

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

**SAU 76
SUMMARY REPORT**

LYME SCHOOL DISTRICT

**DR. GORDON SCHNARE, Superintendent of Schools
PAMELA B. FROST, Director of Special Education**

Chairperson, Visiting Team:
NANCY H. BROGDEN, PH.D.
Education Consultant, SERESC

Visit Conducted on January 26-27, 2006
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I. TEAM MEMBERS

Visiting Team Members:

NAME	PROFESSIONAL ROLE
Chairperson: Nancy H. Brogden	Technical Assistant
Nancy D'Agostino	Preschool Technical Assistant
Amanda Cormier	Special Educator
Joanne Magnan	Special Educator

Building Level Team Members:

NAME	PROFESSIONAL ROLE
Pamela Frost	Director of Special Education
Elaine White	Special Educator
Susan Dame	Preschool Consultant
Steven Dayno	Classroom Teacher
Priscilla Geoghegan	Classroom Teacher
Gerry Clancy	Principal
Penny Cove	Special Educator
Heidi Nichols	Preschool Teacher
Heather Scholl	Occupational Therapist

II. INTRODUCTION

SAU # 76 is a single town school district that separated from SAU#32 seven years ago. It is administered by a part-time Superintendent, a Special Education Director/Reading Teacher (80/20%), and a full time Principal. Preschool children with educational disabilities are placed in community-based programs. An extended day kindergarten (8 to 12:30) and grades one through eight are housed in a spacious building in the center of the town of Lyme. High school age students attend school at Hanover High School, Thetford Academy and occasionally at Rivendell High School in Orford. Although no case reviews of Lyme high school age students were conducted during this visit, files of these students will be reviewed during the compliance visit at Hanover High School in May 2006.

In addition to brightly decorated classrooms, the Lyme School has a lunchroom/activity room and a large gymnasium/stage area. This is truly a community school, used at all hours of the day by townspeople. The gym is used for community activities (voting, town meeting, Lyme Band, etc), and the community, including parents and citizens without children, is very involved in school activities. For example, on school opening day in the fall, the whole school lines up by grade level outside of the school and marches in to start the school year, cheered on by many parents and other community members. There are similar activities and traditions during the year where the whole community gets involved.

The district employs a full time computer teacher who teaches classes to all children and to staff. In addition to a computer lab and computers in all classrooms, there is a mobile cart with laptops, which students can sign out and use as needed. French is taught in Grades 5-8, with the opportunity for students in Grades 7 and 8 to earn one credit in foreign language at the high school level. The Special Education Director, who is also the Reading Teacher, has instituted an Early Literacy Intervention Program, which will be mentioned below under commendations.

The Lyme School has developed a Vision Statement:

“Lyme School students and staff, in partnership with community, will pursue excellence and embrace school values.”

The School Values are:

“Respect, Tolerance, Personal Accountability, Citizenship, Hard Work Well Done, Civility, Teamwork and Integrity,”

And the Mission Statement for Students is:

“For our students, the Lyme School will:

- o *Deliver a solid interdisciplinary foundation of knowledge*
- o *Inspire a love of learning*
- o *Teach critical thinking and problem-solving skills*
- o *Build character and instill the virtues of our community with a world perspective”*

DISTRICT ENROLLMENT DATA	2003-04	2004-05	2005-06
Total Student Enrollment (ages 6-21) (as of Oct 1)	171(K-8) 101 (9-12)	164 (K-8) 103 (9-12)	170 (K-8) 97 (9-12)
Expenditure Per Pupil (K-8)	\$11,048	\$12,495	
Cumulative Drop-Out % (grades 9-12) students with disabilities	.009	0	
Cumulative Drop-Out % (grades 9-12) non-disabled students	No data	No data	No data
Free/Reduced Lunch % K-8	4%	2%	1%
Title I %	Do not qualify	Do not qualify	Do not quality
LEP %	3	3	2

SPECIAL EDUCATION PROGRAM DATA	2003-04	2004-05	2005-06
# of Identified Students Ages 3-5 (as of Oct. 1)	3	2	4
# of Identified Students Ages 6-21 (as of Oct. 1)	33	37	24
% Identified Ages 5-21 (as of Oct. 1)	12%	14%	9%
# Out of District	2	0	0
% Out of District	.7%	0	0
# of Students Out of Compliance (as of Oct. 1)			0
Special Programs Total Expenditure	\$436,8881	\$433,331	
Average Caseload (as of Oct. 1)	11	9	8
# Identified Students Suspended One Or More Times		0	
# of students with disabilities who are being provided home instruction (as of Dec.1)		0	0
# of students with disabilities who have been placed on a "shortened school day" (as of Dec. 1)		0	0
Special Education Staffing: (report in FTEs)	2003-04	2004-05	2005-06
# of Special Educators			2 FTE
# of Related Service Providers			.43 FTE.
# of Paraprofessionals			3.39 FTE

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 #76 on January 26 and 27, 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, a Case Study Compliance Review was conducted at the Lyme Elementary School.

