

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

**SAU 14  
SUMMARY REPORT**

**EPPING SCHOOL DISTRICT**

**Barbara Munsey, Superintendent of Schools  
Catherine Zylinski, Director of Special Education**

Chairperson, Visiting Team: Maryclare Heffernan  
Education Consultant

Visit Conducted on March 14 & 15, 2007  
Report Date, June 18, 2007

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## I. TEAM MEMBERS

### Visiting Team Members:

NAME	PROFESSIONAL ROLE
Chairperson: Maryclare Heffernan	Educational Consultant
Linda Allen	LD Specialist/Building Coordinator
Gretchen Cook	Lead Teacher
Kim Dittbenner	Special Educator
Jeanne Henriquez	Special Educator
Mary Lane	NHDOE Consultant
Beth Setear	Preschool/Elementary Special Education Coordinator
Nancy DAgostino	Educational Consultant

### Building Level Team Members:

NAME	PROFESSIONAL ROLE	NAME	PROFESSIONAL ROLE
Sarah Mahoney	Middle/High School Building Coordinator	Amy Lessard	Case Manager
Deena Burdo	School Psychologist	Anne Marie Donovan-Needham	Case Manager
Kris McCash	Special Education Teacher	Janice Realy	Speech/Language Therapist
Christine Luongo	Language Arts Teacher	Gabe Mosca	Social Studies Teacher
Marisa Bozek	Science Teacher	Erick Amero	Adventure Based Counselor
Jenn Fritz	Reading Teacher	Kyle Repucci	Dean of Students
Lynn Ward-Healy	Principal	Amy Hallowell	Case Manager
Margaret Conner	Occupational Therapist	Kristine Gruszczynski	Case Manager
Kathleen McKay	Elementary Building Coordinator	Janet Bliss	Occupational Therapist
Danielle Rowe Donahue	Speech/Language Pathologist	Ace Thompson	Case Manager
Marilynn Butt	Classroom Teacher	Rachel Garafoli	Speech/Language Specialist
Judy Cogger	Paraprofessional	Kate Needham	Paraprofessional
Mark Vallone	Principal	Cathy Zylinski	Special Education Coordinator
Amy Clement	Case Manager	Molly Riley	Classroom Teacher
Kate Buchanan	Preschool Coordinator		

## II. INTRODUCTION

SAU 14 is comprised of the Epping School District that is located in the town of Epping. The 2006-2007 school year represents the first year that the Epping School District is operating as its own SAU, having previously been part of a three district SAU that included the Chester and Fremont School Districts.

Epping, a suburban community with a population of approximately 6,000 is located in the southeastern region of New Hampshire, near the seacoast and at the intersection of major travel corridors contributing to the growth in both population and business development to the town in recent years. The impact of population growth on the school system in recent years, as well as in the near future has been a concern of school district administrators and community members.

However, at the time of this New Hampshire Department of Education Program Approval and Improvement visit the Epping School District's decision to move from a multi-district SAU to a single district SAU has left the Epping School District with a temporary decrease in student population. The last class of Fremont School District students will be graduating this June, thus decreasing the present high school population and ending the long term high school placement relationship between the two districts.

The Epping School District is beginning the final stages of construction of a badly needed new middle school. A recent addition and renovation to the present Epping Middle/High School and the current construction project will result not only in a well designed new Middle School, but also improvements to the existing building which will become the Epping High School in the fall of 2007.

### **District In Need Of Improvement**

In 2006 the Epping School District was designated as a District in Need of Improvement (DINI) in the area of reading by the NHDOE as a result of state assessment outcomes for two consecutive years in reading and in all subgroups. In response, the district has developed an improvement plan identifying root causes based in the areas of Curriculum, Instruction and Assessment as well as in Culture and Climate; Leadership and Guidance and Structural Reform Strategies.

The Epping School District's Improvement Plan follows the New Hampshire Department of Education's improvement plan model and identifies strategies toward improvement that include:

- Professional Development
- Data-Based Accountability
- Resources
- Parent Involvement
- Extended Learning Activities

The Epping School District is in the process of conducting a district-wide curriculum review process that aligns all curriculum areas to the New Hampshire Grade Level Expectations and Grade Span Expectations. This work will include the adoption of a consistent reading and writing program Pre-K through grade 12 as well as provide comprehensive and ongoing professional development to staff in the areas of reading and writing at each level.

In addition, the district recognizes the need to create a data management system to monitor student progress and so that data can be used by all staff to inform instructional practices.

### **Mission and Beliefs**

Our vision is to improve achievement for all our students and make our school the center of learning for children and adults in our school community and the larger community of Epping, New Hampshire using the three guiding principles of Student Performance, Community and Team Leadership. As part of the Epping School District, SAU 14 is guided by our commitment to fulfill this vision through collaborative leadership in our schools.

Epping School District Goals 2006-2007 include goals in the following areas:

- Student Achievement
- Respectful School and Learning Culture
- Professional Growth
- Curriculum Mapping

<b>NAME OF DISTRICT: 14 Epping</b>			
<b>DISTRICT ENROLLMENT DATA</b>	<b>2004-05</b>	<b>2005-06</b>	<b>2006-07</b>
Total Student Enrollment (ages 6-21) (as of Oct 1)	1,142	1,172	1,125
Expenditure Per Pupil	\$9,356	\$10,389	
Cumulative Drop-Out % (grades 9-12) <b>students with disabilities</b>	2%	.5%	
Cumulative Drop-Out % (grades 9-12) <b>non-disabled students</b>	1%	.8%	.6%
Free/Reduced Lunch %	13.7%	18.8%	TBA
Title I %	6.2	TBA	TBA
LEP %	.3%	.5%	.6%
<b>SPECIAL EDUCATION PROGRAM DATA</b>	<b>2004-05</b>	<b>2005-06</b>	<b>2006-07</b>
# of Identified Students Ages 3-5 (as of Oct. 1)	14	14	11
# of Identified Students Ages 6-21 (as of Oct. 1)	170	176	166
% Identified Ages 6-21 (as of Oct. 1)	14%	15%	14%
# Out of District	15	17	14
% Out of District	8%	9%	8%
# of Students Out of Compliance (as of Oct. 1)			12
Special Programs Total Expenditure	\$2,732,744.71	\$3,338,771.70	
Average Caseload (as of Oct. 1)	18	16	15
# Identified Students Suspended One Or More Times		3	
# 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)		2	3
<b>Special Education Staffing: (report in FTEs)</b>	<b>2004-05</b>	<b>2005-06</b>	<b>2006-07</b>
# of Special Educators			16
# of Related Service Providers			11
# of Paraprofessionals			34

### 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 Epping School District on March 14 and 15, 2007 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 SAU 14. These include: Epping Preschool Program, Epping Elementary, Epping Middle and Epping 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
- ♦ 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
- ♦ Review of student placed in Charter School

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

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

Throughout the entire review process, the visiting team worked in collaboration with the staff of SAU 14. 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**

A follow-up Corrective Action Visit was conducted on December 10, 2004 to review the June 2003 NHDOE Special Education Program Approval Report. The following patterns were identified as needing improvement and the status of these citations during this follow-up visit:

**ED 1119.01 Content of IEP – Transfer of Rights** - The current IEP has a statement of transfer of rights beginning at least one year prior to age 17. **Status – MET**

**ED 1102.12 Curriculum – Preschool Curriculum** – The preschool purchased and implemented the “Creative Curriculum” in the 2003-2004 school year. **Status - MET**

**ED 1119.06 CFR 306.06 – School Facilities** - The town supported the construction of a middle school addition which will be complete by September 4, 2007. **Status – MET**

## **V. March 14 & 15, 2007 CASE STUDY COMPLIANCE REVIEW RESULTS**

Data collection is an important part of the NHDOE Special Education Case Study Compliance Review Process. In SAU 14, the NHDOE worked with the staff and administration in the random selection of case studies 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 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 building teams are not inundated with much more data than they can possibly analyze, allowing them to reflect upon and generalize their newly found knowledge of their programs, practices, policies and procedures.

