

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

**FREMONT SCHOOL DISTRICT  
SUMMARY REPORT**

**Barbara Munsey, Superintendent of Schools  
Dawn Lewis, Director of Special Education**

Chairperson, Visiting Team: Maryclare J Heffernan  
Education Consultant, SERESC

Visit Conducted on May 3-4, 2006  
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## **I. TEAM MEMBERS**

### Visiting Team Members:

<b>NAME</b>	<b>PROFESSIONAL ROLE</b>
Chairperson: Maryclare Heffernan	Education Consultant
Nancy D'Agostino	Preschool Consultant
Colleen Bovi	Special Education Director
Bruce Blau	Principal
Janet Butler	Speech-Language Pathologist

### Building Level Team Members:

<b>NAME</b>	<b>PROFESSIONAL ROLE</b>
Colleen McClintock	Preschool Special Educator
Dawn Lewis	Principal / LEA / Special Education Director
Di Karpman	Occupational Therapist
Sheila O'Neill	Speech-Language Pathologist
Gail Contant	Paraprofessional
Mary Hale	Special Educator
Louise Tuohy	Classroom Teacher
Kristine Boardman	Speech-Language Pathologist
Diane Gray	Special Educator
Gina Genest	High School Transition / LEA
Ted	Special Educator

## II. INTRODUCTION

SAU 14 was comprised of the Chester, Epping and Fremont School Districts in 3 towns until March 2006, when the Chester, Epping and Fremont School District community members voted to withdraw from the SAU and form their own School Advisory Units. For the Fremont School District the decision has resulted in negotiations with the Sanborn Regional School District, including the towns of Kingston and Newton, to form a regional school district. An interim superintendent will be sought by the Fremont School District to administer the district's central office financial, management and oversight responsibilities during this change process.

The rural town of Fremont, located in southeastern New Hampshire, has a population of just under 4,000 residents. The Ellis School enrolls 490 students in grades 1 to 8, in addition to an integrated preschool program for students with identified disabilities. The town is one of the remaining school districts in New Hampshire without a public Kindergarten program. Only 6% of the town's students are presently eligible for Free/Reduced lunch program. At the time of the program approval visit the Fremont School District had 8 students placed in out of district settings.

The Fremont high school students have, until this year, had the choice to attend one of several area high schools, which presented challenges for families and students. However, a long term agreement has recently been made with the neighboring Sanborn Regional School District that will assure educational placement at a central high school program for the Fremont high school students.

The Ellis School is a community school that has developed an inclusionary model to support students with disabilities in the general education setting to the greatest extent possible. At the time of the NH Department of Education Program Approval and Improvement process review there were 112 students, or 23% of the population ages 6 to 21, identified with educational disabilities, and an additional 13 preschool students with disabilities. The district participated in the NH DOE optional Year Long Improvement Process during the 2005-2006 school year. The school team chose to study the role of the paraprofessional within the school, resulting in a plan that addresses the findings of the study by aligning resources to more effectively support the school's inclusionary model.

### BELIEFS AND MISSION

The district, while undergoing a reorganization that may result in a new Mission, believes that the previously stated school vision continues to hold true at this time.

“That our vision is to transform our school into a community school where learning for all is our primary purpose. Ellis School will become the center of learning for our children, parents, citizens, teachers and school staff. In this transformation we will benefit by taking active roles in our own learning as well as the learning of the others, becoming self directed learners, traditional leaders, non-traditional leaders and life-long learners.”

In addition, the statement of philosophy from the LEA manual speaks to special education services and holds the following to be true:

- Equal access for all students to the general curriculum
- Full access to a wide range of opportunities and activities provided
- Educational experiences that allow progress as an individual, academically, emotionally, socially, physically and through special talents
- To be educated with non-disabled peers to the fullest extent possible
- It is the responsibility of the school to put in place whatever special programming or supports are needed to meet with success
- To recognize the importance of parental involvement, collaboration, effective problem solving and a shared responsibility for all students

<b>DISTRICT ENROLLMENT DATA</b>	<b>2003-04</b>	<b>2004-05</b>	<b>2005-06</b>
Total Student Enrollment (ages 6-21) (as of Oct 1)	422	482	490
Expenditure Per Pupil	8,134.97	8,135	

