

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

**SAU # 34
SUMMARY REPORT**

Hillsboro, Deering, Washington and Windsor

**Dr. Barbara K. Baker, Superintendent of Schools
Patricia Parenteau, Director of Student Support Services**

Chairperson, Visiting Team:
Mary Anne Byrne
Education Consultant

Visit Conducted on February 12 and 13, 2007
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I. TEAM MEMBERS

Visiting Team Members:

NAME	PROFESSIONAL ROLE
Chairperson: Mary Anne Byrne	Education Consultant
Nancy D'Agostino	Education Consultant
Barbara Cohen	Education Consultant, NHDOE
Joanie Conley	Special Educator
Heather Desmarais	Special Educator
Maria Gibbons	Special Educator
Robert Keil	Special Educator
Diane Lurvey	Director of Student Services
Marlene Morgan	Speech/Language Pathologist
Joan Roelke	Special Education Facilitator
Mary Smith	Special Education Director
Sheila Vara	Teaching Principal
Tammy Vittum	Preschool Teacher/Director

Building Level Team Members:

NAME	PROFESSIONAL ROLE	NAME	PROFESSIONAL ROLE
Mary Ann Beairsto	Special Education Coordinator	Patricia Berry-Kevan	Special Educator
Meredith Blair	General Educator	Mary Bowers	General Educator
Stephen Colanero	Speech/Language Pathologist	Elizabeth Cone	Special Educator
Amy Highstrom	Speech/Language Pathologist	Alana Kimball	Special Educator
Ellen Klein	Principal	Amanda Kulbacki	Paraprofessional
Hillary Paro	Special Educator	Kathy Pope	Assistant Principal
Stacey Plourde	Occupational Therapist	Delta Pymm	General Educator
Heather Queen	Assoc. School Psychologist	Michele Scott	Special Educator
Jennifer Spara	Special Educator	Ann Walker	Special Educator
Kathleen Wechsler	Special Educator		
Karen Abrams	School Psychologist	Carole Carr	General Educator
Lisa Dowd	Special Educator	Jocelyn Drew	General Educator
Marietta Fahy	General Educator	Anne Guerriero	General Educator
Fred Miller	Out-of-District Coordinator	Carol O'Brien-Drake	Special Educator
Jill Severino	Occupational Therapist	Gail Woods	Special Educator
Karen Ralph	Special Education Coordinator	Danielle Bond-Ishak	Speech/Lang. Path.
Bruce Campbell	General Educator	Stephen Cousens	General Educator
Michele Ferencsik	Special Educator	Jane Fluhr	Job Coach
Debra Freyman	Special Educator	Dennise Hayes	Special Educator
Seth Hussey	Program Director, Alt HS	Nancy Stein	General Educator
Jane Johnson	Special Educator/Coordinator	Jill Severino	Occupational Therapist
Deborah Taylor	Speech/Language Pathologist	Tamara Webber	General Educator

II. INTRODUCTION

SAU #34 is comprised of three School Districts, Hillsboro-Deering, Washington and Windsor, in 4 towns (Hillsboro, Deering, Washington and Windsor). Hillsboro-Deering Cooperative has three schools: Hillsboro-Deering Elementary School (PK-5), Middle School (6-8) and High School (9-12), which includes the Alternative High School program located off-site. Washington has its own Elementary School (PK-5) and tuitions their students from grades 6-12 to the Hillsboro-Deering Middle and High Schools. Windsor tuitions most of their students to Hillsboro-Deering for grades K-12. The Hillsboro-Deering Schools, with a student enrollment of 1420, have 15.6% of the population identified as students with disabilities. Last year, 28% of the enrolled students were eligible for free and reduced lunch. Washington Elementary School has 78 students, 16.66% of whom are identified as students with disabilities. Last year, 32.81% of the students in Washington were eligible for free and reduced lunch.

The SAU's mission and goals are clearly articulated and widely disseminated and are as follows:

The SAU aims to achieve educational excellence through communication, cooperation, and community involvement while empowering leaders and always remaining Student Focused.

SAU #34 Goals are to:

1. Improve Academic Performance in the four (4) core curricular areas, Math, Language Arts, Social Studies, and Science.
2. Ensure effective fiscal management to achieve the goals of the educational plans.
3. Improve the perception of the Districts and the SAU

Aligned with these goals, the SAU has begun a number of initiatives, including: curriculum mapping and alignment with the grade level and grade span expectations; alignment of curriculum, instruction and assessment, with a focus on formative assessment; full day Kindergarten; intensive tutorial intervention at the primary grades; Freshman Academy and a new pilot to provide night school opportunity for achieving a high school diploma. Believing that community perceptions can be better informed with accurate information, the SAU publishes and distributes an annual School District Report Card with demographic and assessment data, improvement plans and other information as related to the operation and performance of the schools/districts.

At the heart of the district's mission is the belief that its primary purpose is to provide all students with opportunities to develop competency, reasoning, and problem solving skills in the core curriculum areas of English, Language Arts, Mathematics, Social Studies, Science, Technology, Foreign Language, Physical Education, and the Arts. Curricula will be designed to integrate academic learning with practical and technical knowledge, while developing students' skills and interests.

In addition, SAU #34 has adopted an inclusive philosophy for all students with disabilities, corresponding to the belief that all students can and will learn, especially if those around them believe that to be true. They believe that all students will be educated according to their individual needs and that all students will be included to the maximum extent appropriate for each student and each classroom in an effort to provide them with the skills necessary to enjoy full membership in the school community and the community at large. To this end, and in an effort to provide a responsive continuum of settings for students to learn, SAU # 34 has established two new programs, the Alternative and Life Skills Programs at the Hillsboro-Deering Elementary School. They are seeking to change the designation of the Preschool Program at the HD Elementary School from a self-contained setting to a modified regular classroom where fifty percent of the students are typical peers. They are also requesting that the Alternative Program at the HD Middle School be changed from a self-contained setting to a resource room setting. Both of these changes are being requested to ensure that students with disabilities enrolled in the programs have full access to the general education curriculum and more opportunities to integrate with typical peers in the least restrictive environment.

NAME OF DISTRICT: HILLSBORO-DEERING			
DISTRICT ENROLLMENT DATA	2004-05	2005-06	2006-07
Total Student Enrollment (ages 6-21) (as of Oct 1)	1404	1453	1420
Expenditure Per Pupil	8974.79	9387	
Cumulative Drop-Out % (grades 9-12) students with disabilities	0	.1	
Cumulative Drop-Out % (grades 9-12) non-disabled students	15.4	12.1	
Free/Reduced Lunch %	29.8%	28.09%	
Title I %		6.1	6.5
LEP %	.14	.2	.2
SPECIAL EDUCATION PROGRAM DATA	2004-05	2005-06	2006-07
# of Identified Students Ages 3-5 (as of Oct. 1)	8	7	16
# of Identified Students Ages 6-21 (as of Oct. 1)	241	217	222
% Identified Ages 6-21 (as of Oct. 1)	17.2%	15%	15.6%
# Out of District	19	18	17
% Out of District	14.0%	1.2%	1.4%
# of Students Out of Compliance (as of Oct. 1)			0
Special Programs Total Expenditure		3862103.02	
Average Caseload (as of Oct. 1)	13	12	12
# Identified Students Suspended One Or More Times		46	
# of students with disabilities who are being provided home instruction (as of Dec.1)		0	2
# of students with disabilities who have been placed on a "shortened school day" (as of Dec. 1)		1	1
Special Education Staffing: (report in FTEs)	2004-05	2005-06	2006-07
# of Special Educators			18
# of Related Service Providers			8
# of Paraprofessionals			36.8

NAME OF DISTRICT: WASHINGTON			
DISTRICT ENROLLMENT DATA	2004-05	2005-06	2006-07
Total Student Enrollment (ages 6-21) (as of Oct 1)	72	78	78
Expenditure Per Pupil	8974.79	9321.00	
Cumulative Drop-Out % (grades 9-12) students with disabilities	N/A	N/A	
Cumulative Drop-Out % (grades 9-12) non-disabled students	N/A	N/A	N/A
Free/Reduced Lunch %	31.15%	32.81%	
Title I %	24%	18%	19%
LEP %	0%.	0%	0%

SPECIAL EDUCATION PROGRAM DATA	2004-05	2005-06	2006-07
# of Identified Students Ages 3-5 (as of Oct. 1)	3	1	1
# of Identified Students Ages 6-21 (as of Oct. 1)	10	12	13
% Identified Ages 6-21 (as of Oct. 1)	13.89%	15.38%	16.66%
# Out of District	0	0	0
% Out of District	0	0	0
# of Students Out of Compliance (as of Oct. 1)			0
Special Programs Total Expenditure		204330.67	
Average Caseload (as of Oct. 1)	13	13	14
# Identified Students Suspended One Or More Times		0	
# of students with disabilities who are being provided home instruction (as of Dec.1)		0	0
# of students with disabilities who have been placed on a "shortened school day" (as of Dec. 1)		0	0
Special Education Staffing: (report in FTEs)	2004-05	2005-06	2006-07
# of Special Educators			1
# of Related Service Providers			.20
# of Paraprofessionals			.5

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

The New Hampshire Department of Education (NHDOE) conducted a Special Education Program Approval Visit to SAU # 34 on February 12 and 13, 2007 for the purpose of reviewing the present status of programs and services made available to children and youth with educational disabilities. As part of the NHDOE Special Education Program Approval Visit, Case Study Compliance Reviews were conducted at all of the schools in SAU #34.

