

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

**SAU # 7
SUMMARY REPORT**

**Colebrook, Columbia, Clarksville, Pittsburg, and
Stewartstown**

**Robert Mills, Superintendent of Schools
Anthony Paul, Coordinator of Special Services**

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Education Consultant, SERESC

Visit Conducted on May 16 and 17, 2006
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TABLE OF CONTENTS

- I. Team Members
- II. Introduction
- III. Purpose and Design of The Case Study Compliance Review Process
- IV. Status of Previous Program Approval Report and Corrective Actions
- V. May 16 and 17, 2006 Case Study Compliance Review Results
 - Parent Participation
 - Summary of Findings from the Three Focus Areas
 - New Special Education Programs Seeking Approval From The NHDOE
 - Commendations
 - Issues of Significance
 - Citations of Noncompliance
 - Suggestions for Program Improvement
- VI. Building Level Summary Reports
 - Brooks Country Day School
 - Colebrook Elementary School
 - Pittsburg School
 - Stewartstown Community School
 - Colebrook Academy
- VII. Addendum: Out of District and James O Summaries
Innovative Practice Descriptions

I. TEAM MEMBERS

Visiting Team Members:

NAME	PROFESSIONAL ROLE
Chairperson: Mary Anne Byrne	Education Consultant, SERESC
Penelope Blodget	Special Educator
Gerard Charland	Special Educator
Karen Langley	Education Coordinator
Regina Lavoie	Special Educator
Ruth Littlefield	Education Consultant, NHDOE
Kelly Ort	Special Educator
Lorraine Sanders	Education Coordinator
Robin Scott	Special Educator
Nancy D'Agostino	Preschool Consultant

Building Level Team Members:

NAME	PROFESSIONAL ROLE	NAME	PROFESSIONAL ROLE
Theresa Lord	Special Educator	Lisa Riendeau	1:1 Paraprofessional
Liz Richards	Guidance Secretary	Priscilla McGuire	Principal
Kenneth Hastings	Biology Teacher	Celeste Riendeau	Special Educator
William Stebbins	World Mythology Teacher	Liz Grokowski	Language Arts Teacher
Norma Underhill	Special Educator	Mary Jolles	Principal
Anthony Wm. Paul	Special Services Coordinator	Heidi Daley	Guidance Counselor
Christine Cote	Occupational Therapist	Lisa Kennedy	1 st Grade Teacher
Jean Switzer	Speech/Language Path.	Michael Ort	Special Educator
Mary Ann Jock	6 th Grade Teacher	Terrance Rossi	6 th Grade Teacher
Meg Miller	Special Educator	Daphne Berntsen	Principal
Dorothy Stebbins	5 th /6 th Grade Teacher	Amanda Phillips	Special Educator
Diana Lundberg	1:1 Paraprofessional	Dan Shallow	Principal
Amy Brooks	Preschool Teacher	Richard Sargent	Technology Education Teacher
Beverly Martin	Family and Consumer Science Teacher	Laurie Collins	Parent
Jenny Hook	Academic Behavioral Assistant		

II. INTRODUCTION

Located in New Hampshire's Great Northern Woods in Coos County, SAU #7 is comprised of five school districts in the towns of Colebrook, Clarksville, Columbia, Stewartstown and Pittsburg. These are the northernmost towns in New Hampshire. The following information is according to the 2000 census: Clarksville, population 294, has a median household income of \$40,179; 5.4% of the families reportedly have income below the national poverty level. Colebrook, population 2377, has a median household income of \$32,224; 6.5% of the families reportedly have income below the national poverty level. Columbia, population 789, has a median household income of \$36,964; 4% of the families reportedly have income below the national poverty level. Pittsburg, population 863, has a median household income of \$38,516; 5% of the families reportedly have income below the national poverty level. Stewartstown, population 1003, has a median household income of \$30,700; 9% of the families reportedly have income below the national poverty level. The region relies heavily on the logging and pulp and paper industries, some of whom have closed in the past several years. The "North Country" is a popular destination for hunting, fishing and snowmobiling with its beautiful forests, lakes and mountains.

Columbia and Clarksville do not have their own schools. Columbia tuitions their students to Colebrook Elementary School and Colebrook Academy, while Clarksville has an area agreement with Pittsburg.

Colebrook schools have 530 students, 340 in Colebrook Elementary School (grades K-8) and 190 in Colebrook Academy (grades 9-12+). Of the 530 students, 63 are identified as students with disabilities (11.9%). Colebrook Elementary School currently provides special education services to students both in and out of the general education classrooms via modified regular education and resource room programs. Colebrook Academy provides special education services to students both in and out of the general education classrooms via modified regular education, resource room and self-contained programs.

Colebrook Academy's Philosophy is:

1. "We at Colebrook Academy will work as a team to help our students grow into independent thinkers, responsible and productive citizens, and confident, lifelong learners.
2. We will protect and nurture students and treat them fairly and with respect.
3. Everyone is his or her own person. Each person has different opinions and should be treated as an individual. Given the proper time and place, teachers and administrators should value and listen to student opinions.
4. We encourage students, teachers, administrators, parents, and community members to create a safe and healthy environment where they and other students can learn.
5. All students will be treated as equally as possible, no matter what the situation.
6. Since the world is changing, students must be provided challenging and relevant learning experiences and opportunities."

Colebrook Elementary School's mission statement is:

"At Colebrook Elementary School, we work as a team to help our students grow into independent thinkers and confident, lifelong learners. Our goal is to educate children to become productive citizens of society. Our school community, which includes students, teachers, parents, administrators and townspeople, nurtures each child's individuality and positive self-image, as well as a high standard of excellence."

Pittsburg School has 164 students (116 in grades K-8 and 48 in grades 9-12), 10 of whom are identified as students with disabilities (6%). Services are provided to students both in and out of the general education classrooms via modified regular education and resource room programs.

The Pittsburgh School District's philosophy is:

"Pittsburg School, located in a small, rural town in northern New Hampshire, educates children from kindergarten through grade twelve. The smallness of the school and the size of the classes lend themselves to close social interaction among students and teachers and maximize the opportunities for academic achievement. These close, active interrelationships promote school spirit and a special bonding within the community. With this background in mind, the community, administration, and staff of Pittsburg School support a positive environment which

1. Stimulates educational curiosity.
2. Encourages enthusiasm for learning as a life-long process.

3. Enables individuals to become capable of making informed decisions.
4. Enables individuals to develop a sense of personal worth and accomplishment.
5. Recognizes different rates and styles of learning.
6. Ensures respect for other points of view and acceptance of all individuals as unique and valued members of society.
7. Enables individuals to adjust in a rapidly changing world.
8. Encourages individuals to evaluate current social and environmental issues and to act to address those issues responsibly.
9. Encourages open communication with the school and the community in the belief that community, staff, and students play an important role in developing and maintaining positive attitudes toward education.”

Stewartstown Community School has 97 students in grades K-8, 19 of whom are identified as students with disabilities (19.6%). Services are provided to students both in and out of the general education classrooms via modified regular education and resource room programs. Students from Stewartstown can choose to attend high school at Colebrook Academy, Pittsburg School or in Canaan, VT.

“The mission of the Stewartstown Community School is to function as an integral part of the community, providing opportunities of encouragement which will produce confident, cooperative, and competent students. Its environment is to be a safe, supportive, and nurturing place where individual needs are met with mutual respect, careful modeling and multi-sensory methods, thus preparing young adults for their future.”

Currently the six preschool students with disabilities from SAU #7 are placed at the Brooks Country Day School, a private preschool in Colebrook. There are no identified preschool students from Stewartstown, Pittsburg or Clarksville at this time.

DISTRICT ENROLLMENT DATA - COLEBROOK	2003-04	2004-05	2005-06
Total Student Enrollment (ages 6-21) (as of Oct 1)	543	507	530
Expenditure Per Pupil	8,224.74	8,784.54	
Cumulative Drop-Out % (grades 9-12) students with disabilities	Combined figures below		
Cumulative Drop-Out % (grades 9-12) non-disabled students	21.6	26.5	N/A
Free/Reduced Lunch %	35	35	39
Title I %		9.6	
LEP %	0	0	0
SPECIAL EDUCATION PROGRAM DATA	2003-04	2004-05	2005-06
# of Identified Students Ages 3-5 (as of Oct. 1)		3	4
# of Identified Students Ages 6-21 (as of Oct. 1)			63
% Identified Ages 6-21 (as of Oct. 1)			12
# Out of District	4	4	3
% Out of District			4.7
# of Students Out of Compliance (as of Oct. 1)			0
Special Programs Total Expenditure		232,745	
Average Caseload (as of Oct. 1)		14	14
# Identified Students Suspended One Or More Times			
# 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	1
Special Education Staffing: (report in FTEs)	2003-04	2004-05	2005-06
# of Special Educators			4
# of Related Service Providers			4
# of Paraprofessionals			20

