

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

**Barrington School District
SAU# 74**

SUMMARY REPORT

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Visit Conducted on November 16-17, 2005
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I. TEAM MEMBERS

Visiting Team Members:

NAME	PROFESSIONAL ROLE
Chairpersons:	
Jane Bergeron-Beaulieu	Education Consultant
Nancy D'Agostino	Education Consultant
Visiting Team Members:	
John Daly	School Counselor
Terry Desjardinas	Academic Evaluator
Lisa Hevey	Out of District Coordinator
Robert Keil	Special Educator
Mary Beth Landry	Special Educator
Valerie Leuchter	Special Educator
Tony Limanni	Special Educator
Sarah Petersons	Special Educator
Carrie Russell	Special Educator
Beth Setear	Special Education Coordinator

Building Level Team Members:

NAME	PROFESSIONAL ROLE	NAME	PROFESSIONAL ROLE
Joanne Maden	Speech-Language Pathologist	Becky Geer	PreK Teacher / Case Manager
Michele Foley	Program Coordinator	Cheryl Sager	PreK Teacher / Case Manager
Mary Jo Cameron	Occupational Therapist	Christine Parrotta	Physical Therapist
Mary McGuinness	Special Educator	Debbie Brooks	Special Educator
Kristen Joslin	Behavior Coach	Becky Ford	Classroom Teacher
Kim Royer	SNAPS Teacher	Nathan Byrne	Special Educator
Janet Carpenter	Science Teacher	Del Buker	Asst. SNAPS Teacher
Rebecca Ready	Speech-Language Pathologist	Wendy Sweeney	Occupational Therapist
Keith Savage	Special Educator	Mary Wilson	Math Teacher
Shannon Adams	Special Educator	Lynette Place	Classroom Teacher
Tamara Drozin	Director of Special Education	Linda Aguiar	School Psychologist
Amanda Lemieux	Special Educator	Heidi Lundgren	Special Educator
Diane Messer	Special Educator	Joanne Barrett	Classroom Teacher
Miriam Liddle	Speech-Language Pathologist	Joan Hughes	Occupational Therapy Assistant
Jane Kavanaugh	School Counselor	Lynne Bova	Special Educator / SNAPS Teacher
Gail DiBerto	Classroom Teacher	Dely Wright	Intern / Paraprofessional
		Marcy Warburton	Curriculum Coord. / Reading Spec.

II. INTRODUCTION

SAU#74, the Barrington School District is a preK – grade 8 district, with an approximate enrollment of 963 students. In addition, there are 453 high school students from Barrington who attend schools in the surrounding communities, including (but not limited to) Dover High School, Coe-Brown Academy, Spaulding High School, and Cocheco School of Arts and Technology. Of the 1,416 students in Barrington, approximately 197 (ages 6-21) are identified as having an educational disability, which is about 14% of the student population. In addition, there are 26 preschoolers, ages 3-5 who are also identified as having an educational disability and are receiving special education services from the school district. At the time of the visit to SAU#74, there were an additional 35 students who were home schooled and approximately 140 local students whose parents send them to private schools.

The mission of the Barrington School System is to provide the community with a positive learning environment, and for students to know that they are loved, valued and respected. The mission further notes that students who live in Barrington need academic and life skills, as well as practical opportunities to use and integrate them into the fabric of their daily lives. It is the goal of the SAU that all students become contributing and intellectually active members of society, with an understanding of community values, democratic principles, and social justice.

As the visiting team carried out their varied duties and collaborative work through the Case Study Compliance Review, the team could not help but be struck by the fact that the SAU has used the mission statement to direct and define core values, which are deeply held commitments that drive the behavior of the people who work within each of the schools. In addition, these core values are the driving force behind all decisions when it comes to curriculum, instruction and assessment. This has led to shared responsibility for all students, common core values in defining outcomes for students, and common beliefs about conditions for learning.

Currently there are three school facilities within SAU#74 that house students, pre K – grade 8. The high school students who reside in Barrington attend facilities in other towns local to Barrington. The school district is Barrington’s largest employer, with the 2005-06 budget set at \$14,523,600.00. Since 1970 the town of Barrington has seen tremendous growth and expansion, from a population of 1,965 residents in 1970 to an estimated 8,300 in 2005. Barrington is reported to be in the top 15% of NH cities and towns in population growth. SAU#74 recognizes the importance of strategic planning and has a 10-year plan and Capital Reserve Fund in place for the purpose of supporting the strategic plan and the possible construction of a new high school. The target date for opening a new high school, if approved by the town, would be 2014.

DISTRICT ENROLLMENT DATA	2003-04	2004-05	2005-06
Total Student Enrollment (ages 6-21) (as of Oct 1)	1240	1259	1416
Expenditure Per Pupil	\$7,988	\$8,678	
Cumulative Drop-Out % (grades 9-12) students with disabilities	.5%	2%	
Cumulative Drop-Out % (grades 9-12) non-disabled students	2.6%	1.8%	
Free/Reduced Lunch %	19%	23.5%	23.4%
Title I %	4%	11.3%	6.23%
LEP %	.2%	.2%	.1%
SPECIAL EDUCATION PROGRAM DATA	2003-04	2004-05	2005-06
# of Identified Students Ages 3-5 (as of Oct. 1)	36	38	26
# of Identified Students Ages 6-21 (as of Oct. 1)	247	240	197
% Identified Ages 6-21 (as of Oct. 1)	20%	19%	14%
# Out of District	15	21	16
% Out of District	1.2%	1.7%	1.2%
# of Students Out of Compliance (as of Oct. 1)			14
Special Programs Total Expenditure	\$3,078,105	\$3,794,165	
Average Caseload (as of Oct. 1)	18-23	18-22	14-19

# Identified Students Suspended One Or More Times		10	
# of students with disabilities who are being provided home instruction (as of Dec.1)		0	0
# of students with disabilities who have been placed on a "shortened school day" (as of Dec. 1)		0	0
Special Education Staffing: (report in FTEs)	2003-04	2004-05	2005-06
# of Special Educators			13
# of Related Service Providers			13
# of Paraprofessionals			47.5

III. PURPOSE AND DESIGN OF THE CASE STUDY COMPLIANCE REVIEW PROCESS

The New Hampshire Department of Education (NHDOE) conducted a Special Education Program Approval Visit to SAU #74 on November 16-17, 2005 for the purpose of reviewing the present status of programs and services made available to children and youth with educational disabilities. As part of the NHDOE Special Education Program Approval Visit, Case Study Compliance Reviews were conducted at all of the schools in SAU # 74. These include:

- ♦ The Barrington Elementary School (including a separate kindergarten building associated with the Barrington Elementary School)
- ♦ The Barrington Middle School
- ♦ In addition, as part of the Program Approval Process, the visiting team took the time to review high school student records and speak with parents who had students with disabilities placed at Dover High School.

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

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

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

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

The New Hampshire Department of Education provided SAU # 74 with a visiting team of professional educators to work collaboratively with staff in each of the schools in conducting the Case Study Compliance Review and the varied data collection activities. The NHDOE Special Education Program Approval Process allowed the visiting and building level team members to conduct case studies of a representative sampling of the special education student population throughout the school district.

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

visiting and building level teams. The summaries, included in the report that follows, outline identified areas of strength and areas needing improvement for each school reviewed.