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

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

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
- ♦ Any new special education programs seeking approval from the NHDOE

The New Hampshire Department of Education provided a visiting team of professional educators to work collaboratively with staff in each of the schools in conducting the Case Study Compliance Review and the varied data collection activities. Throughout the entire review process, the visiting team worked in collaboration with the staff of SAU #34. Their professionalism, active involvement in the process and cooperation were greatly appreciated and well recognized.

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

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

Based on review of the November 5, 2004 NHDOE Special Education Program Approval Report, the following patterns were identified as needing improvement:

Citation	Status May/November, 2006	Status February, 2007
Ed 1115.04 Continuum of Alternative Placements Ed 1119.03 Full Access to the District's Curriculum Ed 1109.05 Implementation of IEPs Ed 1119.08 Diplomas		
1. Vision/Mission HDHS Continuum: Life Skills Curriculum HDHS Alt Curriculum	Met Met Partially Met	Met Met Met
2. Diplomas	Partially Met	Met
3. Data Collection/Measuring and Reporting Progress	Met	Met
4. Measurable Annual IEP Goals	Partially Met	Partially Met (Met in districts, not out-of-district)
5. Implementation of IEPs: Differentiated Instruction, General & Special Educators Collaboration, Role definitions	Partially Met Partially Met Met	Met Met Met
6. Modifications and Accommodations	Partially Met	Met
Ed 1102.53 CFR 300.29 Transition Planning Ed 1107.02 CFR 300.347 (b) (1) Process: Provision of FAPE Ed 1109.01 CFR 300.132 Transition Services		
7. Transition process, procedures and documentation	Met	Met
Ed 1133.05 (l) CFR 300.347 (a) (5) RSA 193-C		
8. System wide positive approach to behavior intervention	Met	Partially Met (All schools, with the exception of HDHS, have systems in place)
Ed 1106.01 Special Education Process Ed 1103.01 Child Find, Responsibilities of the LEA Ed 1107.02 Process; Provision of FAPE		
9. Special Education Policies and Procedures Manual	Met	Met
Ed 1119.07 Personnel Standards Ed 1119.01 (d) Required IEP Compliance		
10. Certified/licensed staff	Met	Met
11. Sufficient related services personnel	Met	Met

Ed 1123.01 (c) Confidentiality Requirements, 300.572 (a) Safeguards		
12. Sufficient number of file cabinets to secure student records	Met	Met
13. File organization and maintenance	Met	Met

V. FEBRUARY 12 AND 13, 2007 CASE STUDY COMPLIANCE REVIEW RESULTS

Data collection is an important part of the NHDOE Special Education Case Study Compliance Review Process. In SAU #34 the NHDOE worked with administration in the random selection of case studies to ensure that there was a representative sampling of data collected from the various programs and schools located within the school district. In order to monitor whether or not special education programs are in compliance in the three focus areas, and determine any root causes of problems that may be identified through the case study process, it is essential that each case study team dig deeply into the data, and not just take a surface look. This process takes time, and the entire team working with the child being studied must be involved in collecting and analyzing the data, as well as presenting and summarizing the data with the visiting team. As such, the NHDOE works with educational communities to determine the number and types of case studies to be prepared and presented, to ensure that building teams are not inundated with much more data than they can possibly analyze, allowing them to reflect upon and generalize their newly found knowledge of their programs, practices, policies and procedures.

In preparation for the February, 2007 visit to SAU 34, the NHDOE Program Approval technical assistant worked with the staff and administration in the planning and presentation of 11 case studies, preschool – grade 12. These case studies provided a comprehensive review of the modified regular education, resource room, life skills and alternative programs in the SAU. The case study students selected at random represented a range of age levels and included a wide variety of educational disabilities: speech/language impairment, other health impairment, hearing impairment, emotional disabilities, learning disabilities, autism, mental retardation, and multiple disabilities. Building level teams of general and special educators, related service personnel and others who provide support to the student collaborated to prepare the case studies in each of the schools. This process included the review of individual student data related to the three focus areas of access to the general curriculum, transition, and behavior and discipline. A template was used to provide consistency and guidance in the data gathering process. The case study building level team answered questions on the template, gathered the supporting evidence and prepared a portfolio and presentation for the case study that had been gathered. Each building team then had an in-depth discussion of the case study presentation with the visiting team, resulting in the identification of program strengths and areas in need of improvement. The results of the case study presentations are provided in the report that follows.

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 February 12 and 13, 2007 Case Study Compliance Review in SAU#34.

SUMMARY OF PARENT SURVEY DATA

Total number of surveys sent: 250	Total # of completed surveys received: 64	Percent of response: 26%
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SAU #34 Analysis of Preschool Parent Survey Data:

In the 5 preschool parent surveys returned, parents reported complete satisfaction in 9 of the 13 items across the three domains (Access to the General Curriculum, Transition & Behavior Strategies and Discipline); 98% of the parents expressed complete or partial satisfaction in all areas.

An area that may indicate a need for improvement is in informing and encouraging students to participate in school activities (and in the case of preschool students, developmentally appropriate activities) outside of the school day.

PRESCHOOL DATA

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

ACCESS TO THE GENERAL CURRICULUM:	3	2	1	No Answer
I am satisfied with my child’s program and the supports that he/she receives.	5	0	0	0
My child has opportunities to interact with non-disabled peers on a regular basis.	5	0	0	0
I am adequately informed about my child’s progress.	3	1	0	0
My child is informed about and encouraged to participate in school activities outside of the school day, and is offered necessary supports.	1	2	1	1
My child feels safe and secure in school and welcomed by staff and students.	5	0	0	0
A variety of information (observations, test scores, school work, parent input) was used in developing my child’s IEP.	5	0	0	0
I am satisfied with the progress my child is making toward his/her IEP goals.	3	1	0	0
TRANSITION:				
I am satisfied with the planning and support provided for the moves my child has made from grade to grade and school to school.	3	0	0	0
All of the people who are important to my child’s transition were part of the planning.	3	0	0	0
BEHAVIOR STRATEGIES AND DISCIPLINE:				
My child’s classroom behaviors affect his/her ability to learn. <i>If yes, please answer the next two questions. If no, skip to OTHER.</i>	YES 2			NO 0
I have been involved in the development of behavior interventions, strategies and supports for my child.	3	1	0	0
I am satisfied with the way the school is supporting my child’s behavioral, social and developmental needs.	4	0	0	0
OTHER:				
I fully participate in special education decisions regarding my child.	5	0	0	0
I have been provided with a copy of the procedural safeguards (parental rights) at least once a year.	5	0	0	0

SAU #34 Analysis of Elementary Parent Survey Data:

Access to the General Curriculum

Strengths observed: All parents, 19/19 (100%), responded with complete satisfaction that their child has opportunities to interact with non-disabled peers on a regular basis and 18 of 19 parents (95%) were completely satisfied that a variety of information was used in developing their child’s IEP.

A relative weakness could be seen in informing about and encouraging students to participate in school activities outside of the school day, and offering necessary supports to do so; 12 parents (66%) were completely satisfied, 4 parents (22 %) were partially satisfied and 2 parents (11%) were not at all satisfied.

Transition

Of the 17 parents responding to these statements 16 parents (94%) were completely satisfied and 1 (6%) was partially satisfied that all people who are important to their child’s transition were part of the transition planning. Less positive were the 4 parents (33%) who were partially satisfied with the planning and support provided for transition, indicating the need for further study and possibly continued improvement in this area.