The Epping School District conducted a total of 6 case studies including 1 preschool, 2 elementary, 1 middle school and 2 high school case studies. The randomly selected case studies included students with a range of disabilities, participating in the general education programs of the Epping School District and receiving related services and supports as determined necessary.

A random selection of several out-of-district, and court placed student files were reviewed. In addition, this NHDOE Program Approval process included a review of records of a student placed by parents in a Charter School for the 2006-2007 school year.

### **PARENT PARTICIPATION**

One of the defining features of effective schools is strong parent/community relations and open communication. Having parents participate 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 March 14 and 15, 2007 Case Study Compliance Review in SAU 14.

A total of 185 surveys were mailed to parents of students with disabilities in SAU 14 and a total of 53, or 28.6% were completed district wide. Response rates were as follows: Preschool – 40%; Epping Elementary – 30%; Epping Middle School 29% and Epping High School 25%.

The survey results for parents of students attending the Epping Schools found that the greatest satisfaction district wide falls into the following categories as of March 2007:

- 100% completely agree that they have been provided with a copy of the procedural safeguards at least once a year
- 97% completely agree that they fully participate in special education decisions regarding their child
- 92% completely agree that their child has opportunities to interact with non-disabled peers on a regular basis
- 81% completely agree that a variety of information was used in developing their child's IEP
- 80% completely agree that their child feels safe and secure in school and welcomed by staff and students

- For parents of high school students (15 parents responding)
  - 100% completely agree that their student is receiving credits toward a regular high school diploma in all of his/her classes.

Areas identified that may need improvement include both IEP progress reporting and transition planning and supports. There is an indication that parents would like to receive more information regarding student progress toward IEP goals. Parents suggest that more transition planning and supports provided to students as they move from grade to grade and school to school may be needed and would be helpful. The survey results in these areas are as follows as of March 2007:

- 62% completely agree that their child is informed about and encouraged to participate in school activities outside the school day, and is offered necessary supports.
- 60% completely agree that they are adequately informed about their child's progress
- 60% are completely satisfied with the progress their child is making toward his/her IEP goals.
- 54% are completely satisfied with the planning and support provided for the moves their child has made from grade to grade and school to school.

While overall responses indicate general parent satisfaction with district programs and supports for students with disabilities, there are several indications of parent concern in the areas mentioned above. The district is encouraged to review the parent survey results, and accompanying comments, to identify specific areas suggested for improvements by parents. Specifically to determine if there is a need for greater communication between school and home, to ensure that parents are included in progress reporting, are aware of their student's progress toward the IEP goals and feel included in the transition planning for students as they move through the school system toward graduation.

In addition 15 surveys were sent to parents of students placed in Out of District settings and of those 2 parents responded, representing 13%. The parents of the out of district students who completed the survey indicated complete satisfaction in each category of the survey and did not indicate any area of concern.

Finally, the parents interviewed as part of the process indicated general satisfaction with the programming their student has been provided while attending the Epping Schools. Specific examples of student progress were illustrated by parent comments and in several cases parents expressed a strong sense of satisfaction.



**SUMMARY OF EPPING SCHOOL DISTRICT PARENT SURVEY DATA**

<b>SAU: 14 Epping Preschool</b>		
Total number of surveys sent: 10	Total # of completed surveys received: 4	Percent of response: 40%

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

<b>SAU: Epping Elementary</b>		
Total number of surveys sent: 74	Total # of completed surveys received: 22	Percent of response: 30%

**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	9		
My child has opportunities to interact with non-disabled peers on a regular basis.	22			
I am adequately informed about my child's progress.	12	8	2	
My child is informed about and encouraged to participate in school activities outside of the school day, and is offered necessary supports.	12	7	1	
My child feels safe and secure in school and welcomed by staff and students.	18	3		
A variety of information (observations, test scores, school work, parent input) was used in developing my child's IEP.	20	8	1	
I am satisfied with the progress my child is making toward his/her IEP goals.	13	6		
<b>FOR PARENTS OF HIGH SCHOOL STUDENTS:</b>				
My child earns credits toward a regular high school diploma in all of his/her classes.				
<b>TRANSITION:</b>				
I am satisfied with the planning and support provided for the moves my child has made from grade to grade and school to school.	11	10		
All of the people who are important to my child's transition were part of the planning.	16	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.				
<b>BEHAVIOR STRATEGIES AND DISCIPLINE:</b>				
My child's classroom behaviors affect his/her ability to learn. <i>If yes, please answer the next two questions. If no, skip to OTHER.</i>	<b>YES</b>			<b>NO</b>
I have been involved in the development of behavior interventions, strategies and supports for my child.	11	3		
I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs.	6	7		
<b>OTHER:</b>				
I fully participate in special education decisions regarding my child.	19	3		
I have been provided with a copy of the procedural safeguards (parental rights) at least once a year.	21			

SAU: 14 Epping Middle School		
Total number of surveys sent: 38	Total # of completed surveys received: 11	Percent of response: 29%

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

<b>ACCESS TO THE GENERAL CURRICULUM:</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>No Answer</b>
I am satisfied with my child's program and the supports that he/she receives.	5	4	1	
My child has opportunities to interact with non-disabled peers on a regular basis.	10	1		
I am adequately informed about my child's progress.	4	5		
My child is informed about and encouraged to participate in school activities outside of the school day, and is offered necessary supports.	7	4		
My child feels safe and secure in school and welcomed by staff and students.	9	2		
A variety of information (observations, test scores, school work, parent input) was used in developing my child's IEP.	10		1	
I am satisfied with the progress my child is making toward his/her IEP goals.	6	3	1	
<b>FOR PARENTS OF HIGH SCHOOL STUDENTS:</b>				
My child earns credits toward a regular high school diploma in all of his/her classes.				
<b>TRANSITION:</b>				
I am satisfied with the planning and support provided for the moves my child has made from grade to grade and school to school.	6	1	1	
All of the people who are important to my child's transition were part of the planning.	5	2	1	
<b>FOR PARENTS OF STUDENTS AGE 16 OR OLDER:</b>				
I am satisfied with the written secondary transition plan that is in my child's IEP.				
<b>BEHAVIOR STRATEGIES AND DISCIPLINE:</b>				
My child's classroom behaviors affect his/her ability to learn. <i>If yes, please answer the next two questions. If no, skip to OTHER.</i>	<b>YES</b>			<b>NO</b>
I have been involved in the development of behavior interventions, strategies and supports for my child.	9			
I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs.	10	1		
<b>OTHER:</b>				
I fully participate in special education decisions regarding my child.	11			
I have been provided with a copy of the procedural safeguards (parental rights) at least once a year.	11			