Throughout the entire review process, the visiting team worked in collaboration with the staff of SAU #74. Their professionalism, active involvement in the process and cooperation were greatly appreciated and well recognized.

IV. STATUS OF PREVIOUS NHDOE SPECIAL EDUCATION PROGRAM APPROVAL REPORT AND CORRECTIVE ACTIONS

Based on review of the NHDOE Special Education Program Approval Report dated April 2002, the following patterns were identified as citations of noncompliance or areas in need of improvement. In June of 2003, a follow up corrective action visit was conducted to SAU#74 to measure the progress that had been made in addressing each of these areas. Listed below are the areas in need of improvement outlined in the 2002 report, the status determined at a follow up visit in 2003, and, if appropriate, the status as determined during the November 2005 visit.

PRESCHOOL

Facility was needed for provision of special education services

Status 2003: In process of being addressed

Status 2005: Met: New facility has been built

Curriculum needed to be developed:

Status 2003: In process of being addressed

Status 2005: Met: Early childhood curriculum has been adopted

Inclusion of Typically Developing Peers

Status 2003: In process of being addressed

Status 2005: Met: The Program now has a strong ratio of typical peers in the program

BARRINGTON ELEMENTARY SCHOOL

Consistent District Wide Reading/Language Arts Curriculum Is Needed

Status 2003: In process of being addressed

Status 2005: Met: The SAU has adopted and implemented a curriculum

BARRINGTON MIDDLE SCHOOL:

Facilities are not sufficient

Status 2003: In process of being addressed

Status 2005: Met: Barrington Middle School Opened Its Doors in August 2004

SAU-WIDE Citations/Suggestions for Improvement

Evaluations: Evaluations are not always completed within timelines due to overload for the one psychologist hired to cover preschool-high school

Status 2003: In process of being addressed

Status 2005: Met

Special Education Manual Needs Complete Revision

Status 2003: Met

Special Education Paperwork: The SAU needs to develop standardization of special education forms

Status 2003: Met

HIGH SCHOOL LEVEL:

IEP Teams Need Appropriate Composition

Status 2003: Met

V. NOVEMBER 16-17, 2005 CASE STUDY COMPLIANCE REVIEW RESULTS

Data collection is an important part of the NHDOE Special Education Case Study Compliance Review Process. In SAU#74, the NHDOE worked with staff and administration in the selection of case studies to ensure that there was a representative sampling of data collected from the various programs and schools located within the school district. In order to monitor whether or not special education programs are in compliance in the three focus areas, and determine any root causes of problems that may be identified through the case study process, it is essential that each case study team dig deeply into the data, and not just take a surface look. This process takes time, and the entire team working with the child being studied must be involved in collecting and analyzing the data, as well as presenting and summarizing the data with the visiting team. 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.

PARENT PARTICIPATION

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

As noted in the results of the parent surveys provided below, coupled with interviews with parents, it is clear that parents are satisfied with the programs and services provided to students with disabilities within the Barrington schools. More importantly, parents report that their children who attend the preschool, elementary and middle schools are demonstrating success, feel confident, and are participating in all aspects of the general curriculum. In addition, parents report a high satisfaction when it comes to home/school communication, family support and the willingness of teachers to go above and beyond what is expected, in order to ensure successful student outcomes. However, it is important to note that this can only be said of preschool – grade 8, due to the fact that of the 59 surveys sent to parents of high school students with disabilities, only 2 surveys were returned. Therefore, the parent voice at the high school level is not fully represented through the results of this survey.

Listed below are the results of the parent survey that was sent to all parents in SAU #74 who have students ages 3-21 with educational disabilities.

SUMMARY OF PARENT SURVEY DATA - PRESCHOOL

Total number of surveys sent: 14	Total # of completed surveys received: 7	Percent of response: 50%
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Scale 3 = Completely 2 = Partially 1 = Not at all

ACCESS TO THE GENERAL CURRICULUM:	3	2	1	No Answer
I am satisfied with my child's program and the supports that he/she receives.	6	1		
My child has opportunities to interact with non-disabled peers on a regular basis.	6	1		
I am adequately informed about my child's progress.	6	1		
My child is informed about and encouraged to participate in school activities outside of the school day, and is offered necessary supports.	5			2
My child feels safe and secure in school and welcomed by staff and students.	7			

A variety of information (observations, test scores, school work, parent input) was used in developing my child's IEP.	6	1		
I am satisfied with the progress my child is making toward his/her IEP goals.	5	1		1
TRANSITION:				
I am satisfied with the planning and support provided for the moves my child has made from grade to grade and school to school.	2			5
All of the people who are important to my child's transition were part of the planning.	4			3
BEHAVIOR STRATEGIES AND DISCIPLINE:				
My child's classroom behaviors affect his/her ability to learn. <i>If yes, please answer the next two questions. If no, skip to OTHER.</i>		YES 2		NO 5
I have been involved in the development of behavior interventions, strategies and supports for my child.	2			
I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs.	2			
OTHER:				
I fully participate in special education decisions regarding my child.	7			
I have been provided with a copy of the procedural safeguards (parental rights) at least once a year.	7			

SUMMARY OF PARENT SURVEY DATA - ELEMENTARY

Total number of surveys sent: 82	Total # of completed surveys received: 15	Percent of response: 18%
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Scale 3 = Completely 2 = Partially 1 = Not at all

ACCESS TO THE GENERAL CURRICULUM:	3	2	1	No Answer
I am satisfied with my child's program and the supports that he/she receives.	10	5		
My child has opportunities to interact with non-disabled peers on a regular basis.	14	1		
I am adequately informed about my child's progress.	8	6	1	
My child is informed about and encouraged to participate in school activities outside of the school day, and is offered necessary supports.	10	5		
My child feels safe and secure in school and welcomed by staff and students.	15			
A variety of information (observations, test scores, school work, parent input) was used in developing my child's IEP.	14	1		
I am satisfied with the progress my child is making toward his/her IEP goals.	8	6		
TRANSITION:				
I am satisfied with the planning and support provided for the moves my child has made from grade to grade and school to school.	7		3	5
All of the people who are important to my child's transition were part of the planning.	9	1		5
BEHAVIOR STRATEGIES AND DISCIPLINE:				
My child's classroom behaviors affect his/her ability to learn. <i>If yes, please answer the next two questions. If no, skip to OTHER.</i>		YES 5		NO 9
I have been involved in the development of behavior interventions, strategies and supports for my child.	5			
I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs.	3	2		
OTHER:				
I fully participate in special education decisions regarding my child.	14	1		
I have been provided with a copy of the procedural safeguards (parental rights) at least once a year.	15			

SUMMARY OF PARENT SURVEY DATA – MIDDLE SCHOOL

Total number of surveys sent: 89	Total # of completed surveys received: 13	Percent of response: 15%
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Scale 3 = Completely 2 = Partially 1 = Not at all