Behavior Strategies and Discipline

Of the 10 responses in this area, 6 parents (60%) were completely satisfied, 3 parents (30%) were partially satisfied and 1 (10%) was not at all satisfied that they have been involved in the development of behavior interventions, strategies and support for their child; and in the way the school is supporting their child’s behavioral, social and developmental needs.

Continued professional development opportunities are needed to assist all staff in understanding behavioral issues, and developing and implementing strategies for behavior management, pro-social behavior instruction and crisis intervention in the school setting.

ELEMENTARY DATA

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

ACCESS TO THE GENERAL CURRICULUM:	3	2	1	No Answer
I am satisfied with my child’s program and the supports that he/she receives.	14	4	0	1
My child has opportunities to interact with non-disabled peers on a regular basis.	19	0	0	0
I am adequately informed about my child’s progress.	15	3	1	
My child is informed about and encouraged to participate in school activities outside of the school day, and is offered necessary supports.	12	4	2	1
My child feels safe and secure in school and welcomed by staff and students.	16	3	0	0
A variety of information (observations, test scores, school work, parent input) was used in developing my child’s IEP.	18	1	0	0
I am satisfied with the progress my child is making toward his/her IEP goals.	14	5	0	0
TRANSITION:				
I am satisfied with the planning and support provided for the moves my child has made from grade to grade and school to school.	13	4	0	2
All of the people who are important to my child’s transition were part of the planning.	16	1	0	2
BEHAVIOR STRATEGIES AND DISCIPLINE:				
My child’s classroom behaviors affect his/her ability to learn. <i>If yes, please answer the next two questions. If no, skip to OTHER.</i>	YES 9			NO 6
I have been involved in the development of behavior interventions, strategies and supports for my child.	6	3	1	9
I am satisfied with the way the school is supporting my child’s behavioral, social and developmental needs.	6	3	1	9
OTHER:				
I fully participate in special education decisions regarding my child.	16	1	0	2
I have been provided with a copy of the procedural safeguards (parental rights) at least once a year.	17	0	0	2

SAU #34 Analysis of Middle School Parent Survey Data:

Access to the General Curriculum

Of the 14 parents (on some items 15 or 16 answers were recorded) responding to the survey, 11 (79%) were completely satisfied and 3 (21%) were partially satisfied that a variety of information was used in developing their child’s IEP. An additional relative strength was that 10 parents (71%) were completely satisfied and 4 (29%) were partially satisfied that their child has opportunities to interact with non-disabled peers on a regular basis.

Similar responses were reported on three items: satisfaction with their child’s progress on IEP goals (9 responses/60% completely satisfied, 4 responses/27% partially, 2 responses/13% not at all); satisfaction with their child’s programs and

supports (8 responses/57% completely satisfied, 4 responses/29% partially, 2 responses/14% not at all); and that the school informs their child about and encourages participation in school activities outside of the school day, and offers necessary supports to do so (8 responses/57% completely satisfied, 4 responses/29% partially, 2 responses/14% not at all).

An area needing further study and possible improvement is parents' response to being adequately informed about their child's progress; 5 (36%) were completely satisfied, 7 (50%) were partially satisfied and 2 (14%) were not at all satisfied with progress reporting.

Transition

Of the 15 responses to the two items about transition, 8 parents (53%) were completely satisfied, 6 (40%) were partially satisfied and 1 (7%) was not at all satisfied with transition planning and activities.

Behavior Strategies and Discipline

Of the 9 parents responding to the two items in this area, 5 (56%) were completely satisfied and 4 (44%) were partially satisfied that they had been involved with the development of behavior interventions, strategies and supports for their child. Less satisfaction was reported on the second item (5 parents/56% completely satisfied, 2 parents/22% partially satisfied, and 2 parents/ 22% not at all satisfied), indicating a need to continue improvement efforts in the way the school is supporting children's behavioral, social and developmental needs.

MIDDLE SCHOOL DATA

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

ACCESS TO THE GENERAL CURRICULUM:	3	2	1	No Answer
I am satisfied with my child's program and the supports that he/she receives.	8	4	2	0
My child has opportunities to interact with non-disabled peers on a regular basis.	10	4	0	0
I am adequately informed about my child's progress.	5	7	2	0
My child is informed about and encouraged to participate in school activities outside of the school day, and is offered necessary supports.	8	4	2	0
My child feels safe and secure in school and welcomed by staff and students.	8	5	1	0
A variety of information (observations, test scores, school work, parent input) was used in developing my child's IEP.	11	3	0	0
I am satisfied with the progress my child is making toward his/her IEP goals.	9	4	2	1
TRANSITION:				
I am satisfied with the planning and support provided for the moves my child has made from grade to grade and school to school.	8	6	1	0
All of the people who are important to my child's transition were part of the planning.	8	6	1	0
BEHAVIOR STRATEGIES AND DISCIPLINE:				
My child's classroom behaviors affect his/her ability to learn. <i>If yes, please answer the next two questions. If no, skip to OTHER.</i>	YES 8			NO 6
I have been involved in the development of behavior interventions, strategies and supports for my child.	5	4	0	5
I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs.	5	2	2	5
OTHER:				
I fully participate in special education decisions regarding my child.	14	0	0	0
I have been provided with a copy of the procedural safeguards (parental rights) at least once a year.	13	0	0	1

SAU #34 Analysis of High School Parent Survey Data:

Access to the General Curriculum

Twenty-six (26) parents responded to the survey. Of those responding to the individual items, they reported satisfaction/relative strengths in the following areas: their child has opportunities to interact with non-disabled peers on a regular basis (17 responses/77% completely, 4 responses/18% partially and 1 responses/5% not at all satisfied); their child is earning credits toward a regular high school diploma in all of his or her classes (17 responses/74% completely, 5 responses/22% partially and 1 response/4% not at all satisfied); and that a variety of information was used in developing their child’s IEP (15 responses /65% completely, 7 responses /31% partially and 1 responses /4% not at all satisfied).

Parents reported areas of improvement were needed with their child being informed about and encouraged to participate in school activities outside of the school day, with necessary supports being offered (9 responses /41% completely, 7 responses /32% partially and 6 responses /27% not at all satisfied); in the progress their child is making toward his/her IEP goals (11 responses /50% completely, 6 responses /27% partially and 5 responses /23% not at all); and in being adequately informed about their child’s progress (10 responses /38% completely, 13 responses /50% partially and 3 responses /12% not at all satisfied).

Transition

Parents reported a relative strength in transitioning to be that all the people who are important to their child’s transition were part of the planning (10 responses/43% completely and 13 responses/57% partially satisfied).

Parents reported an area in need of improvement to be the written secondary transition plan that is in their child’s IEP (3 responses/20% completely, 8 responses/53% partially and 4 responses/27% not at all satisfied).

Behavior Strategies and Discipline

Parents reported satisfaction relative to their being involved in the development of behavior interventions, strategies and supports for their child (8 responses/53% completely and 7 responses/47% partially satisfied).

A relative weakness was observed in the responses regarding satisfaction with the way the school is supporting their child’s behavioral, social and developmental needs (5 responses/33% completely, 9 responses/60% partially and 1 response/7% not at all).

Please note: It is not known if parents fully understood question #12, as only 10 participants responded yes, however, 15 parents went on to answer the follow-up questions that were designated for the participants who answered yes to question #12.

HIGH SCHOOL DATA

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

ACCESS TO THE GENERAL CURRICULUM:	3	2	1	No Answer
I am satisfied with my child’s program and the supports that he/she receives.	13	8	4	1
My child has opportunities to interact with non-disabled peers on a regular basis.	17	4	1	4
I am adequately informed about my child’s progress.	10	13	3	0
My child is informed about and encouraged to participate in school activities outside of the school day, and is offered necessary supports.	9	7	6	4
My child feels safe and secure in school and welcomed by staff and students.	14	7	4	1
A variety of information (observations, test scores, school work, parent input) was used in developing my child’s IEP.	15	7	1	3
I am satisfied with the progress my child is making toward his/her IEP goals.	11	6	5	4
FOR PARENTS OF HIGH SCHOOL STUDENTS:	17	5	1	3
My child earns credits toward a regular high school diploma in all of his/her classes.				
TRANSITION:				
I am satisfied with the planning and support provided for the moves my child has made from grade to grade and school to school.	11	9	4	2
All of the people who are important to my child’s transition were part of the planning.	10	13	0	3

FOR PARENTS OF STUDENTS AGE 16 OR OLDER: I am satisfied with the written secondary transition plan that is in my child's IEP.	3	8	4	10
BEHAVIOR STRATEGIES AND DISCIPLINE:				
My child's classroom behaviors affect his/her ability to learn. <i>If yes, please answer the next two questions. If no, skip to OTHER.</i>	YES 10			NO 11
I have been involved in the development of behavior interventions, strategies and supports for my child.	8	7	0	11
I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs.	5	9	1	11
OTHER:				
I fully participate in special education decisions regarding my child.	19	3	0	4
I have been provided with a copy of the procedural safeguards (parental rights) at least once a year.	21	0	0	5

SAU #34 Analysis of OTHER category / Conclusions

Overall in all schools, parents were positive in their satisfaction with their full participation in the special education decisions regarding their child (54 responses/93%); and all parents (64 responses/100%) reported that they received a copy of the procedural safeguards at least once a year.

