

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

**SAU 9  
SUMMARY REPORT**

**Albany\*, Bartlett, Chatham\*\*, Conway, Eaton\*,  
Jackson, Hart's Location\***

**\* Towns within SAU 9, but with no school buildings**

**\*\* Chatham students attend schools in Maine's MSAD 72**

**Dr. Carl Nelson, Ed. D., Superintendent of Schools  
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Visit Conducted on December 7-8, 2006  
Report Date, February 12, 2007  
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## I. TEAM MEMBERS

### Visiting Team Members:

<b>NAME</b>	<b>PROFESSIONAL ROLE</b>
Chairperson: Richard Lates	Education Consultant
Todd Butler	Speech/Language Pathologist
Mark Butterfield	Special Educator
Kelly Colby Seavey	Special Educator
Nancy D'Agostino	Education Consultant
Chuck DiCecca	Special Education Director
Catherine Dix-Herndon	Special Education Director
Marie Fay	Director Special Services
Harold Jones	Special Educator
Karen Hood	Preschool Coordinator
Stephanie Langer	Special Educator
Julie Mahoney	Special Educator
Beth Morris	Principal
Irene Mullan	Education Director
Peggy Poirier	Special Educator
Kelly Renaud	Special Educator
Sharon Roberts	Special Educator
Nancy Tuite	Special Education Director
Cora Zingales	Special Educator

### Building Level Team Members:

<b>NAME</b>	<b>PROFESSIONAL ROLE</b>	<b>NAME</b>	<b>PROFESSIONAL ROLE</b>
Karen Schiller	Special Educator	Margaret McAllister	Special Educator
Brian Hastings	Principal	Ellen Coputo	Physical Therapist
Erin Finney	Special Educator	Steve Bamsey	General Educator
Lynne Lowry	Special Educator	Donna Towle	Special Educator
Margot Robert	General Educator	Meredith Pitrow	Paraprofessional
Kristin Groves	General Educator	Anne Kebler	Principal
Victoria Hill	Special Educator	Mary Hunson	Occupational Therapist
Gaie Mitchell	Reading Specialist	David Olson	Special Educator
Curtis Finney	Speech/Language Path.	Christine Lydecker	Special Educator
Barbara Renda	Special Educator	Sue Cargill	Speech/Language Path.
Colleen Cormack	Paraprofessional	Laura Jawitz	Principal
Kate Swanson	General Educator	Lisa Dubois	Speech Pathologist
Jill Davis	Guidance	Kevin Richard	Principal
Deb Atwood	Student Services Coordinator	Joy Kiely	Student Services Coordinator
Joan Hickey	Special Educator	Martha Rankie	Special Educator
Barry Chisolm	Special Educator	Kathleen Walsh	Speech Pathologist
Pam Stimpson	Preschool Coordinator	Caren Hutchinson	Speech Pathologist
Gail Yalenzain	Special Educator	Theresa Stanton	Occupational Therapist
Cheryl Rocheleau	OTR/L Cert. Sp. Ed	Pamela Robinson	Psychologist
Aimee Robertson	Community Preschool Director		

## **II. INTRODUCTION**

SAU 9 is comprised of 7 School Districts (Albany, Bartlett, Conway, Chatham, Eaton, Hart's Location and Jackson). Students in Conway, Albany and Eaton attend school in Conway K-6 and join students from Madison and Freedom for grades 7-8 at Kennett Middle School in Conway. Students in Bartlett and Hart's Location attend Bartlett Elementary K-8. Students in Jackson attend grades K-6 in Jackson and grades 7-8 in Bartlett. Students from all towns except for Chatham attend Kennett High School. Students from Chatham attend schools in Maine School Administrative District 72 under a tuition contract. Elementary students attend New Suncook Elementary School in Lovell, Maine. Middle school Chatham students attend the Molly Ockett Middle School in Fryeberg Maine, and Chatham high school students attend Fryeberg Academy. The tuition contract with MSAD 72 provides the Chatham district with transportation economies, because of its closer proximity to the MSAD schools than to SAU 9 schools. SAU 9 does not have a district preschool program for children with disabilities. The Preschool Coordinator, in conjunction with the families of SAU 9 preschoolers, places children in area community based programs.

In September 2007, SAU 9 will open the new Kennett High School and the Mount Washington Valley Career and Technical Center. This new facility will provide much needed additional space for the renovation of the present middle high school into a much-expanded middle school facility. In addition, the renovated middle school will provide space to house the SAU 9 administrative services. Plans are also now underway for an addition to the Jackson Grammar School.

### **SAU 9 Philosophy of Special Education**

“SAU 9 is committed to the ideal that all children have the right to a free and appropriate education. Our schools are committed to assisting special education students to recognize and achieve their potential, relative to their educational disability.

It is the role of the Special Education Department to develop and implement special programming which facilitates growth in disabled students. This goal is reached through the use of skilled practitioners in a variety of disciplines. These include psychologists, special education teachers, speech therapists, occupational therapists, physical therapists, and all other specialists deemed necessary by virtue of the child's needs.

When providing special education services, students will be placed in programs using the principle of the Least Restrictive Environment (LRE), using more restrictive placements only after all other options have been explored and exhausted.

It is our goal to produce students proficient in academic skills, while at the same time being concerned with the general welfare of others and displaying full moral and ethical development.”

### **SAU 9 Administrative Structure**

SAU 9 has adopted a structure of site-based management for the delivery of special services. Generally, the Principal of the school is in charge of the delivery of services to the students. The Director of Special Services of SAU 9 serves in an advisory capacity. The Director of Special Services is the case manager for all Chatham students who attend school in MSAD 72 as well as for all out of district placements. The Director of Special Services is also the 504 Coordinator, the ESL Supervisor, the Homeless Liaison and the IDEIA grant coordinator.

### **LEA / District Demographic Profile**

Note: The Demographic profile data below is incomplete. The Special Education Administration Building was quarantined and closed to personnel, due to severe air quality problems and resulting health hazard, during the month of November and much of December. Because of that situation, some information was not accessible at the time the profile was being prepared.

<b>District Enrollment Data - <u>Conway</u></b>	<b>2004-05</b>	<b>2005-06</b>	<b>2006-07</b>
Total Student Enrollment (ages 6-21) (as of Oct 1)	2088	2045	2001
Expenditure Per Pupil	\$9,881		
Cumulative Drop-Out % (grades 9-12) <b>students with disabilities</b>			
Cumulative Drop-Out % (grades 9-12) <b>non-disabled students</b>			
Free/Reduced Lunch %	26	28	27
Title I %			22
LEP %			
<b>Special Education Program Data</b>	<b>2004-05</b>	<b>2005-06</b>	<b>2006-07</b>
# of Identified Students Ages 3-5 (as of Oct. 1)			20
# of Identified Students Ages 6-21 (as of Oct. 1)			274
% Identified Ages 6-21 (as of Oct. 1)			14
# Out of District	13	13	9
% Out of District	.6	.6	.4
# of Students Out of Compliance (as of Oct. 1)			21
Special Programs Total Expenditure	\$3624		
Average Caseload (as of Oct. 1)			10.8
# Identified Students Suspended One Or More Times			
# of students with disabilities who are being provided home instruction (as of Dec.1)			
# of students with disabilities who have been placed on a "shortened school day" (as of Dec. 1)			
<b>Special Education Staffing: (report in FTEs)</b>	<b>2004-05</b>	<b>2005-06</b>	<b>2006-07</b>
# of Special Educators			24
# of Related Service Providers			24
# of Paraprofessionals			31

<b>District Enrollment Data - <u>Bartlett</u></b>	<b>2004-05</b>	<b>2005-06</b>	<b>2006-07</b>
Total Student Enrollment (ages 6-21) (as of Oct 1)	314	302	311
Expenditure Per Pupil	\$11,685		
Cumulative Drop-Out % (grades 9-12) <b>students with disabilities</b>			
Cumulative Drop-Out % (grades 9-12) <b>non-disabled students</b>			
Free/Reduced Lunch %	18	22	18
Title I %			
LEP %			
<b>Special Education Program Data</b>	<b>2004-05</b>	<b>2005-06</b>	<b>2006-07</b>
# of Identified Students Ages 3-5 (as of Oct. 1)			3
# of Identified Students Ages 6-21 (as of Oct. 1)			70
% Identified Ages 6-21 (as of Oct. 1)	12		23
# Out of District	2	2	2
% Out of District	.6	.7	.6
# of Students Out of Compliance (as of Oct. 1)			2
Special Programs Total Expenditure			
Average Caseload (as of Oct. 1)			

# Identified Students Suspended One Or More Times			
# of students with disabilities who are being provided home instruction (as of Dec.1)			
# of students with disabilities who have been placed on a "shortened school day" (as of Dec. 1)			
<b>Special Education Staffing: (report in FTEs)</b>	<b>2004-05</b>	<b>2005-06</b>	<b>2006-07</b>
# of Special Educators			4
# of Related Service Providers			3
# of Paraprofessionals			12