DISTRICT ENROLLMENT DATA - STEWARTSTOWN	2003-04	2004-05	2005-06
Total Student Enrollment (ages 6-21) (as of Oct 1)	92	89	97
Expenditure Per Pupil	10,147.09	9,300.87	
Cumulative Drop-Out % (grades 9-12) students with disabilities	N/A	N/A	
Cumulative Drop-Out % (grades 9-12) non-disabled students	N/A	N/A	N/A
Free/Reduced Lunch %	48	52.63	48.75
Title I %	100	100	100
LEP %	0	0	0
SPECIAL EDUCATION PROGRAM DATA	2003-04	2004-05	2005-06
# of Identified Students Ages 3-5 (as of Oct. 1)		1	1
# of Identified Students Ages 6-21 (as of Oct. 1)		15	19
% Identified Ages 6-21 (as of Oct. 1)		17	20
# Out of District		4	4
% Out of District		27	21
# of Students Out of Compliance (as of Oct. 1)			
Special Programs Total Expenditure		118,261	
Average Caseload (as of Oct. 1)		15	19
# Identified Students Suspended One Or More Times			
# 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	1
Special Education Staffing: (report in FTEs)	2003-04	2004-05	2005-06
# of Special Educators			1
# of Related Service Providers			2
# of Paraprofessionals			2

DISTRICT ENROLLMENT DATA - CLARKSVILLE	2003-04	2004-05	2005-06
Total Student Enrollment (ages 6-21) (as of Oct 1)	N/A	N/A	N/A
Expenditure Per Pupil			
Cumulative Drop-Out % (grades 9-12) students with disabilities			
Cumulative Drop-Out % (grades 9-12) non-disabled students			
Free/Reduced Lunch %			
Title I %			
LEP %			
SPECIAL EDUCATION PROGRAM DATA	2003-04	2004-05	2005-06
# of Identified Students Ages 3-5 (as of Oct. 1)			0
# of Identified Students Ages 6-21 (as of Oct. 1)			6
% Identified Ages 6-21 (as of Oct. 1)			
# Out of District			5
% Out of District			4.5
# of Students Out of Compliance (as of Oct. 1)			
Special Programs Total Expenditure		151,944	
Average Caseload (as of Oct. 1)	N/A	N/A	N/A

# Identified Students Suspended One Or More Times			
# 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			
# of Related Service Providers			
# of Paraprofessionals			3

DISTRICT ENROLLMENT DATA – PITTSBURG	2003-04	2004-05	2005-06
Total Student Enrollment (ages 6-21) (as of Oct 1)	171	171	164
Expenditure Per Pupil	11,810.86	12,904.44	
Cumulative Drop-Out % (grades 9-12) students with disabilities	Combined figures below		
Cumulative Drop-Out % (grades 9-12) non-disabled students	10.7	24.29	
Free/Reduced Lunch % ELEM/HIGH	33.33/26.71	33.68/20	42.16/29.17
Title I %			
LEP %	0	0	0
SPECIAL EDUCATION PROGRAM DATA	2003-04	2004-05	2005-06
# of Identified Students Ages 3-5 (as of Oct. 1)		0	0
# of Identified Students Ages 6-21 (as of Oct. 1)		9	10
% Identified Ages 6-21 (as of Oct. 1)			
# Out of District		0	0
% Out of District			
# of Students Out of Compliance (as of Oct. 1)			
Special Programs Total Expenditure		103,861	
Average Caseload (as of Oct. 1)		9	10
# Identified Students Suspended One Or More Times			
# 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			1
# of Related Service Providers			2
# of Paraprofessionals			1

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 #7 on May 16 and 17, 2006 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 #7.

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 (if applicable)

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

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

Throughout the entire review process, the visiting team worked in collaboration with the staff of SAU #7. Their professionalism, active involvement in the process and cooperation were greatly appreciated and well recognized.

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

Based on review of the July 3, 2003 NHDOE Special Education Program Approval Report, the following patterns were identified as needing improvement:

Citations

Ed 1107.05 Evaluation Reports

Ed 1107.06 Evaluation Requirements for Children with Specific Learning Disabilities

Evaluation reports and written summaries.

Status February 4, 2005: Resolved

Ed 1102.53 Transition Services

Ed 1109.01 CFR 300.347 (b) (1) and (2) IEP Elements/Transition Services

Transition planning and documentation procedures.

Status May 17, 2006: Not Resolved (See Transition and Citation #6 below)

Ed 1109.08 Diplomas

Access to equal opportunity to earn a regular high school diploma.

Status February 4, 2005: Resolved

Ed 1113 Vocational Education for Children with Disabilities

Documentation when vocational programming and of the type of program/services being provided.
Status May 17, 2006: Not Resolved (See Access To The General Curriculum and Citation # 9)

Ed. 1119.03 CFR 300.24, CFR 300.347 Full Access to District's Curricula

Align the Life Skills curriculum with the general education curriculum.
Status May 17, 2006: Not Resolved (See Access To The General Curriculum and Citation # 11)

Ed 1119.04 Equipment, Materials and Assistive Technology

Purchase of adaptive equipment as per student IEP
Status February 4, 2005: Resolved

Ed 1119 07 (a) CFR 300.23 and CFR 300.136 Personnel Standards**Ed 1107.01 CFR 300.533,534,540 Evaluation and Determination of Educational Disabilities****Ed 1109.03 CFR 300.344 IEP Team**

Certified/qualified and sufficient personnel to provide services to children with disabilities.
Evaluation and IEP teams must have the required compositions.
Status December 1, 2004 and May 17, 2006 : Partially Resolved (See Issues of Significance and Citation # 12)
SAU #7 has contracted their own school psychologist from NCES. They have aggressively advertised for related services personnel. These resources are not sufficient to fully meet the requirements for timely evaluations and implementation of IEPs.

Ed 1129.02 LEA Policies and Procedures

Revise SAU #7 Special Education Master Plan
Status May 31, 2005 and May 17, 2006: Partially Resolved (See Citation #14)

Ed 1130 Education for Children Placed in Homes for Children, Health Care Facilities or State Institutions

More careful review/oversight of the requirements for students who fall under the James O. category.
Status February 13, 2006: Not Resolved (See Addendum: James O. Monitoring Program and Citations #15 & 16)

Suggestions for Improvement**Quarterly meetings of special education staff**

Monthly meetings are held with the special education staff (See Commendation #1)

Training for paraprofessionals

Some training has been offered (See Commendation #4)

504 case managers should be regular education staff

Some improvement has been made, however the practices are not consistent among the buildings and the special education staff/Coordinator continue to be burdened with this responsibility. (See Suggestion #11)

Employment of a School Psychologist

SAU #7 has contracted their own school psychologist from NCES. This resource is not sufficient to fully meet the requirements for timely evaluations. (See Issues of Significance and Citation #12)

Workload of Coordinator of Student Services

The current Coordinator has participated in multiple professional development activities to increase skills and knowledge. The roles and responsibilities have not been altered and continue to be challenging (See Issues of Significance).

V. MAY 16 and 17, 2006 CASE STUDY COMPLIANCE REVIEW RESULTS

Data collection is an important part of the NHDOE Special Education Case Study Compliance Review Process. In SAU #7, 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 digs deeply into the data, and not just takes a surface look. This process takes time, and the entire team working with the child being studied must be involved in collecting and analyzing the data, as well as presenting and summarizing the data with the visiting team. As such, the NHDOE works with educational communities to determine the number and types of case studies to be prepared and presented, to ensure that building teams are not inundated with much more data than they can possibly analyze, allowing them to reflect upon and generalize their newly found knowledge of their programs, practices, policies and procedures.

In preparation for the May 2006 visit to SAU#7, the NHDOE and SERESC worked with the staff and administration in the planning and presentation of 6 case studies, grades 1-10. These case studies included a comprehensive portfolio and presentation of the information that had been gathered on each of the students being studied. Each building team then had an in-depth discussion of the case study presentation with the visiting team, resulting in the identification of program strengths and areas in need of improvement. The results of the case study presentations are provided in the report that follows.

In addition, members of the visiting team made two visits to Brooks Country Day School, a community preschool where all of SAU #7's current students with disabilities attend school. During the visits, interviews of the Director/ Owner/ Head Teacher and the Coordinator of Student Services were done as well as observations of students and programs. In addition, file reviews of the preschool students were conducted. A summary of the findings from these activities is included in the Building Level Case Study Data Summaries below.

PARENT PARTICIPATION

One of the defining features of effective schools is strong parent/community relations and open communication. Having parents as an active stakeholder in the NHDOE Special Education Program Approval Process ensures broader perspectives and brings forth new ideas. In addition, including the parent perspective enhances and strengthens the teams' case study presentations, and makes for stronger school/parent relationships. As such, parent participation and input is a required part of the NHDOE Special Education Program Approval Process. In order to ensure parent participation and feedback, the NHDOE, Bureau of Special Education involves parents in a variety of aspects of the Special Education Program Approval Process. First, parents are encouraged to be active participants in the case study presentations; second, parents of the children presented in the case study process are formally interviewed; and third, the SAU/school is required to send all parents of students with disabilities a written survey with a request to respond. Below is a summary of the results of the parent survey, along with a summary of the comments/feedback provided to the visiting team during the May 16 and 17, 2006 Case Study Compliance Review in SAU #7.

Of the 100 surveys sent to parents, 27% were returned. In general, the parents who responded felt they fully participated in the special education decisions regarding their child and that they have been fully informed of their rights. Parents found that the schools provide opportunities for students with disabilities to regularly interact with non-disabled peers. They were also satisfied that the schools use a variety of information when developing IEPs. Most of the parents of high school students agreed that their child earns credits toward a regular high school diploma in all of his/her classes. Parents felt that their children feel safe and secure in all the schools and are welcomed by staff and students. More than a third of the respondents expressed either partial or no satisfaction with the progress their child is making on his/her IEP goals and either partially agreed or did not agree with the statement, "I am adequately informed about my child's progress". In addition, more than half of the parents who sent in the survey expressed partial or no satisfaction with their child's program and the supports he/she receives. These parent concerns should be addressed by assuring that IEP progress reports are sent at the same time as report cards. In addition further investigation should be done into why so many parents are dissatisfied with programs and/or progress in these programs.