SAU-wide patterns demonstrated parent satisfaction with their child's opportunities to interact with non-disabled peers on a regular basis, that there is a variety of information used to develop their child's IEP, people important to their child's transitions participated in the planning and that they have been involved in the development of behavior interventions, strategies and supports for their child.

SAU-wide patterns show a need for improvement in informing students about and encouraging their participation in school activities outside of the school day, and offering necessary supports to do so. Areas that are and will continue to be areas of focus are transition planning for high school students, including written transition plans in the IEPs; accessing the general education curriculum in both the middle and high schools, including improved progress/progress monitoring and reporting; and increasing the emphasis on and improving parent understanding of how the middle and high schools support students' behavioral, social and developmental needs.

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

SAU #34 provides a continuum of educational services for students with disabilities. New programs have been developed in a thoughtful manner to accommodate the needs of new and returning students. Monitoring of and adjustments to existing programs have been made to refine and improve programming options, including extended day opportunities for preschoolers. High school students have options as well at the Alternative High School, the Concord Vocational Center and the pilot program for a nighttime opportunity to achieve a high school diploma. The revised graduation requirements provide assurances that students with disabilities have an equal opportunity to earn credits toward a regular high school diploma. Continued work needs to be done in refining the special education service delivery models at the middle and high schools to assure full access to the general education curriculum, e.g. community setting instruction: who is responsible, credentials, credit earning; professional development in differentiated instruction.

Hillsboro-Deering has worked to maintain a 50 / 50 ratio of children with and without disabilities in the preschool program. They have also initiated a full day Kindergarten. These programs are designed to offer increased opportunities

for all students to access the general education curriculum, which, coupled with a beginning focus on response to intervention (RTI), indicates the district's emphasis on early identification and intervention for students at risk.

Hillsboro-Deering is involved in extensive curriculum work to improve student achievement for all students, which ultimately benefits students with disabilities. The district's curriculum mapping initiative is aimed at aligning the taught curriculum with the State Grade Level/Span Expectations. They are using the Northwest Evaluation (NWEA), Measures of Academic Progress (MAP) for testing district wide to assess and monitor progress in the core academic subjects. Ongoing professional development for teachers is focused on how to use the results from the MAP testing. Additional curriculum based measures are being explored to use as formative assessments to inform instruction. Their use of the principles of Understanding By Design in the development of curriculum and instruction is intended so that all student outcomes will improve. This method, when used together by general and special educators in co-planning, identifies the "big ideas" students need to know in a curriculum area and provides a structure to determine acceptable evidence of student learning and to plan learning experiences and instruction so that all students learn.

In an effort to promote increased independence and self-advocacy in the students with disabilities and improve access to the general education curriculum, the SAU has a plan to increase the use of technology to support learning (e.g. classroom sound systems).

Specialized training and professional development aimed at increasing access to the general education curriculum has included: writing IEPs with measurable annual goals, curriculum based assessment for measuring progress and reading intervention methods. In addition, the preschool team received training in writing measurable annual goals specific to the needs of preschool students. There was evidence that this new knowledge is being implemented; all IEPs reviewed in the Case Studies during the visit had annual goals written in measurable terms. Curriculum based rubrics have been developed in key academic skills to measure and report progress in meaningful ways.

Review of IEPs in files of out-of-district students developed by the receiving schools showed that annual goals were not always written in measurable terms, although the objectives were measurable. It will be important for the district to require the same high standards for measurable annual goals as demonstrated in-district. This will allow for improved monitoring of progress for these high need students.

A system wide database has been created to track IEP, evaluation and re-evaluation due dates. This system, together with a full compliment of qualified examiners, has resulted in full compliance with the requirement regarding timeliness of evaluations.

The special education and related services staff are fully certified/licensed. There has been a notable effort to hire experienced, quality staff and related service providers when positions have been added or have become vacant.

In continuing their efforts SAU-wide to provide equal access to students with disabilities, improvement is needed in providing supports to students with disabilities so that they have full access to participate in school sponsored, after school/extracurricular activities. Plans are being made to start Special Olympics in the schools. Knowing that this program will meet the recreational/extracurricular needs of only some of the students with disabilities, it is important to be certain that students with disabilities can participate in any existing school sponsored extracurricular activities of their choosing and that there are supports in place if needed. In interviews and surveys parents expressed wishes that the school personnel would more actively encourage participation in school sponsored sports, clubs and other activities.

Transition

Transition Planning

Process: Provision of FAPE

Transition Services

The Special Education Policies and Procedures Manual contains system-wide procedures and protocols for transitions from Early Supports and Services to preschool, preschool to Kindergarten, grade to grade, school to school and school to post school. These procedures provide uniform guidance for staff. Evidence of implementation of these transition processes included documentation of: student, parent and staff interviews; early transition planning for grade-to-grade (especially for students with unique/increased needs); discussions of activities, such as student observations and

visitations, to orient students to new schools, grades, case managers and related service providers. Extended school year programs in the receiving school allow for further orientation to new buildings.

In an effort to address the difficult transition from middle to high school, a Freshman Academy model is in its first year of implementation at Hillsboro-Deering High School.

Behavior Strategies and Discipline

Most of the schools in SAU #34 have adopted a school-wide behavior system. The Hillsboro-Deering Elementary School is implementing Positive Behavior and Intervention Strategies (PBIS) and Responsive Classroom. The Alternative High School is about to implement PBIS, as well. The Hillsboro-Deering Middle School takes a reflective rather than punitive approach to consequences and is working to align behavioral expectations of staff and administrators. Washington Elementary School has developed a unique and effective school-wide approach to behavior. The Hillsboro-Deering High School has yet to develop/adopt a school-wide positive approach to behavior.

School Psychologists and Guidance Counselors have been trained to conduct Functional Behavioral Assessments. The effective use of this process was evident system-wide; teachers have a greater understanding of the cause of student behaviors, which has resulted in appropriate goal development and behavior plans.

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

Two program changes have been requested by SAU #34 as part of this NHDOE Program Approval visit. The first request is to change the designation of the Preschool Program at the Hillsboro Deering Elementary School from a self-contained setting to a modified regular classroom, with fifty percent of the students being typical peers. The request was supported with appropriate documentation. The rationale to increase enrollment of typical peers in the preschool provides the opportunity for students with disabilities to be educated in the least restrictive environment.

The second request is to change the Alternative Program at the Hillsboro Deering Middle School from a self-contained setting to a resource room setting. The documentation and information submitted with the request provided rationale for the change so that students will have full access to the general education curriculum and more opportunities to integrate with typical peers in the least restrictive environment.

Based on the review of the supporting materials, Case Studies reviews and program visits during this NHDOE Program Approval process, these changes have been determined to meet requirements

COMMENDATIONS

1. The SAU is to be commended for the results of their work of the last three years addressing the many citations of noncompliance from the previous visit. The leadership and staff recognized the seriousness of the citations and addressed them in a variety of ways, all the while demonstrating a strong willingness to collaborate with the NHDOE in the corrective action and improvement process. Members of the visiting team who were familiar with the challenges of the past noted the significance of the improvements.
2. The Superintendent, in her third year in SAU #34, provides strong, positive leadership. She has a clearly articulated and widely known vision that shapes the positive change efforts evident in the schools.
3. The Director of Student Support Services, in her first year in this role, has faced many challenges. Many other previous Directors have faced these challenges, which have led to frequent turnovers in the position. In a short time the Director has provided stability, thoughtful decision making and effective leadership, working tirelessly to affect positive change. As a lifelong resident, and coordinator of elementary special education in Hillsboro-Deering Elementary School for the past two years, she demonstrates sincere commitment to quality programming in this SAU.
4. The Special Education Building Coordinators, instituted as a result of the last NHDOE Special Education Monitoring Visit, have made significant contributions to the oversight and supervision of special education programs and personnel. The proposed restructuring of current positions next year to provide a Coordinator dedicated to the high school and alternative high school is to be commended.