<b>District Enrollment Data - Jackson</b>	<b>2004-05</b>	<b>2005-06</b>	<b>2006-07</b>
Total Student Enrollment (ages 6-21) (as of Oct 1)	60	53	54
Expenditure Per Pupil	\$10,451		
Cumulative Drop-Out % (grades 9-12) <b>students with disabilities</b>			
Cumulative Drop-Out % (grades 9-12) <b>non-disabled students</b>			
Free/Reduced Lunch %	N/A	N/A	N/A
Title I %			
LEP %			
<b>Special Education Program Data</b>	<b>2004-05</b>	<b>2005-06</b>	<b>2006-07</b>
# of Identified Students Ages 3-5 (as of Oct. 1)			1
# of Identified Students Ages 6-21 (as of Oct. 1)			10
% Identified Ages 6-21 (as of Oct. 1)	13		19
# Out of District	0	0	0
% Out of District	0	0	0
# of Students Out of Compliance (as of Oct. 1)			1
Special Programs Total Expenditure			
Average Caseload (as of Oct. 1)			10
# Identified Students Suspended One Or More Times			
# of students with disabilities who are being provided home instruction (as of Dec.1)			
# of students with disabilities who have been placed on a "shortened school day" (as of Dec. 1)			
<b>Special Education Staffing: (report in FTEs)</b>	<b>2004-05</b>	<b>2005-06</b>	<b>2006-07</b>
# 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 9 on December 7-8, 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 9 and at two community preschools. These include:

Bartlett Elementary School, Bartlett  
Conway Elementary School, Conway  
Jackson Grammar School, Jackson  
John Fuller Elementary School, Conway  
Pine Tree School, Conway  
Kennett Middle School, Conway  
Kennett High School, Conway  
The Child's Place  
Bartlett Community Preschool

The NHDOE 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

As part of this compliance review, case studies were randomly selected by the NHDOE prior to the visit, and staff was asked to present these case studies to determine compliance with state and federal special education rules and regulations. Other activities related to this NHDOE Case Study Compliance Visit included the review of:

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

The New Hampshire Department of Education provided a visiting team of professional educators to work collaboratively with staff in each of the schools in conducting the Case Study Compliance Review and the varied data collection activities. Throughout the entire review process, the visiting team worked in collaboration with the staff of SAU 9. Their professionalism, active involvement in the process and cooperation were greatly appreciated and well recognized.

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

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

Based on review of the July 18, 2003 NHDOE Special Education Program Approval Report, there were no citations of non-compliance which required corrective action.

## V. DECEMBER 7-8, 2006 CASE STUDY COMPLIANCE REVIEW RESULTS

Data collection is an important part of the NHDOE Special Education Case Study Compliance Review Process. In order to monitor whether or not special education programs are in compliance in the three focus areas, and determine any root causes of problems that may be identified through the case study process, it is essential that each case study team dig deeply into the data, and not just take a surface look. This process takes time, and the entire team working with the child being studied must be involved in collecting and analyzing the data, as well as presenting and summarizing the data with the visiting team. As such, the NHDOE works with educational communities to determine the number and type of case studies to be prepared and presented, to ensure that building teams are not inundated with much more data than they can possibly analyze, allowing them to reflect upon and generalize their newly found knowledge of their programs, practices, policies and procedures.

The Case Study Compliance Review process for SAU 9 considered a total of 17 case studies selected randomly and representing all school buildings in the SAU and a cross-section of the SAU continuum of special education programs, services and grade levels. The selected case studies included students identified with DD, MR, SLD, SLI, EH, OHI, and deafness in both modified regular and substantially separate settings.

### 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 December 7-8, 2006 Case Study Compliance Review in SAU 9. Preschool parent interviews were conducted in students' homes.

SAU 9 mailed parent satisfaction surveys to all parents of educationally disabled children served by the SAU and received 65 responses, for a 17% response rate. By their responses, a majority of parents indicated their satisfaction with SAU 9 special education programs and services. However, improvement is sought by a number of parents in the areas of progress reporting, transition planning, encouragement to participate in school activities and behavioral supports.

### **Preschool Parents Survey Responses 2006**

	<b>SCALE - 3 COMPLETELY</b>	<b>2 PARTIALLY</b>	<b>1 NOT AT ALL</b>	<b>No Response</b>
	<b>3</b>	<b>2</b>	<b>1</b>	
I am satisfied with my child's program and the supports that he/she receives.	3	1		
My child has opportunities to interact with non-disabled peers on a regular basis.	3	1		
I am adequately informed about my child's progress.	2	1	1	
My child is informed about and encouraged to participate in school activities outside of the school.	2	1		1
My child feels safe and secure in school and welcomed by staff and students.	3	1		
A variety of information (observations, test scores, school work, parent input) was used in developing my child's IEP.	3	1		
I am satisfied with the progress my child is making toward his/her IEP goals.	2	2		
My child's classroom behaviors affect his/her ability to learn.	yes 1	no 3		
I have been involved in the development of behavior interventions, strategies and				



supports for my child.	1			
I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs		1		
I fully participate in special education decisions regarding my child.	3			
I have been provided with a copy of the procedural safeguards at least once a year.	3			

### Elementary Parent Survey Responses 2006

SCALE - 3 COMPLETELY

2 PARTIALLY

1 NOT AT ALL

	3	2	1	No Response
I am satisfied with my child's program and the supports that he/she receives.	21	14	3	
My child has opportunities to interact with non-disabled peers on a regular basis.	32	6		
I am adequately informed about my child's progress.	17	19	2	
My child is informed about and encouraged to participate in school activities outside of the school.	19	9	10	
My child feels safe and secure in school and welcomed by staff and students.	25	11	2	
A variety of information (observations, test scores, school work, parent input) was used in developing my child's IEP.	32	5	1	
I am satisfied with the progress my child is making toward his/her IEP goals.	15	20	3	
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	11	4	11
All of the people who are important to my child's transition were part of the planning.	15	8	1	14
My child's classroom behaviors affect his/her ability to learn.	yes 18	no 14		6
I have been involved in the development of behavior interventions, strategies and supports for my child.	18	4		
I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs	12	7	9	
I fully participate in special education decisions regarding my child.	35	2	1	
I have been provided with a copy of the procedural safeguards at least once a year.	33	4	1	

### Middle School Parent Survey Responses 2006

SCALE - 3 COMPLETELY

2 PARTIALLY

1 NOT AT ALL

	3	2	1	No Response
I am satisfied with my child's program and the supports that he/she receives.	8	3	1	
My child has opportunities to interact with non-disabled peers on a regular basis.	11	1		
I am adequately informed about my child's progress.	7	5		
My child is informed about and encouraged to participate in school activities outside of the school.	11		1	
My child feels safe and secure in school and welcomed by staff and students.	9	3		
A variety of information (observations, test scores, school work, parent input) was used in developing my child's IEP.	10	2		
I am satisfied with the progress my child is making toward his/her IEP goals.	6	6		
I am satisfied with the planning and support provided for the moves my child has made from grade to grade and school to school.	9	3		
All of the people who are important to my child's transition were part of the planning.	8	1	1	2
My child's classroom behaviors affect his/her ability to learn.	yes 6	no 6		

I have been involved in the development of behavior interventions, strategies and supports for my child.	4	3		
I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs	4	3		
I fully participate in special education decisions regarding my child.	9	3		
I have been provided with a copy of the procedural safeguards at least once a year.	12			

### High School Parent Survey Responses 2006

	3 COMPLETELY	2 PARTIALLY	1 NOT AT ALL	No Response
I am satisfied with my child's program and the supports that he/she receives.	9	2		
My child has opportunities to interact with non-disabled peers on a regular basis.	9	2		
I am adequately informed about my child's progress.	6	4	1	
My child is informed about and encouraged to participate in school activities outside of the school.	5	4	2	
My child feels safe and secure in school and welcomed by staff and students.	5	6		
A variety of information (observations, test scores, school work, parent input) was used in developing my child's IEP.	11			
I am satisfied with the progress my child is making toward his/her IEP goals.	4	7		
My child earns credits toward a regular high school diploma in all of his/her classes.	10		1	
I am satisfied with the planning and support provided for the moves my child has made from grade to grade and school to school.	6	4	1	
All of the people who are important to my child's transition were part of the planning.	8	3		
I am satisfied with the written secondary transition plan that is in my child's IEP.	5	2	1	3
My child's classroom behaviors affect his/her ability to learn.	yes 5	no 6		
I have been involved in the development of behavior interventions, strategies and supports for my child.	4	1	1	
I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs	4	2		
I fully participate in special education decisions regarding my child.	10		1	
I have been provided with a copy of the procedural safeguards at least once a year.	9		1	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**

Students with educational disabilities are provided services in the least restrictive setting, as evidenced by the strong continuum of services and specialized programs at all levels within the Conway District and the low percentage of students placed out of district. The specialized programs that have been developed include the following:

- Rainbow Park Program for Multiple Disabilities at Conway Elementary
- Horizons Program (Life Skills) for MR students at Pine Tree Elementary
- Pathways Program for EH students at John Fuller Elementary
- Expeditions Program for EH students at Kennett Middle School
- Trails Program for EH students at Kennett High School

- Job Prep program (Life Skills) for MR students at Kennett Middle School and Kennett High School
- There is a potential for some inconsistency in service delivery across the SAU, as a result of the decentralized, site-based administration of special education services.

