

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

**BURNHAM BROOK MIDDLE SCHOOL  
SUMMARY REPORT**

**Barbara and Walter Howell, Co-Directors**

Chairperson, Visiting Team:  
Kathryn L. Skoglund  
Education Consultant

Site Visit Conducted on February 4, 2009  
Report Date, May 1, 2009  
Revised June 19, 2009

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## **I. TEAM MEMBERS**

Visiting Team Members:

**NAME**

**PROFESSIONAL ROLE**

**Chairperson:**

Kathryn L. Skoglund

Education Consultant, SERESC

**Team Members:**

Mary Lane

Education Consultant, NHDOE

Barbara Cohen

Project Director, Granite State College

Richard Lates

Education Consultant, SERESC

Building Level Team Members:

**NAME**

**PROFESSIONAL ROLE**

Barbara Howell

Teacher/Co-Director

Ann Marie Legg

Teacher

Kimberly Slayton

Learning Disabilities Specialist

Walter Howell

Co-Director/Psychologist

## II. INTRODUCTION

Burnham Brook Middle School is a small, private day school nestled on a wooded lot in Canterbury, NH. Burnham Brook is approved by the NHDOE/Special Education Bureau for students ages 7 through 16, and currently serves 10 students in grades 6 through 8. Burnham Brook is currently approved by the NHDOE, Bureau of Special Education to serve students with Specific Learning Disabilities. The size of Burnham Brook and the dedication of its staff allow the school to address a wide range of learning styles and provide an encouraging and welcoming atmosphere for its students. Every student experiences both challenges and successes and attempts to develop responsibility for his or her own learning. A great deal of focus is on transitioning the student into high school with all the skills and course content they require. Burnham Brook's Mission Statement includes valuing each member of the school community, cherishing learning, and helping each student to reach his or her full potential.

### SCHOOL PROFILE

<b>SCHOOL DEMOGRAPHICS</b>	<b>2007-08</b>	<b>2008-09</b>
Student Enrollment <u>as of December 1</u>	14	10
Do you accept out-of-state students? If so, list number from each state in 08-09	Yes. None during 08-09	
Number and Names of Sending New Hampshire LEAs (as of October 1)	Merrimack Valley SAU #46, Timberlane School District, Kearsarge Regional SAU #65, Bow School District, Pembroke SAU #53	
# of Identified Students Suspended One or More Times	0	0
Average Length of Stay for Students	4 years	4 years
<b><u>STAFF DEMOGRAPHICS</u></b>		
Student/Teacher Ratio (as of Oct. 1)	2:1	2:1
# of Certified Administrators	1	In process. Accepted into the Alt.III certification Program through the NHDOE
# of Certified Teachers	4	3
# of Teachers with Intern Licenses	0	0
# of Non-certified Teachers (Certified O-G Instructor)	1	1
# of Related Service Providers	1	2
# of Paraprofessionals	1	2
# of Professional Days Made Available to Staff	3	3

<b>SPECIAL EDUCATION PROGRAM DATA</b>		
<b><u>Primary Disability Types:</u></b>	<b>2007-08</b>	<b>2008-09</b>
Autism	0	0
Deaf / Blindness	0	0
Deafness	1	1
Emotional Disturbance	0	0
Hearing Impairment	0	0
Mental Retardation	0	0
Multiple Disabilities	0	0

Orthopedic Impairment	0	0
Other Health Impairment	1	0
Specific Learning Disabilities	5	5
Speech or Language Impairment	0	0
Traumatic Brain Injury	0	0
Visual Impairment	0	0
Developmental Delay ages 3-9	0	0

### 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 Burnham Brook School on February 4, 2009 for the purpose of reviewing the present status of programs and services made available to children and youth with educational disabilities. Program Approval Visits are conducted 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 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

As part of this compliance review, case studies were randomly selected by the NHDOE prior to the visit, and staff was asked to present these case studies at the visit to determine compliance with state and federal special education rules and regulations.