	2003-04	2004-05	2005-06
Cumulative Drop-Out % (grades 9-12) <b>students with disabilities</b>	N/A	N/A	
Cumulative Drop-Out % (grades 9-12) <b>non-disabled students</b>	N/A	N/A	N/A
Free/Reduced Lunch %	9	7	6
Title I %			
LEP %	0	0	1
<b>SPECIAL EDUCATION PROGRAM DATA</b>	<b>2003-04</b>	<b>2004-05</b>	<b>2005-06</b>
# of Identified Students Ages 3-5 (as of Oct. 1)	16	16	13
# of Identified Students Ages 6-21 (as of Oct. 1)	112	113	112
% Identified Ages 6-21 (as of Oct. 1)	27	23	23
# Out of District	14	8	8
% Out of District			
# of Students Out of Compliance (as of Oct. 1)			18
Special Programs Total Expenditure	1,778,180.65	1,837,329.00	
Average Caseload (as of Oct. 1)	18	20	18
# Identified Students Suspended One Or More Times		5	
# 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
<b>Special Education Staffing: (report in FTEs)</b>	<b>2003-04</b>	<b>2004-05</b>	<b>2005-06</b>
# of Special Educators			5
# of Related Service Providers			4
# of Paraprofessionals			18

### 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 the Fremont School District for the purpose of reviewing the present status of programs and services made available to children and youth with educational disabilities. As part of the NHDOE Special Education Program Approval Visit, Case Study Compliance Reviews were conducted at Ellis School. In addition, a review of the high school program at Sanborn Regional High School was conducted through focus groups and discussions with students, administrators, general and special education staff.

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 the Ellis School programs.

Throughout the entire review process, the visiting team worked in collaboration with the staff of the Fremont School District. 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 March 25-26, 2003 NHDOE Special Education Program Approval Report, the following patterns were identified as needing improvement:

<b>CITATION / REQUIRED ACTION</b>		<b>Status of Completion: Met, Partially Met, Not Met</b>
ED 1109.05 Implementation of IEP (Preschool)	Preschool program not providing integrated therapies within the preschool program	<b>Goal has been met</b>
ED 1119.03 Curriculum	No formal curriculum	<b>Goal has been met</b>
ED 1109.05 Implementation of IEPs ED 1115.07 Provision of non-academic services ED 1119.03 Full access ED 1119.08 Equal educational opportunity	No self-contained programs at Ellis, the lack of space limits additional programming	<b>Goal has been met</b>
ED 1102.53 Transition planning EED 1107.02 Provision of FAPE ED 1109.01 Transition services	Evidence of transition planning and Services not clearly documented.	<b>Goal has been met</b>

## V. MAY 3 - 4, 2006 CASE STUDY COMPLIANCE REVIEW RESULTS

Data collection is an important part of the NHDOE Special Education Case Study Compliance Review Process. In the Fremont School District, the NHDOE worked with staff and administration in the selection of case studies to ensure that there was a representative sampling of data collected from the various programs and schools located within the school district. In order to monitor whether or not special education programs are in compliance in the three focus areas, and determine any root causes of problems that may be identified through the case study process, it is essential that each case study team dig deeply into the data, and not take just 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 teams are not inundated with much more data than they can possibly analyze.

A total of 3 Case Studies were conducted, including preschool, elementary and middle school students. The case studies selected represented a range of educational disabilities, ages, grades, services and programs provided at the Ellis School. In addition, the high school program was reviewed through a separate focus group process that included students, classroom and special education teachers and administrators.

### 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 May 3-4, 2006 Case Study Compliance Review in the Fremont School District.

A review of the returned parent surveys finds that parents are very satisfied that their child has opportunities to interact with their non-disabled peers and that they fully participate in the educational decisions made and are provided their parent rights. They also feel that a variety of information is used to develop the IEP.

However, a third of the parents responding are only partially satisfied with the programs and supports offered, feel they are not adequately informed about student progress and more than half of the parents indicate partial satisfaction with the progress their child is making on the IEP goals. In addition, about half of the parents responding to the transition question indicate that they would like more planning and support as their student moves from grade to grade and school to school.

The results of the survey, while representing approximately 26% of the parents of students with disabilities, should be reviewed by the Ellis School administration and teachers to determine if additional parent input is needed to further discuss potential concerns related to student programming, progress made toward IEP goals and transition planning.