SUMMARY OF PARENT SURVEY DATA

Total number of surveys sent: 100	Total # of completed surveys received: 27	Percent of response: 27%
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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.	12	8	5	2
My child has opportunities to interact with non-disabled peers on a regular basis.	22	2	1	2
I am adequately informed about my child’s progress.	17	9	1	0
My child is informed about and encouraged to participate in school activities outside of the school day, and is offered necessary supports.	16	6	3	2
My child feels safe and secure in school and welcomed by staff and students.	22	3	1	1
A variety of information (observations, test scores, school work, parent input) was used in developing my child’s IEP.	20	6	0	1
I am satisfied with the progress my child is making toward his/her IEP goals.	14	8	2	3
FOR PARENTS OF HIGH SCHOOL STUDENTS:	4	0	1	22
My child earns credits toward a regular high school diploma in all of his/her classes.				
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.	12	7	3	5
All of the people who are important to my child’s transition were part of the planning.	17	4	1	5
FOR PARENTS OF STUDENTS AGE 16 OR OLDER:	2	1	1	23
I am satisfied with the written secondary transition plan that is in my child’s IEP.				
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 14		NO 9
I have been involved in the development of behavior interventions, strategies and supports for my child.	12	3	1	11
I am satisfied with the way the school is supporting my child’s behavioral, social and developmental needs.	11	4	1	11
OTHER:				
I fully participate in special education decisions regarding my child.	23	1	2	1
I have been provided with a copy of the procedural safeguards (parental rights) at least once a year.	26	0	0	1

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

Access To The General Curriculum

**Implementation of IEPs
Provision of Non-Academic Services
Full Access to the District’s Curriculum
Equal Education Opportunity**

It was evident to the visiting team that the staff is dedicated, hard working and committed to the students in SAU #7. In each of the schools the visitors saw examples of students with disabilities accessing the general education curriculum. In Pittsburg, the visiting team saw examples of effective curriculum modifications and community based experiences that provide opportunities for applied academic knowledge and skills. Stewartstown students are in general education classrooms the great majority of their day and the special educator provides supports and services daily in each class. Their good technology provides opportunities to access information not otherwise available in this rural, remote area. Challenges in Pittsburg and Stewartstown center on the fact that the schools are so small that the special educators “wear many hats” and are expected to have a wide range of expertise.

Colebrook Elementary School has space and technology to support access to the general education curriculum. Equal access to the Homework Club and study halls provide additional supports for all students. Reports of the use of student assigned special education paraprofessionals as substitutes and for other duties raises questions as to whether agreed upon special education services are being provided at these times. The special education teacher reportedly is responsible for setting up classroom coverage for meetings. This clerical duty, if reassigned, would increase time for providing direct instruction to students. The imbalance of the caseloads for the two special educators should be examined and reconfigured with the addition of the new special educator next year. By reducing clerical responsibilities and reassigning caseloads more equitably, students will have greater opportunity to access the general education curriculum.

Colebrook Academy students are enrolled and participate in at least some general education classes with accommodations. These opportunities would increase if general education teachers had more professional development in special education, implementing accommodations and modifications and differentiated instruction. Visitors saw evidence of students with disabilities participating in extracurricular activities at the Academy. Modified curriculum is taught when needed; however, in the absence of a written Life Skills curriculum aligned with curriculum/GSEs and course requirements, it was difficult to ascertain whether these students have genuine access to earning credits that lead to a regular high school diploma. The various school districts have adopted policies that allow for alternative high school diplomas. There was no evidence in the Special Education Master Plan as to the process and documentation required in order for teams to make this decision.

Parents of the two case study students who are involved in Life Skills programming expressed concerns regarding the amount of time their children are not being educated with their typical peers. It will be important when developing the Life Skills curriculum and the manner of implementing it that these concerns be addressed.

Preschool students from SAU #7 are currently placed at Brooks Country Day School, a private school that is approved by the state of New Hampshire as a non-public school for preschool through grade 3. However, the program is designed to educate preschool-aged children. During the NHDOE Program Approval process it was learned that four of the six students placed by the SAU were above the age for preschool; currently two of them are six (one to be seven in August), and there is one eight-year-old and one nine-year old. Clearly these students have not had the benefit of access to the general education curriculum with age peers. (See **Issues of Significance** for further elaboration.)

The Visiting Team observed that the efforts made in writing IEP annual goals in measurable terms, as a result of the initial training of special education staff done by the Special Education Technical Assistance Consultant (SETAC), has been successful in some cases. The objectives were generally written in measurable terms.

Student involvement in the development of their IEPs and in attendance at their meetings, especially at the middle and high school levels, was inconsistent. These are lost opportunities to involve students in decision making and to increase their self-awareness and self-advocacy.

In most of the schools, the visitors noted the need for more professional development opportunities for general education teachers regarding the various disabilities and the use of accommodations, modifications and differentiated instruction, which would allow for greater understanding and ownership of students with disabilities. Providing this training would allow for more placement options for students and would improve the quality and amount of access students with disabilities would have to the general education curriculum.

Transition

Transition Planning

Process: Provision of FAPE

Transition Services

The systems in place for transition from grade to grade and middle school to high school include step-up days, multi-age classes, school visits, orientations and meetings with incoming teachers in cases where student needs are unique or more complex. Most parents reported that transitions go smoothly. Transitions from preschool to Kindergarten could be improved with more proactive coordination with the private preschool where the students attend. Visits by the classroom teachers to the preschool prior to placement and visits by the preschool staff to the elementary school(s) would serve to deepen understanding of each setting when planning for the next year. Targeted professional development for the

receiving teacher prior to placement would contribute to more successful transitions. Written protocols and timelines for the various transitions would be beneficial.

Some community agencies have been involved in some of the students' programs and transitions, but a need to increase the number of agencies and their amount of involvement was noted.

Visitors noted that required transition plans were not in place and that training and protocols for writing measurable post-secondary goals and planning and implementing successful transitions were areas of great need.

The above mentioned scarcity of vocational programs hinders effective transitions from school to work.

Behavior Strategies and Discipline

In an effort to reduce behavior and discipline issues and increase respect and tolerance, the schools in SAU #7 have considered and/or implemented a variety of programs/techniques. Colebrook Elementary School uses Responsive Classroom in grades K-5. They do not have a similar system in grades 6-8, where students interact with a larger number of teachers and common expectations and responses are very important. Pittsburg School has initially approved the use of The Respectful School, but it has not yet been implemented. Stewartstown Community School formed a Discipline Committee this year to develop a school-wide discipline/behavior plan, including problem areas, levels of severity and consequences. This plan was approved by the School Board and published in the student handbook. In addition, several people from Stewartstown are taking the training for Positive Schools this summer. It will be important that all school personnel in Stewartstown receive similar training in this area. Colebrook Academy has a behavior model listing consequences for infractions in their school handbook, but visitors noted that staff is not consistent in its use. Not all the schools appeared to have established general school-wide expectations promoting effective, positive behavioral prevention/interventions that could be readily articulated by staff in these schools. A continuum of positive interventions, common goals and language, and protocols for response to behavior should be encouraged in all the schools to improve communication and provide consistency. This is especially indicated at the mid and upper school levels where many times the students work with a variety of teachers.

It was evident in the case study presentations that supports and resources for individual student's behavior needs are often effective; however, individual functional behavior assessments were not always conducted when indicated and could have resulted in behavior plans that targeted key behaviors and provided a written response/system for all to follow.

At the private preschool, as well as the SAU schools, students and staff would benefit from the services of a behavior consultant to inform the work with students with more challenging behavior.

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

During the visit it was learned that there is a plan to add an additional program for students with significant needs at the primary grades in Colebrook Elementary School. **The district was informed of the process required to add this program and that this needs to be completed before the program can begin.**

COMMENDATIONS

1. The Coordinator of Special Services instituted monthly special education staff meetings with an agenda and minutes that served to disseminate information, improve communication, decrease feelings of isolation among staff and improve consistency across the SAU.
2. The special education secretary serves as an administrative assistant to the Coordinator. She has developed a database which she uses to monitor timelines, paperwork and compliance for the SAU. She does the scheduling and notifications for the special education meetings and maintains and monitors the contents of student files. Her services are invaluable to the special education processes in the SAU.
3. Stewartstown has implemented an effective inclusion model, in contrast to the visit three years ago when students received services primarily outside of the general education classroom.

4. The SAU provided training for general education teachers in Lindamood-Bell reading, as well as a course on differentiated instruction for teachers and paraprofessionals through Granite State College.
5. All the schools have made Annual Yearly Progress on the NH accountability assessment.
6. Three of the four facilities have been updated.
7. High speed internet connection is now available in some of the schools. Access to technology has improved.
8. The Special Education Technical Assistance Consultant (SETAC), Pat Eddy, has been used frequently and effectively for staff training and consultation.
9. The visitors observed and reported that there is good communication among the special education teachers, related service providers and paraprofessionals.
10. SAU #7 participates in the monthly, regional multidisciplinary team which includes representatives from principals, guidance counselors, JPPOs, Mental Health, DCYF, Student Assistance Program and Private Providers. This problem solving team seeks to support students using shared resources.

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.