Other 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 NHSEIS 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 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. Throughout the entire review process, the visiting team worked in collaboration with the staff of Burnham Brook. Their professionalism, active involvement in the process and cooperation were greatly appreciated and well recognized.

Evidence of the work conducted 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 following pages, outline identified areas of strength and areas needing improvement for each school reviewed.

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

Based on review of the July, 2004 NHDOE Special Education Program Approval Report, the following patterns were identified as needing improvement:

Citation	Status (as of 1-yr CA December 5, 2005)	Status ( as of February 4, 2009)
<b>ED 1133(Old Rules) and ED 1114.05(j) and ED 1114.10(a)(Rules effective June 30, 2008):”All administrative, instructional, and related service staff shall hold appropriate certification or licensure for the position in which they function...”</b>	The paper work from the follow up visit of July 2004 states that Director Barbara Howell intended to initiate an Alt 3 Certification process. A follow up Corrective Action visit was conducted in December 2005 at which time NHDOE/SERESC was informed that Burnham Brook had hired a certified administrator for the purpose of conducting teacher evaluations. Based on documentation provided it was determined that this citation had been <b>Met</b> .	This citation was resolved through the aforementioned means for one year. As of February, 2009, that arrangement is no longer possible. The current (uncertified) director has applied and been accepted for administrative certification through Alt 3. Status of citation as of 4/28/09: <b>Not Met</b> .

#### V. FEBRUARY 4, 2009 CASE STUDY COMPLIANCE REVIEW RESULTS

Data collection is an important part of the NHDOE Special Education Case Study Compliance Review Process. 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. As such, the NHDOE works with educational communities to determine the number and type 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 Burnham Brook School and the visiting team conducted a Case Study review of two students. One of these students was an 8<sup>th</sup> grader with a special education identification of Deaf. The other was a 7<sup>th</sup> grader identified as Learning Disabled. Each of these students reflected the unique learning supports that Burnham Brook is able to provide with regard to differentiation of instruction and assessment. Both of these students participated willingly in the Case Study process, allowing us to observe them in class as well as speaking with us individually.

#### LEA SURVEYS

A total of five LEA surveys were sent out by Burnham Brook School with four returned, or an 80% response from LEAs. While Burnham Brook expressed a preference for generating their own survey (Both they and some of the responding LEAs felt some of the questions were not applicable), they did acknowledge that 100% of the responses they received from the LEAs were evenly divided between “Strongly Agree” and “Agree”. This appears to indicate satisfaction on the part of the LEAs with Burnham Brook’s performance and program. Burnham Brook also wanted to explore further issues with related services and LEA satisfaction. Burnham Brook had changed related service providers this year and, though they are pleased with the services being provided, wanted to solicit input from the LEAs as well.

## SUMMARY REPORT OF SENDING LEAs

Name of Private School: Burnham Brook Middle School		
Total number of surveys sent: 5	Total # of completed surveys received: 4	Percent of response: 80%
Number of students placed by: LEA: 6	Court: 0	Parent: 4

**SCALE 4 STRONGLY AGREE 3 AGREE 2 DISAGREE 1 STRONGLY DISAGREE**

	4	3	2	1	No Answer
1. The private school team has positive expectations for students.	3	1			
2. I am satisfied with the educational program at the above school.	2	2			
3. The school consistently follows special education rules and regulations.	2	2			
4. The school has an effective behavioral program (if applicable).					4
5. I am satisfied with the related services provided by the school.		4			
6. The school implements all parts of students' IEPs.	2	2			
7. I feel the school provides the necessary skills to allow the student to make progress on the IEP goals.	1	3			
8. The school program measures academic growth.	3	1			
9. The school program measures behavioral growth (if applicable).		1			3
10. The school completes a minimum of 3 comprehensive reports per year on each child with a disability enrolled.	3	1			
11. Progress reports describe the child's progress toward meeting the IEP goals, include a record of attendance, and are written in terminology understandable to the parent.	2	2			
12. Progress reports are provided to the LEA and to the parent of the child.	3	1			
13. I am satisfied with the way the school communicates students' progress.	1	3			
14. The school communicates effectively with parents.	4				
15. The school communicates effectively with the LEA.	1	3			
16. The school involves parents in decision-making.	4				
17. The school actively plans for future transition to a less restrictive placement.		3			1
18. If the school finds it necessary to change or terminate placement, they notify the LEA by convening the IEP team to: review the concerns, review/revise the IEP, discuss the placement and determine if the facility can fully implement the IEP and provide FAPE.		2			2
19. The school team sets meeting times that are convenient for both parents and LEA.	2	2			
20. The school has met my expectations.	2	2			
21. I have a good relationship with the school.	2	2			
22. I would enroll other students at the school.	2	2			