## **Transition**

### **Transition Planning**

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

#### **Transition Services**

The SAU provides a number of transition activities for students moving from grade to grade and from building to building. The structure of SAU 9, integrating students from 9 towns and 7 districts, creates the need for increased information sharing between general and special educators at the sending and receiving schools. This need is particularly felt at the grade 6-7 and grade 8-9 transition points.

## **Behavior Strategies and Discipline**

The SAU provides specialized programming and supports for students with emotional disabilities at all levels. The visiting team saw evidence of Responsive Classroom practices, behavioral intervention teams, student support centers, PBIS training and a School Resource Officer at Kennett High School. A school-wide behavior intervention model was in place in each of the SAU 9 schools.

## **COMMENDATIONS**

The Staff and administration of SAU 9 are to be commended for:

1. The significant upgrading of its educational facilities with the construction of a new high school to be opened in September 2007, for the renovation of the present middle/high school into an improved middle school, which is now in process, and for the plans for an addition to the Jackson Grammar School.
2. The plan to relocate the SAU offices to the renovated middle school.
3. The careful, in-depth preparation for the case study review by the SAU 9 staff. The staff fully embraced the case study review process, and saw this as an opportunity to improve programs and services for students with disabilities.
4. The effort by special educators and administrators to increase communication with a group of concerned parents of students with educational disabilities through their support of the Special Education Parent Advocacy Group.
5. The effort by the Special Education Director to increase communication among special educators across the SAU by holding monthly meetings.
6. The strong continuum of services within the SAU which has resulted in a low percentage of out of district placements.
7. The strong staff retention and low special education staff turnover.
8. The direct involvement and supervision of special education services by the principal in each building

## **ISSUES OF SIGNIFICANCE**

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

The staff and administration will need to place greater emphasis system-wide on providing consistent and effective transition planning activities in order to allow teachers from sending and receiving schools to document and share information about the needs of students with educational disabilities as they move from grade to grade, school to school and town to town. The visiting team frequently heard this need expressed by staff members, particularly at the middle school level.

## CITATIONS OF NONCOMPLIANCE IDENTIFIED AS A RESULT OF THE DECEMBER 7-8, 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 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.

### **Citations noted in the three focus areas:**

1. **Ed. 1109.01** IEP goals must be written in measurable terms
2. **Ed. 1109.01** IEP must include current level of performance related to transition services.
3. **Ed. 1109.01** Statement of transition service needs must be included in the IEP
4. **Ed. 1109.01** The statement of transition must focus on the student's course of study (e.g. vocational programming, advanced placement).
5. **Ed. 1125.04** The student evaluation should conform to a 45-day timeline.
6. **20 U.S.C. 1414(d)(1)(AQ)(i)(I)(VIII)** For students age 16, transition plan should include coordinated, measurable annual IEP goals and include transition services that will reasonably enable the student to meet the post secondary goals.
7. **Ed. 1119.06** Some instructional areas (Jackson Grammar) are not handicapped accessible.
8. **Ed. 1115.01** Children with disabilities must have an IEP in place by their 3<sup>rd</sup> birthday. Children cannot be placed in a program on a diagnostic basis.

### **Out of District and James O. File Review Citations:**

9. **CFR 300.347(b)(I)** For student age 14 there was no documentation that the student had been invited to IEP meetings
10. **Ed1109.01(c)** The IEP did not include a list of individuals and/or the type of service provider who would be responsible for implementing the IEP.
11. **Ed. 1109.01(e)** The IEP does not yet contain the parent's signature, as the student was recently relocated to this placement from a prior placement.
13. **Ed. 1109.01 CFR 300.347 (a)(3)**  
A copy of the student's schedule should be included in the student's file.

## 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.14-65.** 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. Staff expressed the need for more collaboration and information sharing among special educators across the SAU, possibly by more frequent department meetings.
2. The visiting team heard a need expressed by special educators for professional development opportunities for general educators on the changes in IDEA 2004 requirements, Response to Intervention, the IEP obligations of general educators, and specific instructional strategies to differentiate instruction.
3. Because SAU 9 has established a site-based administrative structure for the administration of special education, the administration may wish to review the consistency of its special education process and procedures across the SAU, particularly with regard to availability of resources and distribution and scheduling of related services.
4. The need for greater emphasis on providing parent information meetings was expressed. The SAU may want to consider establishing school-based special education information and support sessions for parents.
5. There is a need for increased collaboration between general and special educators at the high school level.
6. As the renovation of the current high school into a middle school is completed, the SAU should consider allocating space for a district preschool program.
7. There is a need for increased communication between community-based preschools providing services to young children with disabilities and elementary schools to improve IEP development, programming and overall parent satisfaction.

## VI. BUILDING LEVEL SUMMARY REPORTS

### PRESCHOOL BUILDING LEVEL CASE STUDY DATA SUMMARY

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

SAU: 9	School: <b>Preschool</b>	Date: 12/8/2006
Programs: Preschool		Number of Cases Reviewed: 2
Recorder/Summarizer:		

Name: Gail Yalenzain	Position: Special Educator	<u>Building Level</u>	or	Visiting (circle one)
Name: Todd Butler	Position: SLP	Building Level	or	<u>Visiting</u> (circle one)
Name: Cheryl Rocheleau	Position: OTR/L cert. Sp. Ed.	<u>Building Level</u>	or	Visiting (circle one)
Name: Karen W. Hood	Position: Preschool Coordinator	Building Level	or	<u>Visiting</u> (circle one)
Name: Pam Stimpson	Position: Preschool Coordinator	<u>Building Level</u>	or	Visiting (circle one)
Name: Aimee Robertson	Position: Director Barttlet Preschool	<u>Building Level</u>	or	Visiting (circle one)
Name: Kathleen Walsh	Position: Speech-Language Pathologist	<u>Building Level</u>	or	Visiting (circle one)
Name: Caren Hutchinson	Position: Speech-Language Pathologist	<u>Building Level</u>	or	Visiting (circle one)
Name: Theresa Stanton	Position: Occupational Therapist	<u>Building Level</u>	or	Visiting (circle one)
Name: Pamela Robinson	Position: Psychologist	<u>Building Level</u>	or	Visiting (circle one)
Name: Nancy DAgostino	Position: Educational Consultant	Building Level	or	<u>Visiting</u> (circle one)

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

## SUMMARIZE YOUR BUILDING LEVEL DATA

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

<b>ACCESS TO THE GENERAL CURRICULUM STATEMENTS</b>								
<b>Ed. 1109.01 Elements of an IEP CFR 300.320 Content of IEP</b> <b>Ed. 1109.05, Implementation of IEP 20 U.S.C. 1414 (d)</b> <b>Ed. 1115.07, Ed 1119.01(f) Provision of Non-Academic Services/Settings</b> <b>CFR 300.320(a) CFR 300.34 Ed. 1119.03, Full Access to District's Curricula</b> <b>Ed. 1107.04 (d) Qualified Examiner</b> <b>Ed. 1133.05 (c)(h)(k) CFR 300.320 Program Requirements</b> <b>Ed. 1133.20 Protections Afforded to Children with Disabilities</b> <b>CFR 300.320(a)(1)(ii)</b> ". . .for preschool children, as appropriate, how the disability affects the child's participation in appropriate activities;)" <b>CFR 300.320(a)(4)(iii)</b> "To be educated and participate with other children with disabilities and non disabled children"						<b>YES</b>	<b>NO</b>	<b>N/A</b>
Is there a written general education curriculum in place for preschoolers?						2		
Does the curriculum incorporate social/emotional skills?						2		
Has this student made progress in social/emotional skills?						2		
Does the curriculum incorporate early language/communication skills?						2		
Has this student made progress in early language/communication skills?						2		
Does the curriculum incorporate pre-reading skills?						2		
Has this student made progress in pre-reading skills?						2		
Does this student have access to appropriate preschool activities?						2		
Does this student have opportunities to interact with non-disabled peers to the maximum extent appropriate on a regular basis, as part of the educational program?						2		
Did the student participate in an assessment as part of the Preschool Special Education Outcomes Measurement System?								2
Was the student's most recent individual evaluation (initial or reevaluation), including a written summary report and meeting, held within 45 days of parental permission to test? <b>If not, was it due to</b> (check all that apply):						1	1	
Extension in Place Parent requested an extension due to family medical emergency	Lack of Qualified Personnel: Psychologist      Educator Other                      Related Services	Evaluation Not Completed in Time	Summary Report Not Written in Time	Meeting Not Held in Time	Other Child moved to district just prior to 3 <sup>rd</sup> birthday			
						<b>YES</b>	<b>NO</b>	<b>N/A</b>
Did the IEP team meet to create the IEP within 30 calendar days of eligibility?						2		
Was an IEP fully developed and signed by the student's third birthday?							1*	1
Are this student's IEP goals written in measurable terms?							2*	

