

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

**SAU55  
SUMMARY REPORT**

**Hampstead School District**

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Visit Conducted on November 17-18, 2005  
Revised Report Date, February 28, 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	Education Consultant
Jo Anne Coon	Special Education Coordinator/Teacher
Judy Eimicke	Preschool Director
Mary Beth LaSalle	Special Education Coordinator
Donna Straight	Special Educator
Karen True	Case Manager

### Building Level Team Members:

<b>NAME</b>	<b>PROFESSIONAL ROLE</b>	<b>NAME</b>	<b>PROFESSIONAL ROLE</b>
Rebecca Doherty	OTR/L	Trish Harnois	SLP
Deb Sundheim	ASD Teacher	Mary Timson	Inclusion Facilitator
Susan Brassard	LD Specialist	Sue Ellen Corbell	Grade 5 & 6 Special Education
Carolyn Danforth	Grade 7 Special Education	Cheryl Summer	Grade 8 Special Education
Rosalyn Moriarty	EH Specialist	Christina Platt	Behaviorist
Tara Pollard	SLP	Francine Baumhor	Preschool Coordinator
Mary Anne Sarbanis	Asst. Preschool Coordinator	Joanne Mahoney	Classroom Teacher
Theresa Plante	Speech/Language Pathologist	Mary Buck	OT

## II. INTRODUCTION

SAU55 is comprised of the Hampstead and Timberlane School Districts in the five southeastern New Hampshire towns of Hampstead, Danville, Sandown, Plaistow and Atkinson. The New Hampshire Department of Education (NHDOE) Bureau of Special Education conducted separate Program Approval visits for the Hampstead and Timberlane School Districts during the 2005-2006 school year generating individual reports for each of the districts. This report addresses the Hampstead School District Program Approval Process and visit.

Hampstead is a mostly residential community located in the southeastern section of New Hampshire, with a total population of approximately 9,000 residents. As of October 1, 2005 the school district population in grades one through 12 was 1,577. Of the total number of Hampstead students ages 6 to 21, approximately 231 students, or 14.6%, are identified with an educational disability. An additional 21 preschool students ages 3-5 are identified as having an educational disability and are receiving special education services from the school district.

The Hampstead School District offers educational programming in two school buildings. The Hampstead Central School presently includes the district's preschool program and grades 1 through 4. The Hampstead Middle School is organized into a grade 5 through grade 8 middle school model. The Hampstead voters have approved the addition of a public Kindergarten program which will be located in the Hampstead Central School and will open its doors in the fall of 2006. Hampstead's approximately 600 high school students attend Pinkerton Academy, located in nearby Derry, NH.

During the course of this Program Approval process the visiting team was struck by the district's commitment to high educational standards for all students. The result of the efforts within the district to provide the supports necessary for effective educational programming is clear. The commitment to conduct ongoing reviews of curriculum, instruction and assessment of programs, as well as to the effective use of data in decision making is seen in the positive student outcomes of state assessment scores, low out of district placements, low dropout rates, and other key indicators. The culture within this district is one of collegial collaboration. The alignment of initiatives, particularly in the area of literacy at the elementary level, is an efficient use of resources that results in strong positive educational outcomes for the town's students.

### *MISSION*

*The mission of the Hampstead School District is to provide challenging educational opportunities that enable all students to succeed in the 21<sup>st</sup> century.*

### *BELIEFS*

*We believe that:*

- Basic knowledge, critical and creative thinking, communication and technological skills are necessities in preparing all students for the 21<sup>st</sup> century.*
- All students must be offered an education that enables them to become productive, contributing citizens.*
- Education is the responsibility of the entire community.*
- Everyone is entitled to a safe, supportive, and responsive learning environment.*
- Parents, teachers, and students should take an active decision-making role in the child's education.*

<b>NAME OF DISTRICT: SAU 55 Hampstead</b>			
<b>DISTRICT ENROLLMENT DATA</b>	<b>2003-04</b>	<b>2004-05</b>	<b>2005-06</b>
Total Student Enrollment (ages 6-21) (as of Oct 1)	1,672	1,639	1,577
Expenditure Per Pupil	9,581.00	10,273.00	
Cumulative Drop-Out % (grades 9-12) <b>students with disabilities</b>	3.0% [2 of 66 SPED students; 1 returned in 04/05]	5.5% [4 of 72 SPED students; 1 returned in 05/06]	
Cumulative Drop-Out % (grades 9-12) <b>non-disabled students</b>			N/A
Free/Reduced Lunch %	3.5	2.6	3.6
Title I %	2.6	4.0	3.0
LEP %	0.0	0.0	0.0
<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)	14	18	21
# of Identified Students Ages 6-21 (as of Oct. 1)	236	239	231
% Identified Ages 6-21 (as of Oct. 1)	14.1	14.6	14.6
# Out of District	16	12	8
% Out of District	6.4	4.7	3.1 [incl. 1 preschool stud.]
# of Students Out of Compliance (as of Oct. 1)			0
Special Programs Total Expenditure	4,293,421.00	4,025,301.00	
Average Caseload (as of Oct. 1)	19.23	19.76	19.38
# Identified Students Suspended One Or More Times		19 [1MS; 18PA]	
# of students with disabilities who are being provided home instruction (as of Dec.1)		0	0
# of students with disabilities who have been placed on a "shortened school day" (as of Dec. 1)		1	1
<b>Special Education Staffing: (report in FTEs)</b>	<b>2003-04</b>	<b>2004-05</b>	<b>2005-06</b>
# of Special Educators			13.00
# of Related Service Providers			8.80
# of Paraprofessionals			13.98

### 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 Hampstead School District in SAU55 on November 17-18, 2005 for the purpose of reviewing the present status of programs and services made available to children and youth with educational disabilities. As part of the NHDOE Special Education Program Approval Visit, Case Study Compliance Reviews were conducted at all of the schools in the Hampstead School District. These include:

- Hampstead Preschool Program
- Hampstead Central School
- Hampstead Middle School

In addition, as part of the Program Approval Process, a series of student and staff focus groups, parent and administrator interviews and general educator surveys are being conducted at Pinkerton Academy, in Derry NH, to determine

satisfaction with programs for students with emotional disabilities. Hampstead School District students attend Pinkerton Academy for high school.

