BEHAVIOR STRATEGIES AND DISCIPLINE:</b>				
My child's classroom behaviors affect his/her ability to learn. <i>If yes, please answer the next two questions. If no, skip to OTHER.</i>	<b>YES</b> 8			<b>NO</b> 17
I have been involved in the development of behavior interventions, strategies and supports for my child.	8	1	1	16
I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs.	8	1	1	16
<b>OTHER:</b>				
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.	26			

# **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**

It was obvious to the visiting team that students in the Gilford School District have full access to the curriculum, equal educational opportunities and that the district is strongly committed to providing special education supports and services to students in the least restrictive settings. There are many program opportunities both for students with and without disabilities. Key components to the district's successful inclusion model includes special education leadership, consistent systems of communication district wide, appropriate and effective staffing patterns at each level, and scheduling that provides time for collaborative planning among the general and special educators and paraprofessionals relevant to professional development activities for the staff. In addition, there is a spirit of willingness to provide individualized supports to students in an effort to provide in-district programming and avoid out of district placements whenever necessary.

The district's IEP format includes all the latest requirements of IDEA 2004 and IEPs are being fully implemented within the schools. Full inclusion was clearly evident to the visiting team members who spent time within each school building. The student service (resource) rooms are often empty, because students are participating in the general education classroom. Special educators team-teach with general educators and paraprofessionals to provide instructional support within the classrooms.

## **Transition**

### **Transition Planning**

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

#### **Transition Services**

Transition planning and services take place for students in the Gilford School District. General and special educators, parents, administration and, if appropriate, outside agencies work together to ensure that students move successfully from preschool to kindergarten, from grade to grade, from school to school and to the world of work. Especially helpful in the area of transition planning was the decision to have a special education case manager assigned to each grade level in each school building. Transition activities, such as information nights, meetings for parent-teacher collaboration, meetings to form new classes and inclusion of area agencies in planning help to ensure that students with disabilities make the transitions successfully. Grade "looping" at some levels also provides consistency and structure as students move from grade to grade.

## **Behavior Strategies and Discipline**

Behavior planning and strategies are in place for the students of SAU73. A consistent and well established "code of conduct" for discipline is in place at all of the schools. Guidance and behavior support staff are available to work with students with behavioral issues. An addition to the middle school, through a grant, is the "crisis referral counselor," who accepts all referrals and organizes the teams to respond. Also, common planning in some buildings allows staff to bring up and discuss an issue(s) and plan intervention before the behavior becomes more difficult to handle. The inclusion of a full time behavior specialist is also an asset in working with students who have behavior challenges.

## COMMENDATIONS

- The SAU73 administration and staff are commended for their professionalism, dedication and their creative approach to identifying and providing individualized educational supports to all students within the district.
- The district is commended for their work in designing specialized programs for students with specific and complex disabilities. The philosophy of solution finding and individualized program development extends to each student, regardless of the unique challenges their learning needs may present.
- The district has worked hard to provide the appropriate programming and supports within the district for all students. As a result, the district has a very low number of students placed in out of district placements (two local and two court appointed) at this time.
- The staffing patterns in the Gilford School District are effective in providing the supports necessary to maintain a successful inclusion model at each school. The assignment of a special educator at each grade level helps to ensure consistency in communication, collaboration and instruction.
- The commitment to the inclusion model is evident at every level within the district.
- The paraprofessional, behavioral and related service supports provided to the general education classroom is effective and critical to the success of an inclusion model at every school.
- The district is commended for encouraging and supporting the team teaching model.
- There is clear, regular and consistent communication within the special education departments throughout the district.
- The district's special education administrator provides strong leadership and vision to the special education programs. Support for her leadership and current initiatives were acknowledged by many administrators, staff members and a school board member.
- The professional development opportunities provided to paraprofessionals offer important supports to staff.
- The addition of the Northwest Education Assessment (NWEA) MAP testing will provide important assessment information regarding individual student progress to teachers, students and parents.
- The SAU is commended for the major building improvement project to the Middle and High School facility. The school is thoughtfully designed to support the learning needs of middle and high school students with and without disabilities.
- The school board and parents within the Gilford community are supportive partners with the school system. Parents expressed strong support for the programming offered to students at each level.
- There are a number of effective initiatives taking place within the district. These include curriculum mapping, Literacy Collaborative, Grade Quick (online communication tool for parents and students), and Co-SEED (Community-based School Environment Education) program, among others.
- The Meadows Project, an alternative general education program developed to support at-risk students with specific academic needs, is a creative and unique off-campus program. The program takes a "real life learning" approach and considers the needs of the whole student. This innovative program may act as a model for other school districts in NH.
- The district provides small bus transportation to programs during the school day so that teachers can extend their programs to access the community and other resources outside of the classroom. This access to transportation further supports the use of creative instructional design.

