

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

**SAU #79
SUMMARY REPORT**

Gilmanton School District

**Harry Fensem, Superintendent of Schools
Mary Paradise, Director of Special Education**

Chairperson, Visiting Team: Jennifer Dolloff
Education Consultant, SERESC

Visit Conducted on April 13-14, 2006
Report Date, July 10, 2006

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I. TEAM MEMBERS

Visiting Team Members:

NAME	PROFESSIONAL ROLE
Chairperson: Jennifer Dolloff	Education Consultant
Nicole Canning	Special Education Teacher
Louise King	Teacher
Julie Mahoney	Special Education Teacher
Frank Sgambati	SETAC
Mary Lane	NHDOE Consultant
Nancy D'Agostino	Preschool Consultant

Building Level Team Members:

NAME	PROFESSIONAL ROLE
Amanda Cormier	Special Education Teacher
Emily Reese	Counselor
Mary Paradise	Student Services Director
Pam Seed	Speech Pathologist
Karen Holland	Parent
Theresa Laflamme	Special Education Teacher
Lynn Paige	Parent
Linda McLane	Classroom Teacher
Susie French	Occupational Therapist

II. INTRODUCTION

SAU #79, the Gilmanton School District, is a preK to grade 12 district with an approximate student enrollment of 581 students. Of the 581 students enrolled in the Gilmanton School District, approximately 15% of students ages 6-21 (87), are identified with an educational disability. Currently, 3 preschool age youngsters have been identified with educational disabilities and are receiving special education services.

There is one school building within SAU #79, the Gilmanton School. This school provides educational programming to students in kindergarten through grade 8. Students in preschool attend community-based programs and students in grades 9 through 12 attend Gilford High School in Gilford, NH

The mission of the Gilmanton School District is as follows:

“The Gilmanton School District will lead its community partners in continuously creating an environment that promotes excellence in education and supports every member in reaching full potential and achieving success.”

The Gilmanton School Community Values:

“...Students who are respectful, creative, spirited, independent, actively engaged in learning, responsible and accountable for their behavior and who strive to maximize their full potential.

... An educational program in our school, which fosters excitement, and curiosity in students, provides students with skills for critical thinking and independent learning and encourages involvement in their community.

... Leadership in our school which promotes respect, creativity, accountability, commitment, collaboration and risk taking in solving problems, a positive attitude, high expectations, mastery and self confidence and an atmosphere of caring and safety for all partners in education.

...A community that perceives the need for a full partnership and shared responsibility for education.”

(Strategic Plan 2002)

DISTRICT ENROLLMENT DATA	2003-04	2004-05	2005-06
Total Student Enrollment (ages 6-21) (as of Oct 1)	557	570	581
Expenditure Per Pupil	7,906	8,787	
Cumulative Drop-Out % (grades 9-12) students with disabilities	N/A	N/A	
Cumulative Drop-Out % (grades 9-12) non-disabled students	N/A	N/A	N/A
Free/Reduced Lunch %	15	17	23
Title I %	5	9.5	12.3
LEP %	.25	.25	.25
SPECIAL EDUCATION PROGRAM DATA	2003-04	2004-05	2005-06
# of Identified Students Ages 3-5 (as of Oct. 1)	4	4	3
# of Identified Students Ages 6-21 (as of Oct. 1)	93	86	87
% Identified Ages 6-21 (as of Oct. 1)	16.6	15	15
# Out of District	8	9	8
% Out of District	1.4	1.6	1.4
# of Students Out of Compliance (as of Oct. 1)			3
Special Programs Total Expenditure	724,397	545,743	
Average Caseload (as of Oct. 1)	20	20	19
# Identified Students Suspended One Or More Times		2	
# of students with disabilities who are being provided home instruction (as of Dec.1)		1	1
# of students with disabilities who have been placed on a “shortened school day” (as of Dec. 1)		0	0
Special Education Staffing: (report in FTEs)	2003-04	2004-05	2005-06
# of Special Educators			3
# of Related Service Providers			6
# of Paraprofessionals			4

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 #79 on April 13-14, 2006 for the purpose of reviewing the present status of programs and services made available to children and youth with educational disabilities.