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

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

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

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

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

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

Throughout the entire review process, the visiting team worked in collaboration with the staff of SAU55. 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 February 13-14, 2001 NHDOE Special Education Program Approval Report, the following patterns were identified as needing improvement:

<b>Corrective Action(s)/Improvements Resulting from February 13-14, 2001 Program Approval visit</b>		
<b>CITATION/REQUIRED ACTION</b>	<b>IMPROVEMENT ACTIVITY</b>	<b>EVIDENCE OF IMPACT ON STUDENTS</b>
ED 1109.01 IEP FORMAT	Committee formed to review and revise IEP forms along with other district forms. All IDEA '97 requirements were addressed. Trainings were provided to all case managers. Feedback was solicited and further revisions made. Forms are now used consistently within district.	Met
ED 1109.04 CFR300.504(a)(2) Forms revised to meet all procedural requirements	Committee to review forms to meet needs of IDEA. Review of forms and use given to draft.	Met
ED 1107.02(b) Notification of referral forms	Committee to review forms to clarify receipt of notification of referral.	Met
ED 1109.06 Facilities – access	Administration conversations to make adjustments	Met
ED 1107.03 ED 1107.05 ED 1107.07 Qualified examiners	Renewed focus on qualified examiners and attendance at meetings	Met
<b>SUGGESTIONS FOR IMPROVEMENT</b>	<b>IMPROVEMENT ACTIVITY</b>	
ED 1109.01 IEP Components – Pinkerton Academy	Conversations with Pinkerton on writing measurable goals, transition and involvement in regular education	Met – Ongoing conversations continue
ED 1113.01 Vocational evaluations	No Pinkerton vocational evaluator. District will contract outside evaluator.	Met
ED 1115.01 ED 1115.06 ED 1119.06 ED 1119.08 ED 1119.03	Ongoing discussions with Pinkerton on LRE and accessibility to the general curriculum and an equal opportunity to complete a course of study to earn a high school diploma.	Met
ED 1107.02(d) ED 1107.08(a)(2) ED 1123.05 ED 1123.03 ED 1123.04(a)(10)	Currently no students placed by court order in Hampstead.	Met
ED 1109.11	Discussions with out of district placements.	Met
ED 1109.04	Out of district coordinator newly assigned position	Met

## **V. NOVEMBER 17 AND 18, 2005 CASE STUDY COMPLIANCE REVIEW RESULTS**

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

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

### **High School**

As part of the NHDOE Case Study Compliance Review, Hampstead high school programming was considered separately. As previously noted Hampstead high school students attend Pinkerton Academy, a private academy located in nearby Derry, NH. Pinkerton Academy underwent their complete NHDOE Program Approval review on March 25-26, 2003. The report of that review is available through the NHDOE or at the SERESC website.

In order to consider the satisfaction of the services provided to Hampstead students attending Pinkerton Academy at this time the parents of students with educational disabilities were provided with surveys. A total of 87 surveys were sent to parents and 29 of those were completed and returned, representing a 33% response. Parents indicated overall satisfaction with the programming provided, including strong support for the opportunity to interact with non-disabled peers, ability to earn credits toward a high school diploma and for the transition process from the middle school to the high school. Parents also gave strong positive feedback to their full participation in the special education decisions and indicated that they receive a copy of their parental rights. Half of the parents responding were completely satisfied with their child's program while the other half were partially satisfied. Again approximately half of the parents responding felt partially satisfied with their student's progress and they would like more information about their child's progress. Only a few parents indicated that they would like their student to be encouraged to participate in extracurricular activities.

It was determined that a review of the newly designed PASSES program, for students with emotional disabilities, at Pinkerton Academy would take place during the same period as the Hampstead Program Approval process. As a result, a day was spent on the campus of Pinkerton Academy conducting Focus Groups with representative administrators, PASSES program staff, and students who presently participate in the program.

In addition, a sample of general education teachers who receive the PASSES students in their classrooms were surveyed and parents of the Hampstead students were interviewed in order to gather information from individuals who have knowledge of the PASSES program and are able to both evaluate the effectiveness and make suggestions for improvements. A summary of the review of the PASSES program will be provided separately to the Hampstead School District, as well as to Pinkerton Academy.

### **PARENT PARTICIPATION**

One of the defining features of effective schools is strong parent/community relations and open communication. Having parents as active stakeholders in the NHDOE Special Education Program Approval Process ensures broader perspectives and brings forth new ideas. In addition, including the parent perspective enhances and strengthens the teams' case study presentations, and makes for stronger school/parent relationships. As such, parent participation and input is a required part of the NHDOE Special Education Program Approval Process. In order to ensure parent participation and feedback, the NHDOE, Bureau of Special Education involves parents in a variety of aspects of the Special Education Program Approval Process. First, parents are encouraged to be active participants in the case study presentations. Second, parents of the children presented in the case study process are formally interviewed, and third the SAU/school is required to send all parents of students with disabilities, a written survey with a request to respond. Below is a summary of the results of

the parent survey, along with a summary of the comments/feedback provided to the visiting team during the November 17 and 18, 2005 Case Study Compliance Review in the Hampstead School District.

### **SUMMARY OF PUBLIC SCHOOL PARENT SURVEY DATA**

A total number of 247 surveys were sent to all of the parents of the Hampstead School District's parents. Of those, 113 surveys were completed and returned to the district, representing a total 45.7% response to the survey. This represents a strong response rate and provides an indication that parents in the Hampstead School District are involved in their student's program decisions and interested in participating in the program approval process.

Areas of strength identified by the parent survey include satisfaction with all aspects of access to the curriculum and instruction offered through the preschool, elementary and middle school levels. High school parents report satisfaction with their student's opportunities to interact with non-disabled peers, development of the IEP and earning credits toward a regular high school diploma. In the area of transition planning and success, parents report consistently strong endorsements of the preschool and Central School transitions. The Middle and High school parents indicate relative strengths in the area of transition planning. In the area of behavior strategies and discipline parents offer consistently strong endorsements of the preschool, elementary and middle school programs. Results from the High school level parents were inconclusive.