### **SUMMARY OF PARENT SURVEY DATA**

Total number of surveys sent: 125	Total # of completed surveys received: 33	Percent of response: 26%		
<b>Scale 3 = Completely 2 = Partially 1 = Not at all</b>				
<b>Access To The General Curriculum:</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>No Answer</b>
I am satisfied with my child's program and the supports that he/she receives.	21	12	0	
My child has opportunities to interact with non-disabled peers on a regular basis.	30	1	2	
I am adequately informed about my child's progress.	21	11	0	1

	3	2	1	No Answer
My child is informed about and encouraged to participate in school activities outside of the school day, and is offered necessary supports.	21	5	3	4
My child feels safe and secure in school and welcomed by staff and students.	23	10	0	
A variety of information (observations, test scores, school work, parent input) was used in developing my child's IEP.	28	4	0	1
I am satisfied with the progress my child is making toward his/her IEP goals.	15	17	0	1
<b>FOR PARENTS OF HIGH SCHOOL STUDENTS:</b>				
My child earns credits toward a regular high school diploma in all of his/her classes.	5	0	0	
<b>Transition:</b>				
I am satisfied with the planning and support provided for the moves my child has made from grade to grade and school to school.	13	11	1	7
All of the people who are important to my child's transition were part of the planning.	17	4	2	10
<b>FOR PARENTS OF STUDENTS AGE 16 OR OLDER:</b>				
I am satisfied with the written secondary transition plan that is in my child's IEP.	4	1	0	
<b>Behavior Strategies And Discipline:</b>				
My child's classroom behaviors affect his/her ability to learn. <i>If yes, please answer the next two questions. If no, skip to OTHER.</i>	<b>YES 12</b>			<b>NO 15</b>
I have been involved in the development of behavior interventions, strategies and supports for my child.	15	1	0	
I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs.	13	5	0	
<b>Other:</b>				
I fully participate in special education decisions regarding my child.	28	3	0	1
I have been provided with a copy of the procedural safeguards (parental rights) at least once a year.	32	0	0	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**

The Ellis School special education program is based on an inclusionary model intended to provide students with the supports, services, accommodations and modifications required within the general education setting, to the greatest degree possible. The "menu" of services made available to students at the Ellis School was designed to meet the range of individual student needs, most often within the general classroom setting.

The district participated in the NH DOE Year Long Improvement Process to study the role of the paraprofessional within the Ellis School as it relates to the provision of services to students with disabilities. The results of this study found, in part, that there is a need to reconsider the present program model and the staffing patterns and roles of special education case managers and paraprofessionals. In addition, the team identified a need to reconsider the way the IEPs are designed so that there is greater alignment of IEP goals and curriculum standards. This critical review of the school's program and staffing model will result in an improved alignment of the supports and services provided to all of the Ellis School students, and ultimately in improved student outcomes.

Initial review of student gains based on the present model finds that students with educational disabilities are making gains and showing progress. However, there is a need to continue to analyze the student outcomes and determine what additional staffing or program changes may be needed. The school staff and administration are commended for their ongoing efforts to review and revise programming models to achieve the greatest impact on student outcomes.

Students at the Ellis School are provided with access to the general curriculum, including the opportunity to participate in extracurricular activities, with their peers.

## **Transition**

### **Transition Planning**

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

#### **Transition Services**

There is very effective transition planning for Fremont School District students transitioning from Early Supports and Services (ESS) to the preschool program. Transition planning from grade to grade within the school and from the Ellis School to high school is also seen as effective by staff and students.

Transition planning within the Ellis School is helped by the size and style of the school, which promotes a sense of community and communication in which student information and learning needs are shared among teaching staff, although often in an informal manner. A more formalized transition process may be helpful to staff, students and parents so that consistency in the transition process, including class placement, shared academic and other records, assessment results and student specific needs, are ensured from year to year. Parent survey results indicate that some parents would like increased planning and support for students moving from grade to grade and school to school.

However, student transition from the Ellis School to high school has been significantly helped by the recent long term agreement made with the Sanborn Regional High School, in Kingston, NH. Previous high school placements were made to a wide range of area high schools, which posed a number of transition challenges to students and their families. The Fremont School District has, however, worked hard to provide students and parents with the information and supports they need to make smooth transitions. The high school liaison position is seen as particularly successful and helpful to students who are leaving their community school and moving to a much larger out of town high school. The high school liaison position provides supports to students and parents not only prior to the transition, but also as a follow-up support during the high school years. This role is seen by both students and parents as a critical and important support.