ACCESS TO THE GENERAL CURRICULUM:	3	2	1	No Answer
I am satisfied with my child’s program and the supports that he/she receives.	4	9		
My child has opportunities to interact with non-disabled peers on a regular basis.	9	3		1
I am adequately informed about my child’s progress.	4	8	1	
My child is informed about and encouraged to participate in school activities outside of the school day, and is offered necessary supports.	5	6	1	1
My child feels safe and secure in school and welcomed by staff and students.	8	5		
A variety of information (observations, test scores, school work, parent input) was used in developing my child’s IEP.	10	3		
I am satisfied with the progress my child is making toward his/her IEP goals.	5	7		1
TRANSITION:				
I am satisfied with the planning and support provided for the moves my child has made from grade to grade and school to school.	4	5	1	3
All of the people who are important to my child’s transition were part of the planning.	3	6	1	3
BEHAVIOR STRATEGIES AND DISCIPLINE:				
My child’s classroom behaviors affect his/her ability to learn. <i>If yes, please answer the next two questions. If no, skip to OTHER.</i>	YES 8			NO 5
I have been involved in the development of behavior interventions, strategies and supports for my child.	6	2		
I am satisfied with the way the school is supporting my child’s behavioral, social and developmental needs.	2	6		
OTHER:				
I fully participate in special education decisions regarding my child.	12	1		
I have been provided with a copy of the procedural safeguards (parental rights) at least once a year.	13			

SUMMARY OF PARENT SURVEY DATA – HIGH SCHOOL

Total number of surveys sent: 59	Total # of completed surveys received: 2	Percent of response: 3%
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Scale 3 = Completely 2 = Partially 1 = Not at all

ACCESS TO THE GENERAL CURRICULUM:	3	2	1	No Answer
I am satisfied with my child’s program and the supports that he/she receives.	1	1		
My child has opportunities to interact with non-disabled peers on a regular basis.	1	1		
I am adequately informed about my child’s progress.		2		
My child is informed about and encouraged to participate in school activities outside of the school day, and is offered necessary supports.	1	1		
My child feels safe and secure in school and welcomed by staff and students.		2		
A variety of information (observations, test scores, school work, parent input) was used in developing my child’s IEP.	1	1		
I am satisfied with the progress my child is making toward his/her IEP goals.		2		
FOR PARENTS OF HIGH SCHOOL STUDENTS:				
My child earns credits toward a regular high school diploma in all of his/her classes.	2			

TRANSITION:				
I am satisfied with the planning and support provided for the moves my child has made from grade to grade and school to school.	2			
All of the people who are important to my child's transition were part of the planning.	2			
FOR PARENTS OF STUDENTS AGE 16 OR OLDER:				
I am satisfied with the written secondary transition plan that is in my child's IEP.	1			1
BEHAVIOR STRATEGIES AND DISCIPLINE:				
My child's classroom behaviors affect his/her ability to learn. <i>If yes, please answer the next two questions. If no, skip to OTHER.</i>	YES 1			NO 1
I have been involved in the development of behavior interventions, strategies and supports for my child.		1		
I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs.		1		
OTHER:				
I fully participate in special education decisions regarding my child.	2			
I have been provided with a copy of the procedural safeguards (parental rights) at least once a year.	2			

Overall Analysis of the Parent Survey Data

Areas of Relative Strength Identified by Parents in The Barrington School District:

FOCUS AREA	STRENGTHS
Access to the General Curriculum	Parents felt that the variety of information used to create their child's IEP was appropriate at all levels.
Transitions	Parents felt that the planning and support provided to move their child from grade to grade and school to school was appropriate at most levels.
Behavior Strategies and Discipline	Parents felt that they have been actively involved in the development of their child's behavior interventions, strategies and supports at all levels.

Areas That May Indicate Need for Improvement in The Barrington School District:

FOCUS AREA	NEEDS
Access to the General Curriculum	Overall, parents felt that they were not adequately informed about their child's progress. When they are not informed, they cannot help their child at home to make progress toward their IEP goals.
Transitions	Overall, parents were satisfied with transitions at most levels; however, at the middle school level parents felt that all of the people who played an important role in their child's education were not always part of the planning. Transitions to high school are an area of need.
Behavior Strategies and Discipline	Parents were not completely satisfied with the way each school implemented the plan to meet their child's behavioral, social and developmental needs.

What Areas of Focus Would SAU 74 Target if Developing an Action Plan Based on This Parent Survey Data?

FOCUS AREA	ACTION PLAN
Access to General Curriculum	The District would focus on the communication aspect. Informing parents of progress on a consistent basis is essential. A timeline would help all case managers implement the same communication expectations at all levels, i.e. Early Intervention, Preschool, Elementary, Middle and High School.

Transition	Although transition has been going well for the most part, a formal transition protocol has not been implemented. Once again, this plan would include timelines. Parents would know ahead of time what would happen so preparations could also begin in the home.
Behavior Strategies and Discipline	The District continues to have ongoing training for all staff in this area. The training should continue and parents should be educated with regard to what teachers are learning.

**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

Based on the case studies conducted, along with other NHDOE Special Education Program Approval Activities, it was apparent that SAU#74 personnel, at all levels, are committed to delivering special education programming and services to students in the least restrictive environment. The SAU has developed a strong continuum of programming as evidenced by the many new special education programs, by the variety of students’ needs addressed in their selection of case studies, and by the low number of students with disabilities who are placed out of district. Several of the cases presented were complex and challenging, and SAU personnel have made concerted efforts to meet individual needs within the general education setting, by individualizing and customizing the curriculum. The school district’s inclusive philosophy was very evident to the visiting team, who had the opportunity to spend time in each school and in each of the special education programs in SAU#74. In addition to the development of new programs, the SAU has made a concerted effort to recruit and maintain professional staff who support its inclusive philosophy, as well as the district’s mission and beliefs. The district continues to work on curriculum development, and to make sure that curriculum standards are included as part of the special education programming and development. Special educators are included in all general education professional development opportunities, and general educators are full participants in the development and implementation of IEPs. As a result of the visit to SAU#74, there were no citations of non-compliance related to Access to the General Curriculum, and it was evident that all students have full access to the general education as determined appropriate by the IEP team.

Transition

Transition Planning

Process: Provision of FAPE

Transition Services

SAU#74 personnel devote considerable time to collaborative planning for program transitions for students with disabilities, as well as their non-disabled peers. Planning is intentional and occurs on a scheduled and regular basis between general and special educators and between professionals, paraprofessionals and parents. Teachers demonstrate an individualized and “wrap-around” philosophy with regard to implementation of a student’s IEP. The case study presentations were very well prepared and well presented, and they provided a strong indication of the careful planning that occurs around student transitions from teacher to teacher and from school to school within the SAU. At the preschool level, there are strong connections with early supports and services, as well as with the elementary school. At the middle school, the multiage grouping of students has reduced the number of transitions that students must make, and the transition processes in place from elementary to middle school are strong. As students leave the middle school and head to one of the high schools in one of the surrounding communities, the staff in SAU#74 devotes considerable time to planning and implementing successful student centered transitions. As a result of the Case Study Compliance Review, there were no citations of non-compliance identified in the area of transition.

Behavior Strategies and Discipline

In SAU#74, each of the schools provides a safe, orderly and child centered environment. Teachers and students demonstrate a genuine respect for one another, and there is pride in their schools. Within each school in Barrington, there are well-established policies and procedures that guide student behaviors, both in and outside of the classroom setting. Positive interventions are focused upon, rather than implementation of negative consequences. This has resulted in learning environments that are conducive to successful instruction and positive student learning experiences. In each of the schools, general expectations for behavior are positive and well defined, all staff work together to ensure that challenging student behaviors are handled in a proactive manner, and appropriate, individual behavior plans are written and assessed on an ongoing basis. For those students with disabilities who need specialized behavioral supports, individual plans and services are developed and become a part of the student IEP. Behavioral data is collected both school wide and for individual students, and staff work hard to review such data to inform them of student progress and any changes that might be necessary in the student's program. As a result of the Case Study Compliance Review, there were no citations of non-compliance identified in the area of behavior and discipline.