<b>SAU: 14 Epping High School</b>		
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Total number of surveys sent: 63	Total # of completed surveys received: 16	Percent of response: 25%
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**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.	9	7		
My child has opportunities to interact with non-disabled peers on a regular basis.	13	3		
I am adequately informed about my child's progress.	11	5		
My child is informed about and encouraged to participate in school activities outside of the school day, and is offered necessary supports.	10	4	2	
My child feels safe and secure in school and welcomed by staff and students.	10	6		
A variety of information (observations, test scores, school work, parent input) was used in developing my child's IEP.	12	2	1	
I am satisfied with the progress my child is making toward his/her IEP goals.	8	5	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.	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.	7	6	1	
All of the people who are important to my child's transition were part of the planning.	8	4	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.	4	2		
<b>BEHAVIOR STRATEGIES AND DISCIPLINE:</b>				
My child's classroom behaviors affect his/her ability to learn. <i>If yes, please answer the next two questions. If no, skip to OTHER.</i>	<b>YES</b>			<b>NO</b>
I have been involved in the development of behavior interventions, strategies and supports for my child.	8	1		
I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs.	5	4		
<b>OTHER:</b>				
I fully participate in special education decisions regarding my child.	14			
I have been provided with a copy of the procedural safeguards (parental rights) at least once a year.	15			

<b>SAU: 14 Epping High School OOD</b>		
Total number of surveys sent: 15	Total # of completed surveys received: 2	Percent of response: 1%

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

**SUMMARY OF FINDINGS FROM THE THREE FOCUS AREAS OF THE  
CASE STUDY COMPLIANCE REVIEW**

**Access To The General Curriculum**

**Implementation of IEPs**

**Provision of Non-Academic Services**

**Full Access to the District's Curriculum**

**Equal Education Opportunity**

As a result of the activities conducted through the NHDOE Special Education Program Approval and Improvement Process the visiting team determined that the Epping School District staff and administrators work hard to ensure that the all students with educational disabilities are included in the general education curriculum and instruction to the greatest extent possible. The Epping School District provides services to students with disabilities through a model of modified regular programming with small group and resource support provided as necessary. The district provides separate but integrated programming for preschool students with educational disabilities.

In addition, it was noted that the district's commitment to providing relevant and meaningful professional development to all staff so that instructional accommodations are made in a meaningful way and that collaboration and communication among staff is encouraged.

## **Transition**

### **Transition Planning**

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

#### **Transition Services**

The Epping School District continues to make progress in providing smooth and effective transitions to all students as they move from grade to grade and school to school, as well as from high school to post-school. The visiting team found that transition plans are supported by the presence of the district's home school coordinator and the team encourages the district to maintain that position in the future. The district is also encouraged to continue to work on the relationship between Early Supports and Services and the district's preschool programs to ensure well planned and timely transitions.

The transition points between school to school are seen as continually evolving with staff working hard to share information and prepare students for the new setting. While there is clear evidence of thoughtful planning with students to develop transition plans and to include relevant agency representatives as appropriate, the parent survey responses indicate a need for greater involvement of parents in the transition planning process. The district is encouraged to continue to provide professional development and support to all relevant staff in the development of well designed transition plans that include a coordinated set of activities with measurable transition goals for high school students so that transition plans are clear and post-school outcomes are clear. Participation of students and parents in the transition planning process is also encouraged.

## **Behavior Strategies and Discipline**

The Epping School District provides a generally safe and secure setting for all students in the district. The availability of Behavior Consultation as well as professional development in the area of behavior management for staff has been effective. However, the district is encouraged to continue to develop school-wide behavior models and to provide professional development to all educators, including general education staff, so that a common base of knowledge and skills are available to all members of the staff.

The use of the Picture Exchange Communication System (PECS) an augmentative communication system, at the preschool and elementary school for students with Autism or on the Autism Spectrum, and the Adventure Based Program at the Middle School are good examples of specific and effective program models that the Epping School District uses to provide high quality training and programming for students within the district schools.

## **CHARTER SCHOOL PROGRAM REVIEW**

The Epping School District participated in the monitoring of a student with an IEP placed at a Charter School during this NHDOE Program Approval Process visit. The student, identified as having a Specific Learning Disability (SLD) was enrolled the Cocheco Art and Technology Charter School in September 2006 by parents. Representatives from the Epping School District met with the parents and Cocheco School staff and completed an IEP amendment to address the changes in placement on September 13, 2006.

The IEP states that the student's placement will be in the Modified Regular setting with modifications and accommodations listed. The services to be provided to the student include a 1:6 paraprofessional in classes; OT as a consult and organizational support by staff. The Epping School District presently provides OT and special education consultation to the school as needed. While the district has offered to pay for 1/6<sup>th</sup> of a paraprofessional if hired by the charter school the charter school has not hired a paraprofessional. A charter school staff member has volunteered to assume the organizational support to the student.

The district has met several times at the Charter School to discuss student progress. The Charter School has sent the district progress reports based on academic progress and on the IEP goals. There is no special educator employed by the school.

A review of the IEP amendment, progress reports from the Charter School to the Epping School District, schedule of the students' classes and staff roster was conducted. The student is making progress according to the charter school's reports.

**Commendation** - The district is commended for their ongoing communication with and monitoring of the student with an IEP placed at a charter school.

**Suggestions for Improvement** – While the Epping School District has conducted appropriate meetings to amend the IEP and monitor the student's progress while attending the charter school they are encouraged to meet again to determine the need for a 1/6<sup>th</sup> of a paraprofessional support. At the time of the visit there was no paraprofessional support in place and while it may no longer be needed, the district should document the lack of the need for this service through a revised IEP.

### COMMENDATIONS

1. The Epping School District administrator and staff members are dedicated professionals who demonstrate a commitment to providing appropriate curriculum, instruction and assessments to all of the districts students.
2. The commitment of district to meet needs of all students is evidenced in the professional development Master Plan as well as in the professional development opportunities presently provided to all staff. Specifically, the professional development in the areas of literacy, developing measurable IEP goals and PECS are seen as having significant positive impact.
3. The town of Epping is commended for their support of the new construction of a middle school building. The well designed facility will provide an opportunity for the establishment of comprehensive middle school practices to serve all of the district's middle school aged students.
4. The district is commended for the excellent DINI Improvement Plan that has been developed to address the root causes that led to the DINI designation. The comprehensive system-wide approach toward improvement in curriculum alignment, instructional strategies, assessment models that address curriculum growth, as well as professional development and the use of data to inform decision making should provide the framework required for improvement.
5. The district is commended for their work in the area of curriculum mapping to align the district's curriculum with the NH Curriculum Frameworks and the Grade Level Expectations (GLEs) and Grade Span Expectations (GSEs).
6. The district is commended for their creative and adaptable use of the resources available to them in providing supports to all of the district's students.

### ISSUES OF SIGNIFICANCE

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

The Epping School district is at a critical but exciting point in the history of their development as an independent SAU. They began the 2006-2007 school-year as a new, single district SAU with the construction of a new middle school facility about to be completed. The community has demonstrated support of the district vision. At the same time the designation

as a DINI in the area of reading due to both educational disability and socio-economically disadvantaged subgroups provides the district with a new challenge in planning for the future.