## **Behavior Strategies and Discipline**

The Ellis School has participated in the school wide Positive Behavior Supports and Intervention (PBIS) initiative for the past 2 years. The comprehensive approach to creating a culture of mutual respect and responsibility is reported by staff and parents to have had an important and positive effect on the school's approach to behavior and discipline. The school has begun to use the accompanying data collection tool (SWIS) to gather and analyze the patterns of behavior so that interventions and additional supports can be provided where needed.

This inclusionary model school supports students with emotional disabilities and/or behavioral challenges within the general education setting. However, the lack of a specific program designed for students with more significant emotional and behavioral needs may be an area for consideration in future years if the need for greater supports should become apparent.

## **COMMENDATIONS**

1. The Ellis School administrators have reorganized the approach to school leadership by designing a co-principalship. The shared and collaborative approach to the administrative responsibilities has worked to support the concept of an inclusionary school where general and special education considerations are held in equal importance.
2. The Ellis School staff and administrators are committed to all of their students and to offering them the services they need to make progress in the general curriculum. There is a spirit of professional dedication and willingness to work together among the staff.
3. There is a culture of resourceful problem solving that is used among administrators and staff to creatively provide a range of supports to all students.
4. There is a strong relationship between Early Supports and Services and the Ellis School preschool staff, which provides students with a smooth transition process as they enter the preschool program.

5. The preschool program has made significant progress in development in the past several years. The integration of therapies and the adoption and implementation of a well designed preschool curriculum is clearly evident and is commended.
6. The professional development provided to staff and the adoption of Understanding By Design (UBD) as an approach to instructional design is seen as effective in meeting the learning needs of all students in the classroom.
7. The school has been working on curriculum mapping, which is anticipated as being very helpful in aligning instructional practice for all students and in the design of measurable goals for students with disabilities.
8. The use of SWIS data collection via the PBIS process is helpful in identifying patterns of concern and progress made in the area of behavior school-wide.
9. Participation in the PBIS initiative is seen as a proactive, positive approach to creating common school wide goals and the practice is commended. The staff see this initiative as one that focuses on recognizing positive student behavior and has helped unify the school in common goals.
10. The addition of a Family Resource Coordinator is commended and seen as an important connection between school and family.
11. The high school transition planning is seen as very helpful by the students. The process includes a transition class that is offered to 8<sup>th</sup> grade students in preparation for the move to a new high school setting.
12. Parents are seen as part of the school community, are welcomed into the Ellis School and volunteer often in classrooms.
13. The district is commended for their participation in the NHDOE's Year Long Improvement Process. The work of the improvement team indicates the importance that the administrators, staff and parents place on collaborative and continuous improvement efforts.

### **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 the Fremont School District, it was apparent that there is a need to establish a process to consider the addition of public Kindergarten programming so that all of the district's students have an equal advantage to early childhood education. The Fremont School District is one of several remaining districts in New Hampshire and in the country that does not provide public Kindergarten programming. The limited facility space at the Ellis School is described as a major reason for the lack of Kindergarten programming. The district is strongly encouraged to engage the community in a process that will begin to address this critical area of early childhood programming and identify possible space and programming solutions so that all students are provided with a public Kindergarten education.

The present Ellis School facility is at capacity, even after the 2005 building addition was completed. In addition, two modular classrooms are in use for additional instructional space. The lack of space poses a significant limit to the development of other programs or change in organizational design. There is a lack of available room for confidential meetings with parents, areas to conduct individual assessments and tutorials, the delivery of individual therapies, etc. In addition, the school does not presently offer the middle school students Family and Consumer Science and Technology Education. While these courses aren't required for a Grade 1 – 8 approved school, they are middle school courses that might be considered by the community in future program development. The ongoing issue of facility needs is one that requires the engagement and commitment of the local community in recognizing and establishing a plan to look to future program and facility needs, particularly as the town's school age population continues to grow.

**CITATIONS OF NONCOMPLIANCE IDENTIFIED AS A RESULT OF THE  
MAY 3-4, 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 to the Fremont School District. **As a result of the Case Study Compliance Review, the following citations of non-compliance were 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)**

The IEPs reviewed during the Case Study Compliance Review lacked measurable annual 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.12-24.