## 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, a 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.

There were no current issues of significance identified through the NHDOE Program Approval Process in SAU73. In recent years, however, the district experienced a relatively high rate of administrative turnover. The present administrative team is developing a vision for the future and prioritizing key educational initiatives that may have the greatest impact on student outcomes within SAU73. The planning includes consideration of curriculum, and instruction and assessment goals, among other areas of educational practice.

In the area of special education the Gilford School District is a proactive district on the “cutting edge” of best practices for all students and should be a model for other districts to follow.

## CITATIONS OF NONCOMPLIANCE IDENTIFIED AS A RESULT OF THE NOVEMBER 15- 16, 2005 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. 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.** A template and instructions for a plan will be provided. 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 to SAU73.

<b>ED 1109.01 (a) Elements of An Individualized Education Program (IEP)</b>
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Of the IEPs reviewed during the Case Study Compliance Review one lacked measurable annual goals.
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## 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. While SAU73 is not held accountable for follow up on suggestions for improvement, the NHDOE strongly encourages the Gilford School District to seriously consider the suggestions for improvement, determine which suggestions are most appropriate, and address these suggestions in your corrective action plan. However, discretion may be used in this area, as suggestions for improvement are not considered to be required corrective actions. Suggestions for improvement for individual programs are included in the Building Level Case Study Data Summary Reports on pages 17-44. It should be noted that in the Building Level Data Summary Reports that follow, any suggestion made by a visiting team member which is actually a citation of noncompliance has an asterisk (\*) before it, and is listed above as a citations of noncompliance.

As above in the citation section, there were few suggestions for improvement in the Gilford School District. This is further evidence that SAU73 is a highly performing school district, where model practices, supports and services to students with disabilities are in place.

**Suggestions for Improvement:**

- Continue to review, prioritize and provide professional development to all staff to meet changing and complex student needs.
- Continue to review the community-based preschool program model to determine if there may be a need to develop a school-based component in the near future.
- Consider the eventual need for a full time Occupational Therapist at the elementary school.
- Continue to prioritize the multiple district-wide initiatives to maintain alignment of key projects and their relationship to student outcomes.
- While a full time kindergarten program was recently voted down the visiting team members recommend continued consideration of a full time program in the future.

**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: 73	School: Gilford Preschool	Date: 11/15/05
Programs: Preschool		Number of Cases Reviewed: 1
Recorder/Summarizer: Nancy D'Agostino		

Collaborative Team Members:

Dorothy O'Rourke	Visiting
Connie Mirski	Building Level
Nancy D'Agostino	Visiting
Name	Building Level or Visiting (circle one)
Name	Building Level or Visiting (circle one)
Name	Building Level or Visiting (circle one)
Name	Building Level or Visiting (circle one)
Name	Building Level or Visiting (circle one)
Name	Building Level or Visiting (circle one)