SAU #7's challenges are long-standing, in part due to the remote and rural nature of the communities it serves. In recent years the economic status has been affected by mill closings in the pulp and paper industry, as seen by the increase in students eligible for free and reduced lunch; on average an increase of more than 7% across the SAU over the past 3 years. Recruitment and retention of professional and paraprofessional staff is difficult, given the non-competitive pay scales, low population base and location.

One area of concern during the NHDOE review of the personnel roster is that most of the special education teaching staff are certified as general special educators, with some holding a second certification in elementary education. One teacher, according to the Bureau of Credentialing, only has a 2004 Statement of Eligibility to allow him to be hired as a general special educator. Except for the Stewartstown teacher, who holds endorsements in General Special Education, Learning Disabilities, Mental Retardation and Emotional Disturbance, the SAU lacks special educators who hold endorsements in categorical areas. Two of the dual certified staff are leaving their positions, with the teachers who have the least/no certifications/endorsements remaining in their respective schools. **Finding and retaining qualified and certified staff remains a challenge in the SAU.** An additional concern is that the SAU may not have the required IEP/evaluation team compositions. The current and former Special Services Coordinators were able to fill most of these roles in the past, but the incoming Coordinator does not have the necessary endorsements to do so.

Review of the case study data showed that only two of five students had their evaluations completed within the 45-day time limit. Although parent-signed extensions were evident in two cases, demonstrating careful monitoring of the evaluation process and good intentions, this data would suggest that the SAU is **lacking in sufficient resources for timely evaluations.** In addition, two students' 3 year reevaluations were waived, however there was **no documentation evident whether the procedures outlined in Ed 1107.01, CFR 300.533 were followed when waiving this evaluation.** Use of the file review form developed by the school psychologist, if consistent, could serve as the basis of the documentation of the waiver process.

In the two instances where reevaluations were waived, there was evidence of long-standing reading disabilities. The reevaluations could serve to assess current reading skills to inform plans for **specialized reading instruction.** Neither of the students (one middle schooler and one high schooler) had reading goals/programs in their IEP.

In all the schools, visitors noted either the **absence of physical therapy services and a behavior consultant or insufficient occupational therapy, speech/language therapy and /or psychological services.** Also, the personnel in place are shared by preschool through high school across all the towns. The itinerant nature of the positions makes the

scheduling of services, evaluations and meetings extremely challenging. This would appear to jeopardize the SAU's ability to implement some of the IEPs and/or provide for incoming student needs

Given the small sizes of Pittsburg and Stewartstown, and the insufficient number of special educators at Colebrook Elementary School, the ability of these schools to afford the **full continuum of placements/services is limited**. In addition, there are few out-of-district options for placements within a reasonable commute for students. **Caseload data**, reports of the **need for more professional development in the area of special education for general educators**, and of **inadequate collaboration and co-planning time for meaningful consultation between general and special educators**, also raise concerns about the availability of a continuum of placement options for various student needs. These factors would indicate the need to assess current program/delivery of service models and inclusionary practices in order to reallocate resources, work to develop a wider range of options and/or examine the possibilities of shared programming with nearby districts, perhaps with the assistance of NCES.

SAU #7's **preschool services lack coordination, guidance/oversight and supervision from a person knowledgeable in early childhood needs**. Currently there are six SAU #7 preschoolers with disabilities placed at Brooks Country Day School (BCDS). While there, the visitors observed a sound, developmentally appropriate program that works effectively to meet individual student needs. The Director/owner/lead teacher is certified in early childhood and elementary education in NH and VT and, to their credit, BCDS has been NEAYC accredited. And although the school is approved up to grade three as a non-public school, it is not approved for special education placements for school-aged students. Also, there is no teacher certified in special education on the staff of BCDS. **Three of the current SAU #7 students who are entitled to FAPE under the school-aged regulations have been inappropriately placed. A fourth one becomes eligible in the 06-07 school year**. In order for Teams to make these placements, the State requires that the SAU apply for an Individual Program Approval for each of these students and receive State approval prior to placement. As of the visit, two students are in the process of transitioning into Colebrook Elementary School, two are not. **Of those two students returning, focus has not been on how to include them in placements with their age peers**. Of the two over-age students scheduled to return to BCDS, one may qualify for an IPA, but the other student, aged nine, would not be eligible to remain at this school. **The SAU administration was informed of this situation at the visit, on May 20, 2006, and asked to correct it**

In addition to the above preschool issues, questions remain about the **effectiveness of the preschool child find process** due to the absence of identified preschoolers from, and placement options in, three of the five towns in SAU #7 (Stewartstown, Pittsburg and Clarksville).

In light of these situations, the SAU is strongly encouraged to **examine the system of oversight and coordination of child find and programs at the preschool level**. While doing so, keep in mind the need for comprehensive transition procedures in and out of the program, data collection and documentation requirements, the need for active child find and timely referrals among the students in private preschools and in the communities, and the special education and supervision expertise necessary to oversee the development and implementation of preschool programs.

Given the geographical size and location, the numbers of school districts, and, although relatively small in numbers, the diversity and significance of needs among the special education students, **the breadth of roles and responsibilities for the Coordinator of Student Services is unwieldy**. The Coordinator has, at the least, the following responsibilities: assuring the SAU is in compliance with Federal and State special education and 504 regulations; writing state reports and grants; supervising special education programs and staff; recruiting and hiring personnel; staff training; court liaison; maintaining and developing parent relations; LEA representative at all special education meetings; attending regional and state meetings; assuring his/her ongoing professional development; and case managing of out-of-district, 402 (court placed), 18-21 year old and preschool students. The SAU has had three Coordinators in the past five years and are about to have a fourth. It will be important at this time to clearly articulate the roles, responsibilities and reporting structure for the administration, staff and clerical support staff (including the special education secretary), and consider the realignment/reassignment of some of the responsibilities. Oversight and supervision of special education services, and coordination of the special education process, could happen in a meaningful and consistent manner with **a more integrated approach at the building level to the oversight of special education**. This would require more building level leadership, collaborative planning between general and special education, integration of resources, agreed upon communication systems and perhaps a lead teacher/coordinator to facilitate these processes at the building level. SAU #7 is strongly encouraged to work toward a single, well-integrated system that connects general, remedial and special education through common leadership and decision-making at the building level.

It was learned during the visit that a memo from the business administrator in the central office was sent out with a **deadline for the submission of any referrals for special education consideration**. While this was done with good intentions, because of the timeline requirements and the proximity of the end of the school year, limiting referrals to special education has the potential to withhold the provision of FAPE to students. Instead, the district should employ the prereferral process to elicit referrals in a timely manner and/or, at the most, should provide for receipt of referrals and subsequent evaluations and team meetings when school is not in session.

In spite of the commendable efforts of the SAU to provide professional development in the area of special education, the schools continue to report a need for increased offerings for the general education teachers. Concerns that **some classroom teachers do not take adequate responsibility for instruction of students with disabilities**, perhaps due to lack of training/understanding, **limits placement options and access to the general education curriculum for these students**.

Vocational programs for high school students, and opportunities for students who are between ages 18 and 21 and still eligible to receive special education services, are scarce and undeveloped. There are limited slots available to SAU #7 students in Canaan, VT and there is a question as to whether students with disabilities are excluded from this option. The opportunities currently offered through an outside vendor should be planned, coordinated and aligned with a written curriculum. Increased vocational, internship and job coach opportunities are needed. **These deficiencies affect student access to the learning/skills necessary to become successful citizens in the future.**

**CITATIONS OF NONCOMPLIANCE IDENTIFIED AS A RESULT OF THE
MAY 16 and 17, 2006 CASE STUDY COMPLIANCE REVIEW**

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

As a result of the Case Study Compliance Review, the following citations of non-compliance were identified. Each citation listed below must be addressed in a corrective action plan and resolved within one year of this report. A template and instructions for such planning will be provided. Additional details regarding some of the citations may be found in the addendum on pages 53-56.

1. Ed 1107.01 (c) Evaluation and Determination of Educational Disabilities

Evaluation Teams must have the required compositions, e.g. in the Out of District files there was no evidence that at least one certified teacher of suspected disability was at the meeting when making decisions about evaluations.

2. Ed 1107.02 (h) CFR 300.132 (b) Process; Provision of FAPE

IEPs must be in place by the third birthday, or in a timely manner when referral/identification occurs after the third birthday.

3. 1107.04(d) Evaluation Timelines

Evaluations must be completed within 45 days or have a parent-signed waiver.

4. Ed 1107.06 Evaluation Requirements for Children with Specific Learning Disabilities

- a.) In the Out of District files, the classroom teacher was not included in the LD Evaluation Team.
- b.) In the James O files, one file did not have a report with the seven needed components for identification of a Learning Disability or a written report signed by the team.

5. Ed 1109.01(a) CFR 300.347(a; b, 1. and 2.) Elements of an Individualized Education Program

- a.) IEP annual and post-secondary goals must be written in measurable terms.
- b.) IEPs must contain annual goals related to meeting the child's needs that result from the child's disability to enable the child to be involved in and progress in the general curriculum (e.g. reading goals/instruction when child has a reading disability).
- c.) Transition Plans must be in IEPs for each student beginning at age 16 (or younger, if determined appropriate by the IEP team).
- d.) IEPs must contain all required elements. In the Out of District files: there was no statement about how the student will participate with other disabled and non-disabled students in extracurricular and other nonacademic activities; there was no statement of how progress will be measured; there was no indication of how/whether parents are informed of their child's progress toward annual goals. One James O file did not have a statement of the special education and related services and the supplementary aids and services to be provided to the child, or on behalf of the child; one file did not indicate how parents are informed of their child's progress toward annual goals; and one file did not include the length of the school year and the school day required to implement the IEP.