Access Strengths	Access Suggestions for Improvement
<ol style="list-style-type: none"> <li>1. SAU 9 has a good working relationship with a continuum of community based preschool programs that provide SAU staff and families options for meeting the needs of children with disabilities. Children with disabilities participate on a regular basis with children without disabilities and the ratio of non-disabled children in these programs is high.</li> <li>2. Conway has one special ed certified private preschool for placement of multi-handicapped children in the district.</li> <li>3. The SAU preschool team works hard to develop strong connections with the preschools. When possible therapies are integrated into the classroom.</li> <li>4. The Bartlett Community preschool is housed in rented space in the Bartlett Elementary School with access to specialists such as speech, OT, nurse and counselor on site. They are part of the school community and have access to therapy rooms, the cafeteria and library. Half hour consult time is built in biweekly with this program.</li> <li>5. The Bartlett principal is invested in and supportive of the preschool program in his building.</li> <li>6. Bartlett's pre-literacy program (Believe in Books) visits the preschool. They read books and provide each child a book four times a year.</li> <li>7. There is a focus on phonological awareness in programming.</li> <li>8. There is a team approach among the preschool staff and specialists and a special educator are part of the team. The team is proactive and experienced.</li> <li>9. The Conway Special Education Team meets weekly for three hours. This time includes referral meetings and evaluation meetings as well as IEP updates. There is administration support for the team meetings.</li> </ol>	<ol style="list-style-type: none"> <li>*1. The district needs to continue their efforts to ensure that all IEP goals are written in measurable terms.</li> <li>2. While the SAU has access to a range of community preschool placements, there are times when the most appropriate placement and/or parent's choice of placement is not available. This may be due to full classrooms or choice of a program that does not fully meet a child's needs. The SAU needs to examine ways to insure that sufficient / appropriate placements are available for preschoolers with disabilities. As numbers increase the district needs to develop additional programming to ensure timely placements.</li> <li>3. The private preschool programs in the area range in quality, philosophy, and curriculum. The SAU has limited input at many of the programs. The SAU is encouraged to continue to develop ways to support community programs servicing their children with disabilities to provide more consistency and quality in programming.</li> <li>4. Although the special educator and therapists work in the schools in support of children, a review of training provided for paraprofessionals working in the community preschool programs is recommended.</li> <li>5. *The District needs to ensure that children with disabilities have an IEP in place by their 3<sup>rd</sup> birthday. Children cannot be placed in a program as a diagnostic placement, although it is acknowledged that this particular case was very complex, and the District and the community-based program have put in a tremendous amount of time and effort for this child.</li> </ol>

\* This is a citation



### SUMMARIZE YOUR BUILDING LEVEL DATA

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

<b>TRANSITION STATEMENTS</b>						
<b>Ed. 1107.02, (h) Process; Provision of FAPE</b> <b>CFR 300.124 Part C Transition</b> <b>Ed. 1109.01 Elements of an IEP (Transition Services)</b> <b>Ed. 1109.03, IEP Team</b> <b>CFR 300.321 and 300.321(f)</b> <b>CFR 300.322 (b) Parent Participation</b> This includes movement from (a) Early Supports and Services (ESS) to preschool, and b) pre-school to elementary school.				<b>YES</b>	<b>NO</b>	<b>NA</b>
Transition planning from ESS to preschool takes place.						2
Transition planning from preschool to kindergarten or 1 <sup>st</sup> grade takes place.				2		
District staff participated in a transition planning conference arranged by ESS and this transition planning conference occurred at least 90 days before the student's third birthday. <b>If not, was it due to:</b> (check all that apply)						2
Meeting Not Held In Time	Staff Didn't Understand The Process	Communication Breakdown Between School And Early Supports And Services Agency	<u>Student Moved Into The District After This Time Period</u> 1 moved in from VT			
Student Not Referred Prior To 90 Days	Parent / School Communication Breakdown		Other			
				<b>YES</b>	<b>NO</b>	<b>NA</b>
Team around transition includes parents.				2		
Team around transition includes appropriate agencies.				2		
Services agreed on in the IEP began by the time specified in the IEP.				2		
Early Supports and Services provided the school or district with initial information prior to 90 days.						2
Early Supports and Services evaluation information was shared with the school or district.				1		1
Strengths			Suggestions for Improvement			
<ol style="list-style-type: none"> <li>1. There are planned transitions from preschool to kindergarten.</li> <li>2. The Bartlett preschool is housed in the same building as kindergarten, fostering smooth transitions to kindergarten.</li> <li>3. FCESS (area early supports and services) and the district have a positive relationship and most meetings take place 90 days prior to a child's third birthday.</li> <li>4. The preschool team works closely with families to help them transition into the program along with their children.</li> <li>5. The focus the past three years has been on fostering successful Pre-K to Kindergarten transitions. This is a challenge with the number of private preschools and elementary schools housed in a large geographic area.</li> <li>6. The preschool team values parent involvement in the process and works to make meeting times and locations work for families as they transition in and out of the program.</li> <li>7. Some therapists work with children on both the preschool and elementary level.</li> </ol>			<ol style="list-style-type: none"> <li>1. SAU 9 has done some diagnostic placements in the past. In an effort to ensure children have their IEP and placement in place in a timely manner, they must continue to evaluate their Child Find and transitions from early supports and services. Moving forward the FCESS Coordinator will be invited to future screenings / Child Find activities and the district will continue to focus and refine referrals to ensure access to FAPE.</li> <li>2. Although improvements around kindergarten transitions have been made to ensure their success, the preschool team will continue to work on strengthening this area in collaboration with the receiving schools.</li> <li>3. As policies and procedures for transitions are developed, they should be documented in a written plan to ensure their continuation over time.</li> </ol>			

### SUMMARIZE YOUR BUILDING LEVEL DATA

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

<b><u>BEHAVIOR STRATEGIES AND DISCIPLINE</u></b>		YES	NO	N/A
<u>Ed. 1109.02 Program</u> <u>Ed. 1119.11 Disciplinary Procedures</u> <u>Ed. 1133.07 (a) (b) (c) (d) (e)</u> <u>20 U.S.C. 1415 (K)</u> <u>Child Management – Private Schools</u>	<u>CFR 300.324</u> <u>CFR 300.530-300.536</u> <u>CFR 300.530-300.536</u> <u>RSA 169-C Child Protection Act</u>			
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?				
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.		1		1
Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.		1		1
Results of behavior intervention strategies are evaluated and monitored.		1		1
<b>Strengths</b>	<b>Suggestions for Improvement</b>			
<ol style="list-style-type: none"> <li>1. Some preschool team members have training in behavior management.</li> <li>2. SAU 9 hires outside consultants when needed. The preschool team also has access to SAU 9's district Behavior Educator and School Psychologist.</li> <li>3. The Special Ed Certified private preschool in Conway has staff with behavior management training.</li> </ol>	<ol style="list-style-type: none"> <li>1. The preschool team needs to develop consistent behavior intervention strategies.</li> <li>2. Previously the SAU 9 Preschool Coordinator actively participated on a regional Behavior Intervention Team that has since disbanded due to time constraints. She is encouraged to move forward with her efforts to reactivate this support system.</li> </ol>			

## Summary of Building Level Strengths and Suggestions for Improvement

Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> <li>1. Wrap teams are developed for individual children/families as needed.</li> <li>2. A special educator is available to preschools.</li> <li>3. The preschool team is supported by the Special Ed Director, Superintendent, Asst. Superintendent and Elementary Principals.</li> <li>4. The SAU 9 Preschool Team is actively involved in Easter Seals Northern New Hampshire Autism Network Steering Committee.</li> <li>5. The preschool programs visited were open to working and growing with the district preschool team in support of young children with disabilities. They were active participants in the Program Approval Process.</li> <li>6. The preschool team is passionate and proactive about children and early childhood education.</li> <li>7. The team thinks creatively, often out-of-the-box to meet the needs of children and families.</li> </ol>	<ol style="list-style-type: none"> <li>1. The large geographic area combined with the number of community programs means travel time for specialists takes away from direct service time. As the SAU plans for the future they are encouraged to consider solutions that impact direct service time.</li> <li>2. The large range of community preschools limits consistency in programming. Many preschools lack space for therapy sessions and direct services. These concerns go to the need for long range planning for preschoolers with disabilities.</li> <li>3. Sharing specialists with the elementary and high school limits their time available for preschool. Since the schedules for some therapists are full with no room for additional direct services the district needs to review its structure. This includes Occupational Therapist, SLP, Psychologist, Physical Therapist and Special Educator.</li> <li>4. The Physical Therapist is contracted and does not allow for consultation time. The SAU is encouraged to revisit the contract to include consult time that would increase follow through of services by other staff members.</li> <li>5. The economics of the area and lack of transportation makes connections with children and families more challenging at times. The district still needs to reach out to area agencies, medical personal and families to ensure children in need of services are located and able to participate in needed programming.</li> <li>6. The SAU preschool is encouraged to develop parent information packets or other means of informing parents about preschool programming and the development of their preschoolers. This may be done in conjunction with Early Supports and Services and area preschools.</li> </ol>

USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT

BUILDING LEVEL CASE STUDY DATA SUMMARY

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

SAU: 9	School: <b>Bartlett Elementary</b>	Date: 12/8/06
Programs: Modified Regular; Resource Room		Number of Cases Reviewed: 2
Recorder/Summarizer: Stephanie Langer		

Collaborative Team Members:

Name: Stephanie Langer	Building Level	or	<b>Visiting</b>
Name: Karin Schiller	<b>Building Level</b>	or	Visiting
Name: Kelly Seavey	Building Level	or	<b>Visiting</b>
Name: Margaret McAllister	<b>Building Level</b>	or	Visiting

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

## SUMMARY OF BUILDING LEVEL DATA

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

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

- One paraeducator is provided for each grade level for general academic support.
- There is a small student-teacher ratio.
- Sufficient common planning time is provided for general and special educators.
- Differentiated instruction is provided by grade level teaching teams.

**Suggestions for Improvement**

- IEP goals should be written in measurable terms.\*
- Provide professional development in the use of data collection for charting student progress toward meeting IEP 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:

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

## Transition

### Strengths

- Looping of classroom teachers occurs between grades.
- Teaming of special education staff provides opportunities for collaboration and dialogue.
- Process is in place for school-to-school transitions.
- Advisory program for grades 7-8 helps with transition to high school.

### Suggestions for Improvement

- More collaboration is needed between case managers when writing IEPs that span 2 school years.
- Transition statements should be added to the IEP in year when student will turn 14.\*
- Current level of performance regarding transition services should be added to the IEP.\*
- Transition statement should focus on student's course of study.\*

\* 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:

<b><u>BEHAVIOR STRATEGIES AND DISCIPLINE</u></b>			<b>YES</b>	<b>NO</b>	<b>N/A</b>
<b>Ed. 1109.02 Program</b>	<b>CFR 300.346</b>				
<b>Ed. 1119.11 Disciplinary Procedures</b>	<b>CFR 300.519-300.529</b>				
<b>Ed. 1133.07 (a) (b) (c) (d) (e)</b>	<b>CFR 300.510-300.529</b>				
<b>20 U.S.C. 1415 (K)</b>					
<b>Child Management – Private Schools</b>	<b>RSA 169-C Child Protection Act</b>				
Data are used to determine impact of student behavior on his/her learning.		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.		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.		2			
<b>Strengths</b>	<b>Suggestions for Improvement</b>				
<ul style="list-style-type: none"> <li>• Team approach allows for all teachers to take a consistent approach with students.</li> <li>• Parent involvement is strong with regard to behavioral issues.</li> <li>• Behavioral Intervention Team provides effective early intervention support to students with behavioral challenges.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to work on writing measurable goals for behavioral goals.*</li> <li>• Include commonly used strategies for a specific student into a written behavior plan so that all staff can provide consistent support.</li> <li>• Develop a more data-driven and documented method to track student behaviors and their effect on school work.</li> </ul>				

\* This is a Citation

## SUMMARY OF BUILDING LEVEL STRENGTHS AND SUGGESTIONS FOR IMPROVEMENT

Strengths	Suggestions for Improvement
<ul style="list-style-type: none"><li>• The faculty team approach for instruction and special education is effective.</li><li>• There is a low student – teacher ratio.</li><li>• Common planning time is provided for general and special educator collaboration.</li><li>• Students with disabilities are included in the general classroom instruction, and differentiated instructional strategies are practiced effectively.</li></ul>	<ul style="list-style-type: none"><li>• Greater use of data/documentation is recommended for curriculum and behavior.</li><li>• IEP goals should be written in measurable terms.*</li></ul>

\* This is a citation

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: 9	School: <b>Conway Elementary</b>	Date: 12/8/06
Programs: Rainbow Park, Modified Regular, Resource Room		Number of Cases Reviewed: 3
Recorder/Summarizer:		

Collaborative Team Members:

Name: Brian Hastings	<b>Building Level</b>	or	Visiting
Name: Ellen Caputo	<b>Building Level</b>	or	Visiting
Name: Erin Finney	<b>Building Level</b>	or	Visiting
Name: Steve Bamsey	<b>Building Level</b>	or	Visiting
Name: Lynne Lowry	<b>Building Level</b>	or	Visiting
Name: Donna Towle	<b>Building Level</b>	or	Visiting
Name: Peggy Poirier	Building Level	or	<b>Visiting</b>
Name: Julie Mahoney	Building Level	or	<b>Visiting</b>

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

## SUMMARY OF BUILDING LEVEL DATA

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

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

**Access to the General Curriculum**

**Strengths**

- All students have access to the general curriculum.
- The Rainbow Park Program, serving students with multiple disabilities, is an asset to the SAU.
- Alternative assessments are prepared and are excellent.
- Students feel accepted, safe and part of the school environment.
- Staff is friendly, upbeat and professional. Building principal is very supportive of personnel and programs.

**Suggestions for Improvement**

- Consider providing more training support to paraprofessionals.
- On an individual basis, some students in Rainbow Park could be included more in the general curriculum, when appropriate.
- IEP goals need to be measurable.\*
- Need to show three years of growth on IEP goals in case study presentation.
- Attention needs to be paid to the 45-day evaluation time requirement.\*
- More collaboration time is needed between regular educators and special educators.
- Some special educator caseloads seem high.
- Consider a system-wide review of distribution and scheduling of related services among the buildings.

\* 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:

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

## Transition

### Strengths

- The staff has developed an excellent grade-to-grade transition plan within the building.
- The school staff is now preparing a written transition plan at the IEP meeting, so that all staff are clear on the activities.
- Students interviewed feel positive about their transitions.

### Suggestions for Improvement

- Transition criteria documentation is not always provided from sending to receiving school.
- Transition conversations/meetings with the middle school need to take place earlier in the year.
- More collaboration time is needed between sending and receiving school.

## SUMMARY OF BUILDING LEVEL DATA

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

<b><u>BEHAVIOR STRATEGIES AND DISCIPLINE</u></b>			<b>YES</b>	<b>NO</b>	<b>N/A</b>
<b>Ed. 1109.02 Program</b>	<b>CFR 300.346</b>				
<b>Ed. 1119.11 Disciplinary Procedures</b>	<b>CFR 300.519-300.529</b>				
<b>Ed. 1133.07 (a) (b) (c) (d) (e)</b>	<b>CFR 300.510-300.529</b>				
<b>20 U.S.C. 1415 (K)</b>					
<b>Child Management – Private Schools</b>	<b>RSA 169-C Child Protection Act</b>				
Data are used to determine impact of student behavior on his/her learning.		1		2	
Has this student ever been suspended from school?			3		
If yes, for how many days?					
If appropriate, a functional behavior assessment has been conducted.					3
IEP team has addressed behaviors that are impacting student learning.		1			2
A behavior intervention plan has been written to address behaviors.		1			2
All individuals working with the student have been involved in developing behavior intervention strategies.		1			2
Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.			1		2
Results of behavior intervention strategies are evaluated and monitored.		1			2
A school-wide behavior intervention model exists.		3			
<b>Strengths</b>	<b>Suggestions for Improvement</b>				
<ul style="list-style-type: none"> <li>• Student support center is a real asset. There is good support for this program from the principal.</li> <li>• Responsive Classroom techniques are utilized in the school.</li> <li>• Classroom teacher and case manager are collaborating on a behavior contract.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff members need additional training on how to conduct functional behavior assessments and on writing behavior intervention plans.</li> </ul>				



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: 9	<b>Jackson Grammar School</b>	Date: 12/8/06
Programs: Modified Regular; Resource Room		Number of Cases Reviewed: 1
Recorder/Summarizer: Cathy Dix-Herndon		

Collaborative Team Members:

Name: Cathy Dix-Herndon	Building Level	or	<b>Visiting</b>
Name: Harold Jones	Building Level	or	<b>Visiting</b>
Name: Margot Robert	<b>Building Level</b>	or	Visiting
Name: Meredith Piotrow	<b>Building Level</b>	or	Visiting
Name: Kristin Groves	<b>Building Level</b>	or	Visiting
Name: Anne Kebler	<b>Building Level</b>	or	Visiting
Name: Victoria Hill	<b>Building Level</b>	or	Visiting
Name: Mary Hunson	<b>Building Level</b>	or	Visiting
Name: Gaie Mitchell	<b>Building Level</b>	or	Visiting

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

## SUMMARY OF BUILDING LEVEL DATA

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

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

**Access to the General Curriculum**

**Strengths**

- Excellent communication between staff members
- Small community school where all students and staff know each other
- The school is the community center with involvement of family and other community members in school activities (weekly town/school meeting)

**Suggestions for Improvement**

- Space needs prevent smooth transitions and program development.
- Second floor is not handicap accessible, and space issues could prevent participation of students with physical, emotional/behavioral, sensory-oriented needs.\*

\* 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:

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

**Transition**

**Strengths**

- Well developed transition planning to Bartlett Middle School.
- Transitioning from preschool programming to full day kindergarten has been implemented successfully.
- In this small community school, students already know their next year teacher, and there is a move-up day.