NEW PROGRAM SEEKING APPROVAL FROM THE NHDOE, BUREAU OF SPECIAL EDUCATION

During the visit to SAU#74 the team had the opportunity to visit the On-Track Program, located at the Barrington Middle School. This program is designed to meet the needs of students who have emotional, behavioral and mental health issues. The students enrolled in the program are those who would most likely need to be placed in programs outside of the SAU due to the significance of their educational disabilities. The On-Track Program offers all students enrolled access to the general education curriculum, utilizing alternative methods for delivery of instruction, along with very individualized and specialized behavioral programming. As with any new program, On-Track faces many of the typical challenges related to scheduling and communication between the many general education teachers at various middle school grade levels that might be involved with the students. Based on the visit to On-Track it was evident that all staff is working hard to ensure the success of the students enrolled; however, those staff within the On-Track Program are spread thin trying to maintain an open line of communication and consistency with the varying instructional teams to which students may be assigned. If not monitored carefully, this could result in students not being fully included when it might be appropriate, and could also be cause for students not receiving consistent messages regarding behavioral and academic expectations. While no citations of non-compliance were noted, it is strongly suggested that staff and administration continue to review the challenges that this program faces. SAU#74 may want to consider bringing in an outside consultant with behavioral expertise to review the program, in order to: identify specific strengths and weaknesses when it comes to behavior management, assure consistent implementation of academic and behavioral expectations, and ensure that all students have the opportunity to participate in the general education setting, which includes academic content along with unified arts.

COMMENDATIONS

Within the Barrington School District there are many praiseworthy things happening in each of the schools. In preparation for this NHDOE Special Education Program Approval Visit, the history of the SAU was reviewed, along with the progress that has been made as it relates to programming and services to students with educational disabilities. Since Barrington became its own SAU, over ten years ago, there have been several cornerstones established that have resulted in strong leadership, commitment to student outcomes and improved community relationships. In looking back at the NHDOE Special Education Program Approval Reports from 3 and 6 years ago, it became obvious that the SAU has worked hard to become very clear about their purpose, goals of their work, clarity of roles and responsibilities related to the work, and that all stakeholders have developed the skills to work together effectively to accomplish their goals. Staff, administration, parents and the community believe that learning and student achievement are strategic and specific, measurable, attainable, results-based and time bound. SAU#74 should be very proud of their strategic goals, as they are all linked to priorities that are part of a larger vision of success for the entire school district. In SAU#74, it is clear that continuous improvement is not an event, it is a way of thinking and being, and the entire learning community is engaged in the ongoing process of learning. Staff in the Barrington School District share clear goals for student learning, there is collaboration and collective responsibility among staff to achieve these goals, and there are opportunities for staff to influence the schools' learning activities and policies. As such, people work together to create learning and improvement, and various sources of data are used to guide all

decisions and actions that are taken as it relates to student achievement. As a result of the visit to Barrington, it became apparent that the district has a high level of leadership capacity, and that everyone takes responsibility for teaching all learners, regardless of their ability. In summary, teams consciously and continuously contribute to each other's learning, the educators have worked hard to establish strong relationships with the community, there is a shared mission and goals for the SAU, and data is used to inform decisions and guide practice.

Listed below is a sampling of additional commendations identified as a result of the Case Study Compliance Review conducted in SAU#74.

- Staff throughout the SAU were consistently described as dedicated and skilled individuals, demonstrating collegiality, professionalism, and strong teamwork
- Each of the Barrington schools has a climate that is child centered and focused on high expectations for all students
- Within the SAU there is a strong leadership team who have worked with all stakeholders to develop a clear mission & vision that guides all decisions related to curriculum, instruction and assessment
- The continuum of services for all students is impressive
- Parent involvement and support for the schools is strong, and the schools make every effort to connect with families
- The school board is supportive and works as a partner with the administration
- Relations between the school district and the community are strong and the community is commended for the provision of supplies, materials and equipment necessary to implement quality programming for all students
- The SAU has worked hard to address most all of the areas of improvement listed in the previous NHDOE Special Education Program Approval Report.
- Professional Development for all staff and administration is not only available, but is also valued and encouraged, to ensure that all staff are lifelong learners.
- The strategic planning that guides the district is very impressive, and is having a positive impact upon the schools and the community
- Staff and Administration recognize the value of data and use multiple sources to measure the success of students, as well as the effectiveness of curriculum, instruction and assessment.
- Within the SAU there are many innovative practices and programs that the District should be proud of.

A sampling of such includes, but is not limited to:

1. Jump Start to Literacy
2. The After School Program Offerings, including a coordinator for such programming
3. Barrington Mentor Program (for staff)
4. Multiage Grouping at the Middle School Level

(Descriptions of these innovative practices are included in the addendum to this report.)

ISSUES OF SIGNIFICANCE

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

As a result of the visit to SAU#74, it quickly became apparent that within the school buildings located in Barrington there are no issues of significance that need to be addressed, and that the SAU has worked hard to develop very positive and results oriented learning environments for all students, preschool-grade 8.

Despite the many successes happening in Barrington, one issue of significance did surface as a result of the NHDOE Special Education Program Approval Process Visit to SAU#74, and this was related to the high school population. Upon review of several student records, and interviews with parents, teachers and administration, it became clear that

Barrington needs to take a critical look at the District's ability to be reflective and collect data related to the students who leave Barrington to attend the various local community high schools. During this particular visit, 3 records were reviewed of students with disabilities who were attending Dover High School, and it appeared that there is not always an open line of communication that allows the district to study the results of what is happening with students once they leave Barrington. It quickly became apparent that, for Barrington students attending high school in surrounding communities, student progress, achievement, absenteeism, hospitalization, suspensions etc. are not always communicated to the SAU, and there is no consistent mechanism for this to happen.

Recognizing that SAU#74 has no direct control over the curriculum, instruction or assessment utilized at the various receiving high schools for Barrington students, it is strongly suggested that SAU#74 assemble existing personnel who monitor students at the high school level, to create a structure, schedule and routines that allow for ongoing communication, dissemination of information, and monitoring of high school student data, including grades, drop out rates, absenteeism, family crisis, hospitalizations, and data on post secondary outcomes for Barrington students. Further, the Barrington School District may want to consider having one individual be responsible as the backbone of an infrastructure that could begin to develop a network that works closely with teachers and administration of the receiving high schools. This individual could also be the "keeper of the data" for Barrington students attending high schools in surrounding communities. If such data were collected and reviewed by the Barrington administration, the district could develop a system of evaluation for the high school population, in order to identify what is working well, and what needs to be improved upon. Without such data, what does the district have? Minimal opportunities/mechanisms to perceive need, target improvement and organize focused assistance to the receiving schools, and few opportunities to identify and seek assistance from the various high school programs. While the long term strategic plan is for Barrington to build its own high school, there was compelling evidence presented during the NHDOE Case Study Compliance Review that, for the immediate future, it is critical that Barrington embrace some commonly defined procedures for monitoring the high school population, and practically speaking, a process by which to do so. Despite the effort put forth to try and monitor the outcomes of all Barrington students at the high school level, this is not always happening.