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

### SUMMARIZE YOUR BUILDING LEVEL DATA

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

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

Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> <li>1. All preschoolers are placed in programs designed for typically developing children and have full access to the curriculum and to their peers.</li> <li>2. The Special Education Director has shown strong leadership in the following areas: <ul style="list-style-type: none"> <li>▪ Providing children with programming within the regular education setting.</li> <li>▪ Considering the full impact of student placements and the long term results.</li> <li>▪ Communicating regularly with the preschool team.</li> </ul> </li> <li>3. Access to the Village Preschool is helpful. They are flexible to individual student needs.</li> </ol>	<ol style="list-style-type: none"> <li>1. Develop a method to support the variety of community based preschools that provide programming for Gilford preschoolers with relevant information regarding expectations for children entering the public school.</li> <li>2. *The preschool team must ensure that students identified with an educational disability have an IEP in place by their third birthday. Diagnostic Teaching Placements should not be used once a child turns three. The team may want to adopt some of the student's IFSP goals for the student's initial IEP with a planned review after a few months to adjust goals.</li> <li>3. *There is a need for special educators and therapists to continue work on the development of measurable IEP goals.</li> <li>4. For additional guidance regarding the development of IEPs the preschool coordinator may want to consider a mentorship through EEIN or a technical support meeting through the Preschool Technical Assistance Network) PTAN.</li> </ol>

### SUMMARIZE YOUR BUILDING LEVEL DATA

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

<b>TRANSITION STATEMENTS</b>				<b>YES</b>	<b>NO</b>
<b>Ed .1102.53, Transition Services</b> <b>CFR 300.29</b> <b>Ed. 1109.01, Elements of an IEP (Transition Services)</b> <b>CFR 300.347 (b) (1) (2)</b> <b>Ed. 1109.03, IEP Team</b> <b>CFR 300.344 (b) (1)</b> 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.				<b>YES</b>	<b>NO</b>
Transition planning from ESS to preschool takes place.				1	
Transition planning from preschool to kindergarten or 1 <sup>st</sup> grade takes place.					1 - N/A
District staff participated in a transition planning conference arranged by ESS and this transition planning conference occurred at least 90 days before the student's third birthday. <b>If not, was it due to:</b> (check all that apply)					1
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	<b>1</b>	
Student Not Referred Prior To 90 Days	Parent / School Communication Breakdown		Other		
				<b>YES</b>	<b>NO</b>
Team around transition includes parents.				1	
Team around transition includes appropriate agencies.				1	
Services agreed on in the IEP began by the time specified in the IEP.				1	
Early Supports and Services provided the school or district with initial information prior to 90 days.				1	
Early Supports and Services evaluation information was shared with the school or district.				1	

Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> <li>1. Some of the summer services are provided at the elementary school to familiarize the children with the school building.</li> <li>2. The transitions process for both incoming and outgoing preschool students is thoughtful. Transition plans are individualized to meet each preschooler's needs. Children who need extra time for transitioning come in prior to the start of school or join the program on a graduated basis.</li> <li>3. Some physical therapy is provided to the preschool students on the school playground.</li> <li>4. The same physical therapist provides services to both the preschool and elementary school.</li> <li>5. The elementary school staff members participate in and are supportive of the work around preschool transitions.</li> <li>6. One of the community based preschools is within walking distance to the elementary school.</li> <li>7. The preschool coordinator's schedule is flexible enough so that she can visit all programs and provide the communication and supports necessary to the community based programs.</li> <li>8. The preschool coordinator makes connections to the home and families of preschool students. This is especially important for those families who may not have their own transportation available.</li> <li>9. The school nurse has been able to make connections between community services to extend supports to students.</li> </ol>	<ol style="list-style-type: none"> <li>1. The preschool coordinator would like to develop materials and a process to better inform area programs and families of the preschool services available within the Gilford School District, including the Child Find process.</li> </ol>

### SUMMARIZE YOUR BUILDING LEVEL DATA

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

<b><u>BEHAVIOR STRATEGIES AND DISCIPLINE</u></b>		<b>YES</b>	<b>NO</b>	<b>N/A</b>
<b><u>Ed. 1109.02 Program</u></b>	<b><u>CFR 300.346</u></b>			
<b><u>Ed. 1119.11 Disciplinary Procedures</u></b>	<b><u>CFR 300.519-300.529</u></b>			
<b><u>Ed. 1133.07 (a) (b) (c) (d) (e)</u></b>	<b><u>CFR 300.510-300.529</u></b>			
<b><u>Child Management – Private Schools</u></b>	<b><u>RSA 169-C Child Protection Act</u></b>			
Data are used to determine impact of student behavior on his/her learning.				1
Has this student ever been suspended from school?				1
If yes, for how many days?				
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
<b>Strengths</b>	<b>Suggestions for Improvement</b>			
1. School wide behavior strategies are also implemented district wide.	1. The district may wish to consider identifying a service team specific to the preschool program to facilitate the process of communication, collaboration and planning.			