**Suggestions for Improvement**

- Classroom assignment changes are caused by student numbers and space need issues.
- Grammar school staff would like to find a more efficient method of monitoring progress of Jackson students when they reach the high school level.

### SUMMARY OF BUILDING LEVEL DATA

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

<b><u>BEHAVIOR STRATEGIES AND DISCIPLINE</u></b>		YES	NO	N/A
<u>Ed. 1109.02 Program</u> <u>CFR 300.346</u> <u>Ed. 1119.11 Disciplinary Procedures</u> <u>CFR 300.519-300.529</u> <u>Ed. 1133.07 (a) (b) (c) (d) (e)</u> <u>CFR 300.510-300.529</u> <u>20 U.S.C. 1415 (K)</u> <u>Child Management – Private Schools</u> <u>RSA 169-C Child Protection Act</u>				
Data are used to determine impact of student behavior on his/her learning.			1	
Has this student ever been suspended from school?			1	
If yes, for how many days?				
If appropriate, a functional behavior assessment has been conducted.		1		
IEP team has addressed behaviors that are impacting student learning.		1		
A behavior intervention plan has been written to address behaviors.			1	
All individuals working with the student have been involved in developing behavior intervention strategies.		1		
Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.			1	
Results of behavior intervention strategies are evaluated and monitored.			1	
A school-wide behavior intervention model exists.		1		
<b>Strengths</b>	<b>Suggestions for Improvement</b>			
<ul style="list-style-type: none"> <li>• Communication between staff members to discuss student needs takes place at weekly collaboration meetings and monthly child study meetings.</li> </ul>	<ul style="list-style-type: none"> <li>• Training of entire staff is recommended in functional behavior assessment and developing behavior plans.</li> <li>• Access to behavior specialist for behavior plan development and monitoring is suggested.</li> </ul>			

## SUMMARY OF BUILDING LEVEL STRENGTHS AND SUGGESTIONS FOR IMPROVEMENT

Strengths	Suggestions for Improvement
<ul style="list-style-type: none"> <li>• There is open communication between staff, administration, parents and community members.</li> <li>• A variety of services are provided for the 7 identified students (Speech/Language, Occupational Therapy, specialized reading).</li> <li>• Current special education population has access to general curriculum, and all programming is provided within the school setting.</li> </ul>	<ul style="list-style-type: none"> <li>• Space issues interfere with present specialized programming and are a barrier for students with physical disabilities, EH/behavioral and/or sensory needs.*</li> <li>• Access to SAU-wide school psychologist and behavioral specialist is limited.</li> <li>• The job description of the building administrator, who serves multiple roles as building principal, LEA and speech/language specialist, needs to be reviewed to see if any duties might be delegated to colleagues.</li> </ul>

\* This is a citation

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: 9	School: <b>John Fuller Elementary</b>	Date: 12/8/06
Programs: Pathways, Modified Regular, Resource Room		Number of Cases Reviewed: 2
Recorder/Summarizer: Marie Fay		

Collaborative Team Members:

Name: Marie Fay	Building Level	or	<b>Visiting</b>
Name: Beth Morris	Building Level	or	<b>Visiting</b>
Name: David Olson	<b>Building Level</b>	or	Visiting
Name: Curtis Finney	<b>Building Level</b>	or	Visiting

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



## SUMMARY OF BUILDING LEVEL DATA

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

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

**Access to the General Curriculum**

**Strengths**

- Collaboration takes place between all school personnel who work with the student for all students 4 times per year. Separate additional meetings are held for identified students if necessary.
- Principal assumes LEA role, and creates a student-centered environment.
- Special educators and general educators work together to plan to meet students' needs.
- Staff are able to access academic support from a building data team.

**Suggestions for Improvement**

- IEP goals need to be written in measurable terms.\*
- Consider adoption of a 3-tiered approach to reading remediation.
- Consider redistributing 1:1 paraprofessional services to support program needs.
- Need for additional time for collaboration between special and general educators.
- Need for professional development opportunities for general educators in nature of disabilities and inclusion strategies.
- Students need to have greater involvement in their IEP planning.

\* 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:

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

## Transition

### Strengths

- Grade-to-grade and elementary to middle school transition planning takes place.
- Written documentation of transition activities – sign off by person who has responsibility for specific activity. The team highlights the transition plan as part of the IEP.
- The receiving school reviews collaboration notes to prepare to receive student.
- Parents plan an active role in the transition planning process.

### Suggestions for Improvement

- There needs to be greater communication between the community-based preschool and the receiving elementary school regarding expectations of students.
- Greater collaboration is needed between community-based preschool and elementary school regarding the writing of IEPs.
- Need for professional development for general educators regarding transition of students with specific disabilities.

## SUMMARY OF BUILDING LEVEL DATA

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

<b><u>BEHAVIOR STRATEGIES AND DISCIPLINE</u></b>			
<b>Ed. 1109.02 Program</b>	<b>CFR 300.346</b>		
<b>Ed. 1119.11 Disciplinary Procedures</b>	<b>CFR 300.519-300.529</b>		
<b>Ed. 1133.07 (a) (b) (c) (d) (e)</b>	<b>CFR 300.510-300.529</b>		
<b>20 U.S.C. 1415 (K)</b>			
<b>Child Management – Private Schools</b>	<b>RSA 169-C Child Protection Act</b>	<b>YES</b>	<b>NO</b>
		<b>N/A</b>	
Data are used to determine impact of student behavior on his/her learning.		1	1
Has this student ever been suspended from school?		1	1
If yes, for how many days?		3	
If appropriate, a functional behavior assessment has been conducted.			2
IEP team has addressed behaviors that are impacting student learning.		2	
A behavior intervention plan has been written to address behaviors.			2
All individuals working with the student have been involved in developing behavior intervention strategies.		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.		2	
<b>Strengths</b>	<b>Suggestions for Improvement</b>		
<ul style="list-style-type: none"> <li>• Student Support Center provides important student support as well as support to classroom teachers.</li> <li>• Data team and behavior core team collaborate to track individual student behavior progress.</li> <li>• Collaboration team utilizes behavior and academic data in making planning decisions for students.</li> </ul>	<ul style="list-style-type: none"> <li>• Increase programming for students who may need more restrictive placement but not a self-contained program.</li> </ul>		

## SUMMARY OF BUILDING LEVEL STRENGTHS AND SUGGESTIONS FOR IMPROVEMENT

Strengths	Suggestions for Improvement
<ul style="list-style-type: none"> <li>• Use of behavior and academic data by Collaboration Team that meets quarterly to review progress of all students.</li> <li>• Data review precedes referral.</li> <li>• Visionary principal who is a systems thinker.</li> <li>• Student support center is very helpful.</li> <li>• John Fuller students' progress is tracked through high school.</li> <li>• General educators sign off on services in the IEP to be provided by them.</li> <li>• Parent volunteer services – parents trained in reading skills delivery.</li> <li>• Extended remedial programs provided before and after school.</li> </ul>	<ul style="list-style-type: none"> <li>• Consider professional development for all staff to achieve IEP instructional goals (RTI, 3-tiered approach, behavioral supports and specific disabilities).</li> <li>• Provide special educators with training on writing measurable IEP goals.</li> <li>• Consider increasing speech pathologist availability.</li> <li>• Increase communication between community-based preschools and elementary schools to improve IEPs and programming.</li> </ul>

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: 9	School: <b>Pine Tree Elementary School</b>	Date: 12/8/06
Programs: Horizons, Resource Room, Modified Regular		Number of Cases Reviewed: 2
Recorder/Summarizer:		

Collaborative Team Members:

Name: Christine Lydecker	<b>Building Level</b>	or	Visiting
Name: Barbara Renda	<b>Building Level</b>	or	Visiting
Name: Nancy Tuite	Building Level	or	<b>Visiting</b>
Name: Kelly Renaud	Building Level	or	<b>Visiting</b>
Name: Sue Cargill	<b>Building Level</b>	or	Visiting
Name: Colleen Cormack	<b>Building Level</b>	or	Visiting
Name: Laura Jawitz	<b>Building Level</b>	or	Visiting
Name: Kate Swanson	<b>Building Level</b>	or	Visiting
Name: Lisa Dubois	<b>Building Level</b>	or	Visiting
Name: Jill Davis	<b>Building Level</b>	or	Visiting