CITATIONS OF NONCOMPLIANCE IDENTIFIED AS A RESULT OF THE NOVEMBER 2005 CASE STUDY COMPLIANCE REVIEW

Citations of noncompliance are defined as deficiencies that have been identified through the Case Study Compliance Review Process, which are in violation of state and federal special education rules and regulations. 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 Conducted in SAU#74, the following citation of non-compliance was identified. While the citations listed below may not significantly impact the quality of services provided to students, or student outcomes, it will be necessary that it 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 to SAU#74.

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

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

SUGGESTIONS FOR DISTRICT-WIDE IMPROVEMENT

Suggestions for improvement, simply stated, are recommendations provided by the visiting team that are intended to strengthen and enhance programs, services, instruction and professional development, and the NHDOE strongly encourages that serious consideration be given to the suggestions. However, discretion may be used in this area;

suggestions for improvement are not considered to be required corrective actions and you may determine which suggestions most warrant follow up and address those in your corrective action plan. **System wide suggestions for improvement are listed below. Suggestions for individual programs are included in the Building Level Case Study Data Summary Reports, pp.16-34.**

Due to the fact that there were relatively few areas identified as needing improvement, the visiting team could offer very few suggestions. The suggestions provided below are those that SAU#74 may want to consider as they look ahead to the future.

1. In trying to resolve the issue of not having staff endorsed in the various disability areas, Barrington may want to look to other school districts to determine if there is a possibility of sharing consultation.
2. In looking at the high school population, the SAU may want to think about developing a system that can better identify the challenges faced in monitoring students with disabilities placed in surrounding communities and collect the data that verifies why these problems are happening, in order to develop solutions to address the issues.
3. The On-Track Program may want to consider putting together an advisory committee to assist in ongoing review of both successes and challenges that the Program faces. In addition, it might be helpful to seek additional outside consultation for the purpose of working directly with staff and administration in the areas outlined in the report.
4. Lastly, it is strongly suggested that the staff and administration look carefully at the feedback provided from parents and act upon any suggestions/recommendations or noted areas of weakness that may warrant attention.

VI. BUILDING LEVEL SUMMARY REPORTS

USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT

PRESCHOOL BUILDING LEVEL CASE STUDY DATA SUMMARY

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

SAU: 74	School: BARRINGTON ELEMENTARY - PRESCHOOL	Date: 11/16/05
Programs:		Number of Cases Reviewed: 1
Recorder/Summarizer: Beth Setear		

Collaborative Team Members:

Name: Mary Beth Landry	Visiting
Name: Joanne M Maden	Building Level
Name: Mary-Jo Cameron	Building Level
Name: Becky Geer	Building Level
Name: Michelle Foley	Building Level
Name: Cheryl Sager	Building Level
Name: Beth Setear	Visiting
Name: Nancy DAgostino	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.

SUMMARIZE YOUR BUILDING LEVEL DATA

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

ACCESS TO THE GENERAL CURRICULUM STATEMENTS								
Ed. 1109.01 Elements of an IEP CFR 300.347 Ed. 1109.05, Implementation of IEP Ed. 1115.07, Provision of Non-Academic Services CFR 300.306 Ed. 1119.03, Full Access to District's Curricula CFR 300.24, CFR 300.347 Ed. 1119.08, Diplomas CFR 300.347(a) (1) (i) ". . . general curriculum (i.e. ,the same curriculum as for nondisabled children)" CFR 300.347 (a) (1) (iii) "To be educated and participate with other children with disabilities and non disabled children"								
Is there a written general education curriculum in place for preschoolers?						1		
Does the curriculum incorporate social/emotional skills?						1		
Has this student made progress in social/emotional skills?						1		
Does the curriculum incorporate early language/communication skills?						1		
Has this student made progress in early language/communication skills?						1		
Does the curriculum incorporate pre-reading skills?						1		
Has this student made progress in pre-reading skills?						1		
Does this student have access to appropriate preschool activities?						1		
Does this student have opportunities to interact with non-disabled peers to the maximum extent appropriate on a regular basis, as part of the educational program?						1		
Was the student's most recent LEA evaluation, including a written summary report and meeting, held within 45 days of parental permission to test? If not, was it due to (check all that apply):						1		
Extension in Place	Lack of Qualified Personnel: Educator	Other	Psychologist Related Services	Evaluation Not Completed in Time	Summary Report Not Written in Time	Meeting Not Held in Time	Other	
						YES	NO	N/A
Did the IEP team meet to create the IEP within 30 calendar days of eligibility?						1		
Was an IEP fully developed and signed by the student's third birthday?						1		
Are this student's IEP goals written in measurable terms?							1	
Strengths						Suggestions for Improvement		
1. The SAU developed an integrated model to improve the ratio of children with disabilities and their non-disabled peers. 2. The program uses a co-teaching model where speech/language and occupational therapists work with teachers in the classroom. 3. This year a second classroom was added to allow for a third session of preschool and improved ratio of disabled students to non-disabled peers. 4. The preschool team has established planning, consultation and evaluation time on Fridays. 5. Materials are available to provide appropriate programming for a wide range of student abilities. 6. Staff facilitates learning to allow children to participate at their own individual level. 7. The well-developed, developmentally appropriate curriculum assists in decreasing challenging student behavior						1. As the team moves forward, they should continue working toward ensuring that all IEPs have measurable annual goals. 2. Although a third preschool session was added this year to improve ratios of children with and without disabilities; as numbers increase, staff will need to look at adding a fourth session. 3. With the increasing numbers of children, having a speech pathologist available all day would benefit programming.		

SUMMARIZE YOUR BUILDING LEVEL DATA

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

TRANSITION STATEMENTS					
Ed .1102.53, Transition Services CFR 300.29 Ed. 1109.01, Elements of an IEP (Transition Services) CFR 300.347 (b) (1) (2) Ed. 1109.03, IEP Team CFR 300.344 (b) (1) This includes movement from (a) Early Supports and Services (ESS) to preschool, b) pre-school to elementary school, (c) age 14 or younger, or (d) age 16 or older, as well as from grade to grade and school to school.				YES	NO
Transition planning from ESS to preschool takes place.				1	
Transition planning from preschool to kindergarten or 1 st grade takes place.				1	
District staff participated in a transition planning conference arranged by ESS and this transition planning conference occurred at least 90 days before the student's third birthday. If not, was it due to: (check all that apply)				1	
Meeting Not Held In Time	Staff Didn't Understand The Process	Communication Breakdown Between School And Early Supports And Services Agency	Student Moved Into The District After This Time Period		
Student Not Referred Prior To 90 Days	Parent / School Communication Breakdown		Other		
				YES	NO
Team around transition includes parents.				1	
Team around transition includes appropriate agencies.				1	
Services agreed on in the IEP began by the time specified in the IEP.				1	
Early Supports and Services provided the school or district with initial information prior to 90 days.				1	
Early Supports and Services evaluation information was shared with the school or district.				1	
Strengths			Suggestions for Improvement		
<ol style="list-style-type: none"> 1. There are written transition plans for children moving from Early Supports and Services (ESS) to Preschool. 2. The preschoolers are part of the school community. 3. Transition plans are individualized to meet the unique needs of each child. 4. Preschool parents receive both preschool communications and general communication sent by the elementary school. 5. This year the preschool participated in school picture taking. 6. The Jump Start to Literacy Project assists in connecting families with young children to the educational community. 7. Staff, parents and students have strong, trusting relationships, which assists with all transitions. 			The preschool team may want to consider documenting the process for transition from preschool to kindergarten. The process implemented is highly successful, and it might be useful to develop a written description for distribution to parents and new staff.		