### 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 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 February 4, 2009 Case Study Compliance Review in Burnham Brook Middle School.

Burnham Brook distributed 8 Parent Surveys and received 4 in return, a 50% response rate. Analysis of the parent's responses indicated strong satisfaction with BBMS's program and supports, opportunities for the students to interact with non-disabled peers, the students' feelings of safety and security at school, the variety of information used in developing IEPs, the collaboration that occurs between BBMS and the sending or receiving school district in transition planning. Parents seemed to indicate needs for improvement in understanding where their children are with regard to a grade level equivalent as well as a grade assigned by BBMS staff. BB will respond to these concerns by using the results of annual standardized testing on the report cards.

### SUMMARY OF PARENT SURVEY DATA

Name of Private School: Burnham Brook Middle School		
Total number of surveys sent: 8	Total # of completed surveys received:4	Percent of response: 50%

**SCALE            3 = COMPLETELY            2 = PARTIALLY            1 = NOT AT ALL**

<b>ACCESS TO THE GENERAL CURRICULUM:</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>No Answer</b>
I am satisfied with my child's program and the supports that he/she receives.	4			0
My child has opportunities to interact with non-disabled peers on a regular basis.	4			0
I am adequately informed about my child's progress.	3	1		0
My child is informed about and encouraged to participate in school activities outside of the school day, and is offered necessary supports.	3	1		0
My child feels safe and secure in school and welcomed by staff and students.	4			0
A variety of information (observations, test scores, school work, parent input) was used in developing my child's IEP.	4			0
I am satisfied with the progress my child is making toward his/her IEP goals.	3	1		0
<b>FOR PARENTS OF HIGH SCHOOL STUDENTS ONLY:</b> My child earns credits toward a regular high school diploma in all of his/her classes.				4
<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	1		1
All of the people who are important to my child's transition were part of the planning.	2	1		1
<b>FOR PARENTS OF STUDENTS AGE 16 OR OLDER ONLY:</b> I am satisfied with the written secondary transition plan that is in my child's IEP.				4
<b>BEHAVIOR STRATEGIES AND DISCIPLINE:</b>				
My child's classroom behaviors affect his/her ability to learn. <i>If the answer is yes, please answer the next two questions. If no, skip to OTHER.</i>	<b>YES 1</b>		<b>NO 2</b>	
	<b>3</b>	<b>2</b>	<b>1</b>	<b>No Answer</b>
I have been involved in the development of behavior interventions, strategies and supports for my child.	2			2
I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs.	2			2
<b>OTHER:</b>				
I fully participate in special education decisions regarding my child.	4			0
I have been provided with a copy of the procedural safeguards (parental rights) at least once a year	3	1		0



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

### Access To The General Curriculum

#### **Implementation of IEPs**

#### **Provision of Non-Academic Services**

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

#### **Equal Education Opportunity**

The Burnham Brook Middle School promotes integrated/interdisciplinary curriculum and instruction which promotes generalized learning. There was evidence of progress on goals and that the IEP teams use multiple measures to develop IEPs in cooperation with sending districts. Burnham Brook Middle School staff confirmed the correlation between the Burnham Brook Middle School curriculum and the NH Frameworks and GLEs in the following areas: guidance, information and communication technology, reading, math, science, English/language arts and special education. They are currently working on a document that will make those connections explicit. However, Burnham Brook staff was unable to produce evidence of consultation by certified staff in the following areas: art education, library media specialist, music, health, art, physical education, social studies, family and consumer science, and technology education. There is evidence that students are participating in extra-curricular activities. It is clear that the Burnham Brook Middle School students are fully engaged in the instruction that is provided and that that instruction is geared toward their unique learning needs providing them with success.