1. Provide comprehensive professional development to both general and special education staff in the development of IEPs that are connected in a meaningful way to the grade level curriculum standards and instruction, specifically in the area of measurable IEP goals.
2. Continue to explore and implement a model of Response to Intervention (RTI) which will provide additional interventions to students prior to referral to special education.
3. Continue to explore options with relevant community stakeholders to develop a plan for a public Kindergarten program to provide all Fremont students with an equal advantage and so that early interventions and supports can be provided to students in a meaningful manner. There is a need for the community to provide an equal opportunity for all students to attend public Kindergarten prior to entering the school district.
4. Consider additional ways to support the collaboration between general and special education teachers so that the inclusionary model is effectively implemented. While time is presently scheduled for general and special education teachers to meet, plan and collaborate, the teachers report that this time is not always used in an effective manner. Engaging teachers in a process to dedicate regular time to the collaborative process is seen as critical to a successful inclusionary model.
5. Consider how to provide additional curriculum coordination and support to the school. The previous part time curriculum coordinator position has been recently eliminated.
6. Continue to review the effectiveness of the Transitional program to determine if the model is showing strong outcomes for the pre-first grade students. The addition of a public Kindergarten program may eliminate the need for this program.
7. Consider expanding data collection and analysis as a way of monitoring student progress and adjusting curriculum and instructional strategies when needed. There is a need to consider the addition of a data collection warehouse so that a wide range of data can be maintained in one central location for easier access and use. There may also be a need for technical support in this area.
8. As the district enters a period of transition from being a member of SAU 14 to being either its own SAU or a member of a different existing SAU, the district is encouraged to identify the strengths in practice and beliefs that work to make the Fremont School District as effective as it is, and to maintain those characteristics in the new SAU model.

## 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: 14	School: <b>Ellis School - Preschool</b>	Date: 5/4/06
Programs: Preschool		Number of Cases Reviewed: 1
Recorder/Summarizer:		

Collaborative Team Members:

Name: Colleen McClintock	<u>Building Level</u> or Visiting
Name: Dawn Lewis	<u>Building Level</u> or Visiting
Name: Di Karpmon	<u>Building Level</u> or Visiting
Name: Sheila O'Neill	<u>Building Level</u> or Visiting
Name: Colleen Bovi	Building Level or <u>Visiting</u>
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:

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

1. Since the last Program Approval visit the district has worked at supporting the facility needs of students. The preschool is now housed in an appropriate space that is welcoming, accessible, bright and developmentally appropriate.
2. The sink and bathroom are now in the classroom allowing staff to support preschooler's needs in relation to self-help skills in the preschool curriculum.
3. The playground is fenced in.
4. Visual supports are available and well used.
5. There are clear expectations and students have ownership of program and schedule.
6. There is a predictable and structured routine to support children.
7. Independence is encouraged by the set up of the room and the staffing.
8. Movement is built into the day to provide needed sensory breaks.
9. There is a set of routine songs and movement/songs allowing children to participate more easily.
10. The curriculum incorporates the introduction of the Wilson Program, Everyday Math to ease the transition to first grade.
11. There are 3 paraprofessionals who are highly qualified & certified.
12. Two students spend half a day in first grade and half a day in preschool to ease the transition to first in the fall.
13. The staff goes above and beyond to facilitate accessibility to the curriculum even before children become students at Ellis. Providing home care and home consultants as needed does this.
14. There are seating options for morning meeting with designated places for that seating to provide parameters on personal space.
15. There are Friday team meetings to discuss issues and brainstorm solutions. The paraprofessionals are part of these meetings.
16. Communication with parents is through daily and monthly notices. Daily communication sheets facilitate communication between parent and child around school activities.
17. Preschoolers are familiar with the school building, staff and playground.
18. Staff from other grades get to know the preschoolers by having them housed in the elementary building.
19. The school is the center of town and many activities take place here both school related and non school related.
20. Report cards are aligned with the State Standards and curriculum.
21. Parent interviewed as part of this process expressed pleasure with her child's progress and how the school involves her and keeps in close contact with her.
22. All children know their names, address and phone numbers.

### Suggestions for Improvement

1. There is a large student group, 17 in the morning and 19 in the afternoon. The district may want to look at reorganizing the programs, especially if the numbers increase.
2. The school district is strongly encouraged to move toward public kindergarten to allow all children to arrive at first grade with appropriate experiences and skills.