SUMMARIZE YOUR BUILDING LEVEL DATA

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

<u>BEHAVIOR STRATEGIES AND DISCIPLINE</u>		YES	NO	N/A
Ed. 1109.02 Program	CFR 300.346			
Ed. 1119.11 Disciplinary Procedures	CFR 300.519-300.529			
Ed. 1133.07 (a) (b) (c) (d) (e)	CFR 300.510-300.529			
Child Management – Private Schools	RSA 169-C Child Protection Act			
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		
Strengths	Suggestions for Improvement			
<ol style="list-style-type: none"> 1. The curriculum, classroom flow and furnishings assist in addressing some challenging student behaviors. 2. Within the program, staff utilize a variety of teaching styles to meet the needs of all learners. 3. Staff/student ratio is appropriate; therefore, behavior issues can be addressed in a proactive way. This allows staff to stay ahead of any challenging student behaviors that may surface. 4. Overall, the staff does an outstanding job with classroom management and providing positive interventions to address challenging student behaviors. 	<ol style="list-style-type: none"> 1. Administration is encouraged to continue with T.C.I. training for staff. 2. Staff/Administration may want to consider providing a quiet space for preschoolers to process challenging behaviors. 			

SUMMARY OF BUILDING LEVEL STRENGTHS AND SUGGESTIONS FOR IMPROVEMENT

Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> 1. The <u>Jump Start to Literacy Program</u> for families with children from birth to age five provides a book and follow-up activities every other month. 2. Support from the Principal and central office is evident. 3. The Preschool Coordinator brings strong organizational skills and the ability to motivate people to think creatively. 4. The preschool team is connected to the Preschool Technical Assistance Network (PTAN) and receives the needed support to attend. 5. There are professional development funds and in-district professional development opportunities available. 6. There is a mentor program for professionals. 7. The preschoolers have access to the gym and participate in many school-wide activities. 8. The school psychologist provides support as needed. 9. The preschool playground is housed in the school courtyard providing sufficient space, a safe play area and a surface where children can ride equipment such as tricycles, in support of IEP goals. 10. The preschool has applied for a CIDER Grant to expand the equipment available in the preschool playground. 11. There is a close relationship between Early Supports and Services and the school district. 12. Staff is dedicated to developing good communications / relationships with parents, including daily contacts. 13. The District provided a year for the Preschool Coordinator to develop preschool programming prior to implementation of their new program. 14. There is ample space for gross motor activities and provision of occupational therapy. 	<ol style="list-style-type: none"> 1. Due to unexpected changes just prior to the start of school, the morning paraprofessional position is divided between two people. It is recommended this staffing pattern be revisited in an effort to better facilitate communication among staff. 2. As the preschool population continues to grow, the district is encouraged to look at increased time for related service providers. 3. Therapists are limited in their access to computers for reports and other work. For this reason, the administration may want to brainstorm ways to address this issue. 4. The preschool program may benefit from additional time from the School Psychologist. 5. Currently, the Preschool Coordinator has several additional roles. The visiting team suggests that the SAU look carefully at planning for a dedicated position that just monitors/coordinates and oversees preschool. 6. With the move to the Elementary School, the preschool program has limited storage space. Consideration needs to be given to locating space for storage of instructional supplies, materials and equipment. Storing materials in the classroom limits instructional space.

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: 74	School: BARRINGTON ELEMENTARY	Date: 11/17/05
Programs:	Number of Cases Reviewed: 3	
Recorder/Summarizer: Valerie Leuchter		

Collaborative Team Members:

Name: Valerie Leuchter	Visiting
Name: Diane Messer	Building Level
Name: Amanda Lemieux	Building Level
Name: Michele Foley	Building Level
Name: Lynne Bova	Building Level
Name: Miriam Liddle	Building Level
Name: Wendy Sweeney	Building Level
Name: Mary McGuinness	Building Level
Name: Joan Hughes	Building Level
Name: John Daly	Visiting
Name: Terry Desjardins	Visiting
Name: Debbie Brooks	Building Level

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

SUMMARY OF BUILDING LEVEL DATA

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

<u>ACCESS TO THE GENERAL CURRICULUM STATEMENTS</u>							
Ed. 1109.01 Elements of an IEP CFR 300.347 Content of IEP Ed. 1109.05, Implementation of IEP 20 U.S.C. 1414 (d) Ed. 1115.07, Ed 1119.01(f) Provision of Non-Academic Services/Settings CFR 300.553 Ed. 1119.03, Full Access to District's Curricula CFR 300.24, CFR 300.347 Ed. 1119.08, Diplomas Ed. 1107.04 (d) Qualified Examiner Ed. 1133.05 (c)(h)(k) CFR 300.347 Program Requirements, Content of IEP Ed. 1133.20 Protections Afforded to Children with Disabilities CFR 300.347(a) (1) (i) ". . . general curriculum (i.e. ,the same curriculum as for nondisabled children)" CFR 300.347 (a) (3) (iii) "To be educated and participate with other children with disabilities and non disabled children"					YES	NO	N/A
Team uses multiple measures to design, implement and monitor the student's program.					3		
IEP goals are written in measurable terms.					3		
Student has made progress over the past three years in IEP goals. Goal 1					3		
Student has made progress over the past three years in IEP goals. Goal 2					3		
Student <u>has access to</u> the general curriculum (as outlined by the district, sending district or NH frameworks.)					3		
Student <u>participates in</u> the general curriculum in a regular education setting with non-disabled peers, as appropriate, with necessary supports.					3		
When participating in a regular education setting with non-disabled peers with necessary supports, student <u>has made progress in</u> the general curriculum.					3		
Student participates appropriately in state, district and school-wide assessments.					3		
Student <u>shows progress</u> in state, district and school-wide assessments.					1		2
Student <u>has opportunities</u> to participate in general extracurricular and other non-academic activities with necessary supports.					3		
Student <u>does participate</u> in general extracurricular and other non-academic activities with necessary supports.					3		
Was the student's most recent LEA evaluation, including a written summary report and meeting, held within 45 days of parental permission to test? If not, was it due to: (check all that apply)					3		
Extension in Place	Lack of Qualified Personnel ___ Psychologist ___ Educator ___ Related Services ___ Other	Evaluation Not Completed in Time	Summary Report Not Written in Time	Meeting Not Held in Time	Other		
For High School Students:					YES	NO	NA
Student is earning credits toward a regular high school diploma.							
<i>IF YES:</i> within 4 years?							
Student will earn an IEP diploma or a certificate of competency.							
<i>IF YES:</i> within 4 years?							
Does this school / district have a clear policy for earning a high school diploma?							

Access to the General Curriculum

Strengths

1. The daily schedule can be altered to meet student needs.
2. There are many alternative assessments used to measure student success.
3. The modifications/accommodations made to the general curriculum ensure success for students with disabilities.
4. There is an extended day option for those students who need it.
5. The positive behavioral interventions used within the school motivate students and are successful.
6. There is strong collaboration and sharing between general and special education teachers.
7. The communication among team members who work with disabled students is very strong.
8. The co-teaching model is very successful.
9. The “buddy system” utilized between disabled students and non-disabled peers is commendable.
10. The “On-Track” Program for students with behavioral challenges is having a positive impact.