### Transition

#### **Transition Planning**

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

#### **Transition Services**

There was clear evidence that transition planning takes place from grade to grade and between the sending and/or receiving schools. Through the IEP planning of the 8<sup>th</sup> grader we observed, it is evident that parents and Burnham Brook Middle School staff are fully engaged in determining what will be necessary for a smooth transition for this student to her next program; work is already on-going to that end. The staff focuses on "planning with the end in mind" while keeping the student front and center in those discussions. As appropriate, the student is directly involved in these discussions.

### Behavior Strategies and Discipline

It is clear in observing the Burnham Brook Middle School process that "discipline" is inherent in the day-to-day organization of the school. Structure and predictability is woven into every part of the day. Students are supported in their attempts to be successful. Due to this environment there are few behavioral issues. If the need does arise for intervention, supports such as "Listening 10", Incident Reports, and student feedback on behavioral events are used consistently. Policies and procedures are in place to assure that behavior management complies with NH Rules for the education of Children with Disabilities, June, 2008.

### NEW PROGRAMS SEEKING APPROVAL FROM THE NHDOE, BUREAU OF SPECIAL EDUCATION

PLEASE NOTE: Burnham Brook Middle School currently has enrolled a student identified as Deaf for which the school is not approved. The sending district believed it had approval for this placement, but could not produce it. This will be addressed in the section of this report on Citations. However, as Burnham Brook has experienced success with this student, they have expressed a strong desire to obtain approval for Deaf/Hard of Hearing students and have begun the process of seeking program approval for such disabilities.

## COMMENDATIONS

1. Curriculum and instruction are integrated and interdisciplinary promoting generalized and “fixed” learning.
2. Burnham Brook provides a safe, supportive and welcoming environment. Students are reassured and encouraged which allows them to apply their best efforts on a continuous basis.
3. Instructional strategies are appropriate and individualized, meeting students’ needs as well as addressing their strengths. Children are met at their own levels initially but there is ample evidence of sustained academic growth.
4. Students are unaware of who has an IEP and who does not. All learning styles are acceptable and children are educated about their own learning styles and needs as well as those of their classmates, promoting understanding and tolerance.
5. “Planning with the end in mind” or “backwards planning” practiced by the staff provides for smooth transitions for Burnham Brook students, either grade to grade or to their next (receiving) school.
6. The small school atmosphere and close-knit faculty provide great consistency for Burnham Brook students. All students hear the same messages and student management is intrinsic in the school model.

## 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. Based on the February, 2009 Case Study Compliance Review the following issues of significance were identified:

1. Professional development is recommended for the teaching staff of Burnham Brook focusing on writing measurable and curriculum-based IEP goals. Not all goals in the IEPs reviewed were measurable.
2. The Director of the Burnham Brook Middle School is currently not certified as an administrator and must obtain the appropriate certification. She has applied and been accepted for the ALT III certification program through the NHDOE credentialing bureau.
3. Burnham Brook Middle School currently has a student placed in the school with a disability for which the school is not approved.
4. Burnham Brook Middle School is not able to offer access to all of the required curriculum for a Middle School (see p. 9 “Access to the General Curriculum”) and does not currently have evidence of access to certified consultants to provide instruction in the missing curriculum.
5. Burnham Brook Middle School does not have an approved written plan for professional development as required by Chapter Ed 500.

**CITATIONS OF NONCOMPLIANCE IDENTIFIED AS A RESULT OF THE  
FEBRUARY 4, 2009 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 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.**

CHILD SPECIFIC CITATIONS TO BE ADDRESSED BY BOTH THE LEA AND PRIVATE SCHOOL SETTING:

**ED 1109.01, Elements of an IEP; CRF #34 CFR 300.320 Contents of an IEP**

Responsible LEA-Merrimack Valley School District/SAU #46  
One of two IEPs reviewed did not include clearly measurable goals.