5. The building administrators and Curriculum Coordinator, along with the above leaders, compose the Leadership Team. They embody the mission and goals of the SAU to improve student outcomes in a fiscally responsible manner and to communicate the successes of the schools to the greater community.
6. The districts are proactive around professional development for both paraprofessionals and teachers. Since the last NHDOE Program Approval Visit, many professional development offerings have been directed to address compliance issues. The SAU has successfully accessed the regional Special Education Technical Assistance Consultant (SETAC) as a resource for professional development, with notable positive results.
7. Collecting data is an area of strength, especially in regard to student involvement in the data collection.
8. There are specific, dramatic improvements in writing goals in measurable terms, data collection and progress measurement/monitoring
9. The districts' current curriculum mapping process and implementation of Understanding by Design (UbD) are excellent tools to promote effective co-planning and collaboration for general and special educators.
10. Much evidence was noted in the effective implementation of transition planning SAU wide.
11. The widespread use of Functional Behavioral Assessments as a tool to understand and address causes of individual student behavior has improved teacher and parent goal setting, behavior planning and interventions.
12. Both Washington and Hillsboro-Deering have summer Bookmobiles that travel in the communities. This is a valuable resource to students and parents in providing opportunities for continued literacy development and informal parent consultation.

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.

There were no issues of significance noted during the February 2007 visit. Since the visit, the community did not vote for the proposed school budget for 07-08; this has been the case for three of the past four years. As a result, the SAU is in the process of cutting three quarters of a million dollars from the budget. It appears that the School Board goals to ensure effective fiscal management to achieve the goals of the educational plans and to improve the perception of the Districts and the SAU are particularly challenged by this action by the community. This comes at a time when focused efforts and effective leadership were beginning to see results. Special Education programs and services, in particular, have vastly improved under new leadership in a system that is working collaboratively and untiringly for improved outcomes for all students. It is hoped that this progress will not stall. Additionally, the administrators, professional staff and school board members should not be deterred in their ongoing efforts to enlist the support of the community through open communication and information sharing.

CITATIONS OF NONCOMPLIANCE IDENTIFIED AS A RESULT OF THE FEBRUARY 12 AND 13, 2007 CASE STUDY COMPLIANCE REVIEW

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

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

1. Ed 1119.01 (c), 300.347 (3) (ii) Required IEP Compliance; Programming in Appropriate Learning Environments

There is a lack of agreement/understanding among administrators, staff and parents as to what supports should be available in order to ensure that students with disabilities can fully access and participate in school sponsored after school/extracurricular activities. Parent surveys noted this as an area needing improvement.

The following citations are a result of reviews of out-of-district student files.

2. Ed 1107.01 and Ed 1107.04 (d) Evaluation

- a. Reevaluations must be conducted every three years
- b. Evaluations must be completed within 45 days of the signed parent permission, or a parent-signed extension agreement must be completed.

3. Ed1109.01 (a) Elements of an Individualized Education Program (IEP)

Annual IEP goals must be written in measurable terms. (Please Note: Objectives in these IEPs were measurable.)

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.19-52.** It should be noted that, in the Building Level Data Summary Reports, any suggestion made by a visiting team member that is actually a citation of noncompliance, has an asterisk (*) before it, and it is also listed above with the citations of noncompliance.

1. To assure that extracurricular/after school opportunities are available to students with disabilities, develop resources that can expand access for students who may not otherwise participate. For example, student advisors, case managers, guidance personnel, etc. can work with students to identify areas of interest, barriers to participation and ways for removing such barriers.
2. In the effort to increase parent involvement and engagement in the academic and extracurricular work of the schools, consider holding parent focus groups to increase understanding of their perspectives and the root causes of concerns
3. Reportedly student involvement/engagement and motivation at the middle and high school levels need improvement. Continued work with curriculum mapping and UbD may serve to engage students more fully in their learning. Building social/emotional supports through purposeful activities in the existing student advisories and recognition assemblies may in time serve to improve student morale. Student surveys could be used to identify topics of concern that can be further explored via student focus groups. Provide students key roles in generating subsequent improvement plans
4. Given the knowledge gained through the file review process and this report, the Out-of-District Coordinator/Court Liaison can confront the challenge of interfacing with a number of receiving schools and their varied compliance with Special Education requirements. He must require of them the same high standards for measurable annual goals and timeliness of evaluations as demonstrated in-district. This is not to diminish the Coordinator's efficiency and effectiveness in carrying out his responsibilities when overseeing and implementing the many other required processes and procedures.

5. Continued work needs to be done in refining the special education service delivery models at the middle and high schools to assure full access to the general education curriculum, e.g. professional development in differentiated instruction and co-planning; implementation of the newly purchased curriculum for the Life Skills Program, clarifications regarding community setting instruction (who is responsible/credentials, earning of credit).
6. The Hillsboro-Deering High School is strongly encouraged to develop/adopt a school wide positive approach to behavior. The development and implementation of common expectations, goals, language, and protocols for response to behavior, should be established. An accompanying, comprehensive data collection system can monitor the success of this system and can be reviewed for the purpose of informing curriculum, instruction and improved student outcomes.
7. Do further, ongoing research on the development of curriculum based measurement and probes appropriate for the high school level.
8. Continue efforts to improve transition planning for students who are graduating/turning 21.
9. Address the inadequacies of the physical building/space and technology to support learning strategies in the Hillsboro-Deering Elementary and High Schools.
10. Hillsborough and Washington have preschool programs, each with a different set of strengths. It is suggested that the two districts develop connections to look at ways to support each other and to provide the most appropriate placements for preschoolers with disabilities.
11. Continue to implement your mentoring program as a strategy to retain staff who are qualified and committed to quality education.
12. More time for collaboration is needed among general educators, specialists/ related service providers and special educators. Consider restructuring schedules and/or using professional development days.
13. Washington School District is encouraged to look for ways to provide clerical support for special education.

VI. BUILDING LEVEL SUMMARY REPORTS

USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT

PRESCHOOL BUILDING LEVEL CASE STUDY DATA SUMMARY

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

SAU: 34	School: Hillsboro-Deering Elementary School	Date: 2/12/07
Programs: Integrated Pre-school		Number of Cases Reviewed: 1
Recorder/Summarizer: Tammy Vittum		

Name: Tammy Vittum	Building Level or Visiting (circle one)
Name: Maria Gibbons	Building Level or Visiting (circle one)
Name: Karen Stark	Building Level or Visiting (circle one)
Name: Patricia Parenteau	Building Level or Visiting (circle one)
Name: Mary Ann Beirsto	Building Level or Visiting (circle one)
Name: Nancy D'Agostino	Building Level or Visiting (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

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

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

Access Strengths	Access Suggestions for Improvement
<ol style="list-style-type: none"> 1. The Hillsboro preschool classroom is housed in the elementary school with access to services such as the school nurse, occupational therapist, secretaries, and the principal. They also have an opportunity to participate in programs such as Responsive Classroom. 2. The classroom is set up to support both the developmental needs of preschoolers and curriculum goals. 3. Activities are age appropriate and address the curriculum. 4. The preschool day is structured to support the needs of young children both with and without disabilities. 5. Visual supports are used throughout the room to guide all children. 6. The district has worked to maintain a 50 / 50 ratio of children with and without disabilities. 7. The preschool staff works collaboratively and provides integrated therapies. Therapists provide a motor group for all preschoolers. 8. The preschool team is doing assessments with all preschoolers. This will help to inform the curriculum. Documentation /sampling are used to make changes to the curriculum. 9. The preschool teacher's position has been expanded to a full time one. This allowed for the expansion of programming options for children with disabilities. In addition, the teacher is able to attend faculty meetings and be actively involved in the school. 10. The program options now include extended days for some children. 11. Resources include the addition of a COTA and the purchase of necessary materials and equipment for the program. 12. Preschoolers have access to the gymnasium for gross motor time. 13. The staff uses differentiated instruction to meet the individual needs of children. 14. The team received training in writing measurable goals and there was evidence that this new knowledge is being implemented. 15. There is a good collaboration with Head Start. 16. There is collaboration between the preschool teacher, occupational therapist, speech pathologist, COTA, and school psychologist. 	<ol style="list-style-type: none"> 1. Although the location of the Hillsboro preschool room near the kindergarten classes is beneficial, the district needs to look at space plans for the preschool. A child with specialized equipment needs, such as a wheel chair, walker or stander, would have a great deal of difficulty maneuvering in the room. 2. Preschool curriculum includes language development around daily living such as the weather and how to dress appropriately. The current classroom lacks windows for doing these observations and providing circulation. Language and math related cooking activities are also limited. 3. Storage is at a premium with snack food and other supplies stacked on the floor. Storage of these items needs to be reviewed.