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

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

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

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

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

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

Throughout the entire review process, the visiting team worked in collaboration with the staff of SAU #79. 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 November 7, 2000 NHDOE Special Education Program Approval Report the following patterns were identified as needing improvement:

Citations: (in numerical order)

- Ed. 1107.03 2 files lacked evidence that a teacher certified in area of suspected disability was on evaluation team.
- Ed. 1107.05(k) 1 file: evaluation not completed within 45 days, no extension in file.
- Ed. 1107.06 1 file: No evaluation summary in file.
- Ed. 1107.08(d) 1 file: No vision/hearing evaluation for LD determination.
- Ed. 1125, Ed. 1107 1 file: evaluation SPEDIS form missing from file. No clear statement as to when student was evaluated or when re-evaluation is due.

Ed. 1109.01 1 file: no signed IEP in file; unsigned draft in file.
 Ed. 1109.01(k) 3 files: lacked statement of parties assuming financial responsibility.
 Ed. 1109.01, CFR300347 (a)(1)(i) 3 files: lacked statement of how the student's disability affects their involvement and progress within the general curriculum.
 CFR 300.347(a)(4) 1 file: no statement as to the extent to which the student will participate with non-disabled peers.
 Ed. 1109.04 1 file: lacked evidence that procedural safeguards were sent with notice of IEP meeting.
 Ed. 1109.11 1 file: lacked evidence of regular and systematic monitoring of IEP progress.
 Ed. 1111.01 1 file: ESY decision not made by 4/30 or 60 days prior to start of program.
 1 file: lacked evidence that ESY was considered.
 Ed. 1115.06 3 files: lacked evidence that least restrictive environment was discussed/considered.
 Ed. 1125.04 1 file: written consent for placement not in file.
 CFR300.346(a)(1)(iii) 1 file: lacked evidence that NHEIAP results were considered in developing IEP.
 CFR300.347(a)(5) 1 file: IEP lacked statement regarding state assessment.
 CFR300.347(a)(7)(i) 1 file: lacked statement of how progress will be measured.

The Corrective Action Visit of May 29, 2002 indicated that all findings of non-compliance were met.

V. APRIL 13-14, 2006 CASE STUDY COMPLIANCE REVIEW RESULTS

Data collection is an important part of the NHDOE Case Study Compliance Review Process. The Department of Education worked closely with staff and the administration of SAU 79 in the selection of case studies, to ensure that a representative sampling of data was collected. The very comprehensive case studies presented by the staff at Gilmanton Elementary School provided visiting team members sufficient data to review in order to develop appropriate recommendations and accurate findings.

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 to 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 April 13-14, 2006 Case Study Compliance Review in SAU# 79.

A total of 72 Surveys were mailed to parents of students with disabilities in the Gilmanton School District. Eighteen surveys were returned to the district, resulting in a 25% response rate. The overall survey results indicate that parents of students with educational disabilities are generally satisfied with the special education programming being provided in Gilmanton.

Areas of note that school district staff will want to explore include the following: Several parents, approximately 27% of respondents, indicate a desire to receive more information about their child's progress. The same percentage of respondents report feeling partially satisfied or not satisfied at all with their child's program and the supports their child receives. Finally, 61% of parental responses indicate satisfaction with the progress their child is making toward IEP goals, while 38% indicate some dissatisfaction with progress toward IEP goals.

In addition to surveying parents, visiting team members and the director of special services conducted a small focus group with parents who currently have students at the high school level attending Gilford High School. Parents reported feeling very satisfied with the programming provided at the high school. The parents also reported that communication with high school staff has been very consistent and helpful.

PARENT SURVEY

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.	13	5		
My child has opportunities to interact with non-disabled peers on a regular basis.	18			
I am adequately informed about my child's progress.	12	2	3	1
My child is informed about and encouraged to participate in school activities outside of the school day, and is offered necessary supports.	14	2		2
My child feels safe and secure in school and welcomed by staff and students.	17	1		
A variety of information (observations, test scores, school work, parent input) was used in developing my child's IEP.	14	4		
I am satisfied with the progress my child is making toward his/her IEP goals.	11	7		
TRANSITION:				
I am satisfied with the planning and support provided for the moves my child has made from grade to grade and school to school.	8	1	1	8
All of the people who are important to my child's transition were part of the planning.	8	3		7
BEHAVIOR STRATEGIES AND DISCIPLINE:				
My child's classroom behaviors affect his/her ability to learn. <i>If yes, please answer the next two questions. If no, skip to OTHER.</i>		YES 11		NO 3
I have been involved in the development of behavior interventions, strategies and supports for my child.	12			1
I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs.	11			2
OTHER:				
I fully participate in special education decisions regarding my child.	15	3		
I have been provided with a copy of the procedural safeguards (parental rights) at least once a year.	17	1		

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**

Staff members within SAU79 work very hard to include students with disabilities in the general education curriculum. It appears that the teaching staff in Gilmanton welcomes and supports the diverse learning needs of all students and truly customizes programming to meet individual student needs. Students appear to be educated in the general education setting whenever possible.