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 team. The summaries, included in the report that follows, outline identified areas of strength and areas needing improvement for each program reviewed.

Throughout the entire review process, the visiting team worked in collaboration with the staff of SAU #76. 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

At a corrective action visit on August 29, 2002 and based on a review of the November 13-14, 2000 NHDOE Special Education Program Approval Report, the following patterns were identified as needing improvement:

CFR 300.15 Child Find- Clarify and fully implement Child Find procedures

Status 2002 Met

Status 2006 Met

CFR 300.320 Transition- Clarify transition, planning, communication and collaboration from Part C to Part B

Status 2002 Met

Status 2006 Met –The district is providing excellent and thorough transitions from Part C to Part B.

ED 1107.02 Referrals- Providing parents with written disposition of referral within 15 days

Status 2002 Met

Status 2006 Met

ED 1107.03 Evaluation team not multidisciplinary

Status 2002 Met

Status 2006 Met. The district does not have a teacher certified in ED but contracts with another district to provide this team member, if necessary

ED 1107.07 No LEA representative at evaluation meeting

Status 2002 Met

Status 2006 Met. The Special Education Director attends all evaluation meetings

ED 1109.04 No evidence of 10 day notice of IEP meeting

Status 2002 Met

Status 2006 Met

CFR 300.354 Procedural safeguards not given to parents at initial referral

Status 2002 Met

Status 2006 Met

CFR 300.503 No evidence of written prior notice

Status 2002 Met

Status 2006 Met

ED 1111.01 No clear documentation on IEP of Extended Year Program

Status 2002 Met

Status 2006 Met

CFR 300.347 No clear statement of how progress will be measured

Status 2002 Met

Status 2006 Met

ED 1109.01 Team composition not clearly documented on IEP

Status 2002 Met

Status 2006 Met

CFR 300.346 Components of IEP not clear or well developed

Status 2002 Met

Status 2006 Met

Hanover High School and Thetford Academy

There were citations for cases reviewed at both high schools. The corrective action report dated August 29, 2002 indicates that much progress had been made in terms of oversight of high school programs.

Status 2002 Met

Status 2006 Met

Discussion with the Special Education Director points out that she goes to all meetings of Lyme students at the various high schools and she attempts to make sure that the teams cover all requirements and safeguards.

V. JANUARY 26-27, 2006 CASE STUDY COMPLIANCE REVIEW RESULTS

Data collection is an important part of the NHDOE Special Education Case Study Compliance Review Process. In SAU #76, the NHDOE worked with staff and administration in the selection of case studies to ensure that there was a representative sampling of data collected from the grade levels 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.

At the Lyme Elementary School, the visiting team reviewed the cases of one preschool child and two elementary students. A visit was made to the Lyme Nursery School to see the facility and to observe the child whose case was being presented. While no Lyme high school students were reviewed during this visit, there were discussions about those students with the superintendent and special education director, assuring good oversight of students with disabilities attending local high schools.

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 January 26-27, 2006 Case Study Compliance Review in SAU # 76.

The school district mailed 28 surveys to parents of students with disabilities in preschool through Grade 12, and eight surveys were returned. Overall, parents seem very pleased with the services and programs that the district is providing for their children. A preschool parent commented, “We are very pleased with the program Lyme School has put in place. The therapists and teachers working with our child are very skilled and able to embed his practice of skills and movement towards goals into his daily routines. Communication with us has been wonderful, as is the team’s response to any concerns or observations we share about our child.” A middle school parent wishes there could be more consultation with the related service provider. Mentioning the high school transition process, one parent said, “Transition to high school was awesome. I always get the sense from the Lyme Sped that they are always in touch with my child’s program even though he is now “away” from Lyme Elementary.” Parents who were interviewed as part of the case review process were also very complimentary about the school’s services for their child.