SUMMARIZE YOUR BUILDING LEVEL DATA

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

TRANSITION STATEMENTS						
Ed. 1107.02, (h) Process; Provision of FAPE CFR 300.124 Part C Transition Ed. 1109.01 Elements of an IEP (Transition Services) Ed. 1109.03, IEP Team CFR 300.321 and 300.321(f) CFR 300.322 (b) Parent Participation This includes movement from (a) Early Supports and Services (ESS) to preschool, and b) pre-school to elementary school.				YES	NO	NA
Transition planning from ESS to preschool takes place.				1		
Transition planning from preschool to kindergarten or 1 st grade takes place.				1		
District staff participated in a transition planning conference arranged by ESS and this transition planning conference occurred at least 90 days before the student's third birthday. If not, was it due to: (check all that apply)					1	
Meeting Not Held In Time	Staff Didn't Understand The Process	Communication Breakdown Between School And Early Supports And Services Agency	Student Moved Into The District After This Time Period			
Student Not Referred Prior To 90 Days 1	Parent / School Communication Breakdown	Other				
				YES	NO	NA
Team around transition includes parents.				1		
Team around transition includes appropriate agencies.				1		
Services agreed on in the IEP began by the time specified in the IEP.				1		
Early Supports and Services provided the school or district with initial information prior to 90 days.						1
Early Supports and Services evaluation information was shared with the school or district.				1		
Strengths			Suggestions for Improvement			
<ol style="list-style-type: none"> 1. The location of the preschool near the kindergarten allows the staff to develop connections that ease transitions for preschoolers moving to kindergarten. 2. The kindergarten teachers know the preschoolers and are able to provide informed assistance on decisions around kindergarten placements. 3. There is a Pre-K parent night for incoming preschoolers. 4. There is a written transition plan for Early Supports and Service to Preschool and from Preschool to Kindergarten. 5. The team is proactive in turnaround time on transitions of children referred at a late date. 			<ol style="list-style-type: none"> 1. Due to recent staffing changes at the preschool, the team is strongly encouraged to establish / make new connections with Early Supports and Services to insure timelines are met. 2. Although there is a written protocol for transitions, the preschool team and kindergarten team need to take time to work together on developing a clear understanding of each other's role. This includes an explanation of the screening process. 			

SUMMARIZE YOUR BUILDING LEVEL DATA

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

<u>BEHAVIOR STRATEGIES AND DISCIPLINE</u>		YES	NO	N/A
<p><u>Ed. 1109.02 Program</u> <u>CFR 300.324</u> <u>Ed. 1119.11 Disciplinary Procedures</u> <u>CFR 300.530-300.536</u> <u>Ed. 1133.07 (a) (b) (c) (d) (e)</u> <u>CFR 300.530-300.536</u> <u>20 U.S.C. 1415 (K)</u> <u>Child Management – Private Schools</u> <u>RSA 169-C Child Protection Act</u></p>				
Data are used to determine impact of student behavior on his/her learning.	1			
Has this student ever been suspended from school?			1	
If yes, for how many days?				
A functional behavior assessment has been conducted.				1
IEP team has addressed behaviors that are impacting student learning.	1			
A behavior intervention plan has been written to address behaviors.				1
All individuals working with the student have been involved in developing behavior intervention strategies.	1			
Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.				1
Results of behavior intervention strategies are evaluated and monitored.	1			
Strengths	Suggestions for Improvement			
<ol style="list-style-type: none"> 1. Positive Behavior Intervention System (PBIS) and Responsive Classroom are used school-wide. 2. There is access to professional development that includes paraprofessionals. 3. The preschool has access to consultants for behavior and autism students. 4. The school psychologist is involved in the classroom. 5. ABA training was provided for the speech pathologist. 	<p>The district is encouraged to continue their support around ABA training in a manner that includes the classroom teacher and other staff members.</p>			

Summary of Building Level Strengths and Suggestions for Improvement

Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> 1. The preschool teacher is new to her role in the Hillsborough preschool and was placed in a mentorship with the kindergarten teacher. 2. The preschool teacher is also participating in a preschool specific mentorship with a preschool coordinator from another district. This mentorship is through the Early Education and Intervention Network (EEIN). 3. The district is proactive around professional development for both paraprofessionals and teachers. 4. The preschool teacher meets one on one with parents to inform them of what to expect and provide them with a tour of the school. 5. The preschool teacher does home visits for incoming students. 6. The preschool team has access to a special education secretary. 7. The district has a Library Limousine that travels to homes in Hillsborough to foster literacy during the summer. 	<ol style="list-style-type: none"> 1. As referrals increase and new initiatives such as the preschool assessments are introduced, it is clear that clarification needs to be made around the role of preschool coordinator and preschool teacher. 2. The district is encouraged to continue to look at staff development / placement that provides appropriate coverage without adding additional staff. 3. The school supports the preschool teacher though a mentorship. They are encouraged to provide opportunities for the preschool coordinator and / or preschool teacher to visit other preschool programs, attend Preschool Technical Assistance Network (PTAN) meetings and have discussions with other preschool professionals. 4. Hillsborough and Washington both have preschool programs, each with a different set of strengths. The two districts need to develop connections and look at ways to support each other and provide the most appropriate placements for preschoolers with disabilities.

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: 34	School: Hillsboro-Deering Elementary School	Date: 2/13/2007
Programs: Modified Regular Classroom, Life Skills, Alternative Program		Number of Cases Reviewed: 3
Recorder/Summarizer: Sheila Vara		

Collaborative Team Members:

Collaborative Team Members:

Name: Mary Ann Beairsto	Building Level or Visiting	Name: Stacey Plourde	Building Level or Visiting
Name: Patricia Berry-Kevan	Building Level or Visiting	Name: Delta Pymm	Building Level or Visiting
Name: Meredith Blair	Building Level or Visiting	Name: Heather Queen	Building Level or Visiting
Name: Mary Bowers	Building Level or Visiting	Name: Michele Scott	Building Level or Visiting
Name: Stephen Colanero	Building Level or Visiting	Name: Jennifer Spara	Building Level or Visiting
Name: Elizabeth Cone	Building Level or Visiting	Name: Ann Walker	Building Level or Visiting
Name: Amy Highstrom	Building Level or Visiting	Name: Kathleen Wechsler	Building Level or Visiting
Name: Alana Kimball	Building Level or Visiting	Name: Barbara Cohen	Building Level or Visiting
Name: Ellen Klein	Building Level or Visiting	Name: Heather Desmarais	Building Level or Visiting
Name: Amanda Kulbacki	Building Level or Visiting	Name: Sheila Vara	Building Level or Visiting
Name: Hillary Paro	Building Level or Visiting	Name: Kathy Pope	Building Level or Visiting

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

SUMMARY OF BUILDING LEVEL DATA

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

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

Access to the General Curriculum

Strengths

1. Students have great access to the general education curriculum; those in specialized programs are educated with non-disabled peers during specials.
2. Students have access to non-academic activities during the school day with non-disabled peers.
3. The staff is committed to ensuring that students are able to participate in non-academic extracurricular activities with non-disabled peers.
4. Collecting data is an area of strength, especially in regard to student involvement in the data collection.
5. There are specific, dramatic improvements in writing goals in measurable terms, data collection and progress measurement/monitoring.
6. General educators work effectively with the special educators to ensure program modifications and implementation.
7. The district's curriculum mapping process has been helpful for co-planning and general and special education collaboration.

Suggestions for Improvement

1. Increase the availability of curriculum materials.
2. Continue to work toward full implementation of Response to Intervention, including data collection and general education interventions.
3. * There is a lack of agreement as to what supports should be available in order to ensure that students with disabilities can fully access and participate in school sponsored after school/extracurricular activities.

* This is a citation

SUMMARY OF BUILDING LEVEL DATA

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

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

Transition

Strengths

1. Transition planning for grade-to-grade begins early, especially for students with unique/increased needs.
2. There is strong parent involvement in transition planning.
3. General and special educators are involved in the selection of the classroom for the following year.
4. Effective transitions from school-to-school take place with the involvement of students, parents and both schools.

Suggestions for Improvement

1. There should be clear documentation in a student's general education/cumulative file to reflect the reasons for retention.
2. Arrange for time at the beginning of the school year for student teams to meet (e.g. during the professional development days prior to the start of school). Include paraprofessionals in this collaboration.