During the visit, a few general education teaching staff raised concern about access to the general education curriculum; specifically these individuals indicated to the visiting team a concern that few mechanisms are in place for general education teachers, special educators and administrators to work collaboratively to align resources in support of the educational needs for all students and to ensure timely provision of services. Greater consistency in the provision of programming to students who require related service "pull-out" programming and consultative services will result in improved outcomes for students.

Transition

Transition Planning

Process: Provision of FAPE

Transition Services

Based on case study presentations made by staff within SAU #79, it appears that students and parents take part in transition planning that is supported by an appropriate level of staff and resources. Small student to case manager ratios enable staff to familiarize students with future teachers and classroom settings. Classroom teachers and case managers participate in IEP meetings regarding students prior to student transitions from one grade to another. Additionally, the administration clearly recognizes the importance of transition planning and provides supports as students transition from grade to grade and building to building. In general, staff and administration throughout the building work hard to document transition efforts. Parents interviewed during the Focus Group session reported satisfaction in the transition planning that takes place in Gilmanton, and at Gilford High School where students in grades 9 through 12 attend school. Staff members from the high school attend IEP meetings at Gilmanton Elementary School prior to student transitions. This enables parents, and in some cases students, to meet special education staff prior to moving on to the high school level. Students also visit the high school prior to the start of the school year to further assist with the transition.

Behavior Strategies and Discipline

As a result of the NHDOE Case Study Compliance Review, it was clear to the visiting team that the building level staff and administration work hard to provide programming and interventions that support students with emotional and behavioral needs. School-wide discipline strategies effectively promote a caring, positive and consistent pattern of behavior management. The visiting team reports that the small size of the building, the positive school climate and strong student to teacher relationships all have led to a very child centered, safe and orderly environment.

COMMENDATIONS

1. Staff and administration are commended for being very well prepared for the New Hampshire Department of Education Case Study Compliance Review, resulting in excellent case study presentations.
2. Staff and administration are consistently described as caring, dedicated and skilled.
3. The administration is commended for consistently involving the special education department in planning and program development.
4. The entire staff is commended for demonstrating a strong level of expertise and commitment to students with educational disabilities.
5. The community and administration are commended for providing appropriate levels of staff and resources.
6. The Gilmanton School is commended for supporting a climate that is very child centered.
7. The implementation of a district teacher mentor program to support and guide new teachers is best practice and commendable.

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.

The visiting team thanks the staff and administration of SAU # 79 for their participation, assistance and cooperation in all aspects of the NHDOE Case Study Compliance Review. Clearly a significant amount of time and effort was devoted to planning for the visit. While many praiseworthy things are happening in SAU#79, the visiting team did find a few issues of significance, which are outlined below.

Established and Effective Communication System

As the visiting team worked with staff during the April 13-14, 2006 visit in carrying out the varied data collection activities, they noted some issues of significance that need to be addressed in the area of communication and coordination. Specifically, there is a need for a clear and consistent mechanism for communication to occur effectively between the SAU office and Gilmanton School and between general education staff, building level administration and special education staff at the building level. An improved system for internal communication and collaborative decision-making as it relates to special education will result in an educational system that more effectively meets the needs of all learners.

CITATIONS OF NONCOMPLIANCE IDENTIFIED AS A RESULT OF THE APRIL 13-14, 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. 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 SAU # 79.

As the visiting team carried out their data collection activities several areas of concern surfaced, including IEP development, staff certification, internal communication and collaborative decision-making. Specifically, visiting team members noted the majority of IEPs reviewed contained goals that were not written in measurable terms.

Ed 1107.07 Individual Education Plans

Individual Education Plan goals are not consistently written in measurable terms.

Ed 1100.01 Ed 1102.13 Established and Effective Communication

Concern was identified regarding the system in place for internal communication and collaborative decision making as it relates to both special and general education programming. Weaknesses are evident in the flow of communication on several levels: from the Central Office to the Gilmanton Elementary School and between regular and special education staff. Improved communication will result in a shared educational philosophy, set of common beliefs, mission and long term planning.