Areas in need of improvement identified by parents were not reported as significant concerns but a relative need for improved participation in extracurricular activities outside of the school day in both the Middle and High school levels. High school level parents indicated a need for some improvement in the transition process as students move from the local Middle school to Pinkerton Academy.

In general parents revealed a pattern of satisfaction with the programming offered to students and the progress made by the students throughout their education. Individual comments support the basic trends in the survey numbers. Several parents expressed strong satisfaction for the school district's efforts and specifically for individual teachers who supported their students. The few specific concerns reported appeared to be the exception rather than the norm.

SAU: 55 H Preschool		
Total number of surveys sent: 17	Total # of completed surveys received: 15	Percent of response:88%

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

<b>ACCESS TO THE GENERAL CURRICULUM:</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>No Answer</b>
I am satisfied with my child's program and the supports that he/she receives.	13	1	0	1
My child has opportunities to interact with non-disabled peers on a regular basis.	15	0	0	0
I am adequately informed about my child's progress.	12	3	0	0
My child is informed about and encouraged to participate in school activities outside of the school day, and is offered necessary supports.	8	2	0	5
My child feels safe and secure in school and welcomed by staff and students.	15	0	0	0
A variety of information (observations, test scores, school work, parent input) was used in developing my child's IEP.	12	0	0	0
I am satisfied with the progress my child is making toward his/her IEP goals.	11	3	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.	0	0	0	15
<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.	9	0	0	6
All of the people who are important to my child's transition were part of the planning.	7	0	0	8
<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.	0	0	0	15
<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 6</b>			<b>NO 2</b>
I have been involved in the development of behavior interventions, strategies and supports for my child.	8	0	0	7
I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs.	8	0	0	7
<b>OTHER:</b>				
I fully participate in special education decisions regarding my child.	15	0	0	0
I have been provided with a copy of the procedural safeguards (parental rights) at least once a year.	15	0	0	0

SAU: 55 H Elementary School		
Total number of surveys sent: 68	Total # of completed surveys received: 34	Percent of response:50%

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

<b>ACCESS TO THE GENERAL CURRICULUM:</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>No Answer</b>
I am satisfied with my child's program and the supports that he/she receives.	24	7	1	2
My child has opportunities to interact with non-disabled peers on a regular basis.	31	2	0	1
I am adequately informed about my child's progress.	22	10	0	2
My child is informed about and encouraged to participate in school activities outside of the school day, and is offered necessary supports.	21	4	4	5
My child feels safe and secure in school and welcomed by staff and students.	30	3	0	1
A variety of information (observations, test scores, school work, parent input) was used in developing my child's IEP.	32	2	0	0
I am satisfied with the progress my child is making toward his/her IEP goals.	23	8	1	2
<b>FOR PARENTS OF HIGH SCHOOL STUDENTS:</b> My child earns credits toward a regular high school diploma in all of his/her classes.	1	0	0	33
<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.	24	7	0	3
All of the people who are important to my child's transition were part of the planning.	27	4	0	3
<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.	2	0	0	32
<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 13</b>			<b>NO 12</b>
I have been involved in the development of behavior interventions, strategies and supports for my child.	14	3	0	17
I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs.	12	3	1	18
<b>OTHER:</b>				
I fully participate in special education decisions regarding my child.	31	1	0	2
I have been provided with a copy of the procedural safeguards (parental rights) at least once a year.	32	0	0	2

SAU: 55 H Middle School		
Total number of surveys sent: 75	Total # of completed surveys received: 35	Percent of response:46%

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

<b>ACCESS TO THE GENERAL CURRICULUM:</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>No Answer</b>
I am satisfied with my child's program and the supports that he/she receives.	29	5	0	1
My child has opportunities to interact with non-disabled peers on a regular basis.	32	2	0	1
I am adequately informed about my child's progress.	26	7	1	1
My child is informed about and encouraged to participate in school activities outside of the school day, and is offered necessary supports.	23	7	2	3
My child feels safe and secure in school and welcomed by staff and students.	32	3	0	0
A variety of information (observations, test scores, school work, parent input) was used in developing my child's IEP.	34	1	0	0
I am satisfied with the progress my child is making toward his/her IEP goals.	26	8	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.	0	0	0	35
<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.	25	5	2	3
All of the people who are important to my child's transition were part of the planning.	26	4	1	4
<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.	0	0	0	35
<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 10</b>			<b>NO 13</b>
I have been involved in the development of behavior interventions, strategies and supports for my child.	15	0	0	20
I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs.	13	3	0	19
<b>OTHER:</b>				
I fully participate in special education decisions regarding my child.	32	2	0	1
I have been provided with a copy of the procedural safeguards (parental rights) at least once a year.	34	0	0	1

SAU: 55 H High School		
Total number of surveys sent: 87	Total # of completed surveys received: 29	Percent of response:33%

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

<b>ACCESS TO THE GENERAL CURRICULUM:</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>No Answer</b>
I am satisfied with my child's program and the supports that he/she receives.	14	13	1	1
My child has opportunities to interact with non-disabled peers on a regular basis.	23	6	0	0
I am adequately informed about my child's progress.	13	15	1	0
My child is informed about and encouraged to participate in school activities outside of the school day, and is offered necessary supports.	18	8	3	0
My child feels safe and secure in school and welcomed by staff and students.	21	8	0	0
A variety of information (observations, test scores, school work, parent input) was used in developing my child's IEP.	23	4	1	1
I am satisfied with the progress my child is making toward his/her IEP goals.	13	12	1	3
<b>FOR PARENTS OF HIGH SCHOOL STUDENTS:</b> My child earns credits toward a regular high school diploma in all of his/her classes.	23	4	0	2
<b>TRANSITION:</b>				
I am satisfied with the planning and support provided for the moves my child has made from grade to grade and school to school.	17	11	0	1
All of the people who are important to my child's transition were part of the planning.	23	4	1	1
<b>FOR PARENTS OF STUDENTS AGE 16 OR OLDER:</b> I am satisfied with the written secondary transition plan that is in my child's IEP.	11	2	2	14
<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 12</b>
I have been involved in the development of behavior interventions, strategies and supports for my child.	9	3	2	15
I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs.	6	6	2	15
<b>OTHER:</b>				
I fully participate in special education decisions regarding my child.	27	1	0	1
I have been provided with a copy of the procedural safeguards (parental rights) at least once a year.	27	2	0	0

## **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 Hampstead School District places significant emphasis on the development of a comprehensive range of both general and special education supports and accommodations to assure full access to the general curriculum for all students. The Central School's reading and special education programs (e.g. ASD, EH) are designed to provide a range of supports to all students as needed. Specifically, the collaborative efforts to align the literacy curriculum and instructional practices at the primary grades, benefits all early learners by providing them with a strong literacy foundation. The outcomes of these early educational supports are clearly seen in strong positive student literacy gains as measured by both state and local assessments.