The leadership team has worked hard to design a comprehensive improvement plan that addresses review and revision of curriculum through a process that aligns the district curriculum with the state's GLEs and GSEs. The district plans to adopt multiple assessments and instructional models that will support the improvement of all student outcomes. This opportunity may be seen as additional work for a district that has an already full plate, however, the district has responded to the challenges with a sense of commitment and vision. In working to improve all student outcomes the district will also address the need for improved outcomes for students with educational disabilities. The collaboration among all staff in an improvement effort should lead the district toward greater inclusion of special education coordinators and staff in the leadership, planning and operations within the Epping School District.

### **CITATIONS OF NONCOMPLIANCE IDENTIFIED AS A RESULT OF THE March 14 – 15, 2007 CASE STUDY COMPLIANCE REVIEW**

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

As a result of the Case Study Compliance Review, the following citations of non-compliance were identified. Each 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.

This section will need to include those corrective actions listed as not resolved from the previous visit, as well as any citations noted in the three focus areas, issues of significance, building summaries, James O, Out of District, or general review of policy, procedures, personnel roster etc.

#### **ED 1102.53 - Transition Services**

Transition plans in IEPs must have all required components. One of the transition plans reviewed at Epping High School lacked required transition components.

#### **Ed 1107.02 300.132 - Process; Provision of FAPE/ Transition of children from Part C to preschool programs.**

By the third birthday of a child participating in early-intervention programs an IEP or IFSP will be developed and is being implemented for the child. A transition planning conference with the preschool staff and ESS did not occur at least 90 days before the student's third birthday and an IEP was not in place by the child's 3<sup>rd</sup> birthday.

#### **ED 1107.04 (d) - Evaluation Timeline**

All evaluations need to be completed within 45 days after receipt of permission, or have a signed extension of timeline from the parent. One of the student records reviewed at Epping High School lacked such evidence.

**Ed 1109.01 - Elements of an Individual Education Plan (IEP)** Not all of the IEPs reviewed during the visit had annual goals written in measurable terms. However, professional development in the development of measurable goals has been provided to the staff and the design of measurable goals in underway.

#### **Ed 1109.03 CFR 300.344 (a) (7) - IEP Team**

The public agency shall invite a student with a disability of any age to attend his or her IEP meeting if a purpose of the meeting will be the consideration of- (i) The student's transition services needs under 300.347 (b) (1); or (ii) the needed transition services for the student under 300.347(b) (2); or (iii) several of the records reviewed did not include documentation that students had been invited to attend their IEP meetings.



## 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, pages 17-43.** It should be noted that in the Building Level Data Summary Reports, any suggestion made by a visiting team member that is actually a citation of noncompliance, has an asterisk (\*) before it, and it is also listed above with the citations of noncompliance.

1. As a new single district SAU the Epping School District is encouraged to review the leadership models within the district to ensure that the special education coordinators and administrators are fully included in leadership teams and models at the district and school levels.
2. The opening of the new Epping Middle School provides an opportunity to review all present practices in curriculum, instruction and assessment areas and determine if the present models of inclusion are successful and able to meet the academic, social and emotional needs for all students and consider ways to improve those models.
3. Continue to review and provide the professional development needed by all staff so that genuine collaboration can occur that results in providing all students with access to the general curriculum that aligns with the GLEs and GSEs.
4. Specific professional development for staff is encouraged in the areas of developing measurable IEP goals and in the development of meaningful curriculum based measurement so that student progress is consistent and ongoing.
5. Review the present location of the preschool program to determine if there is a possibility of relocating the program to the elementary school, if appropriate.
6. Continue to explore ways to further increase the involvement of parents and community members in the Epping Schools. Specifically in situations that increase their understanding of their students educational programs and their role in supporting their student's success.
7. Continue to explore meaningful methods of conducting assessments that are aligned to the curriculum, measure incremental student progress and provide meaningful information to teachers to inform instructional practices.
8. Continue the efforts to adopt a data management system to gather, analyze and disaggregate outcomes to better inform decision making.
9. As the district develops data teams to analyze and use district data effectively be certain to include special educators and related service providers as representatives on the various teams to assure full representation.

**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**

**COMPLETE THIS ENTIRE FORM ONLY IF THERE IS MORE THAN ONE PRESCHOOL CASE STUDY.  
IF THERE IS ONLY ONE PRESCHOOL CASE STUDY, PLEASE COMPLETE ONLY PAGE 1 AND PAGE 5,  
THEN ATTACH THIS FORM TO THE PRESCHOOL CASE STUDY DATA COLLECTION FORM.**

SAU: 14	School: SAU Building / Preschool	Date: 3/14/07
Programs: Preschool		Number of Cases Reviewed: 1
Recorder/Summarizer: Beth Setar		

**PRINT NAMES OF ALL COLLABORATIVE TEAM MEMBERS CLEARLY**

Name: Katie Buchanan	Position: Preschool coordinator	<b>Building Level</b>	or	Visiting (circle one)
Name: Danielle Rowe Donahue	Position: SLP	<b>Building Level</b>	or	Visiting (circle one)
Name: Margaret Conner	Position: Occupational Therapist	<b>Building Level</b>	or	Visiting (circle one)
Name: Beth Setear	Position: Preschool / Elementary Special Education Coordinator	Building Level	or	<b>Visiting</b> (circle one)
Name: Nancy DAgostino	Position: Educational consultant	Building Level	or	<b>Visiting</b> (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 CFR 300.320 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</b> <b>CFR 300.320(a) CFR 300.34 Ed. 1119.03, Full Access to District's Curricula</b> <b>Ed. 1107.04 (d) Qualified Examiner</b> <b>Ed. 1133.05 (c)(h)(k) CFR 300.320 Program Requirements</b> <b>Ed. 1133.20 Protections Afforded to Children with Disabilities</b> <b>CFR 300.320(a)(1)(ii)</b> ". . .for preschool children, as appropriate, how the disability affects the child's participation in appropriate activities;)" <b>CFR 300.320(a)(4)(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		
Did the student participate in an assessment as part of the Preschool Special Education Outcomes Measurement System?								1
Was the student's most recent individual evaluation (initial or reevaluation), 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		