**Ed 1114.05 Program Requirements:**

Responsible LEA-Merrimack Valley School District/SAU #46  
Burnham Brook Middle School has a student currently enrolled with a Deaf/Hard of Hearing disability for which they are not approved.

SYSTEMIC/PROGRAM SPECIFIC CITATIONS TO BE ADDRESSED BY THE PRIVATE SCHOOL SETTING:

**ED 1114.05(j) and Ed 306.15 Provision of the Services of a certified administrator.**

The Director of Burnham Brook School is not certified as administrator with the NH Dept. of Education.

**Ed 1114.05(g) Program Requirements (full access to a middle school curriculum):**

Burnham Brook Middle School must develop written curriculum in all required middle school content area and show evidence of implementation.

**Ed 1114.05(j) Program Requirements; Ed 306.15 Required Certified Staff or Consultants:**

Burnham Brook Middle School does not maintain certified staff in the following areas: Art Education, Library Media, Music, Health, Physical Education, Social Studies, Family and Consumer Science, and Technology Education, nor were they able to provide evidence of certified consultants in these areas.

**Ed 1114.04(g) Administration**

Burnham Brook Middle School does not have an approved written plan of professional development.

**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.** It should be noted that, in the Building Level Data Summary Report on the following pages, 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. Explore training or technical assistance/consultation in the area of technology applications. Individuals such as Kathleen McClaskey ([khm@edtech-associates.com](mailto:khm@edtech-associates.com); 603.424.4534) are available in the state to assist staff in

becoming familiar with new developments in technology that would be particularly helpful to Burnham Brook students.

2. Work in collaboration with sending districts to assure that IEPs not only have measurable goals, but that goals are linked to appropriate GLEs. Linking IEP goals to GLEs will assure a connection with NH Curriculum Frameworks which in turn should promote improved student performance on the NECAP assessments.
3. Consider having an Assistive Technology Assessment completed on students as appropriate to assess needs for speech-to-text software.
4. Reflect the WHOLE student in the student profile for parents, school district. Assure that the IEP components reflect all student programming needs and not just academics.
5. Consider using the Transition Plan as a “template” for planning for student needs as they prepare to leave Burnham Brook and enter another school.
6. Explore staff training in the use of Functional Behavioral Analyses (FBA) for Burnham Brook students who reveal social/emotional issues. The use of the FBA will help staff determine behavior priorities and focus appropriate resources.
7. If Burnham Brook Middle School intends to continue to provide services to students who are deaf and/or hard of hearing, they must immediately seek approval to serve this student population.

## V. BUILDING LEVEL SUMMARY REPORTS

USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT

BUILDING LEVEL CASE STUDY DATA SUMMARY

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

School: Burnham Brook Middle School

Date: February 4, 2009

Programs:

Number of Cases Reviewed: 2

Recorder/Summarizer:

Kathryn L. Skoglund

Name: Kathy Skoglund	Building Level or <b>Visiting</b>
Name: Barbara Cohen	Building Level or <b>Visiting</b>
Name: Mary T. Lane	Building Level or <b>Visiting</b>
Name: Richard V. Lates	Building Level or <b>Visiting</b>
Name: Ann Marie Legg	<b>Building Level</b> or Visiting
Name: Barbara A. Howell	<b>Building Level</b> or Visiting
Name: Kimberly Slayton	<b>Building Level</b> or Visiting
Name: Walter Howell	<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 in the areas of: **Access to the General Curriculum, Transition and Behavior Strategies and Discipline.**