Ed 1119.07 Personnel Standards, Special Education Staff Retention and Recruitment

The district is supporting a current employee with certification in Elementary Education who is pursuing an Alternative IV certification in General Special Education. The Alternative IV Plan has been submitted; however, an intern license has not been obtained.

ED 1107.04 (d) Qualified examiners

The evaluation process, including a written summary report, shall be completed within 45 days after receipt of parental permission for testing.

The following citations were identified during out of district file reviews.

Ed. 1107.01 Evaluation

The evaluation summary was not present in either of the two files reviewed.

Ed 1109.01 Individual Education Plans

No evidence was found in one of the two files to indicate that the parents were informed of their child's progress toward educational goals.

Ed 1109.01 Transition Services

One file did not include a statement of needed transition services.

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.11-22. 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.

1. It is strongly suggested that the staff and administration look carefully at the feedback provided from the parent surveys and act upon any suggestions/recommendations or noted areas of weakness that may warrant attention.
2. Consider developing a consistent means of communication to ensure that regular and special education staff collaborate on a consistent basis, so that all members of the IEP team receive feedback and input regarding current student progress.
3. Consider developing a monitoring and communication system to ensure that regular and special education staff provide services as outlined in student IEPs. Visitors did not note this as an issue during case study presentations; however, during informal discussions with regular classroom teaching staff visitors were informed that services outlined in IEPs may not always be delivered in the appropriate location or timeframe. Clearly, further investigation of this issue is warranted.
4. Provide individuals case managing out of district students with a checklist of programmatic responsibilities consistent with IDEA 04.

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: 79	School: Gilmanton Preschool	Date: 4/14/06
Programs: Preschool		Number of Cases Reviewed: 1
Recorder/Summarizer: Nancy D'Agostino		

Collaborative Team Members:

Name: Mary T. Lane	Position: Ed Consultant NHDOE	Building Level or <u>Visiting</u>
Name: Mary Paradise	Position: Student Service Director	<u>Building Level</u> or Visiting
Name: Pam Seed	Position: Speech Pathologist	<u>Building Level</u> or Visiting
Name: Karen Holland	Position: Parent	<u>Building Level</u> or Visiting
Name: Nancy D'Agostino	Position: Ed Consultant SERESC	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

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

ACCESS TO THE GENERAL CURRICULUM STATEMENTS							
Ed. 1109.01 Elements of an IEP <u>CFR 300.347</u>							
Ed. 1109.05, Implementation of IEP							
Ed. 1115.07, Provision of Non-Academic Services <u>CFR 300.306</u>							
Ed. 1119.03, Full Access to District's Curricula <u>CFR 300.24, CFR 300.347</u>							
Ed. 1119.08, Diplomas							
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 Other	Educator Related Services	Evaluation Not Completed in Time	Summary Report Not Written in Time	Meeting Not Held in Time	Other	
					YES	NO	N/A
Did the IEP team meet to create the IEP within 30 calendar days of eligibility?					1		
Was an IEP fully developed and signed by the student's third birthday? (The parent signed the forms late)						1	
Are this student's IEP goals written in measurable terms?						1	
Strengths				Suggestions for Improvement			
<ol style="list-style-type: none"> 1. Children have placement options at Head Start. This program has a strong curriculum, behavior plan and a related service component. 2. There is strong communication with the Head Start Program and the teachers make themselves available for consultation time. 3. There is a preschool story hour held in the elementary building to support literacy and bring children and their families into the school building. This goes to parent/child education and transitions. 4. The district offers speech only services in the elementary building. This gets families into the building and familiar with the school and staff. 5. Related services are provided in the home and daycare as needed. 				<ol style="list-style-type: none"> 1. * The district needs to continue to provide training for the staff specific to writing measurable goals and insure they are part of the IEPs. 2. The district needs to continue to ensure all students have a signed IEP by their 3rd birthday. 3. If the number of preschoolers with disabilities increases, the district is encouraged to look at the best way to meet their needs. One option to consider is developing the district's own preschool program. <p>* This is a citation</p>			