Access Strengths	Access Suggestions for Improvement
<ol style="list-style-type: none"> <li>1. Epping uses a published early childhood curriculum, The Creative Curriculum.</li> <li>2. Epping has enhanced the curriculum with the addition of Handwriting Without Tears, Every Day Math for Preschool and works with Tufts University on literacy.</li> <li>3. Related services are integrated into the classrooms.</li> <li>4. The district has worked at maintaining its 50/50 ratio of children with and without disabilities.</li> <li>5. Paraprofessionals are trained to work with preschoolers with disabilities.</li> <li>6. There is time for weekly consultation among staff members.</li> <li>7. All staff are trained in PECS, ABA and behavior management.</li> <li>8. In home assistance is provided to a family for one hour per day to implement programming and support for their preschooler.</li> <li>9. Communication notebooks carry information back and forth between staff and families.</li> <li>10. The preschool team has a good relationship with respite workers.</li> <li>11. The programming for preschoolers is designed to help them develop critical life skills.</li> <li>12. Collaboration with Head Start is strong. This is evidenced by the location of the preschool in an adjoining room to the Head Start Program. The district has the use of their classroom in the afternoon if numbers of children with disabilities swell and create the need for an additional class. In addition, Head Start shares the use of their kitchen for cooking projects. The two programs share some activities and training.</li> </ol>	<ol style="list-style-type: none"> <li>*1. The district needs to ensure that the preschool team meets to create all IEPs with in the prescribed timelines.</li> <li>*2. The district needs to continue its efforts to improve the writing of measurable goals as they move forward.</li> <li>3. The program is currently staffed with qualified personnel and the district has invested time and resources around their training. The district needs to determine ways to limit turn over; in particular paraprofessionals.</li> <li>4. Currently the bathrooms and sinks are not in/near the classroom. This has an impact on programming activities as well as the amount of time staff members are out of the room handling bathroom runs. In cases involving more complex students with toileting goals two staff members may be out of the classroom at a time. Long range planning needs to look at ways to improve on this situation.</li> <li>5. Access to the playground requires walking along the side of the building/parking lot. Although the district has posted reminders to turn off engines when leaving cars and added lines to guide cars on how far to pull in this is still an area of concern for the safety of children.</li> <li>6. The district is fortunate to have access to Head Start’s playground however they may want to look at ways to work with them around maintaining safe conditions such as ground cover.</li> <li>7. The district has been creative in working out space needs, however a long range plan around increasing needs should be addressed.</li> <li>8. Technology support is not always timely for the preschool staff. With the changes in NHSEIS and increased requirements around assessments for preschool this needs to be addressed.</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. 1107.02, (h) Process; Provision of FAPE</b> <b>CFR 300.124 Part C Transition</b> <b>Ed. 1109.01 Elements of an IEP (Transition Services)</b> <b>Ed. 1109.03, IEP Team</b> <b>CFR 300.321 and 300.321(f)</b> <b>CFR 300.322 (b) Parent Participation</b> This includes movement from (a) Early Supports and Services (ESS) to preschool, and b) pre-school to elementary school.				<b>YES</b>	<b>NO</b>	<b>NA</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			
<input type="checkbox"/>		<input checked="" type="checkbox"/>				
Student Not Referred Prior To 90 Days	Parent / School Communication Breakdown	Other				
				<b>YES</b>	<b>NO</b>	<b>NA</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 district now has a written transition plan. 2. Some paraprofessionals transition with students depending on the preschooler's needs. 3. Related services continue with the same staff in kindergarten. 4. Social stories and additional class visits are provided over the summer for children with more challenging disabilities.			1. The district is strongly encouraged to work on developing stronger connections with some Early Supports & Service Providers to insure information is received from them in a timely manner and the district is informed of transition planning conferences.			

### SUMMARIZE YOUR BUILDING LEVEL DATA

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

<b><u>BEHAVIOR STRATEGIES AND DISCIPLINE</u></b>		YES	NO	N/A
<p><b>Ed. 1109.02 Program</b>                      <b>CFR 300.324</b>  <b>Ed. 1119.11 Disciplinary Procedures</b>      <b>CFR 300.530-300.536</b>  <b>Ed. 1133.07 (a) (b) (c) (d) (e)</b>              <b>CFR 300.530-300.536</b>  <b>20 U.S.C. 1415 (K)</b>  <b>Child Management – Private Schools</b>      <b>RSA 169-C Child Protection Act</b></p>				
Data are used to determine impact of student behavior on his/her learning.	1			
Has this student ever been suspended from school?		1		
If yes, for how many days?				
A functional behavior assessment has been conducted.				1
IEP team has addressed behaviors that are impacting student learning.				1
A behavior intervention plan has been written to address behaviors.				1
All individuals working with the student have been involved in developing behavior intervention strategies.				1
Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.				1
Results of behavior intervention strategies are evaluated and monitored.				1
<b>Strengths</b>	<b>Suggestions for Improvement</b>			
<ol style="list-style-type: none"> <li>1. Outside consultation by a Behavior Specialist is available when needed.</li> <li>2. The preschool uses a social skills curriculum.</li> <li>3. The team has easy access to a behavior consultant.</li> <li>4. The use of Pre-Elementary Education Longitudinal Study (PEELS) to assist behaviors is commended.</li> <li>5. The team uses Functional Behavior Assessments.</li> <li>6. There is a good training process of Paraprofessionals who work with preschoolers with behavior issues.</li> <li>7. Both the Special Education director and administrative assistant step in to support the preschool staff around behaviors if needed.</li> </ol>	<ol style="list-style-type: none"> <li>1. There are times when a member of the preschool team is working one on one with a child with behavior concerns in the motor space or bathroom. Although another staff member comes to check on them periodically the district may want to look at ways to provide immediate communication such as the walkie-talkies used in other district schools.</li> </ol>			

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

Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> <li>1. Grant money is pursued for the acquisition of resources and materials.</li> <li>2. Administration is very supportive of the preschool program. This is especially true of the Special Education Director.</li> <li>3. Funds are made available for supplies and reinforces as needed.</li> <li>4. There is a Home to School coordinator.</li> <li>5. The district has an active child find program.</li> <li>6. The team can be commended on their flexibility in providing programming that meets the individual needs of preschoolers with disabilities.</li> <li>7. They can be commended on the familiarity of all staff around individualized plans.</li> </ol>	<ol style="list-style-type: none"> <li>1. The district may want to look at long range plans to house the preschool in the elementary building in an effort to accomplish many things. It would offer a more consistent connection between the elementary and preschool staffs, easy access to the school nurse for medically involved children, improve transitions to kindergarten, and provide clerical support, safer access to a developmentally appropriate playground and bathrooms in the classrooms.</li> <li>2. The current location of the preschool has heating challenges. It is difficult to regulate the temperature during the winter. The age of the facility may prevent a change in this situation.</li> <li>3. The preschool coordinator is strongly encouraged to participate in the Preschool Technical Assistant Network (PTAN). As a new coordinator accessing the support network is a valuable tool. Another support network the coordinator is strongly encouraged to consider taking advantage of is the Early Education Intervention Network (EEIN) mentorship program.</li> <li>4. As the numbers of preschoolers being referred and/or identified increases coupled with the additional requirements for preschool assessments the district needs to continue monitoring staffing for the preschool. This includes the position of full time teacher and coordinator.</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: Epping Elementary School Program	Date: March 14 - 15, 2007
Programs: Modified Regular		Number of Cases Reviewed: 1
Recorder/Summarizer: Annie Rutherford, Mary Lane		

Collaborative Team Members:

Name: Amy Hallowell	<b>Building Level</b>	or	Visiting
Name: Margaret Conner	<b>Building Level</b>	or	Visiting
Name: Kristine Gruszczynski	<b>Building Level</b>	or	Visiting
Name: Kathleen McKay	<b>Building Level</b>	or	Visiting
Name: Janet Bliss	<b>Building Level</b>	or	Visiting
Name: Danielle Rowe Donahue	<b>Building Level</b>	or	Visiting
Name: Mary Lane	Building Level	or	<b>Visiting</b>
Name: Ann Rutherford	Building Level	or	<b>Visiting</b>
Name: Ace Thompson	<b>Building Level</b>	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.						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 individual evaluation (initial or reevaluation), including a written summary report and meeting, held within 45 days of parental permission to test? <b>If not, was it due to:</b> (check all that apply)							2	
Extension in Place 2	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 2	Other			
<b>For High School Students:</b>						<b>YES</b>	<b>NO</b>	<b>NA</b>
Student is earning credits toward a regular high school diploma.								
IF YES: within 4 years?								
Student will earn an IEP diploma or a certificate of competency.								
IF YES: within 4 years?								
Does this school / district have a clear policy for earning a high school diploma?								