SUMMARY OF SCHOOL PARENT SURVEY DATA

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

SAU: 76				
PRESCHOOL				
Total # of completed surveys received: 1				
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			
TRANSITION:				
I am satisfied with the planning and support provided for the moves my child has made from grade to grade and school to school.	1			
All of the people who are important to my child’s transition were part of the planning.	1			
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			

ELEMENTARY SCHOOL

Total # of completed surveys received: 2				
ACCESS TO THE GENERAL CURRICULUM:	3	2	1	No Answer
I am satisfied with my child’s program and the supports that he/she receives.	2			
My child has opportunities to interact with non-disabled peers on a regular basis.	2			
I am adequately informed about my child’s progress.	2			

My child is informed about and encouraged to participate in school activities outside of the school day, and is offered necessary supports.	1	1		
My child feels safe and secure in school and welcomed by staff and students.	2			
A variety of information (observations, test scores, school work, parent input) was used in developing my child's IEP.	2			
I am satisfied with the progress my child is making toward his/her IEP goals.	2			
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.	2			
All of the people who are important to my child's transition were part of the planning.	2			
BEHAVIOR STRATEGIES AND DISCIPLINE:				
My child's classroom behaviors affect his/her ability to learn. <i>If yes, please answer the next two questions. If no, skip to OTHER.</i>	YES 1		NO 1	
I have been involved in the development of behavior interventions, strategies and supports for my child.	1			1
I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs.	1			1
OTHER:				
I fully participate in special education decisions regarding my child.	2			
I have been provided with a copy of the procedural safeguards (parental rights) at least once a year.	2			

MIDDLE SCHOOL

Total # of completed surveys received: 3				
ACCESS TO THE GENERAL CURRICULUM:	3	2	1	No Answer
I am satisfied with my child's program and the supports that he/she receives.	2	1		
My child has opportunities to interact with non-disabled peers on a regular basis.	3			
I am adequately informed about my child's progress.	2	1		
My child is informed about and encouraged to participate in school activities outside of the school day, and is offered necessary supports.	3			
My child feels safe and secure in school and welcomed by staff and students.	3			
A variety of information (observations, test scores, school work, parent input) was used in developing my child's IEP. ³³				
I am satisfied with the progress my child is making toward his/her IEP goals.	2	1		
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.	2	1		
All of the people who are important to my child's transition were part of the planning.	1	2		
BEHAVIOR STRATEGIES AND DISCIPLINE:				
My child's classroom behaviors affect his/her ability to learn. <i>If yes, please answer the next two questions. If no, skip to OTHER.</i>	YES 1		NO 2	
I have been involved in the development of behavior interventions, strategies and supports for my child.	3			
I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs.	2	1		
OTHER:				
I fully participate in special education decisions regarding my child.	3			
I have been provided with a copy of the procedural safeguards (parental rights) at least once a year.	3			

HIGH SCHOOL

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

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 Lyme School District have full access to the curriculum and 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 curricular and extra-curricular, for all students, with or without disabilities. The staff is dedicated to providing services to meet the student's individual needs, as evidenced by the many services offered. The special education director, who is also a reading teacher, is providing an early literacy program to all at risk children in Grades K-3. For children with disabilities, this program provides them with access to the same programs as other children and is an excellent early intervention for them.

Transition

Transition Planning

Process: Provision of FAPE

Transition Services

Transition planning and services take place for students in the Lyme 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. The transition to high school programs is conducted by the special education director, who has a process that includes visits to the chosen high school, and involvement of parents, teachers (from both schools) and guidance counselors. The Special Education Director continues her involvement as the LEA representative to each student's team. There were no citations of non-compliance in this area.

Behavior Strategies and Discipline

The Lyme Elementary School provides a safe, orderly and child centered environment for students. Teachers and students demonstrate a genuine respect for one another, and there is pride in their school. Although there is no school wide behavior intervention model, general expectations for behavior are positive and well defined. All staff work together to ensure that challenging student behaviors are handled in a proactive manner. Each teacher develops classroom rules with students in the beginning of the year and those are posted in classrooms. All teachers follow the "Raising Responsibility" levels of behavior, which are also posted on classroom walls. For those students with disabilities who need specialized behavioral supports, the district contracts with behavior consultants who help the team develop individual plans and services that become a part of the student's IEP. 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