Suggestions for Improvement

The team may want to consider adding a behavioral component to the IEPs of students with challenging behaviors. This would include annual measurable goals and short term objectives. While the visiting team recognized that “broad” plans are often attached to IEPs, they are not measurable, or considered to be a part of the IEP document.

SUMMARY OF BUILDING LEVEL DATA

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

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

Transition

Strengths

Suggestions for Improvement

1. Transitions occur in the spring of the prior year and all staff, parents and students are involved.
2. Step Up Day for middle school appears to be quite successful.
3. Placements for students are discussed in depth, and all staff are involved in determining the best placement.
4. The preschool / kindergarten visitation assists in transitioning the early childhood students.
5. The summer program SNAPS addresses transition issues.
6. Head Start / Kindergarten connections with the elementary school are strong, which assists with smooth transitions.
7. Flexible days / scheduling for kindergarten allows for meeting individual needs of students with disabilities.

No suggestions for improvement were noted.

SUMMARY OF BUILDING LEVEL DATA

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

<u>BEHAVIOR STRATEGIES AND DISCIPLINE</u>			
<u>Ed. 1109.02 Program</u> <u>CFR 300.346</u> <u>Ed. 1119.11 Disciplinary Procedures</u> <u>CFR 300.519-300.529</u> <u>Ed. 1133.07 (a) (b) (c) (d) (e)</u> <u>CFR 300.510-300.529</u> <u>20 U.S.C. 1415 (K)</u> <u>Child Management – Private Schools</u> <u>RSA 169-C Child Protection Act</u>	YES	NO	N/A
Data are used to determine impact of student behavior on his/her learning.	1	1	1
Has this student ever been suspended from school?		3	
If yes, for how many days?			
If appropriate, a functional behavior assessment has been conducted.			3
IEP team has addressed behaviors that are impacting student learning.	1		2
A behavior intervention plan has been written to address behaviors.	1		2
All individuals working with the student have been involved in developing behavior intervention strategies.	1		2
Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.	1		2
Results of behavior intervention strategies are evaluated and monitored.	1		2
A school-wide behavior intervention model exists.	3		
Strengths	Suggestions for Improvement		
<ol style="list-style-type: none"> 1. Curriculum materials are sent home so parents can work with students as needed. 2. Books are sent home to families as needed. 3. TCI training is provided to all staff. 4. The On-Track Behavior Coach has a positive impact on students with challenging behaviors. 5. The School Psychologist is available for assistance in working with challenging students and writing and monitoring behavior plans. 6. Administration is supportive in ensuring that staff has the training and resources necessary to work with students who exhibit challenging behaviors. 	<p>The team may want to consider collecting baseline data for students with challenging behaviors in order to demonstrate progress over time.</p>		

SUMMARY OF BUILDING LEVEL STRENGTHS AND SUGGESTIONS FOR IMPROVEMENT

Strengths	Suggestions for Improvement
<ol style="list-style-type: none">1. Barrington Elementary School provides a child-centered, positive and caring learning environment for all students.2. Leadership is strong and supportive of special education.3. General and special educators work together to meet the needs of students with disabilities.4. IEPs are well written and consistently monitored.5. Parents are actively involved in all aspects of the school.6. Students are happy, demonstrating success and enjoy coming to school.7. Staff has worked hard to develop positive relationships with students, parents and the community.8. Staff are skilled, dedicated and work hard to ensure success for all learners.	None noted

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: 74	School: BARRINGTON MIDDLE SCHOOL	Date: 11/17/05
Programs: Modified Regular		Number of Cases Reviewed: 5
Recorder/Summarizer: Sarah Petersons		

Collaborative Team Members:

Name: Sarah Petersons	Visiting
Name: Robert Keil	Visiting
Name: Lisa Hevey	Visiting
Name: Shannon Adams	Building Level
Name: Keith Savage	Building Level
Name: Carrie Russell	Visiting
Name: Tony Limanni	Visiting
Name: Kim Royer	Building Level
Name: Heidi Lundgren	Building Level
Name: Rebecca Ready	Building Level
Name: Nathan Byrne	Building Level
Name: Tamara Drozin	Building Level
Name: Marcy Warburton	Building Level

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

SUMMARY OF BUILDING LEVEL DATA

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

<u>ACCESS TO THE GENERAL CURRICULUM STATEMENTS</u>							
Ed. 1109.01 Elements of an IEP CFR 300.347 Content of IEP Ed. 1109.05, Implementation of IEP 20 U.S.C. 1414 (d) Ed. 1115.07, Ed 1119.01(f) Provision of Non-Academic Services/Settings CFR 300.553 Ed. 1119.03, Full Access to District's Curricula CFR 300.24, CFR 300.347 Ed. 1119.08, Diplomas Ed. 1107.04 (d) Qualified Examiner Ed. 1133.05 (c)(h)(k) CFR 300.347 Program Requirements, Content of IEP Ed. 1133.20 Protections Afforded to Children with Disabilities CFR 300.347(a) (1) (i) ". . . general curriculum (i.e. ,the same curriculum as for nondisabled children)" CFR 300.347 (a) (3) (iii) "To be educated and participate with other children with disabilities and non disabled children"					YES	NO	N/A
Team uses multiple measures to design, implement and monitor the student's program.					5		
IEP goals are written in measurable terms.					2	3	
Student has made progress over the past three years in IEP goals. Goal 1					5		
Student has made progress over the past three years in IEP goals. Goal 2					5		
Student <u>has access to</u> the general curriculum (as outlined by the district, sending district or NH frameworks.)					5		
Student <u>participates in</u> the general curriculum in a regular education setting with non-disabled peers, as appropriate, with necessary supports.					5		
When participating in a regular education setting with non-disabled peers with necessary supports, student <u>has made progress in</u> the general curriculum.					5		
Student participates appropriately in state, district and school-wide assessments.					5		
Student <u>shows progress</u> in state, district and school-wide assessments.					5		
Student <u>has opportunities</u> to participate in general extracurricular and other non-academic activities with necessary supports.					5		
Student <u>does participate</u> in general extracurricular and other non-academic activities with necessary supports.					5		
Was the student's most recent LEA evaluation, including a written summary report and meeting, held within 45 days of parental permission to test? If not, was it due to: (check all that apply)					5		
Extension in Place	Lack of Qualified Personnel ___ Psychologist ___ Educator ___ Related Services ___ Other	Evaluation Not Completed in Time	Summary Report Not Written in Time	Meeting Not Held in Time	Other		
<i>For High School Students:</i>					YES	NO	NA
Student is earning credits toward a regular high school diploma.							
<i>IF YES:</i> within 4 years?							
Student will earn an IEP diploma or a certificate of competency.							
<i>IF YES:</i> within 4 years?							
Does this school / district have a clear policy for earning a high school diploma?							