## SUMMARY OF BUILDING LEVEL DATA

<b>ACCESS TO THE GENERAL CURRICULUM STATEMENTS</b>						Filled in with the combined number of times a statement is marked on all Data Collection Forms for this school or building						
<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. 1113.08, Full Access to District's Curricula</b> <b>Ed. 1113.13, Diplomas</b> <b>Ed. 1107.04 (d) Qualified Examiner</b> <b>Ed. 1109.01 CFR 300.320 Program Requirements, Content of IEP</b> <b>Ed. 1119 Protections Afforded to Children with Disabilities</b> <b>CFR 300.320(a)(1)(i)</b> "... general curriculum (i.e. ,the same curriculum as for nondisabled children)" <b>CFR 300.320(a)(4)(iii)</b> "To be educated and participate with other children with disabilities and non disabled children"						YES	NO	N/A				
A1.) Team uses multiple measures to design, implement and monitor the student's program.						2						
A2.) All IEP goals are written in measurable terms.						1	1					
A3.) Student has made progress over the past three years in IEP goals. Goal 1						2						
A4.) Student has made progress over the past three years in IEP goals. Goal 2						1	1					
A5.) Student <u>has access to</u> the general curriculum (as outlined by the district, sending district or NH frameworks.)						2						
A6.) Student <u>participates in</u> the general curriculum <u>in a regular education setting with non-disabled peers</u> , as appropriate, with necessary supports.						2						
A7.) When <u>participating in a regular education setting with non-disabled peers</u> with necessary supports, student <u>has made progress in the general curriculum</u> .						2						
A8.) Student <u>participates</u> appropriately in state, district and school-wide assessments.						2						
A9.) Student <u>shows progress</u> in state, district and school-wide assessments.						2						
A10.) Student <u>has opportunities</u> to participate in general extracurricular and other non-academic activities with necessary supports.						2						
A11.) Student <u>does participate</u> in general extracurricular and other non-academic activities with necessary supports.						2						
A12.) 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						
a.) Extension in Place	b.) Lack of Qualified Personnel ___Psychologist ___Educator ___Related Services ___Other	c.) Evaluation Not Completed in Time	d.) Summary Report Not Written in Time	e.) Meeting Not Held in Time	f.) Other							
<b>For High School Students:</b>						<b>YES</b>	<b>NO</b>					
A13.) Student is earning credits toward a regular high school diploma.												
A14.) <i>IF YES:</i> within 4 years?												
A15.) Student will earn an IEP diploma or a certificate of competency.												
A16.) <i>IF YES:</i> within 4 years?												
A17.) Does this school have a clear policy for earning a high school diploma?												

Access Strengths	Access Suggestions for Improvement
<ol style="list-style-type: none"> <li>1. Curriculum and instruction are integrated and interdisciplinary promoting generalized and “fixed” learning.</li> <li>2. Burnham Brook provides a safe, supportive and welcoming environment. Students are reassured and encouraged which allows them to apply their best efforts on a continuous basis.</li> <li>3. Instructional strategies are appropriate and individualized, meeting students’ needs as well as addressing their strengths. Children are met at their own levels initially but there is ample evidence of sustained academic growth.</li> <li>4. Students are unaware of who has an IEP and who does not. All learning styles are acceptable and children are educated about their own learning styles and needs as well as those of their classmates, promoting understanding and tolerance.</li> </ol>	<ol style="list-style-type: none"> <li>1. Explore training or technical assistance/consultation in the area of technology applications. Individuals such as Kathleen McClaskey are available in the state to assist staff in becoming familiar with new developments in technology that would be particularly helpful to Burnham Brook students.</li> <li>2. * Develop IEPs not only with measurable goals, but with goals linked to appropriate GLEs. Linking IEP goals to GLEs will assure a connection with NH Curriculum Frameworks which in turn should promote improved student performance on the NECAP assessments.</li> <li>3. Consider having an Assistive Technology Assessment completed on students as appropriate to assess needs for speech-to-text software.</li> </ol>