There are many praiseworthy activities and changes happening in the Lyme School District. When the district left SAU#32 seven years ago there were changes and some turnover in special education leadership. The current special education director, in five years, has brought consistency, structure and new ideas to the district. Teaming with the principal and staff she has introduced new programs and initiatives, which have been supported by the administration and school board. Some of these are listed below

- The SAU # 76 administration and staff are commended for their professionalism, dedication and creative approach to identifying and providing individualized supports to all students within the district.
- The district's Special Education Director provides strong leadership and support to the special education program and to general education initiatives as well.
- The school board, parents and community members within the Lyme community are supportive partners with the school system. Parents expressed strong support for the programming offered to students in the district.
- Transitional activities are many and inclusive at all key transition points. Lyme school staff and direct service providers get involved before a child with disabilities turns age three and they are involved at every transition until the child either graduates from one of the local high schools or turns 21.
- The Early Literacy program for students at risk in Kindergarten through Grade 3 targets students who have shown by their performance on the DIBELS (Dynamic Indicators of Basic Early Language Skills) assessment that they are at risk for reading at grade level by Grade 3. Data from the first two years of the program has shown a decrease in referrals for special education services, because of the early intervention.
- The (pre-referral) Instructional Assistance Team (IAT) meets on a regular basis. When a teacher encounters a student who is experiencing difficulty, the team discusses ways to develop strategies to assist the student.
- The collaboration between general and special educators in the building is commendable. The visiting team was impressed with how well staff work together to individualize for students.
- The district has provided training for all staff in Differentiated Instruction, "Thinking Maps", "Write From the Beginning" and other innovative instructional approaches.

ISSUES OF SIGNIFICANCE

Issues of significance are defined as systemic deficiencies that impact the effective delivery of services to all students, including those with educational disabilities. Examples of such may include system wide issues related to curriculum, instruction and assessment. Other examples might be concerns related to inadequate facilities, ineffective communication systems within the educational community, leadership, shared mission, vision and goals, deficiencies in policies and procedures, staff recruitment and retention, professional development or other important factors related to the learning organization.

As a result of the visit to SAU #76, it quickly became apparent that there are no issues of significance that need to be addressed in the Lyme School District. Many people have worked hard to develop a very positive, results-oriented learning environment for all students.

CITATIONS OF NONCOMPLIANCE IDENTIFIED AS A RESULT OF THE JANUARY 26-27, 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 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 citation of non-compliance was identified. The citation listed below must be addressed in a corrective action plan and resolved within one year of this report. A template and instructions for such planning will be provided.

ED 1109.01 (a) Elements of An Individualized Education Program (IEP)

Some of the IEPs reviewed during the Case Study Compliance Review lacked measurable goals.

SUGGESTIONS FOR PROGRAM-WIDE IMPROVEMENT

Suggestions for improvement, simply stated, are recommendations provided by the visiting team that are intended to strengthen and enhance programs, services, instruction and professional development, and the NHDOE strongly encourages that serious consideration be given to the suggestions. However, discretion may be used in this area; suggestions for improvement are not considered to be required corrective actions and you may determine which suggestions most warrant follow up and address those in your corrective action plan. **System wide suggestions for improvement are listed below. Suggestions for individual programs are included in the Building Level Case Study Data Summary Reports, pp.14-26.** 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.

Due to the fact that there were no areas identified as needing improvement, the visiting team could offer few suggestions. The suggestions below are ones that the district may want to consider as they look ahead to the future.

- While collaboration between general and special educators was evident to the visiting team, ownership for students with disabilities appears to be the responsibility of the special educator. Based on observations and conversations with staff and administration, there was a sense that the general education staff expected the special educators to take primary responsibility for “their” students and the general educators would take primary responsibility for “ours”. This is not to say that the general education teachers are not modifying and

accommodating for students with disabilities, however it does represent that there is a clear division between general and special educators as it relates to the education of “all students”. While this is not a citation of noncompliance, and is a dilemma faced by many educational communities, it is one worth exploring to determine whether or not the perceptions of the visiting team are correct. Some dialogue about “ownership” might be helpful.

- The district may want to take a critical look at the consistency of curriculum, instruction and assessment, as it relates to reading/literacy. Based on this short visit to Lyme Elementary School, it quickly became apparent that no consistent school wide curriculum or methodologies are utilized by all staff at all grade levels. While the Early Literacy Program is an excellent beginning to identify those children who may need some extra support as they begin to learn language and reading, beyond that it appears that each teacher is able to select their own curriculum, reading program and/or methodologies when it comes to reading instruction. Not having an aligned curriculum, and consistent methodologies in reading may be cause for further exploration to determine how this is impacting student achievement.