Access to the General Curriculum

Strengths

1. All team members are involved in planning, implementing and monitoring student programming.
2. There are a variety of measures used to design, implement and monitor student programs.
3. Parent involvement is sought in all aspects of programming for children.
4. Teams are able to demonstrate student progress in a variety of ways, and parents are involved in providing input related to progress growth.
5. All students have access to the general curriculum.
6. Appropriate accommodations/modifications are implemented to ensure access to the general curriculum.
7. Students made positive comments in relation to availability of afterschool options, support from staff and the programming made available to them.

Suggestions for Improvement

1. More clearly defined measurements for annual goals in IEPs are needed.
2. Amend IEPs as needed based on student progress.
3. The staff and administration may want to consider provision of additional assistive technology for students, i.e. Alpha-smarts.

SUMMARY OF BUILDING LEVEL DATA

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

<u>TRANSITION STATEMENTS</u>						
Ed .1102.53, Transition Services CFR 300.29 Ed. 1107.02 CFR 300.132 Part C Transition Ed. 1109.01, Elements of an IEP (Transition Services) CFR 300.347 (b) (1) (2) 20 U.S.C. 1401 (34) 20 U.S.C. 1414 (d)(1)(A)(i)(VIII)(aa)(bb)(cc) Ed. 1109.03, IEP Team CFR 300.344 (b) (1) Ed. 1133.05 CFR 300.347 (b)(1)(2) Program Requirements This includes movement from (a) Early Supports and Services (ESS) to preschool, b) preschool to elementary school, (c) age 14 or younger, or (d) age 16 or older, as well as from grade to grade and school to school.				YES	NO	
For all students, respond to the following 3 statements:						
Transition planning from grade to grade takes place.				5		
Transition planning from school to school takes place.				5		
Collaboration has occurred between general and special education staff in IEP development and in transition planning.				5		
For middle or high school students, <u>also</u> respond to the following 4 statements:						
Transition planning is designed as a results oriented process that promotes movement from school to the student's desired post-school goals.				Unclear question and unclear in IEP		
IEP team includes parent as part of transition planning.				5		
IEP team and process includes student as part of transition planning.				5		
IEP includes current level of performance related to transition services.				NA		
If the student is age 14 or older during the course of the IEP, <u>also</u> respond to the following 3 statements:						
There is documentation that the student has been invited to attend IEP meetings.						
A statement of the transition service needs is included in the IEP.						
The statement of transition focuses on the student's course of study (e.g. vocational programming, advanced placement).						
If the student is age 16 or older during course of the IEP, <u>also</u> respond to the following 11 statements:				YES	NO	N/A
Transition plan, including student's <u>measurable</u> post-high school goals, is in place.						
There is documentation that representatives of other agencies have been invited to IEP meetings.						
Statement of needed transition services is presented as a coordinated set of activities.						
The statement of transition focuses on the student's course of study (e.g. vocational programming, advanced placement).						
The IEP includes a statement of needed transition services and considers instruction.						
The IEP includes a statement of needed transition services and considers related services.						
The IEP includes a statement of needed transition services and considers community experiences.						
The IEP includes a statement of needed transition services and considers development of employment skills.						
The IEP includes a statement of needed transition services and considers development of daily living skills.						
Student is informed prior to age 17 of his/her rights under IDEA.						
If the student is preparing to graduate this year, there is a summary of the student's academic achievement and functional performance , which includes recommendations on how to assist the student in meeting his or her post-secondary goals.						

Transition

Strengths

1. Staff works hard to involve parents and students in the process of transitioning at all levels.
2. The High School Special Education Coordinator attends 8th grade meetings.

Suggestions for Improvement

1. The middle school case manager should attend all IEP transition meetings at the elementary level to ensure smooth transitions.
2. Be proactive in communicating with parents when discussing transition for students.
3. IEP forms need to address current level of performance related to transition services.
4. Consider allowing students in 5th and 8th grades to be more involved in team decisions, IEP and transition planning.

SUMMARY OF BUILDING LEVEL DATA

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

<u>BEHAVIOR STRATEGIES AND DISCIPLINE</u>			YES	NO	N/A
<u>Ed. 1109.02 Program</u>	<u>CFR 300.346</u>				
<u>Ed. 1119.11 Disciplinary Procedures</u>	<u>CFR 300.519-300.529</u>				
<u>Ed. 1133.07 (a) (b) (c) (d) (e)</u>	<u>CFR 300.510-300.529</u>				
<u>20 U.S.C. 1415 (K)</u>					
<u>Child Management – Private Schools</u>	<u>RSA 169-C Child Protection Act</u>				
Data are used to determine impact of student behavior on his/her learning.					5
Has this student ever been suspended from school?					5
If yes, for how many days?					
If appropriate, a functional behavior assessment has been conducted.					5
IEP team has addressed behaviors that are impacting student learning.					5
A behavior intervention plan has been written to address behaviors.					5
All individuals working with the student have been involved in developing behavior intervention strategies.					5
Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.					5
Results of behavior intervention strategies are evaluated and monitored.					5
A school-wide behavior intervention model exists.			x		
Strengths	Suggestions for Improvement				
<p>The case studies presented did not include students with behavioral challenges. However, the following were noted:</p> <ul style="list-style-type: none"> ♦ The Barrington Middle School has a very child-centered environment and students and staff are respectful of one another. ♦ All staff are utilizing positive behavior interventions with students. 	<ol style="list-style-type: none"> 1. Clarify the school-wide behavior intervention model, so that it is made clear to all school personnel. 2. In looking at the On-Track Program, staff need to think more about how the multi-age grouping impacts the availability of successful inclusion in the general education setting. 				

SUMMARY OF BUILDING LEVEL STRENGTHS AND SUGGESTIONS FOR IMPROVEMENT

Strengths	Suggestions for Improvement
<ol style="list-style-type: none">1. All staff act as advocates for all children, to ensure that no child “falls through the cracks”.2. The school-wide leadership team continuously revises the vision for future expansion of facilities, technology and behavior intervention programs. Staff are always looking ahead to monitor upcoming trends.3. Special education teams genuinely consider the welfare of their students, including student involvement in the general education setting, special programs to facilitate learning (SNAPS and On-Track) and methods to ensure parental involvement.	<ol style="list-style-type: none">1. Have assistive technology available for all students, as necessary.2. Barrington Middle School would benefit from collecting and reviewing data on all aspects of academic and behavioral testing/evaluation.3. Staff may benefit from professional development in the writing of measurable annual IEP goals.

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

ADDENDUM

Out-of-District File Review

SAU #74

Date: November 16, 2005

Reviewer: Jane Bergeron-Beaulieu with Michelle Foley

ADDENDUM Out-of-District File Review

SAU #74

Number of Files Reviewed: 2

COMMENDATIONS

- The SAU has relatively few students placed out of district
- For those students placed out of district, the SAU is commended for closely monitoring progress and ensuring that the special education process is adhered to
- Over the past several years, the SAU has developed several new programs within the district, which enables many students to stay within their home community for special education programming
- The SAU works hard to ensure smooth transitions for students leaving or coming back to the SAU from out of district placements.

CITATIONS OF NONCOMPLIANCE

Based on review of the two student records, there were no citations of non-compliance identified.

ADDENDUM

JAMES O. MONITORING PROGRAM

SAU #74

Student File Review

Case Study Document

Reimbursement Claim Form

Case Study Addendum Form

Date: November 16, 2005

Reviewer: Jane Bergeron-Beaulieu

At the time of this NHDOE Case Study Compliance Review, there were no students in The Barrington School District who fell under the James O Consent Decree.