**Access to the General Curriculum**

**Strengths**

1. There is a recognition of the need for balance regarding the support students need both in the general education setting and in other individualized or group settings.
2. The system of communication and planning in the elementary school is in place and ongoing.
3. The utilization of paraprofessional support is effective.
4. There is appropriate training provided to paraprofessional staff.
5. There is strong administrative support of the special education programs within the elementary school.
6. The consistency of the PECS model throughout the building is well implemented and seen as highly effective.
7. Alternative curriculum supports for students are determined on an individual basis and provided as needed.

**Suggestions for Improvement**

1. There is a need to identify opportunities and time for increased professional development with general and special education staff.
2. Technology support is needed for students to access adaptive software that is specific to meet individual student IEP goals.
3. There is a need for increased support in the area of differentiated instruction for all staff to meet the range of learning needs of all students in the elementary school.

## 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.						
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 includes coordinated, <u>measurable</u> , annual IEP goals and includes transition services that will reasonably enable the student to meet the post-secondary goals.	<b>YES</b>	<b>NO</b>	<b>N/A</b>			
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 meetings and programs held to share information and plan for student transitions grade to grade, as well as school to school are helpful to the transition process.
2. The organization of paraprofessional “pods” better meets the needs of the students who require paraprofessional supports.
3. The effective utilization of social stories and transition time in August is provided for those students as needed.
4. Transition plans include transition of personnel alongside students as needed and as appropriate.

**Suggestions for Improvement**

1. The Epping School District is encouraged to maintain the position of Home School coordinator. The position is seen as essential in helping to keep students in school, increase student attendance and decrease the drop-out rate.
2. Ensure that relevant training in key program models and methods (i.e. PECS) is carried over from the elementary to the middle school to provide consistency in approach and to help ensure student continued success.

## 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>		YES	NO	N/A
<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>				
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?		2		
If appropriate, a functional behavior assessment has been conducted.		2		
IEP team has addressed behaviors that are impacting student learning.		2		
A behavior intervention plan has been written to address behaviors.		2		
All individuals working with the student have been involved in developing behavior intervention strategies.		2		
Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.		2		
Results of behavior intervention strategies are evaluated and monitored.		2		
A school-wide behavior intervention model exists.		2		
<b>Strengths</b>	<b>Suggestions for Improvement</b>			
<ol style="list-style-type: none"> <li>1. There is consistency in training of special education and support staff in the area of behavior strategies and interventions.</li> <li>2. The staff has access to a Behavioral Consultant that is seen as very valuable.</li> <li>3. The Epping Elementary staff members make good use of data collection.</li> <li>4. The immediate response for behavioral interventions by certified personnel.</li> </ol>	<ol style="list-style-type: none"> <li>1. Include general educators in the professional development related to behavior management and interventions.</li> <li>2. Consider specialization of case management that could promote a train the trainer model and result in increased instructional time for students.</li> </ol>			

## SUMMARY OF BUILDING LEVEL STRENGTHS AND SUGGESTIONS FOR IMPROVEMENT

Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> <li>1. The team reports feeling supported by the school and district administration and as a result feels listened to and included in decision making processes.</li> <li>2. The training and work done in the area of the developing well designed measurable goals and in the use of Curriculum Based Measurement (CBM) is commended.</li> <li>3. There has been effective consistency in the training provided to staff for students with Autism including specific models (i.e. PECS)</li> <li>4. The literacy model currently being adopted allows for consistency school wide.</li> <li>5. The strong administrative presence in the school serves as a consistent support to staff and students and ensures consistency in a number of areas.</li> <li>6. The recent acquisition of clerical support for the special education programs has been very helpful and allows special educators to gain back instructional time with students.</li> <li>7. The Epping Elementary staff are commended for their professional preparation and delivery of the Case Studies prepared for the NHDOE Program Approval visit.</li> </ol>	<ol style="list-style-type: none"> <li>1. There is a need to provide enough time for general and special educators to meet and plan collaboration and supports for students.</li> <li>2. There is a need for additional technology support to ensure that computers are functioning and as a result to ensure the student's IEP goals are met.</li> <li>3. There is strong support for maintaining the position of Home School coordinator which is seen as essential to keeping students in school, maintaining attendance and decreasing the drop-out rate within the district.</li> <li>4. The elementary school has been experiencing space issues which the visiting team found to have a direct impact on meeting instructional needs, as well as jeopardizing confidentiality in the challenge of locating private areas for counseling and meetings with staff and parents. While some of the space issues should be resolved with the opening of the new middle school, the district is encouraged to continue to evaluate the facility needs of the preschool and elementary school population.</li> <li>5. Continue to work to provide professional development designed to include both general and special educators to create common knowledge and understanding of curriculum, instruction and assessment models.</li> <li>6. Use a system-wide approach in the design and implementation of a Response to Intervention (RTI) model and Curriculum Based Measures (CBM) for the elementary school, and for the district.</li> <li>7. Consider the use of staff members so that certified personnel are not put in positions to act as support staff or aides.</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: Epping Middle School	Date: March 14 – 15, 2007
Programs: Modified Regular Program		Number of Cases Reviewed: 1
Recorder/Summarizer: Kim Dittbenner and Jeanne Henrique		

Collaborative Team Members:

Name: Kris McCosh	<b>Building Level</b>	or	Visiting
Name: Janie Realy	<b>Building Level</b>	or	Visiting
Name: Sarah Mahoney	<b>Building Level</b>	or	Visiting
Name: Christine Luongo	<b>Building Level</b>	or	Visiting
Name: Gabe Mosca	<b>Building Level</b>	or	Visiting
Name: Marisa Bozek	<b>Building Level</b>	or	Visiting
Name: Eric Amero	<b>Building Level</b>	or	Visiting
Name: Jenn Fritz	<b>Building Level</b>	or	Visiting
Name: Kyle Repucci	<b>Building Level</b>	or	Visiting
Name: Lynn Ward-Healy	<b>Building Level</b>	or	Visiting
Name: Kim Dittbenner	Building Level	or	<b>Visiting</b>
Name: Jeanne Henriquez	Building Level	or	<b>Visiting</b>

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.						1		
IEP goals are written in measurable terms.							1	
Student has made progress over the past three years in IEP goals. Goal 1						1		
Student has made progress over the past three years in IEP goals. Goal 2						1		
Student <u>has access to</u> the general curriculum (as outlined by the district, sending district or NH frameworks.)						1		
Student <u>participates in</u> the general curriculum in a regular education setting with non-disabled peers, as appropriate, with necessary supports.						1		
When participating in a regular education setting with non-disabled peers with necessary supports, student <u>has made progress in</u> the general curriculum.						1		
Student participates appropriately in state, district and school-wide assessments.						1		
Student <u>shows progress</u> in state, district and school-wide assessments.							1	
Student <u>has opportunities</u> to participate in general extracurricular and other non-academic activities with necessary supports.						1		
Student <u>does participate</u> in general extracurricular and other non-academic activities with necessary supports.						1		
Was the student's most recent individual evaluation (initial or reevaluation), 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 1	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 Additional testing was requested. Was completed within 45 days.		
<b>For High School Students:</b>						<b>YES</b>	<b>NO</b>	<b>NA</b>
Student is earning credits toward a regular high school diploma.								
<i>IF YES:</i> within 4 years?								
Student will earn an IEP diploma or a certificate of competency.								
<i>IF YES:</i> within 4 years?								
Does this school / district have a clear policy for earning a high school diploma?								