SUMMARY OF BUILDING LEVEL DATA

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

<u>BEHAVIOR STRATEGIES AND DISCIPLINE</u>			
Ed. 1109.02 Program	CFR 300.346		
Ed. 1119.11 Disciplinary Procedures	CFR 300.519-300.529		
Ed. 1133.07 (a) (b) (c) (d) (e)	CFR 300.510-300.529		
20 U.S.C. 1415 (K)			
Child Management – Private Schools	RSA 169-C Child Protection Act	YES	NO
		N/A	
Data are used to determine impact of student behavior on his/her learning.		3	
Has this student ever been suspended from school?		2	1
If yes, for how many days?		3	
If appropriate, a functional behavior assessment has been conducted.		2	1 (in process)
IEP team has addressed behaviors that are impacting student learning.		3	
A behavior intervention plan has been written to address behaviors.		2	1
All individuals working with the student have been involved in developing behavior intervention strategies.		3	
Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.		3	
Results of behavior intervention strategies are evaluated and monitored.		3	
A school-wide behavior intervention model exists.		3	
Strengths	Suggestions for Improvement		
<ol style="list-style-type: none"> 1. Consultants and in-district experts are involved in behavior programming. 2. Trained staff are used to conduct functional Behavior Assessments and develop behavior plans. 3. School-wide behavioral supports are provided through the implementation of Positive Behavior Supports and Intervention Strategies (PBIS) and with in-district experts. 4. There are high, consistent expectations for positive behavior school-wide. 5. The district is committed to enhancing knowledge and skills regarding behavior management. 6. There was evidence of collaboration among staff to address behavioral concerns. 	<ol style="list-style-type: none"> 1. Continue to ensure that all staff receive training for crisis intervention and specialized, behavior related knowledge and skills. 2. Continue to offer opportunities for “refresher” training to keep skills current. 		

SUMMARY OF BUILDING LEVEL STRENGTHS AND SUGGESTIONS FOR IMPROVEMENT

Strengths	Suggestions for Improvement
<ol style="list-style-type: none">1. Staff skills and abilities are strong.2. Staffing patterns have improved with the addition of another speech/language pathologist and special educator.	<ol style="list-style-type: none">1. Improve strategies to retain staff who are qualified and committed to quality education.2. Address the fact that parents don't appear to fully understand the special education process, even though the process may have been explained.3. Parents report that the school determines programming and supports without full parental input.4. Offer school-wide training for all students and staff on diversity and educational disabilities.5. Address the inadequacies of the physical building and technology to support learning strategies.

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: 34	School: Hillsboro-Deering Middle School	Date: 2/13/2007
Programs: Modified Regular, Alternative Program		Number of Cases Reviewed: 3
Recorder/Summarizer: Joan Roelke		

Collaborative Team Members:

Name: Karen Abrams	Building Level or Visiting
Name: Carole Carr	Building Level or Visiting
Name: Lisa Dowd	Building Level or Visiting
Name: Jocelyn Drew	Building Level or Visiting
Name: Marietta Fahy	Building Level or Visiting
Name: Anne Guerriero	Building Level or Visiting
Name: Fred Miller	Building Level or Visiting
Name: Carol O'Brien-Drake	Building Level or Visiting
Name: Jill Severino	Building Level or Visiting
Name: Gail Woods	Building Level or Visiting
Name: Joan Roelke	Building Level or Visiting
Name: Marlene Swearingen Morgan	Building Level or Visiting

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

SUMMARY OF BUILDING LEVEL DATA

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

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

Access to the General Curriculum

Strengths

1. General educators willingly collaborate with special educators in order to ensure the success of students in the regular classroom.
2. There are adequate personnel to provide specialist support for students.
3. Regular education teachers provide valuable information for the IEP process.
4. IEPs contain measurable annual goals, reflecting improvement efforts.
5. Curriculum based measurement has made it easier to develop IEPs and provide changes in programming.

Suggestions for Improvement

1. More time for collaboration is needed between general and special educators; possibly use professional development days.
2. Paraprofessional assistance in some classrooms would improve the adult: student ratio and allow more time for direct service to students.
3. More time is needed for collaboration with specialists/related service providers and special educators.

SUMMARY OF BUILDING LEVEL DATA

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

<u>TRANSITION STATEMENTS</u>				
<u>Ed .1102.53, Transition Services CFR 300.29</u> <u>Ed. 1107.02 CFR 300.132 Part C Transition</u> <u>Ed. 1109.01, Elements of an IEP (Transition Services) 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> <u>Ed. 1109.03, IEP Team</u> <u>CFR 300.344 (b) (1)</u> <u>Ed. 1133.05 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.			YES	NO
For all students, respond to the following 3 statements:				
Transition planning from grade to grade takes place.			3	
Transition planning from school to school takes place.			3	
Collaboration has occurred between general and special education staff in IEP development and in transition planning.			3	
For middle or high school students, <u>also</u> respond to the following 4 statements:				
Transition planning is designed as a results oriented process that promotes movement from school to the student's desired post-school goals.			1	2 N/A 12/13 yr. olds
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.			1	2 N/A 12/13 yr. olds
If the student is age 14 or older during the course of the IEP, <u>also</u> respond to the following 3 statements:				
There is documentation that the student has been invited to attend IEP meetings.			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	
If the student is age 16 or older during course of the IEP, <u>also</u> respond to the following 11 statements:			YES	NO
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 academic achievement and functional performance , which includes recommendations on how to assist the student in meeting his or her post-secondary goals.				

Transition

Strengths

1. Good efforts are made to orient students to new schools, grades, case managers and related service providers through student observations, visitations and discussions.
2. Extended school year programs in the receiving school allow for further orientation to new buildings.
3. The transition process is part of the Policy and Procedure Manual.
4. Community speakers and job shadowing are available to students.

Suggestions for Improvement

1. Continue efforts to improve community opinion toward schools, as negative feedback to students will make transitions more difficult.
2. A unified and later start time for all schools would make transitions between buildings and collaboration between staff easier.
3. Documentation of existing transition activities should be completed for student files.

SUMMARY OF BUILDING LEVEL DATA

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

<u>BEHAVIOR STRATEGIES AND DISCIPLINE</u>			YES	NO	N/A
Ed. 1109.02 Program	CFR 300.346				
Ed. 1119.11 Disciplinary Procedures	CFR 300.519-300.529				
Ed. 1133.07 (a) (b) (c) (d) (e)	CFR 300.510-300.529				
20 U.S.C. 1415 (K)					
Child Management – Private Schools	RSA 169-C Child Protection Act				
Data are used to determine impact of student behavior on his/her learning.		2		1	
Has this student ever been suspended from school?		1	2		
If yes, for how many days?		2			
If appropriate, a functional behavior assessment has been conducted.		2		1	
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.		2		1	
Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.		2		1	
Results of behavior intervention strategies are evaluated and monitored.		2		1	
A school-wide behavior intervention model exists.		3			
Strengths	Suggestions for Improvement				
<ol style="list-style-type: none"> 1. Appropriate behavior plans are developed for students and are reviewed on an on-going basis as needed. 2. Administration has begun a process where the consequences are reflective rather than punitive. 3. Special and general educators are included in the behavior-consequence decisions. 4. Guidance counselors and psychologists are able to conduct Functional Behavioral Assessments for student planning. 	<ol style="list-style-type: none"> 1. More collaboration with administrators, guidance counselors, SRO, psychologist and teachers would help keep lines of communication open. 2. Continue the proactive rather than punitive approach to discipline. 				

SUMMARY OF BUILDING LEVEL STRENGTHS AND SUGGESTIONS FOR IMPROVEMENT

Strengths	Suggestions for Improvement
<ol style="list-style-type: none">1. Administrators are working on improving opinion of the schools through Parent Advisories, involvement in school activities and surveys requesting parent input.2. Administrators recognize the limitations of the junior high school model and are moving toward a middle school model.3. There is a nice balance between regular (inclusion) and special education (pull-out) classes for students with disabilities.	<ol style="list-style-type: none">1. Study hall time during the day for all grade levels is needed so students can begin homework and/or receive extra help. (Student request)2. Peer tutoring for students would be beneficial.