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:	School: Lyme Elementary	Date: January 27, 2006
Programs: Preschool		Number of Cases Reviewed: 1
Recorder/Summarizer: Nancy D'Agostino		

Collaborative Team Members:

Name: Nancy Brogden	Building Level or <u>Visiting</u>
Name: Pam Frost	<u>Building Level</u> or Visiting
Name: Nancy D'Agostino	Building Level or <u>Visiting</u>

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

SUMMARIZE YOUR BUILDING LEVEL DATA

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

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

Access to the General Curriculum

Strengths	Suggestions for Improvement
<ol style="list-style-type: none">1. Having a community based preschool allows children to have access to typical peers, immersing them in the regular preschool programming.2. The teachers at the Lyme Preschool are certified teachers.3. The staff at the community-based program is willing to make adaptations for students with disabilities, ask questions and implement the modifications as outlined in the IEP.4. The district provides professional development and support to the community based program staff.5. Children have full access to a general education program with the necessary supports.6. The therapists at the preschool level are the same as those for the elementary level, and they know the expectations the elementary school has for preschoolers.7. The kindergarten teacher understands and supports a developmental philosophy. She visits the preschool program and shares expectations with them.8. The community-based program has access to the library to expand their literacy program.9. The Special Education Director works with parents to find an appropriate preschool setting for their child. Parents make choices for their children. As part of this process, the director is available to provide guidance and act as a partner in making appropriate program decisions.10. Lyme is a small community and there are natural connections in a number of ways. One of the community preschool teachers assists at the elementary school, thus giving her exposure to curriculum, best practice, and the opportunity to act as a link to the preschool setting.11. The school nurse at Lyme Elementary School provided professional development to the community-based staff regarding medical issues such as seizures. This has enabled a child to remain in his community preschool with limited disruptions to his programming. The nurse also plans to provide training for the staff recertification for First Aide and CPR.	<ol style="list-style-type: none">1. It is recommended the community-based program look at developing a written curriculum. A suggested first step is to get a copy of the New Hampshire Early Learning Guidelines from the Child Development Bureau, Division for Children Youth and Families, NH Department of Health and Human Services.2. It is recommended that Lyme continue its efforts to have the educational assistant participate in or observe related services provided to children, so that practice and refinement can occur.

SUMMARY OF BUILDING LEVEL STRENGTHS AND SUGGESTIONS FOR IMPROVEMENT

Strengths	Suggestions for Improvement
<ol style="list-style-type: none">1. There is strong administrative support for preschool programming and early interventions2. In making decisions regarding programming for students with disabilities, the process is collaborative from beginning to the end. This includes all partners: Early Supports and Services to Preschool and Preschool to Elementary.3. Young children and their families are fortunate to have access to strong preschool programming in the community.4. The teachers at the Lyme Preschool are certified teachers.5. The community-based program is flexible about programming days to allow for individual needs.6. The district is willing to support the community preschool program with educational assistants and materials as needed.	

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: 76	School: LYME ELEMENTARY SCHOOL	Date: January 27, 2006
Programs: Modified Regular/Resource Rooms		Number of Cases Reviewed: 2
Recorder/Summarizer: Amanda Cormier with the team.		

Collaborative Team Members:

Name: Amanda Cormier	Building Level or <u>Visiting</u>
Name: Joanne Magnan	Building Level or <u>Visiting</u>
Name: Elaine White	<u>Building</u> Level or Visiting
Name: Penny Cove	<u>Building</u> Level or Visiting
Name: Gerry Clancy	<u>Building</u> Level or Visiting
Name: Pam Frost	<u>Building</u> Level or Visiting
Name: Nancy Brogden	Building Level or <u>Visiting</u>
Name: Nancy D'Agostino	Building Level or <u>Visiting</u>
Name: Susan Dame	<u>Building</u> Level or Visiting