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

Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> <li>1. A significant strength is seen in the district’s ability to place preschool students identified with educational disabilities in typical preschool settings.</li> <li>2. The clear philosophy and focus within the district is to provide the necessary services to all students so that they are successful and able to remain in their home school. This effort results in very few Gilford students being placed in out of district or separate settings.</li> <li>3. The staff members within the district consider all aspects of the students needs (e.g. nutrition, clothing) to ensure success.</li> <li>4. Specialized training is available as needed to staff.</li> <li>5. The Special Education Director is very supportive of and responsive to staff and student needs.</li> <li>6. Parents of preschool students are provided with options for placement in a preschool program.</li> <li>7. The Village program has an experienced staff with low turnover. This is true of most of the community based sites used by the district for preschool placements.</li> </ol>	<ol style="list-style-type: none"> <li>1. The schedules in area preschools can at times limit the scheduling options that would benefit some of the preschool students.</li> <li>2. The area preschool that may be the best match for a child may not have any openings available at the time of placement. Children who turn three years old in the spring may have limited placements available.</li> <li>3. The district may need to consider alternative ways to provide services to preschool students with educational disabilities if the numbers or needs of eligible children should increase.</li> </ol>

**USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT**

**BUILDING LEVEL CASE STUDY DATA SUMMARY**

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

SAU: 73	School: Gilford Elementary School	Date: 11/15/05
Programs: Inclusion		Number of Cases Reviewed: 2
Recorder/Summarizer: Erin Peterson and Lori Krueger		

Collaborative Team Members:

Name: Sandra T. McGonagle	Building Level
Name: Dorothy O'Rourke	Visiting
Name: Linda Arel	Building Level
Name: Donna Finner	Building Level
Name: Erin Peterson	Visiting
Name: Lori Krueger	Visiting
Name:	Building Level or Visiting
Name:	Building Level or Visiting
Name:	Building Level or Visiting
Name:	Building Level or Visiting
Name:	Building Level or Visiting
Name:	Building Level or Visiting

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

## SUMMARY OF BUILDING LEVEL DATA

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

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

## Access to the General Curriculum

### Strengths

1. The IEP process includes:
  - measurable academic goals
  - modifications and accommodations that are very specific
  - data tracking to show progress
  - weekly collaboration with support staff
  - collaboration with parents and teachers in developing the IEP
2. Supports available to students include strong and effective staffing such as:
  - learning lab assistants
  - one to one paraprofessional supports when needed
  - one to one nursing support for students when needed
  - teaching assistants are available for each grade level
  - guidance counselors
  - technology teachers
  - music teachers
  - resource officer full time
  - literacy coordinators
  - Title I and Reading Recovery teachers
  - Also includes supports such as the Brain Research Program; the LLI program and the Co-Seed Nature program through the Audubon Society.
3. There is clear integration of the arts within the curriculum.
4. Extracurricular activities available to students include:
  - after school sports
  - junior Naturalist Club
  - two sessions of Enrichment Programs which teachers create for 4–6 weeks are paid for by the parents

### Suggestions for Improvement

1. \*Continue to work on the development of measurable IEP goals in the areas of speech and language, Occupational Therapy (OT) and Physical Therapy (PT).
2. Provide OT consultation to teachers and staff in addition to direct services.