## SUMMARIZE YOUR BUILDING LEVEL DATA

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

<b>TRANSITION STATEMENTS</b>					
<b>Ed .1102.53, Transition Services</b> <span style="float: right;"><b>CFR 300.29</b></span> <b>Ed. 1109.01, Elements of an IEP (Transition Services)</b> <span style="float: right;"><b>CFR 300.347 (b) (1) (2)</b></span> <b>Ed. 1109.03, IEP Team</b> <span style="float: right;"><b>CFR 300.344 (b) (1)</b></span> This includes movement from (a) Early Supports and Services (ESS) to preschool, b) pre-school to elementary school, (c) age 14 or younger, or (d) age 16 or older, as well as from grade to grade and school to school.				<b>YES</b>	<b>NO</b>
Transition planning from ESS to preschool takes place.				1	
Transition planning from preschool to kindergarten or 1 <sup>st</sup> grade takes place.				1	
District staff participated in a transition planning conference arranged by ESS and this transition planning conference occurred at least 90 days before the student's third birthday. <b>If not, was it due to:</b> (check all that apply)				1	
Meeting Not Held In Time	Staff Didn't Understand The Process	Communication Breakdown Between School And Early Supports And Services Agency	Student Moved Into The District After This Time Period		
Student Not Referred Prior To 90 Days	Parent / School Communication Breakdown	Other			
				<b>YES</b>	<b>NO</b>
Team around transition includes parents.				1	
Team around transition includes appropriate agencies.				1	
Services agreed on in the IEP began by the time specified in the IEP.				1	
Early Supports and Services provided the school or district with initial information prior to 90 days.				1	
Early Supports and Services evaluation information was shared with the school or district.				1	
<b>Strengths</b>		<b>Suggestions for Improvement</b>			
<ol style="list-style-type: none"> <li>1. First and second grade case managers are at IEP meetings to learn about accommodations to the curriculum that will be needed to support students with disabilities.</li> <li>2. Meetings with Early Supports and Services take place prior to students starting preschool.</li> <li>3. There is a social story, picture books and a CD of all routine songs provided to all families prior to entry into the preschool. In addition, each family receives a stop sign for their use at home. These tools ease transition concerns of both children and families.</li> <li>4. Behavior tools are shared with parents for carryover at home.</li> </ol>		<ol style="list-style-type: none"> <li>1. It is recommended the team look at ways to provide more collaboration with area child care facilities.</li> <li>2. Although a series of positive steps are taken toward insuring smooth transitions, they are not in writing. The team is encouraged to document them for sharing with other staff and families.</li> <li>3. Building-wide transition procedures already in existence should be reviewed to look at ways they can better assist with preschoolers.</li> </ol>			



## SUMMARY OF BUILDING LEVEL STRENGTHS AND SUGGESTIONS FOR IMPROVEMENT

Strengths	Suggestions for Improvement
<ol style="list-style-type: none"><li>1. Parent involvement through meetings, volunteering, and observations is strong. Parents are an integral part of the team.</li><li>2. There are student run conferences in October along with an open house to show families their school environment.</li><li>3. The staff is available to support students who need a sensory break.</li><li>4. There is strong administrative support for the program and staff. The LEA/Principal is at many IEP meetings.</li><li>5. There are sufficient opportunities for professional development. There are times when the whole preschool team has been able to attend a staff development day out of the building, ensuring all are on the same page with implementation of the material.</li><li>6. The principal is open and flexible. She is aware of the time needed by the team to do development and training.</li></ol>	

USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT

BUILDING LEVEL CASE STUDY DATA SUMMARY

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

SAU: 14	School: <b>Ellis School</b>	Date: 5/4/06
Programs: Modified Regular		Number of Cases Reviewed: 2
Recorder/Summarizer: Bruce Blau		

Collaborative Team Members:

Name: Bruce Blau	Building Level or <u>Visiting</u>
Name: Gail Contant	<u>Building Level</u> or Visiting
Name: Mary Hale	<u>Building Level</u> or Visiting
Name: Louise Tuohy	<u>Building Level</u> or Visiting
Name: Kristine Boardman	<u>Building Level</u> or Visiting
Name: Diane Gray	<u>Building Level</u> or Visiting
Name: Gina Genest	<u>Building Level</u> or Visiting
Name: Ted	<u>Building Level</u> or Visiting
Name: Di Karpman	<u>Building Level</u> or Visiting
Name: Colleen McClintock	<u>Building Level</u> or Visiting
Name: Sheila O'Neill	<u>Building Level</u> or Visiting
Name: Dawn Lewis	<u>Building Level</u> or Visiting
Name: Colleen Bovi	Building Level or <u>Visiting</u>
Name: Janet Butler	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:

<b><u>ACCESS TO THE GENERAL CURRICULUM STATEMENTS</u></b>							
<b>Ed. 1109.01 Elements of an IEP CFR 300.347 Content of IEP</b> <b>Ed. 1109.05, Implementation of IEP 20 U.S.C. 1414 (d)</b> <b>Ed. 1115.07, Ed 1119.01(f) Provision of Non-Academic Services/Settings CFR 300.553 Ed. 1119.03, Full Access to District's Curricula</b> <b>CFR 300.24, CFR 300.347 Ed. 1119.08, Diplomas</b> <b>Ed. 1107.04 (d) Qualified Examiner</b> <b>Ed. 1133.05 (c)(h)(k) CFR 300.347 Program Requirements, Content of IEP</b> <b>Ed. 1133.20 Protections Afforded to Children with Disabilities</b> <b>CFR 300.347(a) (1) (i) ". . . general curriculum (i.e. ,the same curriculum as for nondisabled children)" CFR 300.347 (a) (3) (iii) "To be</b> <b>educated and participate with other children with disabilities and non disabled children"</b>					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? <b>If not, was it due to:</b> (check all that apply)					<b>2</b>		
Extension in Place	Lack of Qualified Personnel — Psychologist    Educator Related Services    Other	Evaluation Not Completed in Time	Summary Report Not Written in Time	Meeting Not Held in Time	Other		
<b><i>For High School Students:</i></b>					<b>YES</b>	<b>NO</b>	<b>NA</b>
Student is earning credits toward a regular high school diploma.							
<i>IF YES:</i> within 4 years?							
Student will earn an IEP diploma or a certificate of competency.							
<i>IF YES:</i> within 4 years?							
Does this school / district have a clear policy for earning a high school diploma?							

**Access to the General Curriculum**

**Strengths**

1. The philosophy of the Ellis School is to include to the fullest extent possible, and challenge, all students within the classroom setting.
2. Data is well used in determining curriculum and instructional needs for students.
3. Resources are targeted very systematically, based on information gained from the data.
4. The present curriculum mapping work is helpful in aligning instruction so that the special education services can focus on supporting the same, consistently taught, goals.
5. The use of creativity in solving problems is a hallmark of the school culture.

**Suggestions for Improvement**

1. There is a clear need for the development and implementation of a public Kindergarten program to provide more early interventions to Fremont students.
2. There is a need to foster increased collaboration between general and special education staff and programs so that the inclusionary model becomes a more natural, blended process of planning for and providing instruction.
3. Translate the curriculum mapping into practice within all the classrooms so that there is consistency in the delivery of instruction school-wide.

## SUMMARY OF BUILDING LEVEL DATA

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

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

**Transition**

**Strengths**

1. Transitions are a reflection of the grade 1 to 8 school where students and parents develop a long time relationship with the school.
2. Students are closely monitored in their placements outside of the school. This includes both the high school placements and the placements in private out of district settings.
3. Students are included in gathering their reflections on the processes of transition.
4. Parents are supported in the transition process and indicate that they appreciate the transition process.
5. The staff transitions are thorough, as staff members are provided with the opportunity to become familiar with students with whom they will be working.

**Suggestions for Improvement**

Given a possible change in district configuration, an effort should be made to maintain the existing practices that facilitate the presently positive transition.

## SUMMARY OF BUILDING LEVEL DATA

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

<b><u>BEHAVIOR STRATEGIES AND DISCIPLINE</u></b>					
<b>Ed. 1109.02 Program</b>	<b>CFR 300.346</b>				
<b>Ed. 1119.11 Disciplinary Procedures</b>	<b>CFR 300.519-300.529</b>				
<b>Ed. 1133.07 (a) (b) (c) (d) (e)</b>	<b>CFR 300.510-300.529</b>				
<b>20 U.S.C. 1415 (K)</b>					
<b>Child Management – Private Schools</b>	<b>RSA 169-C Child Protection Act</b>		<b>YES</b>	<b>NO</b>	<b>N/A</b>
Data are used to determine impact of student behavior on his/her learning.			2		
Has this student ever been suspended from school?				2	
If yes, for how many days?					
If appropriate, a functional behavior assessment has been conducted.			2		
IEP team has addressed behaviors that are impacting student learning.			2		
A behavior intervention plan has been written to address behaviors.			2		
All individuals working with the student have been involved in developing behavior intervention strategies.			2		
Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.			2		
Results of behavior intervention strategies are evaluated and monitored.			2		
A school-wide behavior intervention model exists.			2		
<b>Strengths</b>			<b>Suggestions for Improvement</b>		
<ol style="list-style-type: none"> <li>1. The PBIS program provides an array of supportive measures to the school teams. The three school-wide goals provide for consistent expectations across all classrooms and grade levels.</li> <li>2. There is an emphasis on focusing on the positive within the school culture.</li> <li>3. There is a focus on proactively providing supports to students at the early stages of their behavioral needs. This early intervention may help prevent more significant behavioral concerns.</li> <li>4. Staff resources exist as needed for management of more significant behaviors.</li> <li>5. There are additional supports for students from the guidance counselor.</li> <li>6. The Ellis School manages the “challenge” of the wide age range and grade span found in this preschool, grade 1 to 8 building.</li> </ol>			<ol style="list-style-type: none"> <li>1. There may be a need for additional resource staff to support students with more significant emotional needs.</li> <li>2. Consider how to determine and meet a potential need for after-school community support to families that could provide additional support beyond the resources the school has in place.</li> </ol>		