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

## SUMMARY OF BUILDING LEVEL DATA

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

<b><u>ACCESS TO THE GENERAL CURRICULUM STATEMENTS</u></b>								
<b>Ed. 1109.01 Elements of an IEP CFR 300.347 Content of IEP</b> <b>Ed. 1109.05, Implementation of IEP 20 U.S.C. 1414 (d)</b> <b>Ed. 1115.07, Ed 1119.01(f) Provision of Non-Academic Services/Settings CFR 300.553 Ed. 1119.03, Full Access to District's Curricula CFR 300.24, CFR 300.347 Ed. 1119.08, Diplomas</b> <b>Ed. 1107.04 (d) Qualified Examiner</b> <b>Ed. 1133.05 (c)(h)(k) CFR 300.347 Program Requirements, Content of IEP</b> <b>Ed. 1133.20 Protections Afforded to Children with Disabilities</b> <b>CFR 300.347(a) (1) (i)</b> ". . . general curriculum (i.e. ,the same curriculum as for nondisabled children)" <b>CFR 300.347 (a) (3) (iii)</b> "To be educated and participate with other children with disabilities and non disabled children"						<b>YES</b>	<b>NO</b>	<b>N/A</b>
Team uses multiple measures to design, implement and monitor the student's program.						2		
IEP goals are written in measurable terms.						1	1*	
Student has made progress over the past three years in IEP goals. Goal 1						1	1	
Student has made progress over the past three years in IEP goals. Goal 2						1	1	
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.						2		
Was the student's most recent individual evaluation (initial or reevaluation), including a written summary report and meeting, held within 45 days of parental permission to test? <b>If not, was it due to:</b> (check all that apply)							2*	
Extension in Place 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 2	Other			
<b><i>For High School Students:</i></b>						<b>YES</b>	<b>NO</b>	<b>NA</b>
Student is earning credits toward a regular high school diploma.								
<i>IF YES:</i> within 4 years?								
Student will earn an IEP diploma or a certificate of competency.								
<i>IF YES:</i> within 4 years?								
Does this school / district have a clear policy for earning a high school diploma?								



**Access to the General Curriculum**

**Strengths**

- Both students are fully included in the general classroom.
- Both classroom teachers are very accommodating of students' needs and observant of IEP supports required.

**Suggestions for Improvement**

- Provide professional development on writing measurable IEP goals.\*
- Establish a clear policy regarding evaluation timelines that includes evaluations done by outside agencies.\*
- There is a need to monitor adherence to 45 day evaluation timeline more closely.\*

\* 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:

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

**Transition**

**Strengths**

- There are clear system guidelines regarding school choice procedure.
- Transition planning has already begun for transition of students to the middle school.

**Suggestions for Improvement**

- There is a need for a consistent procedure over time for building to building transition of students. The present system is adjusted annually.
- Consider documenting transition planning and activities from grade to grade as part of the IEP.

### SUMMARY OF BUILDING LEVEL DATA

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

<b><u>BEHAVIOR STRATEGIES AND DISCIPLINE</u></b>					
<b>Ed. 1109.02 Program</b>	<b>CFR 300.346</b>		<b>YES</b>	<b>NO</b>	<b>N/A</b>
<b>Ed. 1119.11 Disciplinary Procedures</b>	<b>CFR 300.519-300.529</b>				
<b>Ed. 1133.07 (a) (b) (c) (d) (e)</b>	<b>CFR 300.510-300.529</b>				
<b>20 U.S.C. 1415 (K)</b>					
<b>Child Management – Private Schools</b>	<b>RSA 169-C Child Protection Act</b>				
Data are used to determine impact of student behavior on his/her learning.			1		1
Has this student ever been suspended from school?				2	
If yes, for how many days?					
If appropriate, a functional behavior assessment has been conducted.			1	1	
IEP team has addressed behaviors that are impacting student learning.			1	1	
A behavior intervention plan has been written to address behaviors.			1	1	
All individuals working with the student have been involved in developing behavior intervention strategies.			1		1
Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.			1		1
Results of behavior intervention strategies are evaluated and monitored.			1		1
A school-wide behavior intervention model exists.			2		
<b>Strengths</b>			<b>Suggestions for Improvement</b>		
<ul style="list-style-type: none"> <li>School participates in PBIS</li> <li>Student Support Center is effective in providing behavioral support to students.</li> <li>Behavior Core Team functions effectively in providing behavioral support to students and classroom teachers.</li> </ul>					

## SUMMARY OF BUILDING LEVEL STRENGTHS AND SUGGESTIONS FOR IMPROVEMENT

Strengths	Suggestions for Improvement
<ul style="list-style-type: none"> <li>• Strong collaboration between general and special educators</li> <li>• Very professional faculty</li> <li>• Open-door policy for parents and community</li> <li>• School environment and facility layout very conducive to student learning</li> <li>• Effective intervention strategies employed before a student is referred for special education evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• Staff needs training in writing measurable goals.*</li> <li>• Review evaluation and reevaluation procedures in order to meet the 45 day timeline.*</li> <li>• Strengthen the transition process between schools.</li> <li>• Greater organization of academic and behavioral data is needed. Explore ways to store and share this information.</li> </ul>

\* This is a citation

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: 9	School: <b>Kennett Middle School</b>	Date: 12/8/06
Programs: Expeditions, Resource Room, Job Prep, Modified Regular		Number of Cases Reviewed: 2
Recorder/Summarizer: Chuck DiCecca		

Collaborative Team Members:

Name: Chuck DiCecca	Building Level	or	<b>Visiting</b>
Name: Sharon Roberts	Building Level	or	<b>Visiting</b>
Name: Kevin Richard	<b>Building Level</b>	or	Visiting
Name: Deb Atwood	<b>Building Level</b>	or	Visiting

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

## SUMMARY OF BUILDING LEVEL DATA

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

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

**Access to the General Curriculum**

**Strengths**

- Principal and staff are very professional, involved and motivated.
- School is well staffed with paraprofessional support.
- Class size is reasonable.
- Team teaching concept is developing.
- Grade level teams are effective and regular and special educators collaborate well.
- An activity block is provided at the end of the day, which provides a time for additional student support and remediation.
- Students are provided with choices in their program.
- Strong teacher-student relationships exist.
- Learning agenda and goals are written on the chalkboard daily.
- Environment is positive despite space and repair needs.
- Students and parents feel welcome and have their voices heard.

**Suggestions for Improvement**

- There is a need for more student access to technology.
- Consider expanding student accommodations for assessment.
- Explore available programs for building student study skills.
- Review evaluation process in terms of related service involvement.
- Explore the possibility of greater staff access to student data through Case E system.
- Consider increasing clerical support for special education services.
- IEP goals need to be written in measurable terms. \*

\* 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:

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

## Transition

### Strengths

- The position of Student Services Coordinator provides consistency, oversight and system coordination.
- Guidance Department provides orientation for new students during the summer.
- In spring, administrators travel to feeder elementary schools to orient new students.
- A transition group has been established at the middle school to support students identified as possibly having adjustment problems.
- An action plan has been developed to improve transition process from feeder elementary schools into the middle school.

### Suggestions for Improvement

- Assign a single person from KMS to attend all 6<sup>th</sup> grade transition meetings for identified students about to enter the middle school.
- Continue implementation of the transition action plan.
- The IEP should include current level of performance related to transition services. \*

\* 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:

<b><u>BEHAVIOR STRATEGIES AND DISCIPLINE</u></b>			YES	NO	N/A
<b>Ed. 1109.02 Program</b>	<b>CFR 300.346</b>				
<b>Ed. 1119.11 Disciplinary Procedures</b>	<b>CFR 300.519-300.529</b>				
<b>Ed. 1133.07 (a) (b) (c) (d) (e)</b>	<b>CFR 300.510-300.529</b>				
<b>20 U.S.C. 1415 (K)</b>					
<b>Child Management – Private Schools</b>	<b>RSA 169-C Child Protection Act</b>				
Data are used to determine impact of student behavior on his/her learning.		2			
Has this student ever been suspended from school?		1	1		
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.		2			
A behavior intervention plan has been written to address behaviors.					2
All individuals working with the student have been involved in developing behavior intervention strategies.		2			
Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.					2
Results of behavior intervention strategies are evaluated and monitored.		1			1
A school-wide behavior intervention model exists.		2			
<b>Strengths</b>	<b>Suggestions for Improvement</b>				
<ul style="list-style-type: none"> <li>• Core values regarding behavior have been established for the middle school.</li> <li>• Student Support Center services are provided.</li> <li>• Expeditions Program provides a leveled behavior management program for students with emotional and behavioral challenges.</li> <li>• A core team provides behavior intervention supports.</li> <li>• Middle school staff stress student engagement in learning.</li> <li>• There is a positive school climate with consistent expectations.</li> <li>• Administration and staff stress visibility and connection to students.</li> </ul>	<ul style="list-style-type: none"> <li>• Consider ways to increase staff utilization of the Student Support Center.</li> <li>• Increase staff use of functional behavior assessments.</li> <li>• Increase school connections to community social services.</li> <li>• Continue support of the team teaching model.</li> </ul>				