**Access to the General Curriculum**

**Strengths**

1. Reading within the content areas appears to be an effective approach.
2. There is a sense of a safe and secure environment at the middle school.
3. The adventure-based program is available to all middle school students and provides opportunities for team building and meaningful social interaction with all students.
4. There is evident communication between general and special education teachers and administration.
5. The general education teachers at the middle school assume responsibility for students with educational disabilities who are assigned to their class or team.
6. The middle school administration is new and brings a number of middle school innovative models to the school, as well as a sense of confidence in and support of the staff.
7. The Positive Recognition program is apparent and successful.

**Suggestions for Improvement**

- 1.\* The IEP goals need to be designed in a clearly measurable manner. The district is in the process of providing professional development to ensure that this occurs.

## 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>YES</b>	<b>NO</b>	
<b>For all students, respond to the following 3 statements:</b>			
Transition planning from grade to grade takes place.	1		
Transition planning from school to school takes place.	1		
Collaboration has occurred between general and special education staff in IEP development and in transition planning.	1		
<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.	1		
IEP team includes parent as part of transition planning.	1		
IEP team and process includes student as part of transition planning.	1		
IEP includes current level of performance related to transition services.	1		
<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 includes coordinated, <u>measurable</u> , annual IEP goals and includes transition services that will reasonably enable the student to meet the post-secondary goals.			
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 collaboration and sharing of information between teachers who have worked with a student in the past and the new teacher who is receiving the student is seen as helpful and important to the transition process.
2. The extended school year programming available for students who may need this service is seen as important to prepare students for their next school placement.

**Suggestions for Improvement**

1. The middle school represents a key transition point for students moving from the elementary school to the middle school and then from the middle school to the high school. With the completion of the new middle school the staff is provided an opportunity and encouraged to review present curriculum and instructional and assessment models to determine the connection to curriculum at the sending and receiving schools in an effort to provide district wide consistency for students and parents. This is particularly important for students with IEPs.

## 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>			YES	NO	N/A
<p><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></p>					
Data are used to determine impact of student behavior on his/her learning.					1
Has this student ever been suspended from school?				1	
If yes, for how many days?					
If appropriate, a functional behavior assessment has been conducted.					1
IEP team has addressed behaviors that are impacting student learning.	1				
A behavior intervention plan has been written to address behaviors.					1
All individuals working with the student have been involved in developing behavior intervention strategies.	1				
Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.	1				
Results of behavior intervention strategies are evaluated and monitored.	1				
A school-wide behavior intervention model exists.	1				
<b>Strengths</b>	<b>Suggestions for Improvement</b>				
<ol style="list-style-type: none"> <li>1. The staff provides visuals to a student if needed to help decrease the frustration levels and support positive behavior.</li> <li>2. The middle school staff has a well developed understanding of their students and of their behavioral needs and limitations.</li> </ol>	<ol style="list-style-type: none"> <li>1. Continue to review the effectiveness of the present level of behavior supports for students with behavior challenges to determine if there is a need for additional support for students with emotional disabilities, attention challenges and other potential behavioral needs.</li> <li>2. The middle school administration and staff are encouraged to review their present school-wide positive behavior models to determine that it meets the development needs of the middle school student.</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's adventure based programming model is seen as highly effective.</li> <li>2. There is a sense of good team work and collaboration between the general and special education staff members.</li> <li>3. The newly constructed middle school will provide the Epping School District students and community members with a safe, well designed, state of the art facility that will allow for the implementation of an effective middle school model.</li> <li>4. The present middle school administration provides important leadership in moving ahead to this comprehensive middle school model.</li> <li>5. There is a strong sense of commitment and caring among all staff members for all of the students in their care.</li> </ol>	<ol style="list-style-type: none"> <li>1. Continue to take full advantage of the opportunity provided to the Epping Middle School community as the new middle school is prepared to open in the fall of 2007. The chance to review and redesign the school's present practices and programming models is a rare one. The Middle School community is provided with a unique moment in time to restate and agree to the school's mission and beliefs regarding the education and inclusion of all of the schools students. In doing so, the administration and staff are strongly encouraged to discuss the school's commitment to a collaborative model for providing services and supports to all students, including students with educational disabilities and to identify the specific methods they will utilize to ensure that staff and students are able to work together successfully.</li> <li>2. The school administration is encouraged to include the role of the special education coordinator in the school's leadership team, so that all aspects of student educational and social needs are considered in administrative decision making.</li> <li>3. Continue to provide professional development to both general and special education staff in relevant areas including: collaborative practice, design of measurable IEP goals, implementation of Curriculum Based Measures and differentiated instructional practices to ensure that all students have appropriate and meaningful access to the general education curriculum.</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: Epping High School	Date: March 14 – 15, 2007
Programs: Modified Regular Program		Number of Cases Reviewed: 2
Recorder/Summarizer: Gretchen Cook		

Collaborative Team Members:

Name: Sarah Mahoney	<b>Building Level</b>	or	Visiting
Name: Linda Allen	Building Level	or	<b>Visiting</b>
Name: Gretchen Cook	Building Level	or	<b>Visiting</b>
Name: Deena Burdo	<b>Building Level</b>	or	Visiting
Name: Amy Lessard	<b>Building Level</b>	or	Visiting
Name: Anne Marie Donovan-Needham	<b>Building Level</b>	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.					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 individual evaluation (initial or reevaluation), 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	Lack of Qualified Personnel Psychologist      Educator Related Services      Other	Evaluation Not Completed in Time	Summary Report Not Written in Time	Meeting Not Held in Time X	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.					2		
<i>IF YES:</i> within 4 years?					2		
Student will earn an IEP diploma or a certificate of competency.						2	
<i>IF YES:</i> within 4 years?						2	
Does this school / district have a clear policy for earning a high school diploma?					2		

## Access to the General Curriculum

### Strengths

1. The model of full inclusion at the high school allows students to access the general curriculum to the maximum extent.
2. Tutorials are available for all students as needed with certified teacher.
3. Teams for grade 9 & 10 – Special Education teacher is a fully active member of team.
4. There is a reading program available for English credit when the IEP team deems it appropriate.
5. Individualized programming for students whose needs are not met in the general education setting is made available.
6. The access to the Seacoast School of Technology (SST) is a positive addition for students who have an interest in taking courses there.
7. The general education staff at the high school is supportive of including students with disabilities in the general education setting.
8. Class sizes are generally small
9. The high school administrative team is using the Critical Skills Model to develop Best Teaching Practices in all teachers.
10. The CARES program for credit recovery or extra courses is a positive option for students who may be eligible.
11. There is a late bus available to students to facilitate after-school supports.
12. Teachers are paid to stay after school for instructional supports to students.
13. Strong supports in place for all 9<sup>th</sup>/10<sup>th</sup> graders to encourage starting high school successfully, including: weekly progress reports sent home, seminar class, [www.schoolnotes.com](http://www.schoolnotes.com) for homework, and team of teachers meets regularly.
14. Use of and development of data as a way to analyze student outcomes is an emerging strength.