6. Ed 1109.03 CFR 300.344 IEP Team

The public agency shall invite a student with a disability of any age to attend his or her IEP meeting if a purpose of the meeting will be the consideration of the student's transition services needs.

7. Ed 1109.10 Monitoring and Annual Evaluation of IEPs

In the Out of District files, there were no IEP progress reports and there were no meeting minutes.

8. Ed 1113 Vocational Education for Children with Disabilities, Ed 1113.01 Vocational Assessments

Access to vocational programming for SAU #7 students is limited because there is no vocational center within reasonable commute for the students. Openings in the vocational center in Canaan, VT are unavailable or are insufficient to meet the student need. Increased vocational, internship and job coach opportunities are needed. In the Out of District files, a student was enrolled in a vocational program, but no vocational evaluation was done.

9. Ed 1115.01 and .02 CFR 300.550-300.553 Placement in the Least Restrictive Environment, Placement Decisions

Students placed in the preschool who are not appropriately placed must be moved to a less restrictive (i.e. with age peers), approved setting in order to receive FAPE. If the teams determine the preschool setting is still appropriate for the student who turned six in April, 2006 and has just begun to transition into school, application for an Individual Program Approval must be submitted to and approved by the NH Department of Education, Bureau of Special Education prior to the beginning of the placement.

10. Ed 1119.03, CFR 300.24, CFR 300.347 Full Access to District's Curricula

The Life Skills programs across the SAU should have a written Life Skills curriculum aligned to the general education curriculum and the GLEs/GSEs.

11. Ed 1119. 07 (a) CFR 300.23 and CFR 300.136 Personnel Standards

- a.) Personnel providing services to children with disabilities shall be qualified personnel.
- b.) There must be sufficient certified educators and related services personnel to conduct evaluations and implement IEPs.
- c.) Paraprofessional personnel shall work under the supervision of an appropriately certified professional (i.e. in the community-based preschool).
- d.) Paraprofessional personnel shall not assume responsibilities of a teacher/substitute teacher.

12. Ed 1119.08 Diplomas

In one James O file, there was no statement of how the student will earn graduation credits toward a regular diploma. Two files did not contain a copy of the student's transcript/schedule making it difficult to ascertain access to the general education curriculum and/or to verify the status toward accomplishing graduation goals.

13. Ed 1129.01 (b) (1-11) LEA Policies and Procedures

The SAU # 7 Special Education Master Plan as revised for 2006-2007 contains most of the required components and is a major improvement over previous SAU #7 Plans. Components that need to be added/edited are:

- a.) Ed 1119.08 the districts' diploma policy;
- b.) Ed 1119.11 Disciplinary procedures, including physical restraint policy;
- c.) Ed 1121 Surrogate Parents; Ed 1129.01 (b) (3)(a-e) Facilities, Personnel and Services;
- d.) Ed 1129.01 (b) (6) The LEAs policies and procedures to ensure the LEA application is available for review;
- e.) Ed 1129.01 (b) (8) Pupil Evaluation to Placement- you may want to include the pre-referral process or future Response To Intervention process in this section;
- f.) Ed 1107.01, CFR 300.533 Add procedures and documentation requirements for when the team waives all or part of a reevaluation;
- g.) Edit document to replace "handicapped/handicapping" language on pp. 8-18;
- h.) Correct procedural errors on p. 16 D-parents no longer sign SPEDIS forms, and on p. 17 G-parents should not sign a draft copy of the IEP.
- i.) Submit Plan for School Boards' approval.
- j.) Revise the SAU #7 Special Education Master Plan as the IDEA 2004 Regulations and the subsequent New Hampshire Rules are finalized.

14. Ed 1130.03 Pre-placement and Placement Review Procedures for Children Previously Determined to Have Disabilities

In one James O file, a DCYF representative was not part of the team.

15. Ed 1130.04 (a) and (b) Emergency Placement and Review Procedures for Children Previously Determined to Have Disabilities

In an emergency placement, the school district must convene a meeting no later than 10 days after notice to parents to review the nature of the emergency and its relations to the child's disability, review/revise the IEP and determine the appropriateness of the placement. Documentation of attempts to convene the meeting must be kept.

SUGGESTIONS FOR PROGRAM-WIDE IMPROVEMENT

Suggestions for improvement, simply stated, are recommendations provided by the visiting team that are intended to strengthen and enhance programs, services, instruction and professional development, and the NHDOE strongly encourages that serious consideration be given to the suggestions. However, discretion may be used in this area; suggestions for improvement are not considered to be required corrective actions and you may determine which suggestions most warrant follow up and address those in your corrective action plan. **System wide suggestions for improvement are listed below. Suggestions for individual programs are included in the Building Level Case Study Data Summary Reports, pp. 20-52.** It should be noted that in the Building Level Data Summary Reports, any suggestion made by a visiting team member that is actually a citation of noncompliance, has an asterisk (*) before it, and it is also listed above with the citations of noncompliance.

1. Clearly articulate the roles, responsibilities and reporting structure for the administration, professional staff and clerical support staff (including the special education secretary), and consider the realignment/reassignment of some of the responsibilities of the Coordinator of Special Services.
2. During the visit it was learned that there is a plan to add an additional program for students with significant needs at the primary grades in Colebrook Elementary School. The district was informed of the process required to add this program and that this needs to be completed before the program can begin.
3. Parent concerns regarding not being adequately informed of their child's progress should be addressed by assuring that IEP progress reports are sent home at the same time as report cards. In addition, further investigation should be done into why so many parents are dissatisfied with programs and/or progress in these programs. Continued efforts to build trusting relationships with parents will need to be purposeful, especially with the addition of two new staff members next year.

4. More professional development opportunities need to be provided for general education teachers regarding the use of accommodations, modifications and differentiated instruction and in behavior management, to allow for greater understanding and ownership of students with disabilities. Include requirements in the Master Staff Development Plan for all staff to participate in training in special education areas. Consider incorporating the expectation that teachers meet the needs of all students as part of the SAU's teacher supervision and evaluation system.
5. Establish a system to do periodic reviews of credit status for high school students with disabilities to assure that they are accruing credits toward a high school diploma.
6. Procedures for decision making regarding the awarding of an alternative diploma need to be developed and documentation must be done.
7. Consider establishing the practice of inviting students to participate in their meetings and in the development of their IEPs once they are in middle school. Thoughtful planning of this process, including how to coach the student for successful participation/input, would serve to increase student investment in his/her education.
8. A continuum of positive interventions, common expectations/goals and language, and protocols for response to behavior should be encouraged in all the schools to improve communication and provide consistency.
9. Provide/increase access to a behavior consultant.
10. Incorporate the use of functional behavior assessments to examine students' atypical behaviors and to use in the development of behavior plans.
11. Paraprofessionals:
 - a.) Determine the frequency with which paraprofessionals are covering classrooms during meetings, substituting for absent teachers and doing school duties and assess the impact on provision of agreed upon IEP services.
 - b.) Develop job descriptions, roles and responsibilities for paraprofessionals. Work with professional staff to clarify their roles and responsibilities with the paraprofessionals.
 - c.) Continue with your efforts to provide training for paraprofessionals; target the training based on students' needs.
 - d.) Work to increase the pay scale for paraprofessionals in order to attract/retain quality people.
12. Consistency is needed across the schools in assigning 504 case management and services to regular education staff.
13. Provide staff training on transition planning and writing measurable annual and post-secondary goals.
14. Continue efforts to institute the pre-referral process (PRIM) district-wide, to provide consistency and to use as a basis to institute a Response to Intervention system.
15. In order to increase collaboration and cooperation between special and regular educators, establish a schedule for meeting. Consider instituting a system to improve communication and productivity such as Simonds School's (Warner, NH) Master Meeting and/or Kearsage Regional Elementary School's (Bradford, NH) Collaborative Meeting. The principals at the schools are the contact people.
16. Please refer to suggestions in the three focus areas (Access, Transition and Behavior) and in the Issues of Significance sections of this report.
17. The SAU should consider training the Canaan, VT on-site case managers in the New Hampshire requirements, presuming that case management is their function included under the area agreement.

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:	School: Brooks Country Day School	Date: May 9, 2006
Programs: Community Preschool		Number of Cases Reviewed: N/A Information was gathered through two school visits, a comprehensive interview with the Director/Lead Teacher of the private preschool and the Coordinator of Student Services, observations of students and the program, and file reviews.
Recorder/Summarizer: Mary Anne Byrne / Nancy D'Agostino		

Collaborative Team Members:

Name: Amy Brooks	Building Level or Visiting
Name: Anthony Paul	Building Level or Visiting
Name: Mary Anne Byrne	Building Level or Visiting
Name: Nancy D'Agostino	Building Level or Visiting

Based on data collected from the Interviews, Classroom Observations, Student Observations and File Reviews, etc. the following summary is intended to provide a “snapshot” of the quality of services and programs in the private preschool in the areas of: **Access to the General Curriculum, Transition and Behavior Strategies and Discipline.**

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.

Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> 1. Transitions to Kindergarten at Colebrook Elementary School (CES) take place in a collaborative manner. 2. The transition of one student into CES for next year is already being designed/researched by a teacher specifically hired for this purpose. 	<ol style="list-style-type: none"> 1. Transitions to grades other than Kindergarten at CES are difficult, due to lack of early classroom assignments and subsequent lack of appropriate training. 2. Although reportedly effective, there was little evidence of early notification/referral and collaborative meetings with ESS, the district and the preschool. 3. * IEPs were not always in place by the age of 3 / in a timely manner. <p align="center">* This is a citation</p>

BEHAVIOR STRATEGIES AND DISCIPLINE

Ed. 1109.02 Program

Ed. 1119.11 Disciplinary Procedures

Ed. 1133.07 (a) (b) (c) (d) (e)

Child Management – Private Schools

CFR 300.346

CFR 300.519-300.529

CFR 300.510-300.529

RSA 169-C Child Protection Act

Strengths

1. The social curriculum initiated by this community-based preschool is based on the premises of Responsive Classroom; teachers and paraprofessionals from Brooks Country Day School have been trained in this method. Most students respond well to the consistency and tenets of this method.
2. Behavioral/task analysis is used to identify causes of behavior and to determine subsequent instruction/interventions.
3. Outside consultants are brought in to assist with students with behavioral needs.

Suggestions for Improvement

1. In one case, the outside therapist does not consult with school staff to seek information or offer suggestions. Input from this therapist is strongly recommended in this situation where the student has significant social/emotional needs.
2. This student with significant emotional/behavioral needs requires more intervention from mental health professionals than is currently available to the preschool/district. For this student, the team needs to discuss whether a full array of necessary services is available for children with emotional disabilities, and if not, what options are there to ensure that this student's needs are being met.
3. A functional behavior assessment should be completed when warranted for a student with significant social/emotional needs, in order to assure appropriate interventions are incorporated into the behavior plan.

SUMMARY OF BUILDING LEVEL STRENGTHS AND SUGGESTIONS FOR IMPROVEMENT

Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> 1. There is a strong connection between Brooks Country Day School and SAU 7, with the private school making both structural and curriculum adjustments to meet the needs of children with and without disabilities. This includes space for the OT to work and house equipment. 2. The director and staff at BCDS seek out professional development. 3. The preschool communicates well with families, providing opportunities for both children and parents to visit. 	<ol style="list-style-type: none"> 1. Examine the system of oversight and coordination of child find and programs at the preschool level. While doing so, keep in mind the need for comprehensive transition procedures in and out of the program, data collection and documentation requirements and the need for active child find and timely referrals among the students in private preschools and in the communities. Early childhood, special education and supervision expertise are necessary to oversee the development and implementation of preschool programs. 2. Consider assigning the preschool coordination responsibilities to a person, other than the Coordinator of Student Services, who is knowledgeable in early childhood special education needs and programming.

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: 07	School: Colebrook Elementary	Date: 5/17/06
Programs: Modified Regular Education		Number of Cases Reviewed: 2
Recorder/Summarizer: Karen Langley		

Collaborative Team Members:

Name: Karen Langley	Building Level or <u>Visiting</u>
Name: Robin Scott	Building Level or <u>Visiting</u>
Name: Ruth Littlefield	Building Level or <u>Visiting</u>
Name: Norma Underhill	<u>Building Level</u> or Visiting
Name: Laurie Collins	<u>Building Level</u> or Visiting
Name: Jenny Hook	<u>Building Level</u> or Visiting
Name: M.J. Ort	<u>Building Level</u> or Visiting
Name: Heidi Daley	<u>Building Level</u> or Visiting

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

SUMMARY OF BUILDING LEVEL DATA

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

<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.					2		
IEP goals are written in measurable terms.					2		
Student has made progress over the past three years in IEP goals. Goal 1					2		
Student has made progress over the past three years in IEP goals. Goal 2					2		
Student <u>has access to</u> the general curriculum (as outlined by the district, sending district or NH frameworks.)					2		
Student <u>participates in</u> the general curriculum in a regular education setting with non-disabled peers, as appropriate, with necessary supports.					2		
When participating in a regular education setting with non-disabled peers with necessary supports, student <u>has made progress in</u> the general curriculum.					2		
Student participates appropriately in state, district and school-wide assessments.					1		1
Student <u>shows progress</u> in state, district and school-wide assessments.					1		1
Student <u>has opportunities</u> to participate in general extracurricular and other non-academic activities with necessary supports.					2		
Student <u>does participate</u> in general extracurricular and other non-academic activities with necessary supports.					2		
Was the student's most recent LEA evaluation, including a written summary report and meeting, held within 45 days of parental permission to test? If not, was it due to: (check all that apply)					2		
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. Most all students have access to the general curriculum.
2. The facility and space is more than adequate and allows students with disabilities access.
3. High speed internet access is available for staff and student use.
4. Communication and relationships between families and staff are strong.
5. There is effective communication between specialists and Resource Room teachers.
6. The Homework Club and Study Hall opportunities are open to all students.
7. There are paraprofessionals in every classroom supporting all students and teachers.

Suggestions for Improvement

1. General education teachers would benefit from more support and training on how to implement accommodations for students with special needs, especially for students with more significant needs.
2. The Master Plan for Professional Development for general education teachers needs to include a focus on special education.
3. The district may want to look at the salary schedule for paraprofessionals to determine if it is competitive with other local school districts and neighboring private facilities.

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.			
For all students, respond to the following 3 statements:			
Transition planning from grade to grade takes place.	2		
Transition planning from school to school takes place.	2		
Collaboration has occurred between general and special education staff in IEP development and in transition planning.	2		
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.		(N/A)	
IEP team includes parent as part of transition planning.	1		
IEP team and process includes student as part of transition planning.	1		
IEP includes current level of performance related to transition services.	1		
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.			

Transition

Strengths

1. There is a Step Up Day, from class to class and school to school (eighth grade to high school).
2. The team approach is used in looking at each student individually for transition needs.

Suggestions for Improvement

Transition from preschool to the elementary school is not always smooth. The SAU could benefit from having a preschool coordinator.

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
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				
20 U.S.C. 1415 (K)					
Child Management – Private Schools	RSA 169-C Child Protection Act				
Data are used to determine impact of student behavior on his/her learning.		2			
Has this student ever been suspended from school?			2		
If yes, for how many days?					
If appropriate, a functional behavior assessment has been conducted.		1			1
IEP team has addressed behaviors that are impacting student learning.		2			
A behavior intervention plan has been written to address behaviors.		1			1
All individuals working with the student have been involved in developing behavior intervention strategies.		2			
Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.					2
Results of behavior intervention strategies are evaluated and monitored.					2
A school-wide behavior intervention model exists.	(K-5, Not 6-8)			X	
Strengths	Suggestions for Improvement				
<ol style="list-style-type: none"> 1. The Student Assistance Program and Academic Behavioral Consultant help students to be more successful. 2. The use of Responsive Classroom in grades K-5 has been a positive addition to the school. 3. Parents are active members of the team. 4. The attendance of community agencies at meetings has been helpful in supporting students with behavioral issues and their parents. 5. Community supports, such as mental health and court diversion, as well as individual providers involved with students, have worked with the teams to address behavior challenges. 	<ol style="list-style-type: none"> 1. Develop and implement a Responsive Classroom or Responsive Design type of program in grades 6-8 (such as advisor/advisee). 2. Continue to receive training / professional development regarding positive interventions for students with challenging behaviors. 				

SUMMARY OF BUILDING LEVEL STRENGTHS AND SUGGESTIONS FOR IMPROVEMENT

Strengths	Suggestions for Improvement
<p>The Associate School Psychologist has been instrumental in the success of access, transition and behavior of students.</p>	<ol style="list-style-type: none"> 1. Additional mental health services and support, along with additional school psychology services, are warranted. 2. The school would benefit from a full-time assistant principal to assist with the leadership tasks within the building. 3. The school would benefit from either a special education building coordinator or an additional case manager to cut down on caseloads. This would ensure that staff are dedicating sufficient time to students and instruction. 4. Staff need increased awareness of the pre-referral process and Response to Intervention (RTI) and clear administrative policies that support the school referral process consistent with federal and state law.

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: 7	School: Pittsburg Schools	Date: 5/17/06
Programs: Modified Regular Ed, Resource Room and Life Skills		Number of Cases Reviewed: 1
Recorder/Summarizer: Kelly Ort		

Collaborative Team Members:

Name: Kelly Ort	Building Level or <u>Visiting</u>
Name: Regina LaVoie	Building Level or <u>Visiting</u>
Name: Amanda Phillips	<u>Building Level</u> or Visiting
Name: Jerry Charland	Building Level or <u>Visiting</u>
Name: Mary Anne Byrne	Building Level or <u>Visiting</u>
Name: Beverly Martin	<u>Building Level</u> or Visiting
Name: Richard Sargent	<u>Building Level</u> or Visiting
Name: Diana Lundburg	<u>Building Level</u> or Visiting
Name: Dan Shallow	<u>Building Level</u> or Visiting
Name: Anthony William Paul	<u>Building Level</u> or Visiting

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

SUMMARY OF BUILDING LEVEL DATA

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

<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.					1		
IEP goals are written in measurable terms.						1	
Student has made progress over the past three years in IEP goals. Goal 1					1		
Student has made progress over the past three years in IEP goals. Goal 2					1		
Student <u>has access to</u> the general curriculum (as outlined by the district, sending district or NH frameworks.)					1		
Student <u>participates in</u> the general curriculum in a regular education setting with non-disabled peers, as appropriate, with necessary supports.					1		
When participating in a regular education setting with non-disabled peers with necessary supports, student <u>has made progress in</u> the general curriculum.					1		
Student participates appropriately in state, district and school-wide assessments.					1		
Student <u>shows progress</u> in state, district and school-wide assessments.							1
Student <u>has opportunities</u> to participate in general extracurricular and other non-academic activities with necessary supports.					1		
Student <u>does participate</u> in general extracurricular and other non-academic activities with necessary supports.					1		
Was the student's most recent 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 1	Lack of Qualified Personnel —Psychologist —Educator —Related Services —Other	Evaluation Not Completed in Time	Summary Report Not Written in Time	Meeting Not Held in Time 1	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	Suggestions for Improvement
<ol style="list-style-type: none">1. Excellent record keeping was evident as related to the special education process.2. Students with disabilities have the opportunity to participate in general education classes.3. Students with disabilities participate in sports, class trips and fundraisers with general education peers.4. As determined by the IEP team, students go into the community for vocational experiences to apply academic and life skills.	<ol style="list-style-type: none">1. * A Life Skills curriculum needs to be developed and implemented that aligns with the general education curriculum.2. The SAU needs to look at ways to offer vocational programming for the students in Pittsburg.3. *The SAU needs to ensure that OT, PT and Speech services are available to all students as outlined in IEPs.