SUMMARIZE YOUR BUILDING LEVEL DATA

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

TRANSITION STATEMENTS					
Ed .1102.53, Transition Services CFR 300.29 Ed. 1109.01, Elements of an IEP (Transition Services) CFR 300.347 (b) (1) (2) Ed. 1109.03, IEP Team CFR 300.344 (b) (1) This includes movement from (a) Early Supports and Services (ESS) to preschool, b) pre-school to elementary school, (c) age 14 or younger, or (d) age 16 or older, as well as from grade to grade and school to school.				YES	NO
Transition planning from ESS to preschool takes place.				1	
Transition planning from preschool to kindergarten or 1 st grade takes place.					1 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. If not, was it due to: (check all that apply)				1	
Meeting Not Held In Time	Staff Didn't Understand The Process	Communication Breakdown Between School And Early Supports And Services Agency	Student Moved Into The District After This Time Period		
Student Not Referred Prior To 90 Days	Parent / School Communication Breakdown		Other Yes, but not documented		
				YES	NO
Team around transition includes parents.				1	
Team around transition includes appropriate agencies.				1	
Services agreed on in the IEP began by the time specified in the IEP.				1	
Early Supports and Services provided the school or district with initial information prior to 90 days.				1	
Early Supports and Services evaluation information was shared with the school or district.				1	
Strengths			Suggestions for Improvement		
1. There is shared responsibility on the part of related service providers. 2. There are strong school / agency relationships on several levels, including early learning guidelines. 3. Early Supports and Services and the district work well together. 4. Staff is experienced and has been with the team for many years, bringing consistency and familiarity with many families. 5. Staff members have strong interpersonal skills that welcome families. 6. The ESS team and the preschool team hold joint meetings with the families. 7. The preschool team visits the families at home in their natural setting. 8. The district provides overlapping therapies initially to ease the transition for children, families and therapists. 9. IEP meetings for Preschoolers moving to Kindergarten are held at the elementary school and include preschool providers. 10. Summer schooling is provided at the elementary school for children transitioning to kindergarten. In addition, summer meetings / visits to the kindergarten teachers are set up as needed.			1. The district is strongly encouraged to develop a written transition plan / form to document agency / school interactions around transitions. 2. The district needs to document all transition meetings, including ones with Early Support and Services.		

Summary of Building Level Strengths and Suggestions for Improvement

Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> 1. The district supported a certified speech assistant attending courses. 2. The OT does consultations, writes up the documentation and meets with the staff. 3. Children progress when chronologically ready. 4. The district has a full day kindergarten. Children are allowed to do half day if needed. 5. The preschool team brings expertise, experience and strong connections with families to the preschool program. 6. The Special Ed. Resource/Curriculum Coordinator attends Preschool Technical Assistant Network (PTAN) meetings to keep the team abreast of state wide preschool issues and supports. 	<p>There are a variety of current preschool placements, but the district needs to develop some long term planning around preschool.</p>

USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT

BUILDING LEVEL CASE STUDY DATA SUMMARY

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

SAU: 79	School: Gilmanton	Date: 4/14/06
Programs: Modified Special Education		Number of Cases Reviewed: 2
Recorder/Summarizer: Nicole Canning		

Collaborative Team Members:

Name: Nicole Canning	Building Level or <u>Visiting</u>
Name: Jennifer Dolloff	Building Level or <u>Visiting</u>
Name: Amanda Cormier	<u>Building Level</u> or Visiting
Name: Emily Reese	<u>Building Level</u> or Visiting
Name: Louise King	Building Level or <u>Visiting</u>
Name: Julie Mahoney	Building Level or <u>Visiting</u>
Name: Frank Sgambati	Building Level or <u>Visiting</u>

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

SUMMARY OF BUILDING LEVEL DATA

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

<u>ACCESS TO THE GENERAL CURRICULUM STATEMENTS</u>							
Ed. 1109.01 Elements of an IEP CFR 300.347 Content of IEP Ed. 1109.05, Implementation of IEP 20 U.S.C. 1414 (d) Ed. 1115.07, Ed 1119.01(f) Provision of Non-Academic Services/Settings CFR 300.553 Ed. 1119.03, Full Access to District's Curricula CFR 300.24, CFR 300.347 Ed. 1119.08, Diplomas Ed. 1107.04 (d) Qualified Examiner Ed. 1133.05 (c)(h)(k) CFR 300.347 Program Requirements, Content of IEP Ed. 1133.20 Protections Afforded to Children with Disabilities CFR 300.347(a) (1) (i) ". . . general curriculum (i.e. ,the same curriculum as for nondisabled children)" CFR 300.347 (a) (3) (iii) "To be educated and participate with other children with disabilities and non disabled children"					YES	NO	N/A
Team uses multiple measures to design, implement and monitor the student's program.					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.					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.					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 1	Other		
<i>For High School Students:</i>					YES	NO	NA
Student is earning credits toward a regular high school diploma.							
<i>IF YES:</i> within 4 years?							
Student will earn an IEP diploma or a certificate of competency.							
<i>IF YES:</i> within 4 years?							
Does this school / district have a clear policy for earning a high school diploma?							