## SUMMARY OF BUILDING LEVEL DATA

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

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

**Transition**

**Strengths**

**Suggestions for Improvement**

1. The preschool and kindergarten screening process is helpful in supporting transition into school.
2. There are parent information nights and visitation days for incoming kindergarteners.
3. The looping model is available in grades 1–2 and 2–3.
4. The staff collaboration in determining class lists is effective.
5. Gilford Elementary School provides many opportunities for parents to transition to the middle school (i.e. picnics and information evenings).

**SUMMARY OF BUILDING LEVEL DATA**

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

<b><u>BEHAVIOR STRATEGIES AND DISCIPLINE</u></b>			
<b><u>Ed. 1109.02 Program</u></b>	<b><u>CFR 300.346</u></b>		
<b><u>Ed. 1119.11 Disciplinary Procedures</u></b>	<b><u>CFR 300.519-300.529</u></b>		
<b><u>Ed. 1133.07 (a) (b) (c) (d) (e)</u></b>	<b><u>CFR 300.510-300.529</u></b>		
<b><u>20 U.S.C. 1415 (K)</u></b>			
<b><u>Child Management – Private Schools</u></b>	<b><u>RSA 169-C Child Protection Act</u></b>	<b>YES</b>	<b>NO</b>
			<b>N/A</b>
Data are used to determine impact of student behavior on his/her learning.		2	
Has this student ever been suspended from school?			2
If yes, for how many days?			
If appropriate, a functional behavior assessment has been conducted.		1	1
IEP team has addressed behaviors that are impacting student learning.		2	
A behavior intervention plan has been written to address behaviors.		1	1
All individuals working with the student have been involved in developing behavior intervention strategies.		2	
Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.		2	
Results of behavior intervention strategies are evaluated and monitored.		2	
A school-wide behavior intervention model exists.		2	
<b>Strengths</b>	<b>Suggestions for Improvement</b>		
<ol style="list-style-type: none"> <li>1. The school behavior intervention model is the Code of Conduct.</li> <li>2. The district’s behavior consultant works closely with parents and is able to visit student’s homes to provide parents with behavior strategies.</li> <li>3. There is collaboration among staff members in the design of behavior plans and behavior goals for students who may require such plans.</li> <li>4. The school’s model of providing a quiet room for students who may need some time away from class is effective. Students with disabilities are provided academic support in the quiet room or are with their peer group as soon as they are ready.</li> <li>5. Calming activities and strategies are taught to students.</li> </ol>			

## SUMMARY OF BUILDING LEVEL STRENGTHS AND SUGGESTIONS FOR IMPROVEMENT

Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> <li>1. The administration and staff at the Gilford Elementary School are dedicated to providing all students with the educational and social/emotional supports they need to meet with school success.</li> <li>2. There is clear and effective staff collaboration within the Gilford Elementary School.</li> <li>3. A teacher assistant is available at each grade level.</li> <li>4. Academic interventions are available to students as needed. They include Brain Research Reading, LLI, Reading Recovery, and enrichment activities, among others.</li> <li>5. The looping model is effective and is available to students in grades 1–2 and 2–3.</li> <li>6. Effective behavior supports are available to students. They include two guidance counselors, a full-time resource officer and a behavior specialist.</li> <li>7. There is a strong level of parent involvement in the elementary school. More than 160 parents volunteer in the school each week.</li> <li>8. A range of extracurricular activities are offered to all students.</li> <li>9. There is a range of summer programs available to students who may require such support. They include: a day program, tutoring, an extended year program and, in some cases, out of district summer placements to meet specific student needs.</li> </ol>	<ol style="list-style-type: none"> <li>1. Continue to explore the possibility of providing students with a full day Kindergarten program.</li> <li>2. * Continue to provide staff with training in order to ensure the development of consistently measurable IEP goals in the areas of speech, OT and PT.</li> <li>3. Continue to explore the need for a school based preschool program for students who may require more intensive supports.</li> <li>4. Review and consider the possible need for a full time OT at the elementary school.</li> </ol>

**USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT**

**BUILDING LEVEL CASE STUDY DATA SUMMARY**

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

SAU: 73	School: Gilford Middle School	Date: 11/16/05
Programs: Modified Regular		Number of Cases Reviewed: 2
Recorder/Summarizer: Jo Ellen Divoll, Holly Charron, Nancy Wright, Derba Matsumoto		