* This is a citation

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>	YES	NO	
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.			
For all students, respond to the following 3 statements:			
Transition planning from grade to grade takes place.	1		
Transition planning from school to school takes place.	1		
Collaboration has occurred between general and special education staff in IEP development and in transition planning.	1		
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.		1	
IEP team includes parent as part of transition planning.	1		
IEP team and process includes student as part of transition planning.		1	
IEP includes current level of performance related to transition services.		1	
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.			

Transition

Strengths

1. The students have grade to grade transitions.
2. This student has several pre-vocational experiences for future jobs.
3. Vocational rehabilitation is involved for high school students.
4. There are Step Up Days for pre-k to kindergarten students.
5. Eighth grade students who are coming to Pittsburg from Stewartstown have an opportunity to visit.
6. Guidance Counselors meet individually with students in the spring to choose classes for the following fall.

Suggestions for Improvement

Enlist participation by more outside agencies.

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>					
Ed. 1109.02 Program	CFR 300.346		YES	NO	N/A
Ed. 1119.11 Disciplinary Procedures	CFR 300.519-300.529				
Ed. 1133.07 (a) (b) (c) (d) (e)	CFR 300.510-300.529				
20 U.S.C. 1415 (K)					
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?					
If appropriate, a functional behavior assessment has been conducted.					1
IEP team has addressed behaviors that are impacting student learning.					1
A behavior intervention plan has been written to address behaviors.					1
All individuals working with the student have been involved in developing behavior intervention strategies.					1
Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.					1
Results of behavior intervention strategies are evaluated and monitored.					1
A school-wide behavior intervention model exists.				X	
Strengths			Suggestions for Improvement		
<ol style="list-style-type: none"> 1. Supervised out-of-building suspension is decreasing inappropriate behavior. 2. For this case study student, behavior is not an issue. His program is designed so well, and meets his needs, that behaviors are not interfering with his learning, even as he is entering adolescence. 			<p>Continue with the planned implementation of the Respectful Schools Program.</p>		

SUMMARY OF BUILDING LEVEL STRENGTHS AND SUGGESTIONS FOR IMPROVEMENT

Strengths	Suggestions for Improvement
<ol style="list-style-type: none">1. The principal and teachers have an excellent understanding of this student's needs.2. The teachers work collaboratively to maintain and improve program options.3. The case study student has a creative, innovative program, which provides many opportunities for pre-vocational applied academics and life skills activities.	Research outside agencies / vocational agencies for future services.

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: 7	School: Stewartstown Community School	Date: 5/17/06
Programs: Modified Regular Education		Number of Cases Reviewed: 1
Recorder/Summarizer: Kelly Ort and Jerry Charland		

Collaborative Team Members:

Name: Dorothy Stebbins	<u>Building Level</u> or Visiting
Name: Daphne Berntsen	<u>Building Level</u> or Visiting
Name: Meg Miller	<u>Building Level</u> or Visiting
Name: Jerry Charland	Building Level or <u>Visiting</u>
Name: Kelly Ort	Building Level or <u>Visiting</u>
Name: Regina LaVoie	Building Level or <u>Visiting</u>
Name: Mary Anne Byrne	Building Level or <u>Visiting</u>
Name: Anthony Paul	<u>Building Level</u> or Visiting

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

SUMMARY OF BUILDING LEVEL DATA

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

<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.					1		
IEP goals are written in measurable terms.					1		
Student has made progress over the past three years in IEP goals. Goal 1					1		
Student has made progress over the past three years in IEP goals. Goal 2							1
Student <u>has access to</u> the general curriculum (as outlined by the district, sending district or NH frameworks.)					1		
Student <u>participates in</u> the general curriculum in a regular education setting with non-disabled peers, as appropriate, with necessary supports.					1		
When participating in a regular education setting with non-disabled peers with necessary supports, student <u>has made progress in</u> the general curriculum.					1		
Student participates appropriately in state, district and school-wide assessments.					1		
Student <u>shows progress</u> in state, district and school-wide assessments.					1		
Student <u>has opportunities</u> to participate in general extracurricular and other non-academic activities with necessary supports.					1		
Student <u>does participate</u> in general extracurricular and other non-academic activities with necessary supports.					1		
Was the student's most recent 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 1	Lack of Qualified Personnel —4 Psychologist —Related Services —Other	Evaluation Not Completed in Time	Summary Report Not Written in Time	Meeting Not Held in Time 1	Other School Vacation Parent Cancellation		
<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. Students with disabilities are included in general education classes full time.
2. Special education students are involved in all academic and non-academic areas.
3. The special educator is able to be in all classes daily where there are special education students.
4. There is a full day kindergarten
5. Technology is a plus school-wide. There is a computer lab, a traveling lab and several laptops can be checked out for classroom use.

Suggestions for Improvement

More planning time is needed between general and special educators, particularly when specialized accommodations are required for students with more significant needs.

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>	YES	NO	
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.			
For all students, respond to the following 3 statements:			
Transition planning from grade to grade takes place.	1		
Transition planning from school to school takes place.	1		
Collaboration has occurred between general and special education staff in IEP development and in transition planning.	1		
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:	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).			
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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.			

Transition

Strengths

Suggestions for Improvement

1. There is daily communication between special education and classroom teachers.
2. Step-up days are held annually.
3. Having double grades (5 & 6 for example) help students know teacher and expectations.

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
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				
20 U.S.C. 1415 (K)					
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?		4			
If appropriate, a functional behavior assessment has been conducted.			1		
IEP team has addressed behaviors that are impacting student learning.		1			
A behavior intervention plan has been written to address behaviors.		1			
All individuals working with the student have been involved in developing behavior intervention strategies.		1			
Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.		1			
Results of behavior intervention strategies are evaluated and monitored.		1			
A school-wide behavior intervention model exists.			X		
Strengths	Suggestions for Improvement				
<ol style="list-style-type: none"> 1. Behavior expectations for all students are in the handbook. 2. Responsive Classroom techniques are used by some teachers 3. Several people are participating in training for “Positive Schools” this summer, which is a school-wide behavior support program. 	<ol style="list-style-type: none"> 1. It is suggested that all staff be trained in the selected school-wide positive behavior program, such as “Positive Schools”, in order to provide the consistency of common language and expectations for all students, staff and parents. 2. A functional behavior assessment should be completed when warranted for a student with significant social/emotional needs in order to assure that appropriate interventions are incorporated into the behavior plan. 				

SUMMARY OF BUILDING LEVEL STRENGTHS AND SUGGESTIONS FOR IMPROVEMENT

Strengths	Suggestions for Improvement
<ol style="list-style-type: none">1. The technology lab improves access to information.2. Parents and the community are involved in many of the school activities.3. There is strong school board support for the school.4. There is strong communication and collaboration between general education and special education teachers.	<p>Increase professional development for teachers in the areas of specific disabilities (e.g. Autism) and behavior management to increase teacher capacity and enhance program options and success for students.</p>

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: 7	School: Colebrook Academy	Date: 5/17/06
Programs: Modified Regular Education, Resource Room		Number of Cases Reviewed: 2
Recorder/Summarizer: Lorraine Sanders		

Collaborative Team Members:

Name: Theresa Lord	<u>Building Level</u> or Visiting
Name: Celeste Riendeau	<u>Building Level</u> or Visiting
Name: Penelope Blodgett	Building Level or <u>Visiting</u>
Name: Lorraine Sanders	Building Level or <u>Visiting</u>

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

SUMMARY OF BUILDING LEVEL DATA

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

<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.					2		
IEP goals are written in measurable terms.						2	
Student has made progress over the past three years in IEP goals. Goal 1					2		
Student has made progress over the past three years in IEP goals. Goal 2					2		
Student <u>has access to</u> the general curriculum (as outlined by the district, sending district or NH frameworks.)					2		
Student <u>participates in</u> the general curriculum in a regular education setting with non-disabled peers, as appropriate, with necessary supports.					2		
When participating in a regular education setting with non-disabled peers with necessary supports, student <u>has made progress in</u> the general curriculum.					2		
Student participates appropriately in state, district and school-wide assessments.					2		
Student <u>shows progress</u> in state, district and school-wide assessments.					1		1
Student <u>has opportunities</u> to participate in general extracurricular and other non-academic activities with necessary supports.					2		
Student <u>does participate</u> in general extracurricular and other non-academic activities with necessary supports.					1	1	
Was the student's most recent LEA evaluation, including a written summary report and meeting, held within 45 days of parental permission to test? If not, was it due to: (check all that apply)						1	1
Extension in Place	Lack of Qualified Personnel —Psychologist —Educator —Related Services —Other	Evaluation Not Completed in Time	Summary Report Not Written in Time	Meeting Not Held in Time 1	Other		
<i>For High School Students:</i>					YES	NO	NA
Student is earning credits toward a regular high school diploma.					1	1	
<i>IF YES:</i> within 4 years?					1		
Student will earn an IEP diploma or a certificate of competency.					1		
<i>IF YES:</i> within 4 years?					1		
Does this school / district have a clear policy for earning a high school diploma?					X		

Access to the General Curriculum

Strengths

1. Students with disabilities are given opportunities to access the general education curriculum.
2. Students with disabilities are included in extracurricular activities.
3. While providing support, the student's one-on-one aide provides opportunities that promote his independence.