Access to the General Curriculum

Strengths

1. School provides appropriate levels of support.
2. Students are appropriately challenged.
3. School customizes for students' needs
4. Teams work well to keep students in class, instead of pulling out for related services.
5. Students are comfortable with peers in the classroom and school.
6. Transitions throughout the school (class:class, activity:activity, within the classroom) are well done.
7. There is good use of technology, such as Dragon Speak, Universal Reader, Alpha Smarts.
8. Speech and OT are held consistently.
9. The mentoring program, WOW, SEED and full day kindergarten are all strengths of the program.

Suggestions for Improvement

1. Planning time between general and special education needs to happen consistently.
2. In-class support needs to be consistent. Students' difficulty with consistency is important.
3. More feedback needs to be received regarding what is happening in pull-out situations and where general ed teachers can provide support.

SUMMARY OF BUILDING LEVEL DATA

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

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

Transition

Strengths

1. There is a Step Day to Gilford High School, along with ½ day of games, a day just for freshmen and a mixer with Gilford students.
2. New and old teachers meet to discuss grade to grade transitions.
3. An extended year program helps students get used to the school.

Suggestions for Improvement

Consider the guidelines that need to happen regarding grade to grade transitions and create a checklist to meet students' needs.

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?			1	1	
If yes, for how many days?			2		
If appropriate, a functional behavior assessment has been conducted.				1	1
IEP team has addressed behaviors that are impacting student learning.			1		1
A behavior intervention plan has been written to address behaviors.			1		1
All individuals working with the student have been involved in developing behavior intervention strategies.			1		1
Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.			1		1
Results of behavior intervention strategies are evaluated and monitored.			1		1
A school-wide behavior intervention model exists.			2		
Strengths			Suggestions for Improvement		
<ol style="list-style-type: none"> 1. A school-wide discipline program is in place. 2. Communication is good around behavior issues. 3. There have been significant changes in some students' behaviors. 4. Individualized behavior plans are in place and work outside the school as well. 5. A behaviorist is available twice a week. 					

SUMMARY OF BUILDING LEVEL STRENGTHS AND SUGGESTIONS FOR IMPROVEMENT

Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> 1. The Gilmanton School has a welcoming atmosphere, with a sense of community. 2. Teachers have common planning time. 3. Staff demonstrates a strong knowledge base. 4. Parents feel their kids are getting what they need and feel welcomed by staff. 5. Kids are supported in the general education environment. 6. Gains have been made with AYP and scores are up. 7. Every class has either a full-time or part-time paraprofessional. 8. A mentoring program is in place. 9. A full day kindergarten program is in place. 10. There is a strong relationship with early intervention. 11. Speech, OT and guidance are involved with the school. 	<ol style="list-style-type: none"> 1. Provide training around writing measurable goals. 2. Work together to provide a common understanding of effective supports to prompt success of all students in the classroom (i.e. planning time, sped support delivery).

VII. ADDENDUM: OUT OF DISTRICT AND JAMES O SUMMARIES AND DESCRIPTIONS OF INNOVATION PRACTICES

ADDENDUM

Out-of-District File Review

SAU #79

Date: April 13-14,2006

Reviewer: Jennifer Dolloff

ADDENDUM Out-of-District File Review

SAU # 79

Number of Files Reviewed: 2

COMMENDATIONS

The Director of Special Services demonstrated a strong understanding of the needs of the students whose files were reviewed.

CITATIONS OF NONCOMPLIANCE

- Ed. 1107.01 The evaluation summary was not present in either of the two files reviewed.
- Ed 1109.01 No evidence was found in one of the two files to indicate that the parents were informed of their child's progress toward educational goals.
- Ed 1109.01 One file did not include a statement of needed transition services.

ADDENDUM

JAMES O. MONITORING PROGRAM

SAU # 79

Student File Review

Case Study Document

Reimbursement Claim Form

Case Study Addendum Form

Date: April 13-14, 2006

Reviewer: Jennifer Dolloff

SAU 79 did not have any students in the James O. category at the time of the visit.