This concept is key to the design of the district-wide model of inclusionary practice. The philosophy, that all students have an equal right to gain educational benefits at the primary source of instruction, (i.e. the general education classroom) is held by the administration and staff throughout the Hampstead School District. While the model of inclusion and support begins at the preschool and primary grade levels it extends throughout the middle school grades as well. The model requires a highly collaborative approach of ongoing communication and shared expertise among general and special education staff to provide the supports and services needed and a commitment to the regular review of student progress. The evidence of this successful special education practice is seen in several indicators including: student assessment results, the low number of students placed in separate and out of district settings, and in the satisfaction with school programming expressed by staff, parents and students alike.

### **Transition**

#### **Transition Planning**

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

#### **Transition Services**

Effective transition planning and practice begins at the earliest ages as Hampstead students with educational disabilities successfully transition from Early Supports and Services to the district's preschool program. Transition planning continues as students move throughout the Hampstead School District in a thoughtful and intentional manner. Grade to grade transition planning includes well established collaboration between the administration and staff members to assure effective student grouping in each grade level. In addition, the district offers Readiness, multiage and looping opportunities at the Central School.

The student transition from the Hampstead Central School following 4<sup>th</sup> grade to the Middle School provides students and parents with the supports needed for this key move. This relatively early transition to a middle school model is handled well with student preparation prior to the move in late spring. In addition, the 5<sup>th</sup> grade Middle School team of teachers provide a smooth transition process with great understanding of the developmental needs of the incoming students. As students report that when they transition from the Middle School to Pinkerton Academy, an out of district high school, they feel prepared to transition from the middle school well in advance of that change. There were no citations identified in the area of transition planning.

### **Behavior Strategies and Discipline**

Both of the schools in the Hampstead School District clearly provide safe, orderly and child centered environments. Administrators, staff and students demonstrate a genuine respect for one another and pride in their schools. There are well established policies and procedures for student behavior that clearly set the tone and act as a guide for student behaviors, both in and outside of the classroom setting. This has resulted in learning environments that are conducive to successful instruction and positive student learning experiences. In each of the schools, general expectations for behavior is positive and well defined, all staff work together to ensure that challenging student behaviors are handled in a proactive manner,

and appropriate, individual behavior plans are written and assessed on an ongoing basis. For those students with disabilities who need specialized behavioral supports, individual plans and services are developed and become a part of the student IEP. A district-wide behaviorist is now available to provide individual supports to students as needed. The newly implemented Emotionally Disabled program located at the Middle School provides additional and specific supports to students whose emotional and behavioral needs may benefit from the program. Behavioral data is collected both school wide and for individual students, and staff work hard to review such data to inform them of student progress and any changes that might be necessary in the student's program. As a result of the Case Study Compliance Review, there were no citations of non-compliance identified in the area of behavior and discipline.

### COMMENDATIONS

Within the Hampstead School District there are a wide range of effective educational practices taking place. The district's Mission and Beliefs statement serves as a genuine guide for the district educators, parents and school board members. There is a true spirit of collegiality, collaboration and communication among the educational community members. The concept that the success of the Hampstead students is the responsibility of all staff members is evident in the implementation of well designed curriculum and effective instructional practices. Early literacy supports for the district's elementary level students provides a strong foundation for future literacy development. The results of a comprehensive literacy and math curriculum and instruction are seen in the high level of student outcomes. Most notable are the achievement results on the state test scores for Hampstead's students with educational disabilities at the elementary level. Hampstead Central School was recognized in the years leading up to 2002 as a "high performing school" as a result of positive state assessment results. At the time of the 2005 NHDOE Program Approval the Central School has successfully met the NCLB mandates for Annual Yearly Progress.

The district's evaluation of the effectiveness of programs and student progress via student assessment results has resulted in a plan to develop data portfolios through the Quality School Portfolio (QSP) initiative. The opportunity to gather individual student data in a common data base will provide a useful tool in further tracking and evaluating student progress, and as a result offer the district a view of district wide outcomes based on present curriculum and instructional practices. In addition:

1. There is a high degree of collegiality, collaboration and mutual respect among administration and staff within the Hampstead School District. There are genuine learning communities within the Hampstead School District.
2. Hampstead administrators and staff are highly qualified, professional, take pride in their work and are committed to the goals of the district. In addition, there is longevity among the staff.
3. The Hampstead staff were very well prepared for the NHDOE Case Study Compliance Review and presented professional, thoughtful and complete case studies. The hospitality extended to the visiting team was well recognized and much appreciated.
4. The Hampstead School District's mission and beliefs are goals that the district uses as a guide for program development.
5. The district leadership is strong, effective and respected by staff.
6. The effective educational practices (e.g. pre-teaching, collaboration, planning, integrated related services, review of student progress and assessment results, data collection etc.) are seen as critical factors in the success of the school district.
7. The Hampstead District's program design includes a balance of inclusion and targeted programs to meet specific needs of the Hampstead students. The belief that preventing a gap is more effective than closing a gap drives much of the district's program design and delivery.
8. The reading program at the Central School is designed to meet the range of early reading needs.
9. The Middle School process of benchmarking the curriculum areas of Math and Language Arts is commended.
10. The educational assistants are respected and highly valued members of the educational community.
11. The professional development provided to staff is well designed and meaningful to the evolving program development within the school district.
12. The staff evaluation model based on Danielson's "A Framework for Teaching" is commended.
13. The district is establishing a public school Kindergarten program in the fall of 2006. This critical new program development will provide additional opportunities for all of Hampstead's Kindergarten age students.
14. There is a culture of teacher leadership that results in teacher driven change and improvements.