### Suggestions for Improvement

1. Continue efforts to increase the retention of paraprofessionals and behavior coaches to ensure greater consistency in programming at the high school.
2. Consider developing a teaming model in upper grades.
3. Continue with the vision for improvement that was described to the visiting team.
4. Continue the use of data to guide decision making.
5. Review data that identifies areas of concern (such as 35% failure rate for freshman) as you move forward with improvements to provide additional and appropriate supports to students to ensure high school success.
6. Continue to provide professional development in the area of designing measurable annual goals in all IEPs.



## 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.	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.	1		1
<b>If the student is age 14 or older during the course of the IEP, <u>also</u> respond to the following 3 statements:</b>			
There is documentation that the student has been invited to attend IEP meetings.	2		
A statement of the transition service needs is included in the IEP.	1		1
The statement of transition focuses on the student's course of study (e.g. vocational programming, advanced placement).	1		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 includes coordinated, <u>measurable</u> , annual IEP goals and includes transition services that will reasonably enable the student to meet the post-secondary goals.		1	
There is documentation that representatives of other agencies have been invited to IEP meetings.	1		
Statement of needed transition services is presented as a coordinated set of activities.	1		
The statement of transition focuses on the student's course of study (e.g. vocational programming, advanced placement).	1		
The IEP includes a statement of needed transition services and considers instruction.	1		
The IEP includes a statement of needed transition services and considers related services.	1		
The IEP includes a statement of needed transition services and considers community experiences.	1		
The IEP includes a statement of needed transition services and considers development of employment skills.	1		
The IEP includes a statement of needed transition services and considers development of daily living skills.	1		
Student is informed prior to age 17 of his/her rights under IDEA.	1		
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.	1		

**Transition**

**Strengths**

1. Contracted services to meet needs go beyond what is generally offered.
2. The School-to-Career Program – includes: job shadowing, internships, tours, fairs, etc.
3. Seacoast School of Technology (SST) is an important opportunity for students as they begin to develop transition plans.
4. Early Start – job shadowing in 8<sup>th</sup> grade is seen as helpful to students transitioning to the high school.
5. The seminar class gets kids thinking about and making goals related to transition.
6. Everyone at the high school seems to think and work toward the right types of student-centered plans and activities.
7. Students are given many opportunities for exposure to post-secondary training options, career choices, etc.
8. It is clear that transition planning is happening in both systematic and individualized ways.

**Suggestions for Improvement**

1. \* Provide professional development to both middle and high school staff in the area of transition requirements in the development of IEP transition plans. Transition plans must include coordinated, measurable, annual IEP goals and include transition services that will reasonably enable the student to meet the post-secondary goals.
2. Documents do not always reflect the strength of the programming that is happening at the Epping High School. Consider ways to better document the effective planning that takes place.

## 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>YES</b>	<b>NO</b>	<b>N/A</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>					
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.					2
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.					2
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. Adventure-based programming in middle school gives students skills that may be helpful to students as they move to the high school.</li> <li>2. Opportunities for physical activity are made regularly available – such as open gym at lunch, weight room before and after school.</li> <li>3. Adjustment counselor is available as needed.</li> <li>4. Dean of Students maintains good communication with Special Education Department.</li> <li>5. There is a supportive environment within the high school – especially created by 9<sup>th</sup>/10<sup>th</sup> grade teams.</li> <li>6. The use of Junior/Senior privileges as incentives appears to be effective.</li> <li>7. Developing data sources by using current sources is going to be helpful to data based decision making in the future.</li> <li>8. The observations conducted demonstrated well designed instruction.</li> </ol>	<ol style="list-style-type: none"> <li>1. Consider implementing the Adventure-based programming in the high school.</li> <li>2. Continue to develop plans according to vision described to the visiting team.</li> </ol>				

## SUMMARY OF BUILDING LEVEL STRENGTHS AND SUGGESTIONS FOR IMPROVEMENT

Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> <li>1. The Epping High School/community size creates a supportive environment and ability to create programs for all students.</li> <li>2. The communication within the school is a strength in the following ways: school to parents, regular to special education, and between administrators.</li> <li>3. There is presently a strong administrative team who provide a clear and solid vision for the future.</li> <li>4. The understanding and use of data-based decision-making by administrators guiding programming is seen as effective.</li> <li>5. The Administrative Team includes the Special Education Building Coordinator, meets weekly to plan and share information.</li> <li>6. There is a strong awareness of strengths, challenges, resources, within the district and within the high school.</li> <li>7. The energy and excitement created by the new building is felt throughout the high school and provides many opportunities for planning and future growth in programming models.</li> <li>8. Special Education staff members feel that the programs are supported/included in school.</li> <li>9. The high school staff and administration feel supported by SAU and community.</li> <li>10. The level of inclusion at the Epping High School is well established. There is a clear philosophy that education is for all students.</li> </ol>	<ol style="list-style-type: none"> <li>1. The school/community size leads to some resources being stretched thin – such as one school psychologist for entire district.</li> <li>2. Explore the reason for ongoing staff turnover to determine if there is way to maintain greater stability in the area of staff and administration to ensure greater consistency in programming and philosophy.</li> </ol>

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

**ADDENDUM**

**Out-of-District File Review**

**SAU 14**

Date: 3/15/07

Reviewer: Maryclare Heffernan

<b>ADDENDUM</b> <b>Out-of-District File Review</b>
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SAU 14

Number of Files Reviewed: 1 file reviewed

**COMMENDATIONS**

The Epping School District administrator responsible for out of district placements is commended for the comprehensive knowledge and attention to detail in the placement of students in out of district placements. The district works hard to maintain students in the general education setting whenever possible and to closely monitor student's progress if placed in a setting out of the district.

**CITATIONS OF NONCOMPLIANCE**

None noted.

**ADDENDUM**

**JAMES O. MONITORING PROGRAM**

**SAU 14**

Student File Review

Date: 3/15/07

Reviewer: Maryclare Heffernan

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

SAU 14

Number of files reviewed: 2 files reviewed of James O. students

**COMMENDATIONS:**

The district is commended for closely monitoring student's who are court placed in an educational setting. There is a well developed sense of history and progress for each student. Monitoring of student progress is consistent and appropriate.

**CITATIONS OF NONCOMPLIANCE:**

**Ed 1109.01 IEP Goals** – The IEPs reviewed lacked goals written in clearly measurable terms.

**Ed 1109.03 CFR 300.344 (a) (7) – IEP Team** – The public agency shall invite a student with a disability of any age to attend his or her IEP meeting if a purpose of the meeting will be the consideration of- (i) The student's transition services needs under 300.347 (b) (1); or (ii)the needed transition services for the student under 300.347(b)(2); or (iii) several of the records reviewed did not include documentation that students had been invited to attend their IEP meetings.