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

SUMMARY OF BUILDING LEVEL DATA

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

<u>ACCESS TO THE GENERAL CURRICULUM STATEMENTS</u>							
Ed. 1109.01 Elements of an IEP CFR 300.347 Content of IEP Ed. 1109.05, Implementation of IEP 20 U.S.C. 1414 (d) Ed. 1115.07, Ed 1119.01(f) Provision of Non-Academic Services/Settings CFR 300.553 Ed. 1119.03, Full Access to District's Curricula CFR 300.24, CFR 300.347 Ed. 1119.08, Diplomas Ed. 1107.04 (d) Qualified Examiner Ed. 1133.05 (c)(h)(k) CFR 300.347 Program Requirements, Content of IEP Ed. 1133.20 Protections Afforded to Children with Disabilities CFR 300.347(a) (1) (i) ". . . general curriculum (i.e. ,the same curriculum as for nondisabled children)" CFR 300.347 (a) (3) (iii) "To be educated and participate with other children with disabilities and non disabled children"					YES	NO	N/A
Team uses multiple measures to design, implement and monitor the student's program.					2		
IEP goals are written in measurable terms.						2*	
Student has made progress over the past three years in IEP goals. Goal 1					2		
Student has made progress over the past three years in IEP goals. Goal 2					2		
Student <u>has access to</u> the general curriculum (as outlined by the district, sending district or NH frameworks.)					2		
Student <u>participates in</u> the general curriculum in a regular education setting with non-disabled peers, as appropriate, with necessary supports.					2		
When participating in a regular education setting with non-disabled peers with necessary supports, student <u>has made progress in</u> the general curriculum.					2		
Student participates appropriately in state, district and school-wide assessments.					2		
Student <u>shows progress</u> in state, district and school-wide assessments.							2
Student <u>has opportunities</u> to participate in general extracurricular and other non-academic activities with necessary supports.					2		
Student <u>does participate</u> in general extracurricular and other non-academic activities with necessary supports.					2		
Was the student's most recent LEA evaluation, including a written summary report and meeting, held within 45 days of parental permission to test? If not, was it due to: (check all that apply)					1	1	
Extension in Place	Lack of Qualified Personnel — Psychologist Educator Related Services Other	Evaluation Not Completed in Time	Summary Report Not Written in Time	Meeting Not Held in Time X because of holiday	Other		
For High School Students:					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	Suggestions for Improvement
<ol style="list-style-type: none"> 1. There is good teamwork and collaboration between general and special education staff related to the programs for students with disabilities. 2. The district has provided training for all teachers in differentiated instruction. 3. There is good support (resources and funding) from school administration and school board. 4. There are weekly team meetings (special educators and general educators) to discuss students at the middle school level. 5. There is immediate accessibility of special education staff to general education staff for students in need of support. 6. General education teachers can send any student (not just special education students) to the resource room for support, as needed. 7. The district is willing to hire consultants, as necessary. 8. The early literacy program starts at kindergarten for all at risk students. 9. All teachers are trained in “Everyday Math” and “Thinking Maps” and are using these programs in their classrooms. 10. There is strong parental and community support. 11. The resource room staff know and can support the general curriculum very well. They post assignments (both long and short term) in the resource room, in all classrooms and in the computer lab. 12. All staff have good, ongoing communication with parents. 13. There is a high level of “in class” support by special educators and related service providers. 	<ol style="list-style-type: none"> 1. *IEP annual goals must be written in measurable terms. The district needs to provide training for staff to develop skills in this area. 2. There is a need for a consistent, continuous reading program in the general curriculum.

* This is a Citation of Noncompliance

SUMMARY OF BUILDING LEVEL DATA

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

<u>TRANSITION STATEMENTS</u>						
Ed. 1102.53, Transition Services CFR 300.29 Ed. 1107.02 CFR 300.132 Part C Transition Ed. 1109.01, Elements of an IEP (Transition Services) CFR 300.347 (b) (1) (2) 20 U.S.C. 1401 (34) 20 U.S.C. 1414 (d)(1)(A)(i)(VIII)(aa)(bb)(cc) Ed. 1109.03, IEP Team CFR 300.344 (b) (1) Ed. 1133.05 CFR 300.347 (b)(1)(2) Program Requirements This includes movement from (a) Early Supports and Services (ESS) to preschool, b) preschool to elementary school, (c) age 14 or younger, or (d) age 16 or older, as well as from grade to grade and school to school.				YES	NO	
For all students, respond to the following 3 statements:						
Transition planning from grade to grade takes place.	2					
Transition planning from school to school takes place.	2					
Collaboration has occurred between general and special education staff in IEP development and in transition planning.	2					
For middle or high school students, <u>also</u> respond to the following 4 statements:						
Transition planning is designed as a results oriented process that promotes movement from school to the student's desired post-school goals. (One middle school student was reviewed, age 13.)	1					
IEP team includes parent as part of transition planning.	1					
IEP team and process includes student as part of transition planning.	1					
IEP includes current level of performance related to transition services.	NA					
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.						
There is documentation that representatives of other agencies have been invited to IEP meetings.						
Statement of needed transition services is presented as a coordinated set of activities.						
The statement of transition focuses on the student's course of study (e.g. vocational programming, advanced placement).						
The IEP includes a statement of needed transition services and considers instruction.						
The IEP includes a statement of needed transition services and considers related services.						
The IEP includes a statement of needed transition services and considers community experiences.						
The IEP includes a statement of needed transition services and considers development of employment skills.						
The IEP includes a statement of needed transition services and considers development of daily living skills.						
Student is informed prior to age 17 of his/her rights under IDEA.						
If the student is preparing to graduate this year, there is a summary of the student's academic achievement and functional performance , which includes recommendations on how to assist the student in meeting his or her post-secondary goals.						