15. The careful and thoughtful systems change process is based on data collection and findings and includes the input of all relevant district members.
16. Curriculum review and development within the district in an ongoing and evolving process. The addition of a new Math curriculum and the curriculum mapping efforts within the district are commended.
17. The district utilizes a comprehensive, locally developed, benchmark evaluation model in place to assess individual student progress in mathematics, written expression, and reading comprehension.
18. The district has worked hard to provide services to students with educational disabilities within the school district. As a result a number of students have been able to return to the district from out of district placements and a small number of students are presently placed in out of district placements.
19. The large number of student interns who are provided the opportunity to participate in the Hampstead School District is beneficial in expanding the district's instructional capacity and in meaningful support of new educators.

### **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 Hampstead School District, it was apparent that within the district there are no issues of significance that need to be addressed. The Hampstead School District has worked hard to develop very positive and results oriented learning environments for all students, preschool-grade 8.

### **CITATIONS OF NONCOMPLIANCE IDENTIFIED AS A RESULT OF THE NOVEMBER 17 AND 18, 2005 CASE STUDY COMPLIANCE REVIEW**

Citations of noncompliance are defined as deficiencies that have been identified through the Case Study Compliance Review Process, which are in violation of state and federal special education rules and regulations. It is important to note that **all citations of non-compliance that are included in this section of the report will need to be addressed in a corrective action plan.** A template and instructions for a plan will be provided. Citations of non-compliance may result from review of policies and procedures and related application materials, case study presentations, review of student records or any other program approval activity related to the visit to the Hampstead School District.

**1. ED 1109.01 (a) 2 Elements of an Individualized Education Program (IEP)**

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

**2. 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.

### **SUGGESTIONS FOR PROGRAM-WIDE IMPROVEMENT**

Suggestions for improvement, simply stated, are recommendations provided by the visiting team that are intended to strengthen and enhance programs, services, instruction and professional development. While the Hampstead School District is not held accountable for follow up on suggestions for improvement, the NHDOE strongly encourages the Hampstead School District to seriously consider the suggestions for improvement, determine which suggestions are most appropriate, and address these suggestions in your corrective action plan. However, discretion may be used in this area, as suggestions for improvement are not considered to be required corrective actions. Suggestions for improvement for individual programs are included in the Building Level Case Study Data Summary Reports on pages 18-37. 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 citation of noncompliance.

1. The Hampstead School District is encouraged to continue to review the present and potentially future facilities needs that may impact the development of programming to meet the changing student demographic and program needs, as well as the staff and administrative need for office and confidential meeting space.
2. While the IEPs reviewed during the program approval process were well developed and individualized to address specific student needs, there is a need to continue to work on the design of more specifically measurable annual goals.
3. Consider the expansion of the present Out of District Coordinator role to include greater administrative responsibilities.
4. The district is encouraged to continue to work with the Pinkerton Academy administration to develop access to meaningful outcome data on Hampstead students.
5. Continue to review the hours and benefits available to educational assistants to determine if there is a need for any adjustment in this area.
6. Continue to explore additional opportunities to involve community members in the Hampstead School District. This may be particularly important for those community members who do not have a family member directly involved in the school district.

## 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: 55	School: Hampstead Central School	Date: November 17, 2005
Programs: Transdisciplinary Early Education Classroom in Hampstead (TEECH)		Number of Cases Reviewed: 1
Recorder/Summarizer: Mary Buck		

Collaborative Team Members:

Francine Baumhor	Building
Mary Anne Sarbanis	Building
Joanne Mahoney	Building
Theresa Plante	Building
Mary Buck	Building
Nancy D'Agostino	Visiting
Judy Eimicke	Visiting
Name	Building Level or Visiting (circle one)
Name	Building Level or Visiting (circle one)
Name	Building Level or Visiting (circle one)

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

**Access to the General Curriculum, Transition and Behavior Strategies and Discipline.**

## SUMMARIZE YOUR BUILDING LEVEL DATA

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

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

Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> <li>1. The preschool team developed a general education curriculum to be used with all preschoolers in the Transdisciplinary Early Childhood Classroom in Hampstead (TEECH) Program.</li> <li>2. The curriculum was well researched prior to its development and is always evolving.</li> <li>3. They modify and adapt the curriculum to meet the needs of each child with or without disabilities.</li> <li>4. Therapies are integrated into the program. (OT &amp; SLP in preschool and OT, PT and SLP in kindergarten)</li> <li>5. The team uses a multi-sensory approach to teaching.</li> <li>6. The preschool has non-identified children in the program and will be adding a session next year to help maintain the very effective ratio between children with and without disabilities.</li> <li>7. The program is respected in the community and there is a waiting list of typically developing peers who wish to attend the program.</li> <li>8. The preschool team has the necessary materials to run the program.</li> </ol>	<ol style="list-style-type: none"> <li>1. Additional space to store and organize materials would benefit both staff and children.</li> </ol>

## SUMMARIZE YOUR BUILDING LEVEL DATA

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

<b>TRANSITION STATEMENTS</b>					
<b>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 Due to summer. There were phone conversation in May & June	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>		
1. The team ensures that transitions into and out of the preschool program are smooth by providing each student with the appropriate supports necessary. 2. Transitions are individualized and family centered. 3. The preschool team makes visits to the student's home with overlapping visits made by both the SAUs therapists and the Early Supports and Services (ESS) therapists to further support the transition process. 4. The Preschool team has worked hard to improve relationships with Early Supports and Services and to get ESS information in a timelier manner. 5. The special education preschool/kindergarten programs are located in the elementary building. The location provides students with easy access to the school resources such as to the library and school assemblies.			1. Although the connections with Early Supports and Services (ESS) have improved, it is recommended the team continue their efforts toward getting information from ESS in a timely manner. This includes transition meetings 90 days before the child's third birthday.		