## SUMMARY OF BUILDING LEVEL DATA

<b><u>TRANSITION STATEMENTS</u></b>		Filled in with the combined <u>number</u> of times a statement is marked on all Data Collection Forms for this school or building		
		YES	NO	
<b><u>Ed .1102 Transition Services CFR 300.43</u></b> <b><u>Ed. 1106 Process: Provision of FAPE CFR 300.124 Part C Transition</u></b> <b><u>Ed. 1109.01 Elements of an IEP (Transition Services)</u></b> <b><u>CFR 300.320(a)(7)(b) 20 U.S.C. 1402 (34)</u></b> <b><u>20 U.S.C. 1414 (d)(1)(A) and (d)(6)</u></b> <b><u>Ed. 1103 IEP Team CFR 300.320(b)</u></b> This includes movement from (a) Early Supports and Services (ESS) to preschool, (b) preschool to elementary school, or (c) age 16 or older, as well as from grade to grade and school to school.				
T1.) Transition planning from grade to grade takes place.		2		
T2.) Transition planning from school to school takes place.		2		
T3.) Collaboration has occurred between general and special education staff in IEP development and in transition planning.		2		
T4.) <b>For a student who will turn age 14 during the IEP service period</b> (or younger if determined appropriate by the IEP team,) does the IEP include <b>a statement of the transition service needs</b> that focuses on the student's course of study, such as participation in advanced-placement courses or a vocational education program? <b>Ed 1109.01 (10)</b>				
<b>For students under age 16, answer only the first 4 statements above. Then skip to the next page. If the student is age 16 or older during the course of the IEP, answer all statements on this page.</b>				
T5.) Transition planning is designed as a results oriented process that promotes movement from school to the student's desired post-school goals.				
T6.) IEP team includes parent as part of transition planning.				
T7.) IEP team and process includes student as part of transition planning.				
T8.) IEP includes current level of performance related to transition services.				
T9.) There is documentation that the student has been invited to attend IEP meetings.				
T10.) A statement of the transition service needs is included in the IEP.				
T11.) The statement of transition service needs focuses on the student's course of study (e.g. vocational programming, advanced placement).				
T12.) Transition plan includes coordinated, measurable, annual IEP goals and includes transition services that will reasonably enable the student to meet the post-secondary goals. <b>(required data for federal statistics purposes)</b>				
T13.) Statement of needed transition services is presented as a coordinated set of activities.				
T14.) The IEP includes a statement of needed transition services and considers instruction.				
T15.) The IEP includes a statement of needed transition services and considers community experiences.				
T16.) The IEP includes a statement of needed transition services and considers development of employment skills.				
T17.) Student is informed prior to age 17 of his/her rights under IDEA.				
<b>Only the following 4 statements may be answered N/A if appropriate. All statements above must be answered Yes or No.</b>		<b>YES</b>	<b>NO</b>	<b>N/A</b>
T18.) There is documentation that representatives of other agencies have been invited to IEP meetings.				
T19.) The IEP includes a statement of needed transition services and considers related services.				
T20.) The IEP includes a statement of needed transition services and considers development of daily living skills.				
T21.) 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	Transition Suggestions for Improvement
<ol style="list-style-type: none"> <li>1. “Planning with the end in mind” or “backwards planning” practiced by the staff provides for smooth transitions for Burnham Brook students, either grade to grade or to their next (receiving) school.</li> <li>2. Collaborative relationship with sending school districts supports students either planning to enter Burnham Brook or leaving Burnham Brook following the completion of the program of studies.</li> <li>3. Communication with parents concerning student growth and preparedness is evident.</li> </ol>	<ol style="list-style-type: none"> <li>1. Consider using the Transition Plan as a “template” for planning for student needs as they prepare to leave Burnham Brook and enter another school.</li> <li>2. Reflect the WHOLE student in the student profile for parents, and school district. Assure that the IEP components reflect all student programming needs and not just academics.</li> </ol>