Suggestions for Improvement

1. The current system of transportation requires that a student be lifted from the wheelchair into the van. A wheelchair accessible van is needed to provide truly accessible transportation.
2. Provide more training for the general education teachers to promote maximum opportunities for students to participate in general education classes. (parent suggestion)
3. The school's practice of tracking students needs to be examined to assure that students with cognitive delays are grouped with students who provide positive behavior role modeling and influence.
4. * A Life Skills curriculum aligned with the general education curriculum needs to be developed and implemented.
5. * Staff would benefit from professional development in writing IEPs that have measurable annual goals.

* This is a citation

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.			
For all students, respond to the following 3 statements:			
Transition planning from grade to grade takes place.	2		
Transition planning from school to school takes place.	2		
Collaboration has occurred between general and special education staff in IEP development and in transition planning.	2		
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.	1		1
IEP team includes parent as part of transition planning.	2		
IEP team and process includes student as part of transition planning.	2		
IEP includes current level of performance related to transition services.	1		1
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.	2		
A statement of the transition service needs is included in the IEP.	2		
The statement of transition focuses on the student's course of study (e.g. vocational programming, advanced placement).	2		
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.		2	
There is documentation that representatives of other agencies have been invited to IEP meetings.	1		1
Statement of needed transition services is presented as a coordinated set of activities.	1	1	
The statement of transition focuses on the student's course of study (e.g. vocational programming, advanced placement).	2		
The IEP includes a statement of needed transition services and considers instruction.	2		
The IEP includes a statement of needed transition services and considers related services.	1		1
The IEP includes a statement of needed transition services and considers community experiences.	2		
The IEP includes a statement of needed transition services and considers development of employment skills.	2		
The IEP includes a statement of needed transition services and considers development of daily living skills.	1		1

Transition

Strengths

1. Students from the elementary/middle schools visit the high school for one day prior to entry.
2. Students have a tour through the school just prior to entry, to learn the layout of the building.
3. Outside agencies are utilized for vocational supports and services such as an on-the-job skills assessment scheduled to occur this coming summer.

Suggestions for Improvement

1. * Staff would benefit from professional development in writing IEPs that have measurable transition and post-secondary goals.
2. Provide students with written notice of meetings to assure their participation in IEP development and decision-making and to promote their self-awareness and self-advocacy skills.
3. * Students need access to more vocational programming / job shadowing opportunities.

* This is a citation

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
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				
20 U.S.C. 1415 (K)					
Child Management – Private Schools	RSA 169-C Child Protection Act				
Data are used to determine impact of student behavior on his/her learning.					2
Has this student ever been suspended from school?				2	
If yes, for how many days?					
If appropriate, a functional behavior assessment has been conducted.				2	
IEP team has addressed behaviors that are impacting student learning.		1			1
A behavior intervention plan has been written to address behaviors.				2	
All individuals working with the student have been involved in developing behavior intervention strategies.		1			1
Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.					2
Results of behavior intervention strategies are evaluated and monitored.					2
A school-wide behavior intervention model exists.		X			
Strengths	Suggestions for Improvement				
<ol style="list-style-type: none"> 1. The special education teachers demonstrated knowledge of behavior interventions that are effective with individual students. 2. School-wide behavior expectations are described in the school handbook. 3. The positive learning environment allows students to feel accepted and reduces behavior incidents. 4. Students report that they feel safe in the school. 	<p>It is strongly suggested that the school consider further development and consistent implementation of the school-wide behavior model.</p>				

SUMMARY OF BUILDING LEVEL STRENGTHS AND SUGGESTIONS FOR IMPROVEMENT

Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> 1. Case Managers have a good understanding of their students. 2. Transitioning of students from middle to high school and grade to grade is well done. 	<ol style="list-style-type: none"> 1. * Students need access to more vocational services to fully prepare them for post-secondary experiences. 2. * More related services providers (PT, OT, Speech) are needed to assure required IEP services. 3. * Teachers would benefit from additional training in writing measurable annual goals and post-secondary goals and in developing transition plans. 4. More space is needed in a location more conducive to learning. 5. There is a need for a home/school social worker to promote communication and family involvement. 6. The school needs to be assessed for adequate wheelchair accessibility and appropriate evacuation plans in light of access and safety requirements. 7. Include community-based life skills activities and opportunities where appropriate (e.g. banking, groceries, laundry). 8. In the interest of hiring and retaining quality staff, the district may want to look at the salary schedules and benefits for teachers and paraprofessionals, to determine if they are competitive with other local school districts and neighboring private facilities.

* This is a citation

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

No Descriptions of Innovative Practices were submitted by the Districts in SAU #7.

ADDENDUM

Out-of-District File Review

SAU #7

Date: April 10, 2006

Reviewer: Mary Anne Byrne

ADDENDUM Out-of-District File Review

SAU #7

Number of Files Reviewed: 2

COMMENDATIONS

SAU #7 is commended for the hard work done in preparation for the file reviews. The files were well organized and the material was readily available/accessible. The Coordinator of Student Services was receptive to the reviewer's observations and suggestions and he and/or his secretary were readily available to assist in the file review.

CITATIONS OF NONCOMPLIANCE

Ed 1109.01 CFR 300.347(a) (3)(ii) Both files did not contain a statement about how the student will participate with other disabled and non-disabled students in extracurricular and other nonacademic activities.

In the file of a student tuitioned to the high school in Canaan, VT:

Ed 1107.01(c) and CFR300.344 There was no evidence that at least one certified teacher of suspected disability was at the meeting when making decisions about evaluations.

Ed 1107.06 The classroom teacher was not included in the LD Evaluation Team.

Ed 1109.01 CFR 300.347(a) (2) The IEP annual goals were not written in measurable terms.

Ed 1109.01 CFR 300.347 (a) (7) (i) There was no statement of how progress will be measured.

Ed 1109.01 CFR 300.347 (a) (7) (ii) It did not indicate how/whether parents are informed of their child's progress toward annual goals.

Ed 1109.01 CFR 300.347 (b) (1) There was no indication that the student attended the IEP meetings.

Ed 1109.03 CFR 300.344 The IEP Team was not appropriate.

Ed 1109.10 There were no IEP progress reports; there were no meeting minutes.

Ed. 1113.01 Although enrolled in a vocational program, no vocational evaluation was done.

A copy of the student's transcript/schedule was not present, making it difficult to ascertain access to the general education curriculum and/or to verify the status toward accomplishing graduation goals.

Conclusion:

Monitoring of the requirements under NH Rules for the Education of Students with Disabilities for students enrolled in a non-New Hampshire school is necessary. The SAU should consider training the on-site case managers in the New Hampshire requirements, given that this case management is presumed to be a function included under the area agreement.

ADDENDUM

JAMES O. MONITORING PROGRAM

SAU #7

Student File Review

Case Study Document

Reimbursement Claim Form

Case Study Addendum Form

Date: February 13, 2006

Reviewer: Mary Anne Byrne

ADDENDUM
JAMES O. MONITORING PROGRAM

SAU #7

Number of files reviewed: 3

COMMENDATIONS:

SAU #7 is commended for the hard work done in preparation for the file reviews. The files were well organized and the material was readily available/accessible. The Coordinator of Student Services was receptive to the reviewer's observations and suggestions and he and/or his secretary were readily available to assist in the file review.

CITATIONS OF NONCOMPLIANCE:

Ed 1107.04 In one file, the evaluation was not completed within 45 days and there was no parent-signed extension.

Ed 1107.06 One file did not have a report with the seven needed components for identification of a Learning Disability or a written report signed by the team

Ed. 1109.01 CFR 300.347(a) (2) In two files, the IEP goals were not written in measurable terms.

Ed 1109.01 CFR 300.347 (a) (3) One file did not have a statement of the special education and related services and the supplementary aids and services to be provided to the child, or on behalf of the child.

Ed 1109.01 CFR 300.347 (a) (7) (ii) One file did not indicate how parents are informed of their child's progress toward annual goals.

Ed 1109.01 (b) The IEP in one file did not include the length of the school year and the school day required to implement the IEP.

Ed. 1119.08 In one file there was no statement of how the student will earn graduation credits toward a regular diploma. Two files did not contain a copy of the student's transcript/schedule making it difficult to ascertain access to the general education curriculum and/or to verify the status toward accomplishing graduation goals.

Ed 1130.03 (e) In one file a DCYF representative was not part of the team.

Ed 1130.04 In all three files, emergency placement team meetings were not held, so that there was no review of the emergencies and their relationships to the students' disabilities, review/revision of the IEPs was not done in light of the emergencies and the appropriateness of placements were not considered.