## SUMMARY OF BUILDING LEVEL STRENGTHS AND SUGGESTIONS

Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> <li>1. The administration (Superintendent, Special Education Director &amp; Principal) supports the preschool team.</li> <li>2. The preschool program is well established and has a waiting list for non-identified peers.</li> <li>3. If an outside consultant is needed to provide support in oral-motor or other specialized areas of student need, the administration supports this.</li> <li>4. The preschool team has a Preschool Coordinator and an assistant coordinator. The assistant handles calls, paper work and other activities that would severely limit the coordinator's time working with the preschoolers she is responsible for.</li> <li>5. The preschool team is made up of veteran educators and early childhood specialists who work well together. The Case Study was very effective.</li> <li>6. The Preschool Coordinator and team provide the necessary supports to families in response to questions and fears they may have regarding the special education needs of their preschool child.</li> <li>7. The new area for the preschool will be in the same wing as the kindergarten.</li> <li>8. The rooms have been redesigned to meet the needs of preschoolers.</li> <li>9. The school has two rooms designated as therapy rooms that contain the necessary suspended equipment.</li> <li>10. The Speech and Language Pathologist and Occupational Therapist provide integrated therapies in some of their teaching.</li> <li>11. The use of picture exchange in all environments is effective.</li> <li>12. Paraprofessional assistants stay with children during therapies; this provides an excellent carry-over (sensory integration, oral motor, communication).</li> <li>13. The preschool program has access to the Central School's play ground, library, gym, as well as the school psychologist and behaviorist.</li> <li>14. The elementary school staff welcomed the preschool when they returned to the building from the middle school.</li> <li>15. The preschool teacher is new this year and felt welcome by all.</li> <li>16. The school atmosphere is welcoming and collegial.</li> <li>17. Staff is supported around professional development.</li> <li>18. The preschool staff has been able to attend training as a team thus facilitating implementation of information/material.</li> </ol>	<ol style="list-style-type: none"> <li>1. Space is a major issue for the preschool program. Although speech is integrated into the classroom, there are times the Speech and Language Pathologist (SLP) needs a quiet area to work with a child. The small room designated for SLP is also used for Applied Behavior Analysis (ABA) discrete trials, and a "quiet" space for the elementary school program. At times there is a domino effect with folks scrambling for a spot to work. It is recommended the district look at ways to accommodate the needs for additional space.</li> <li>2. The preschool has access to some age appropriate playground equipment, however there is a need to determine what additional equipment may be needed to better serve the needs and numbers of children using the play area. The preschool team is considering using the NH Department of Education's CIDER grant as a possible way to work toward this goal. If the grant is does not meet these needs, the district should look for other avenues to make the needed improvements.</li> <li>3. Although the preschool has access to the playground, the afternoon children do not have the same access to the fields for running activities. Consider options to provide the afternoon students with access to similar outdoor space, as necessary.</li> <li>4. The team recommends finding ways to provide consultation time for families to offer them information on using therapies in the home.</li> <li>5. Currently preschool assistants volunteer their time, staying late to communicate with the preschool teacher. It is recommended the district look for ways to provide the necessary consultation time.</li> <li>6. Continue to support staff training in meeting the full range of student needs, including socioeconomic and social/emotional needs.</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: 55	School: Hampstead Central School	Date: November 17-18, 2005
Programs: Academic Support Center Resource; Modified Regular		Number of Cases Reviewed: 2
Recorder/Summarizer: Karen True / Jo Anne Crevoiserat-Coon		

Collaborative Team Members:

Karen True	Visiting
Rebecca Doherty	Building
Trish Harnois	Building
Deb Sundheim	Building
Jo Anne Crevoiserat-Coon	Visiting
Mary Timson	Building
Susan Brassard	Building
Name:	Building Level or Visiting

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

## SUMMARY OF BUILDING LEVEL DATA

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

<b><u>ACCESS TO THE GENERAL CURRICULUM STATEMENTS</u></b>							
<b>Ed. 1109.01 Elements of an IEP</b> <b>CFR 300.347 Content of IEP</b> <b>Ed. 1109.05, Implementation of IEP</b> <b>20 U.S.C. 1414 (d)</b> <b>Ed. 1115.07, Ed 1119.01(f) Provision of Non-Academic Services/Settings</b> <b>CFR 300.553 Ed. 1119.03, Full Access to District's Curricula</b> <b>CFR 300.24, CFR 300.347</b> <b>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)</b> ". . . general curriculum (i.e. ,the same curriculum as for nondisabled children)" <b>CFR 300.347 (a) (3) (iii)</b> "To be educated and participate with other children with disabilities and non disabled children"					<b>YES</b>	<b>NO</b>	<b>N/A</b>
Team uses multiple measures to design, implement and monitor the student's program.					2		
IEP goals are written in measurable terms.					1	1	
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>1</b>	<b>1</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 <b>X</b>	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 Hampstead Central School staff work together in very strong teams, with all team members supporting the students and each other.
2. There is excellent communication among all team members.
3. The staff and administration are commended for their effective use of the available school space to provide programming to students.
4. There is a great deal of administrative support to all staff.
5. Parents indicate that they feel as though the school teams are supportive and receptive to their input.
6. The Central School has a high quality staff, including both professional and paraprofessional staff, who are committed to their work and to providing quality services to students.
7. The 3 tiered approach to programming is effective and addresses the range of students educational needs.
8. The use of DIBELs (Dynamic Indicators of Basic Early Literacy Skills) assessment is seen as effective measure of students literacy skills.

**Suggestions for Improvement**

1. Continue to explore space needs within the Central School facility. Particularly for the Kindergarten program.
2. \*Continue to provide staff with the training necessary to develop meaningful measurable IEP goals.
3. \*Continue to make every effort to conduct the evaluation team meeting within the 45 days of parental permission.

## 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>YES</b>	<b>NO</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>	<b>YES</b>	<b>NO</b>	<b>N/A</b>
Transition plan, including student's <u>measurable</u> post-high school goals, is in place.			
There is documentation that representatives of other agencies have been invited to IEP meetings.			
Statement of needed transition services is presented as a coordinated set of activities.			
The statement of transition focuses on the student's course of study (e.g. vocational programming, advanced placement).			
The IEP includes a statement of needed transition services and considers instruction.			
The IEP includes a statement of needed transition services and considers related services.			
The IEP includes a statement of needed transition services and considers community experiences.			
The IEP includes a statement of needed transition services and considers development of employment skills.			
The IEP includes a statement of needed transition services and considers development of daily living skills.			
Student is informed prior to age 17 of his/her rights under IDEA.			
If the student is preparing to graduate this year, there is a summary of the student's <b>academic achievement and functional performance</b> , which includes recommendations on how to assist the student in meeting his or her post-secondary goals.			