Transition

Strengths

Suggestions for Improvement

1. The transition process starts early and includes general education teachers.
2. Special educators, including specialists, meet with general educators in both spring and fall to develop and review IEPs.
3. There are whole staff middle school meetings devoted to transition issues.
4. Elementary school staff works with high school staffs to provide excellent transitions.
5. "Step Up" days are provided between grades.
6. On the first day of school, students parade into the building, supported by parents and community members. Each grade level supports the next by students shaking hands.
7. Transitional social activities are provided (May Day, Memorial Day, graduation, etc.), which include all children.
8. Parents are very involved in transition at all points and for all ages.

There are no suggestions in this area. Keep up the good work!

SUMMARY OF BUILDING LEVEL DATA

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

<u>BEHAVIOR STRATEGIES AND DISCIPLINE</u>					
Ed. 1109.02 Program	CFR 300.346				
Ed. 1119.11 Disciplinary Procedures	CFR 300.519-300.529				
Ed. 1133.07 (a) (b) (c) (d) (e)	CFR 300.510-300.529				
20 U.S.C. 1415 (K)					
Child Management – Private Schools	RSA 169-C Child Protection Act		YES	NO	N/A
Data are used to determine impact of student behavior on his/her learning.			1		1
Has this student ever been suspended from school?				2	
If yes, for how many days?					
If appropriate, a functional behavior assessment has been conducted.					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		
<ol style="list-style-type: none"> 1. The district makes efforts to seek outside resources and consultants, as needed. 2. There is good collaboration about behavior issues between all staff, administration, specialists and parents. 3. Teams involve parents in creating and implementing behavior plans. 4. There are “flexible” discipline procedures, based on individual student needs. 5. Classroom expectations for behavior are posted in every classroom. 6. The “Raising Responsibility” program addresses general school wide issues, using the same vocabulary and levels of behavior for all students. 7. There is clear and consistent data collection for students with behavior plans. 8. There is a willingness on the part of all staff to support and carry out behavior intervention plans. 			<p>There are no suggestions for improvement in this area.</p>		

SUMMARY OF BUILDING LEVEL STRENGTHS AND SUGGESTIONS FOR IMPROVEMENT

Strengths	Suggestions for Improvement
<ol style="list-style-type: none">1. The amount and diversity of the students' artwork throughout the building contributes to the overall climate of the building.2. There is an overall school climate of respect and caring.3. The upkeep and maintenance of the building is excellent. The building is clean and bright with no evidence of graffiti or damage.4. The school building is well used and welcoming to all members of the community.5. Community and parental support is evidenced by tokens of appreciation (cakes, flowers, etc.) to the staff throughout the year.	<p>There are no overall suggestions for improvement.</p>

VI. ADDENDUM: OUT OF DISTRICT AND JAMES O SUMMARIES

ADDENDUM

Out-of-District File Review

SAU #76

Date: January 26, 2006

Reviewer: Nancy Brogden

THERE ARE CURRENTLY NO OUT OF DISTRICT STUDENTS IN THE LYME SCHOOL DISTRICT.

ADDENDUM

JAMES O. MONITORING PROGRAM

SAU # 76

Student File Review

Case Study Document

Reimbursement Claim Form

Case Study Addendum Form

Date: JANUARY 26, 2006

Reviewer: Nancy Brogden

THERE ARE CURRENTLY NO JAMES O STUDENTS IN THE LYME SCHOOL DISTRICT.