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: 9	School: <b>Kennett High School</b>	Date: 12/8/06
Programs:		Number of Cases Reviewed: 3
Recorder/Summarizer:		

Collaborative Team Members:

Name: Irene Mullan	Building Level	or	<b>Visiting</b>
Name: Cora Zingales	Building Level	or	<b>Visiting</b>
Name: Mark Butterfield	Building Level	or	<b>Visiting</b>
Name: Joy Kiely	<b>Building Level</b>	or	Visiting
Name: Joan Hickey	<b>Building Level</b>	or	Visiting
Name: Martha Rankie	<b>Building Level</b>	or	Visiting
Name: Barry Chisolm	<b>Building Level</b>	or	Visiting

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

## SUMMARY OF BUILDING LEVEL DATA

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

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

**Access to the General Curriculum**

**Strengths**

- The Inclusion model provides access to the general curriculum.
- The co-teaching model has helped identified students access services in the least restrictive environment.
- Academic support is provided by the remedial labs and directed study.
- The dedication of the special educators and support they provide students in each contact area is commendable.

**Suggestions for Improvement**

- Need to upgrade technology and software available to support instruction of students with disabilities.

## SUMMARY OF BUILDING LEVEL DATA

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

<b><u>TRANSITION STATEMENTS</u></b>			
<b>Ed .1102.53, Transition Services CFR 300.29</b> <b>Ed. 1107.02 CFR 300.132 Part C Transition</b> <b>Ed. 1109.01, Elements of an IEP (Transition Services)</b> <b>CFR 300.347 (b) (1) (2) 20 U.S.C. 1401 (34)</b> <b>20 U.S.C. 1414 (d)(1)(A)(i)(VIII)(aa)(bb)(cc)</b> <b>Ed. 1109.03, IEP Team CFR 300.344 (b) (1)</b> <b>Ed. 1133.05 CFR 300.347 (b)(1)(2) Program Requirements</b> This includes movement from (a) Early Supports and Services (ESS) to preschool, b) preschool to elementary school, (c) age 14 or younger, or (d) age 16 or older, as well as from grade to grade and school to school.			
<b>For all students, respond to the following 3 statements:</b>			
Transition planning from grade to grade takes place.	3		
Transition planning from school to school takes place.	3		
Collaboration has occurred between general and special education staff in IEP development and in transition planning.	3		
<b>For middle or high school students, <u>also</u> respond to the following 4 statements:</b>			
Transition planning is designed as a results oriented process that promotes movement from school to the student's desired post-school goals.	3		
IEP team includes parent as part of transition planning.	3		
IEP team and process includes student as part of transition planning.	3		
IEP includes current level of performance related to transition services.	3		
<b>If the student is age 14 or older during the course of the IEP, <u>also</u> respond to the following 3 statements:</b>			
There is documentation that the student has been invited to attend IEP meetings.	3		
A statement of the transition service needs is included in the IEP.	3		
The statement of transition focuses on the student's course of study (e.g. vocational programming, advanced placement).	3		
<b>If the student is age 16 or older during course of the IEP, <u>also</u> respond to the following 11 statements:</b>			
Transition plan includes coordinated, <u>measurable</u> , annual IEP goals and includes transition services that will reasonably enable the student to meet the post-secondary goals.	1	2*	
There is documentation that representatives of other agencies have been invited to IEP meetings.			3
Statement of needed transition services is presented as a coordinated set of activities.	3		
The statement of transition focuses on the student's course of study (e.g. vocational programming, advanced placement).	3		
The IEP includes a statement of needed transition services and considers instruction.	3		
The IEP includes a statement of needed transition services and considers related services.	3		
The IEP includes a statement of needed transition services and considers community experiences.	3		
The IEP includes a statement of needed transition services and considers development of employment skills.	3		
The IEP includes a statement of needed transition services and considers development of daily living skills.			3
Student is informed prior to age 17 of his/her rights under IDEA.	3		
If the student is preparing to graduate this year, there is a summary of the student's <b>academic achievement and functional performance</b> , which includes recommendations on how to assist the student in meeting his or her post-secondary goals.			3

**Transition**

**Strengths**

- 9<sup>th</sup> grade orientation
- Individualized transition plans
- Services of a career and technical guidance counselor
- Career and Technical Center
- Bridges to Work Program
- Job Prep Program for MR population

**Suggestions for Improvement**

- A consistent, system-wide process for transitioning students from school-to-school is needed.
- Transition goals need to be written in measurable terms.\*
- ESY protocol is needed for staffing and program planning.

\* 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:

<b><u>BEHAVIOR STRATEGIES AND DISCIPLINE</u></b>			<b>YES</b>	<b>NO</b>	<b>N/A</b>
<b>Ed. 1109.02 Program</b>	<b>CFR 300.346</b>				
<b>Ed. 1119.11 Disciplinary Procedures</b>	<b>CFR 300.519-300.529</b>				
<b>Ed. 1133.07 (a) (b) (c) (d) (e)</b>	<b>CFR 300.510-300.529</b>				
<b>20 U.S.C. 1415 (K)</b>					
<b>Child Management – Private Schools</b>	<b>RSA 169-C Child Protection Act</b>				
Data are used to determine impact of student behavior on his/her learning.		1		2	
Has this student ever been suspended from school?		1	2		
If yes, for how many days?		45			
If appropriate, a functional behavior assessment has been conducted.		1		2	
IEP team has addressed behaviors that are impacting student learning.		3			
A behavior intervention plan has been written to address behaviors.		1		2	
All individuals working with the student have been involved in developing behavior intervention strategies.		1		2	
Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.		1		2	
Results of behavior intervention strategies are evaluated and monitored.		3			
A school-wide behavior intervention model exists.		3			
<b>Strengths</b>	<b>Suggestions for Improvement</b>				
<ul style="list-style-type: none"> <li>• Data collection and reporting of discipline issues</li> <li>• Effective school resource officer</li> <li>• Commitment from administration and staff to follow manifestation decisions</li> <li>• School initiative of mutual respect is in process</li> <li>• Trails Program provides support for students with emotional and behavioral challenges</li> </ul>	<ul style="list-style-type: none"> <li>• Consider enhancing counseling resources for students at risk.</li> </ul>				

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

## Out of District File Review Summary

SAU: 9

Date: 10/17/06

Reviewer: Dick Lates

Number of Files Reviewed: 3

### COMMENDATIONS

The student files that were reviewed were found to be substantially complete and maintained in good order.

### CITATIONS OF NONCOMPLIANCE

**Ed. 1109.01 CFR33.347(a)(2)(i) CFR300.347(a)(3)(ii)**

IEP goals need to be written in measurable terms that enable the student's involvement and progress in the general curriculum.

**Ed. 1109.01 CFR 300.347 (a)(3)**

A copy of the student's schedule should be included in the student's file.

## **James O. File Review Summary**

SAU: 9

Date: 10/17/06

Reviewer: Dick Lates

Number of Files Reviewed: 1

### **COMMENDATIONS**

The student file that was reviewed was found to be substantially complete and maintained in good order.

### **CITATIONS OF NONCOMPLIANCE**

#### **CFR 300.347(b)(1)**

For student age 14 there was no documentation that the student had been invited to IEP meetings

#### **Ed1109.01(c)**

The IEP did not include a list of individuals and/or the type of service provider who would be responsible for implementing the IEP.

#### **Ed. 1109.01(e)**

The IEP does not yet contain the parent's signature as the student was recently relocated to this placement from a prior placement.

## **LIST OF INNOVATIVE PRACTICES**

SAU 09 submitted the following list for consideration as innovative practices within the district.

1. Elementary district-wide programs: Pathways (SED), Rainbow Park (Multiple Disabilities) and Horizons (Life Skills) are available for students needing restrictive elementary programs. SAU 09 also accepts students from outside its environs for these programs.
2. The continuum of services for the students in the above programs extends to Expeditions (middle school SED), Trails (high school SED) and Job Prep (two programs – middle and high school for Life Skills and Vocational Training).
3. Alternative High School at Kennett High School.
4. The professional development program, consisting of monthly meetings of the special educators with release time to deal with general special education topics as a “professional learning community”.
5. The creative community-based programs for vocational needs and community interaction through North Country Independent Living.
6. The professional development groups formed at various schools to review AYP goals.
7. The Parent Information Program in the Bartlett schools.