## SUMMARY OF BUILDING LEVEL DATA

<b>BEHAVIOR STRATEGIES AND DISCIPLINE</b>		<b>Filled in with the combined number of times a statement is marked on all Data Collection Forms for this school or building</b>		
<u>Ed. 1109 Program</u> <u>CFR 300.324</u> <u>Ed. 1124 Disciplinary Procedures</u> <u>CFR 300.530-300.536</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
B1.) Data are used to determine impact of student behavior on his/her learning.		2		
B2.) Has this student ever been suspended from school?			2	
B3.) If yes, for how many days?				
B4.) If appropriate, a functional behavior assessment has been conducted.				2
B5.) IEP team has addressed behaviors that are impacting student learning.		2		
B6.) A behavior intervention plan has been written to address behaviors.				2
B7.) All individuals working with the student have been involved in developing behavior intervention strategies.		2		
B8.) Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.		1		1
B9.) Results of behavior intervention strategies are evaluated and monitored.		1		1
B10.) A school-wide behavior intervention model exists.		2		
Behavior Strategy Strengths	Behavior Strategy Suggestions for Improvement			
<ol style="list-style-type: none"> <li>1. The use of incident reports is a consistent, effective system which involves students in addressing their own behaviors.</li> <li>2. Circle Time: appropriate behaviors are modeled.</li> <li>3. The small school atmosphere and close-knit faculty provide great consistency for Burnham Brook students. All students hear the same messages and student management is intrinsic in the school model.</li> </ol>	<ol style="list-style-type: none"> <li>1. Explore staff training in the use of Functional Behavioral Analyses for Burnham Brook students who reveal social/emotional issues. The use of the FBA will help staff determine behavior priorities and focus appropriate resources.</li> </ol>			

## SUMMARY OF BUILDING LEVEL STRENGTHS AND SUGGESTIONS

Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> <li>1. Curriculum and instruction are integrated and interdisciplinary promoting generalized and “fixed” learning.</li> <li>2. Burnham Brook provides a safe, supportive and welcoming environment. Students are reassured and encouraged which allows them to apply their best efforts on a continuous basis.</li> <li>3. Instructional strategies are appropriate and individualized, meeting students’ needs as well as addressing their strengths. Children are met at their own levels initially, but there is ample evidence of sustained academic growth.</li> <li>4. Students are unaware of who has an IEP and who does not. All learning styles are acceptable and children are educated about their own learning styles and needs as well as those of their classmates, promoting understanding and tolerance.</li> <li>5. “Planning with the end in mind” or “backwards planning” practiced by the staff provides for smooth transitions for Burnham Brook students, either grade to grade or to their next (receiving) school.</li> <li>6. Collaborative relationship with sending school districts supports students either planning to enter Burnham Brook or leaving Burnham Brook following the completion of the program of studies.</li> <li>7. Communication with parents concerning student growth and preparedness is evident.</li> <li>8. The use of incident reports is a consistent, effective system which involves students in addressing their own behaviors.</li> <li>9. Circle Time: appropriate behaviors are modeled.</li> <li>10. The small school atmosphere and close-knit faculty provide great consistency for Burnham Brook students. All students hear the same messages and student management is intrinsic in the school model.</li> </ol>	<ol style="list-style-type: none"> <li>1. Explore training or technical assistance/consultation in the area of technology applications. Individuals such as Kathleen McClaskey are available in the state to assist staff in becoming familiar with new developments in technology that would be particularly helpful to Burnham Brook students.</li> <li>2. Develop IEPs not only with measurable goals, but with goals linked to appropriate GLEs. Linking IEP goals to GLEs will assure a connection with NH Curriculum Frameworks which in turn should promote improved student performance on the NECAP assessments.</li> <li>3. Consider having an Assistive Technology Assessment completed on students as appropriate to assess needs for speech-to-text software.</li> <li>4. Consider using the Transition Plan as a “template” for planning for student needs as they prepare to leave Burnham Brook and enter another school.</li> <li>5. Reflect the WHOLE student in the student profile for parents, school district. Assure that the IEP components reflect all student programming needs and not just academics.</li> <li>6. Explore staff training in the use of Functional Behavioral Analyses for Burnham Brook students who reveal social/emotional issues. The use of the FBA will help staff determine behavior priorities and focus appropriate resources.</li> </ol>