Collaborative Team Members:

Name: Nancy Wright	Building Level
Name: Deb Matsumoto	Building Level
Name: Holly Charron	Visiting
Name: Jo Ellen Divoll	Building Level or <u>Visiting</u>
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:

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

**Access to the General Curriculum**

**Strengths**

1. The middle school students with educational disabilities are included in the general education setting with appropriate supports that include paraprofessionals, as well as technology, such as Alpha Smarts, Co-Writer and Write Out Loud, for example.
2. Having a special education teacher at each grade level allows for collaboration and consistency among staff members in providing the appropriate supports to students.
3. The recent renovation to the middle school building was designed to effectively accommodate a middle school model and to provide resource rooms that are within the appropriate grade level wing.
4. The middle school staff is commended for their work toward the inclusionary model in place as well as the collaboration between general and special educators.
5. The special education staff has the knowledge and leadership skills to provide the support to this fully inclusionary model.
6. The paraprofessional staff are full and valued members of the middle school staff.
7. The level of effective communication within the Gilford School District, and in particular, among the special education department, is impressive. The administration, staff and parents all acknowledge the importance of communicating and the active use of email to facilitate this process results in a positive strategy.
8. The school schedule is designed to provide adequate and regular common planning and meeting times for each grade level team. This critical component is necessary for a successful inclusionary program and the school is commended for their efforts in providing the appropriate structures.

**Suggestions for Improvement**

1. Continue to review the middle school's inclusionary program model to determine any potential areas of professional development that may provide a greater depth of knowledge to staff in areas such as: additional team teaching strategies, evolving role of paraprofessionals in providing student supports, understanding specific disabilities, etc.

## SUMMARY OF BUILDING LEVEL DATA

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

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

**Transition**

**Strengths**

**Suggestions for Improvement**

1. The Middle School plays a significant role in transition planning as students move from the elementary school to the middle school and then leave the middle school and move to the high school. The transition planning includes grade 5 teachers attending incoming grade 4 student meetings to describe programs and answer student and parent questions. The middle school and high school staff attend the outgoing 8<sup>th</sup> grade student meetings to do the same.
2. Tours of the new school are encouraged and provided to students.
3. Grade level teams share knowledge of students with the next year's team.

**SUMMARY OF BUILDING LEVEL DATA**

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

<b><u>BEHAVIOR STRATEGIES AND DISCIPLINE</u></b>			
<b><u>Ed. 1109.02 Program</u></b>	<b><u>CFR 300.346</u></b>		
<b><u>Ed. 1119.11 Disciplinary Procedures</u></b>	<b><u>CFR 300.519-300.529</u></b>		
<b><u>Ed. 1133.07 (a) (b) (c) (d) (e)</u></b>	<b><u>CFR 300.510-300.529</u></b>		
<b><u>20 U.S.C. 1415 (K)</u></b>			
<b><u>Child Management – Private Schools</u></b>	<b><u>RSA 169-C Child Protection Act</u></b>	<b>YES</b>	<b>NO</b>
			<b>N/A</b>
Data are used to determine impact of student behavior on his/her learning.		2	
Has this student ever been suspended from school?			2
If yes, for how many days?			
If appropriate, a functional behavior assessment has been conducted.			2
IEP team has addressed behaviors that are impacting student learning.		2	
A behavior intervention plan has been written to address behaviors.			2
All individuals working with the student have been involved in developing behavior intervention strategies.		2	
Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.		2	
Results of behavior intervention strategies are evaluated and monitored.			2
A school-wide behavior intervention model exists.		2	
<b>Strengths</b>	<b>Suggestions for Improvement</b>		
<ol style="list-style-type: none"> <li>1. There is a consistent code of conduct within the middle school.</li> <li>2. The resource team meets weekly to review the needs of individual students.</li> <li>3. The Guardian Angels process identifies students who may be at-risk. Individual staff members then provide encouragement and support to those students.</li> <li>4. The school schedule has built in times to address issues such as homework.</li> <li>5. Functional Behavior Assessments (FBAs) are completed as needed.</li> <li>6. There is an effort to include the bus drivers in any behavior planning.</li> </ol>			