## SUMMARY OF BUILDING LEVEL STRENGTHS AND SUGGESTIONS FOR IMPROVEMENT

Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> <li>1. The two building principals complement each other’s professional skills and work collaboratively to meet the administrative needs of the whole school community.</li> <li>2. The knowledge and understanding that the Ellis School staff have about their students is very comprehensive and impressive.</li> <li>3. The school staff are professional and supportive of each other.</li> <li>4. There is a very creative use of available resources that are targeted to best support the needs of the students.</li> <li>5. The community connection appears to be strong. Parents indicate solid support of the school programs.</li> <li>6. There is support for the school staff and programs from the Fremont School Board.</li> <li>7. The school’s philosophy focuses on all students and puts students’ needs first.</li> <li>8. Staff is willing to embrace change and put in the work and time needed to make things happen for students.</li> <li>9. Connections are maintained with students as they leave Ellis School and go on to high school.</li> </ol>	<ol style="list-style-type: none"> <li>1. Address the space needs that exist within Ellis School to accommodate a public Kindergarten program.</li> <li>2. Facilitate the common planning time that is available to improve the collaboration between general, special education teachers and paraprofessionals.</li> <li>3. Continue the initial efforts to implement an effective RTI model school wide.</li> <li>4. Seek additional ways to provide professional development opportunities for staff, specifically related to common curriculum, instructional and assessment needs. Consider requesting approval for a schedule of early release days that would provide professional development time for all staff without interrupting the instructional time for students.</li> <li>5. Continue to support differentiated instruction models as well as strategies for developing/implementing and assessing instruction through the UBD model. Staff members indicate that the initial implementation of the plan has affected positive outcomes.</li> <li>6. Review the need for additional staff positions and identify the resources needed to fill any new positions.</li> </ol>

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

**ADDENDUM**

**Out-of-District File Review**

**SAU 14  
Fremont School District**

Date: May 5, 2006

Reviewer: Maryclare Heffernan

<b>ADDENDUM</b> <b>Out-of-District File Review</b>
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SAU14

Number of Files Reviewed: 2

**COMMENDATIONS**

The Fremont School District out of district student files are well maintained and organized. The district employs an out of district coordinator who oversees all student placements and monitors student progress. They are commended for their attention to student progress and active advocacy of student needs.

**CITATIONS OF NONCOMPLIANCE**

**Ed 1109.01 CFR 300.347 (a)(2)(i) IEP** – The two IEPs reviewed did not include goal statements written in measurable terms. They did include benchmarks but lacked the specific goal measures.

# **ADDENDUM**

## **JAMES O. MONITORING PROGRAM**

### **SAU 14 Fremont School District**

Student File Review

Case Study Document

Reimbursement Claim Form

Case Study Addendum Form

Date: May 5, 2006

Reviewer: Maryclare Heffernan

**ADDENDUM**  
**JAMES O. MONITORING PROGRAM**

SAU 14

Number of files reviewed: 1

**COMMENDATIONS:**

Records well maintained and organized. District is commended for their vigilance in supporting and monitoring the students who are placed in educational settings by the courts.

**CITATIONS OF NONCOMPLIANCE:**

**Ed 1109.01 CFR 300.347 (a)(2)(i) IEP** – The IEP reviewed did not include goal statements written in measurable terms. They did include benchmarks but lacked the specific goal measures.