**Transition**

**Strengths**

1. The classroom placement of students is done thoughtfully. Students are placed in classes based on a number of indicators to ensure well balanced classrooms at each grade level. The principal is commended for his efforts in this area.
2. The student move-up days is a way to help prepare students for the move from the elementary school to the middle school, are helpful to students.
3. Students are supported as they prepare to transfer and transition to a new school by visiting the new school.
4. Having the educational assistants work with staff at both the middle and elementary schools to assist in the transition process is effective.
5. Cross grade level meetings in the building and at the middle school with special education staff are helpful to the transition process.
6. Student IEP meetings include the next year's teacher when appropriate.
7. There is effective communication between the special education staff and administration that helps facilitate successful transition planning and placement for students.

**Suggestions for Improvement**

1. Consider the development of a transition check-list so that transition activities are formally documented.

## 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>					
<u>Ed. 1109.02 Program</u> <u>CFR 300.346</u> <u>Ed. 1119.11 Disciplinary Procedures</u> <u>CFR 300.519-300.529</u> <u>Ed. 1133.07 (a) (b) (c) (d) (e)</u> <u>CFR 300.510-300.529</u> <u>20 U.S.C. 1415 (K)</u> <u>Child Management – Private Schools</u> <u>RSA 169-C Child Protection Act</u>	<b>YES</b>	<b>NO</b>	<b>N/A</b>		
Data are used to determine impact of student behavior on his/her learning.	1		1		
Has this student ever been suspended from school?		2			
If yes, for how many days?					
If appropriate, a functional behavior assessment has been conducted.	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				
<b>Strengths</b>	<b>Suggestions for Improvement</b>				
1. Having a district behavior specialist results in staff being better trained in a number of behavioral approaches. 2. The team approach to behavioral support is a significant benefit to student supports. 3. The behavior specialist supports the parent connection between school and home by making home visits as appropriate.					

## SUMMARY OF BUILDING LEVEL STRENGTHS AND SUGGESTIONS FOR IMPROVEMENT

Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> <li>1. The effective use of school wide data to make informed program decisions is commended.</li> <li>2. Data analysis of student outcomes is utilized to make curriculum decisions in a proactive approach to curriculum design.</li> <li>3. The mentoring model provided to new teachers is an important component and is beneficial to consistency in program implementation and effective instruction in the Central School.</li> <li>4. There is a culture of collaboration and shared decision making among administration and staff members. This is recognized by staff as an important component of the success of the school's outcomes.</li> <li>5. The newly developed Autism Spectrum Disorder (ASD) program is well designed and provides important student supports.</li> <li>6. There is strong parent support for the Central School. The school benefits from the parents and grandparents who participate as school volunteers and in programs such as the Lunch Buddy Program. In addition, the monthly newsletter and school website provide good access to information for parents and families.</li> <li>7. There is a welcoming and child centered feel to the Central School with student work clearly displayed and the classrooms effectively organized.</li> <li>8. The multi-age and looping models utilized within the Hampstead Central School offer a variety of classroom experiences for students.</li> <li>9. The 3-Tier Reading model is an important research based intervention model for early literacy.</li> <li>10. The philosophy of providing early intervening services is key to the success found within the Hampstead Central School.</li> <li>11. The Central School Case Study Team members offered well developed Case Study presentations that gave clear insight into the school's approach to collaborative thinking in the development of student programming.</li> </ol>	<ol style="list-style-type: none"> <li>1. As the staff and administration prepare for the development of a public Kindergarten program they also plan to restructure the Early Childhood program in response to the new program model. Continue to provide time for staff to participate in this collaborative review and restructuring process.</li> <li>2. Continue to solidify the newly designed ASD program and inclusion within the school.</li> </ol>

USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT

BUILDING LEVEL CASE STUDY DATA SUMMARY

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

SAU: 55	School: Hampstead Middle School	Date: November 17 & 18, 2005
Programs: EH Program, LD Program		Number of Cases Reviewed: 2
Recorder/Summarizer: Mary Beth LaSalle and Donna Straight		

Collaborative Team Members:

Sue Ellen Corbell	Building
Carolyn Danforth	Building
Cheryl Summer	Building
Rosalyn Moriarty	Building
Christiana Platt	Building
Beth Sheridan	Building
Kim Clarke	Building
Tara Pollard	Building
Mary Beth LaSalle	Visiting
Donna Straight	Visiting
Name:	Building Level or Visiting
Name:	Building Level or Visiting

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

## SUMMARY OF BUILDING LEVEL DATA

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

<b><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 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)</b> ". . . general curriculum (i.e. ,the same curriculum as for nondisabled children)" <b>CFR 300.347 (a) (3) (iii)</b> "To be educated and participate with other children with disabilities and non disabled children"						<b>YES</b>	<b>NO</b>	<b>N/A</b>
Team uses multiple measures to design, implement and monitor the student's program.						2		
IEP goals are written in measurable terms.						1	1	
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.						1	1	
Student <u>does participate</u> in general extracurricular and other non-academic activities with necessary supports.						1	1	
Was the student's most recent LEA evaluation, including a written summary report and meeting, held within 45 days of parental permission to test? <b>If not, was it due to:</b> (check all that apply)						1	1	
Extension in Place X	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**