## SUMMARY OF BUILDING LEVEL STRENGTHS AND SUGGESTIONS FOR IMPROVEMENT

Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> <li>1. The middle school staff is commended for their efforts to work collaboratively to provide the necessary supports and accommodations to all students.</li> <li>2. All students are included in general curriculum with the necessary and appropriate supports.</li> <li>3. The staffing pattern that allows for a special educator assigned to each grade level is an effective way to ensure collaboration.</li> <li>4. Professional development opportunities are provided to the paraprofessionals.</li> <li>5. Paraprofessionals are highly professional and are valued members of the middle school community.</li> <li>6. Reading is offered to middle school students as a content area curriculum.</li> <li>7. The building design was done to accommodate the middle school team model through grade level pods.</li> <li>8. There is consistent transition planning done from grade to grade and from school to school. This also allows for support to students and parents on an individual basis.</li> <li>9. There is a multi-leveled disciplinary approach used within the middle school. This includes a target system, leveled administrative referrals, effective use of preferential intervention strategies, and a consistently applied code of conduct.</li> <li>10. The Guardian Angel program is commended for the proactive approach to supporting and monitoring at-risk students.</li> <li>11. There is frequent parent contact and communication.</li> <li>12. The use of grants monies is effective in extending services to students.</li> </ol>	<ol style="list-style-type: none"> <li>1. Continue to explore other technological advances, both software and hardware.</li> </ol>

**USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT**

**BUILDING LEVEL CASE STUDY DATA SUMMARY**

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

SAU: 73	School: Gilford High School	Date: 11/16/05
Programs: Modified Regular		Number of Cases Reviewed: 2
Recorder/Summarizer: Kate Best and Jack Tiano		

Collaborative Team Members:

Name: Kate Best	Visiting
Name: Jack Tiano	Visiting
Name: Jean Moreau	Building Level
Name: Kathleen Mulgrew	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:

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

**Access to the General Curriculum**

**Strengths**

1. Special educators and general educators collaborate on and implement individual student plans as a team.
2. All students in Gilford High School are provided the opportunity to be included in the general curriculum with non-disabled peers, regardless of their disability.
3. Access is provided to all high school classes for all high school students.
4. Students with educational disabilities have access to support from a paraprofessional in regular curriculum classes.
5. All students have opportunities to receive support from non-disabled peers.
6. There are opportunities for students with disabilities to build relationships with non-disabled peers.
7. Students have access to all extracurricular activities.

**Suggestions for Improvement**

1. Provide general education teachers and staff with additional professional development in differentiated instruction to increase the success of all students in the general education curriculum.

## SUMMARY OF BUILDING LEVEL DATA

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

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

**Transition**

**Strengths**

1. The inclusion of area agencies in the transition planning process is commended.
2. The flexibility of staff and paraprofessionals in implementing transition goals is effective.
3. There is good parent involvement in the area of transition planning.
4. The school staff is commended in their efforts to seek opportunities for students to access the community.
5. The district's transition specialist is available to students when needed.
6. Tours are set up with local colleges to introduce post secondary options to students and families.
7. There is flexibility in the summer programming offered to meet individual student needs.

**Suggestions for Improvement**

1. Continue efforts to develop meaningful goals and objectives as they relate to transition services.
2. Seek ways to make parents and students more aware of available resources as they relate to recreational, vocational and independent living skills.