<b>Strengths</b>	<b>Suggestions for Improvement</b>
<ol style="list-style-type: none"> <li>1. The middle school staff is commended for their ability to transition the student from a more restrictive environment to the general education classroom.</li> <li>2. The middle school staff has demonstrated the ability to successfully transition the student from an out of district alternative setting to the Hampstead Middle School.</li> <li>3. There is overall excellent communication within the special education team.</li> <li>4. There is effective use of differentiated instruction and assessment methods to promote student success.</li> <li>5. The middle school effectively provides differentiated programs (e.g. Emotional Handicapped, Developmentally Delayed programs) while effectively promoting and providing an inclusionary model.</li> <li>6. The paraprofessionals are valued and full members of the middle school programs. This inclusion of all staff results in successful student programming.</li> <li>7. There is meaningful involvement of the regular education teachers in the programming for students with disabilities.</li> <li>8. The middle school staff emphasizes and prioritizes a child-focused program.</li> <li>9. The co-teaching model is beneficial for students and there is a strong positive support for the model among the special education staff.</li> <li>10. The number of professional staff is effective to provide the supports necessary for students with educational disabilities.</li> </ol>	<ol style="list-style-type: none"> <li>1. Consider additional means of information about and access to extracurricular activities for students with educational disabilities to increase their participation in extracurricular activities.</li> <li>2. Continue to examine the space needs of the middle school to ensure the presently effective programming and provide for any future program development for grade 5 to 8 students.</li> <li>3. *Continue to provide staff with the training necessary to develop meaningful measurable IEP goals.</li> </ol>

## 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>YES</b>	<b>NO</b>		
<b>For all students, respond to the following 3 statements:</b>							
Transition planning from grade to grade takes place.				2			
Transition planning from school to school takes place.				2			
Collaboration has occurred between general and special education staff in IEP development and in transition planning.				2			
<b>For middle or high school students, <u>also</u> respond to the following 4 statements:</b>							
Transition planning is designed as a results oriented process that promotes movement from school to the student's desired post-school goals.				2			
IEP team includes parent as part of transition planning.				2			
IEP team and process includes student as part of transition planning.				2			
IEP includes current level of performance related to transition services.				2			
<b>If the student is age 14 or older during the course of the IEP, <u>also</u> respond to the following 3 statements:</b>							
There is documentation that the student has been invited to attend IEP meetings.				1			
A statement of the transition service needs is included in the IEP.				1			
The statement of transition focuses on the student's course of study (e.g. vocational programming, advanced placement).				1			
<b>If the student is age 16 or older during course of the IEP, <u>also</u> respond to the following 11 statements:</b>				<b>YES</b>	<b>NO</b>	<b>N/A</b>	
Transition plan, including student's <u>measurable</u> post-high school goals, is in place.							
There is documentation that representatives of other agencies have been invited to IEP meetings.							
Statement of needed transition services is presented as a coordinated set of activities.							
The statement of transition focuses on the student's course of study (e.g. vocational programming, advanced placement).							
The IEP includes a statement of needed transition services and considers instruction.							
The IEP includes a statement of needed transition services and considers related services.							
The IEP includes a statement of needed transition services and considers community experiences.							
The IEP includes a statement of needed transition services and considers development of employment skills.							
The IEP includes a statement of needed transition services and considers development of daily living skills.							
Student is informed prior to age 17 of his/her rights under IDEA.							
If the student is preparing to graduate this year, there is a summary of the student's <b>academic achievement and functional performance</b> , which includes recommendations on how to assist the student in meeting his or her post-secondary goals.							

**Transition**

**Strengths**

1. There is a good strategy and plan in place for the middle school students moving from 8<sup>th</sup> grade to Pinkerton Academy that begins in February each year.
2. Teachers meet together to discuss student's needs and to make placement decisions collaboratively.

**Suggestions for Improvement**

1. The middle school may wish to formalize the transition process through the development of a checklist to cover all of the components of the transition process.

## 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.			1		1
Has this student ever been suspended from school?			1		1
If yes, for how many days?			1		
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	
<b>Strengths</b>			<b>Suggestions for Improvement</b>		
<ol style="list-style-type: none"> <li>1. The newly established EH program provides effective supports to students with behavioral difficulties.</li> <li>2. The effective communication of staff members results in the consistency of programming and implementation of individual behavior plans.</li> <li>3. The middle school students provide input into the development of their own behavior plan.</li> </ol>			<ol style="list-style-type: none"> <li>1. Explore whether a school-wide model of positive behavior and intervention would be beneficial for the middle school.</li> </ol>		

## SUMMARY OF BUILDING LEVEL STRENGTHS AND SUGGESTIONS FOR IMPROVEMENT

Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> <li>1. The middle school staff members are professional and dedicated to providing all students with the supports necessary to access the general curriculum. There are high expectations held for all students.</li> <li>2. The flexibility of the regular and special education teachers in working together to implement a model of inclusion is seen as strength.</li> <li>3. The culture within the middle school is positive and students are respectful of each other and of the staff.</li> <li>4. The implementation of the new EH program is an important addition to the middle school. The staff and administration are commended for their collective efforts in this program development.</li> <li>5. There is strong support for the middle school staff and programs from the district's administration.</li> <li>6. Parents volunteer and are involved in the middle school in many ways.</li> <li>7. The Middle School Case Study Team members were very well prepared for the NHDOE Program Approval visit. Case Study presentations were professionally done and offered opportunity for a review of student progress and programs.</li> </ol>	<ol style="list-style-type: none"> <li>1. Continue to provide professional development opportunities for regular education staff in areas related to providing an inclusion model and best practices (e.g. differentiated instruction, understanding specific disabilities, etc.).</li> <li>2. Continue to seek additional ways for regular and special education staff to share information and instructional responsibilities.</li> </ol>

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

**ADDENDUM**

**Out-of-District File Review**

**SAU55  
Hampstead School District**

Date: 11/18/05

Reviewer: Maryclare Heffernan

<b>ADDENDUM</b> <b>Out-of-District File Review</b>
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SAU55, Hampstead School District

Number of Files Reviewed: 2 files reviewed

**COMMENDATIONS**

The Hampstead School District has a well organized process for monitoring students placed in out of district placements. There is a good understanding of student progress and success in each placement. Records are complete and well organized.

**CITATIONS OF NONCOMPLIANCE**

There are no citations identified at this time.

# **ADDENDUM**

## **JAMES O. MONITORING PROGRAM**

### **SAU55 Hampstead School District**

Student File Review

Case Study Document

Reimbursement Claim Form

Case Study Addendum Form

Date: 11/18/05

Reviewer: Maryclare Heffernan

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

SAU55, Hampstead School District

Number of files reviewed: There are no James O. students at the time of the 11/05 program approval visit.

**COMMENDATIONS:**

N/A

**CITATIONS OF NONCOMPLIANCE:**

N/A