**SUMMARY OF BUILDING LEVEL DATA**

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

<b><u>BEHAVIOR STRATEGIES AND DISCIPLINE</u></b>			
<b><u>Ed. 1109.02 Program</u></b>	<b><u>CFR 300.346</u></b>		
<b><u>Ed. 1119.11 Disciplinary Procedures</u></b>	<b><u>CFR 300.519-300.529</u></b>		
<b><u>Ed. 1133.07 (a) (b) (c) (d) (e)</u></b>	<b><u>CFR 300.510-300.529</u></b>		
<b><u>20 U.S.C. 1415 (K)</u></b>			
<b><u>Child Management – Private Schools</u></b>	<b><u>RSA 169-C Child Protection Act</u></b>	<b>YES</b>	<b>NO</b>
		<b>N/A</b>	
Data are used to determine impact of student behavior on his/her learning.		2	
Has this student ever been suspended from school?			2
If yes, for how many days?			
If appropriate, a functional behavior assessment has been conducted.			2
IEP team has addressed behaviors that are impacting student learning.		2	
A behavior intervention plan has been written to address behaviors.			2
All individuals working with the student have been involved in developing behavior intervention strategies.			2
Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.			2
Results of behavior intervention strategies are evaluated and monitored.		2	
A school-wide behavior intervention model exists.		2	
<b>Strengths</b>	<b>Suggestions for Improvement</b>		
<ol style="list-style-type: none"> <li>1. There is a well established continuum of discipline.</li> <li>2. Accommodations are made to allow students with behavior issues to regroup and process.</li> <li>3. The in-school suspension program is effective.</li> <li>4. The off site Meadows Program provides an alternative to the traditional classroom setting for students.</li> <li>5. The intervention team identifies students with behavior issues and implements interventions.</li> <li>6. Group and crisis counseling is available to students when needed.</li> </ol>			

## SUMMARY OF BUILDING LEVEL STRENGTHS AND SUGGESTIONS FOR IMPROVEMENT

Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> <li>1. The Gilford High School staff is dedicated to their work with all students to ensure access to the curriculum and individual success.</li> <li>2. There is an effective inclusion model in place at the high school that meets the needs of students.</li> <li>3. The special education director is supportive of the high school programming and staff. Her communication is regular and consistent and allows for an ongoing exchange of ideas.</li> <li>4. There is strong communication between the school staff and the parents.</li> <li>5. There are many opportunities for students to become involved in both academic and extracurricular activities within the Gilford High School.</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify any professional development needs of general education teachers to strengthen their knowledge of differentiated instruction and inclusionary strategies.</li> <li>2. Continue to work to increase the involvement of community and area agencies in the transition planning process for students with disabilities.</li> </ol>

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

**ADDENDUM**

**Out-of-District File Review**

**SAU # 73**

Date: November 15, 2005

Reviewer: Nancy Brogden and Maryclare Heffernan with Esther Kennedy

<p style="text-align: center;"><b>ADDENDUM</b> <b>Out-of-District File Review</b></p>
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SAU73

Number of Files Reviewed: Two files were reviewed.

**COMMENDATIONS**

The Gilford School District is commended for the small number of students placed in out of district programs. Many efforts are made to provide appropriate placements in the least restrictive environment, before placing a student in an out of district program. Close contact is kept by the special education director when a student has to be placed out and a continual look at transitioning back, when appropriate, is supported.

**CITATIONS OF NONCOMPLIANCE**

Both files reviewed were in compliance with State and Federal requirements and services listed in students' IEPs are being provided.

**ADDENDUM**

**JAMES O. MONITORING PROGRAM**

**SAU #73**

Student File Review

Case Study Document

Reimbursement Claim Form

Case Study Addendum Form

Date: November 16, 2005

Reviewer: Maryclare Heffernan, Nancy Brogden and Esther Kennedy

**ADDENDUM  
JAMES O. MONITORING PROGRAM**

SAU73

Number of files reviewed: Two files were reviewed.

**COMMENDATIONS:**

The Gilford School District is commended for the small number of students placed in out of district programs. Many efforts are made to provide appropriate placements in the least restrictive environment, before placing a student in an out of district program. Close contact is kept by the special education director when a student has to be placed out and a continual look at transitioning back, when appropriate, is supported.

**CITATIONS OF NONCOMPLIANCE:**

Both files reviewed were in compliance with State and Federal requirements and services listed in students' IEPs are being provided.