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: 34	School: Hillsboro-Deering High School	Date: 2/13/2007
Programs: Modified Regular, Life Skills, Alternative Program		Number of Cases Reviewed: 3
Recorder/Summarizer: Diane Lurvey		

Collaborative Team Members:

Name: Danielle Bond-Ishak	Building Level or Visiting
Name: Bruce Campbell	Building Level or Visiting
Name: Stephen Cousens	Building Level or Visiting
Name: Michele Ferencsik	Building Level or Visiting
Name: Jane Fluhr	Building Level or Visiting
Name: Debra Freyman	Building Level or Visiting
Name: Dennise Hayes	Building Level or Visiting
Name: Seth Hussey	Building Level or Visiting
Name: Karen Ralph	Building Level or Visiting
Name: Nancy Stein	Building Level or Visiting
Name: Joanie Conley	Building Level or Visiting
Name: Robert Kiel	Building Level or Visiting
Name: Diane Lurvey	Building Level or Visiting
Name: Mary Smith	Building Level or Visiting

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

SUMMARY OF BUILDING LEVEL DATA

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

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

Access to the General Curriculum

Strengths

1. Students attend the Concord Vocational Center.
2. There is increased collaboration between regular and special educators; there are frequent meetings between them.

Alternative High School

1. There is strong collaboration among staff.
2. There is a comfort level/positive climate with the students and staff
3. There has been extensive curriculum work done using the Understanding by Design (UbD) process aligning with State standards and assessment.

Suggestions for Improvement

1. Continue with the good work started on curriculum mapping and Understanding by Design (UbD) aligned with grade level/span expectations and standards, with a focus on assessing individual student outcomes based on those essential learnings.
2. Place more emphasis on motivating students to access the general education curriculum and non-academic areas. Provide encouragement and supports to enable participation in extracurricular activities.
3. One student's IEP lacked an academic goal, raising questions about academic rigor and expectations.
4. One student reviewed did not make progress in 2 goal areas over a three-year period. Goals have been revised to address this. More rigorous measurement and reporting of progress would have resulted in earlier interventions and possible progress for this student on IEP goals.

Alternative High School

Increase the opportunity for students to attend the Concord Vocational Center.

SUMMARY OF BUILDING LEVEL DATA

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

<u>TRANSITION STATEMENTS</u>			
<p>Ed .1102.53, Transition Services <u>CFR 300.29</u> Ed. 1107.02 <u>CFR 300.132 Part C Transition</u> Ed. 1109.01, Elements of an IEP (Transition Services) <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> <u>Ed. 1109.03, IEP Team</u> <u>CFR 300.344 (b) (1)</u> Ed. 1133.05 <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.</p>	YES	NO	
For all students, respond to the following 3 statements:			
Transition planning from grade to grade takes place.	3		
Transition planning from school to school takes place.	3		
Collaboration has occurred between general and special education staff in IEP development and in transition planning.	3		
For middle or high school students, <u>also</u> respond to the following 4 statements:			
Transition planning is designed as a results oriented process that promotes movement from school to the student's desired post-school goals.	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		
If the student is age 14 or older during the course of the IEP, <u>also</u> respond to the following 3 statements:			
There is documentation that the student has been invited to attend IEP meetings.	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		
If the student is age 16 or older during course of the IEP, <u>also</u> respond to the following 11 statements:			
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.	3		
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.	2		1
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 academic achievement and functional performance , which includes recommendations on how to assist the student in meeting his or her post-secondary goals.	3		

Transition

Strengths

1. Good documentation of transition process (e.g. student, parent and staff interviews), reflecting thorough transition activities grade-to-grade and school-to-school.
2. Freshmen Academies have been created to assist transition into the high school; initial training on collaborative planning has been done with the Academy staff.
3. There are frequent, focused and student directed activities related to career planning, exploration and projects.
4. There has been increased time and focus on collaborating with staff for grades 8 to 9.
5. Multiple school visits take place for students moving from grade 8 to 9.

Suggestions for Improvement

Continue with the work and professional development on co-teaching and co-planning.

SUMMARY OF BUILDING LEVEL DATA

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

<u>BEHAVIOR STRATEGIES AND DISCIPLINE</u>			
<p>Ed. 1109.02 Program CFR 300.346 Ed. 1119.11 Disciplinary Procedures CFR 300.519-300.529 Ed. 1133.07 (a) (b) (c) (d) (e) CFR 300.510-300.529 20 U.S.C. 1415 (K) Child Management – Private Schools RSA 169-C Child Protection Act</p>	YES	NO	N/A
Data are used to determine impact of student behavior on his/her learning.	1		2
Has this student ever been suspended from school?	2		
If yes, for how many days?	3/5		
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.			3
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.	1	2	
Strengths	Suggestions for Improvement		
<ol style="list-style-type: none"> 1. Weekly student advisories are in place. The advisors are involved with individual students in their group (i.e. attend parent meetings, students involved in discipline issues). 2. The High School is exploring a school-wide behavior intervention model (PBIS). 3. The Special Education Coordinator meets regularly with guidance and the local mental health center to discuss individual student behavior/discipline and emotional needs. 4. The administrators and staff have identified their “core values”. <p>Alternative High School</p> <ol style="list-style-type: none"> 1. PBIS is being implemented as a school-wide system. 2. There is good access to internal and external resources: psychologist, guidance, behavior specialist. 	<p>Continue to explore a school-wide behavior intervention model such as PBIS; next steps presentation and consideration of implementation.</p>		

SUMMARY OF BUILDING LEVEL STRENGTHS AND SUGGESTIONS FOR IMPROVEMENT

Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> 1. The development of new programs in district to accommodate needs of students in district and those coming back from out of district is commendable. 2. There is a diversity of options for students; Alternative High School and Concord Vocational Center. 3. There is a high level of collaboration among related service providers, regular education staff and special education staff. 4. Progress and improvements have been made in writing annual goals in measurable terms. <p>Alternative High School</p> <ol style="list-style-type: none"> 1. The Alternative High School staff collaborates with the High School staff regularly at department meetings and by participating with the regular education staff in vertical teams on professional development. 2. An Alternative High School staff member participates on the District's Professional Development Committee. 	<ol style="list-style-type: none"> 1. Continue with in-house, joint professional development of general and special educators. 2. Consider more frequent opportunities for Advisories to meet. 3. Do further, ongoing research on the development of curriculum based measurement and probes appropriate for the high school level. 4. Continue the restructuring plan for a current position to serve as the liaison between the High School and the Alternative High School 5. Continue the consideration for implementing "personal learning plans" for all students.

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: 34	School: Washington Elementary	Date: 2/13/07
Programs: Modified Regular		Number of Cases Reviewed: 1
Recorder/Summarizer: Jane Johnson		

Name: Jane Johnson	Building Level or Visiting
Name: Deb Taylor	Building Level or Visiting
Name: Jill Sererino	Building Level or Visiting
Name: Tamara Webber	Building Level or Visiting
Name: Tammy Vituum	Building Level or Visiting
Name: Nancy DAgostino	Building Level or Visiting
Name: Marie Gibbons	Building Level or Visiting

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

SUMMARIZE YOUR BUILDING LEVEL DATA

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

<u>ACCESS TO THE GENERAL CURRICULUM STATEMENTS</u>							
<u>Ed. 1109.01 Elements of an IEP CFR 300.320 Content of IEP</u> <u>Ed. 1109.05, Implementation of IEP 20 U.S.C. 1414 (d)</u> <u>Ed. 1115.07, Ed 1119.01(f) Provision of Non-Academic Services/Settings</u> <u>CFR 300.320(a) CFR 300.34 Ed. 1119.03, Full Access to District's Curricula</u> <u>Ed. 1119.08, Diplomas</u> <u>Ed. 1107.04 (d) Qualified Examiner</u> <u>Ed. 1133.05 (c)(h)(k) CFR 300.320 Program Requirements, Content of IEP</u> <u>Ed. 1133.20 Protections Afforded to Children with Disabilities</u> <u>CFR 300.320(a)(1)(i) “. . . general curriculum (i.e. ,the same curriculum as for nondisabled children)”</u> <u>CFR 300.320(a)(4)(iii) “To be educated and participate with other children with disabilities and non disabled children”</u>					YES	NO	N/A
Team uses multiple measures to design, implement and monitor the student's program.					1		
IEP goals are written in measurable terms.					1		
Student has made progress over the past three years in IEP goals. Goal 1					1		
Student has made progress over the past three years in IEP goals. Goal 2					1		
Student <u>has access to</u> the general curriculum (as outlined by the district, sending district or NH frameworks.)					1		
Student <u>participates in</u> the general curriculum <u>in a regular education setting with non-disabled peers</u> , as appropriate, with necessary supports.					1		
When <u>participating in a regular education setting with non-disabled peers</u> 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? If not, was it due to: (check all that apply)					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		
<i>For High School Students:</i>					YES	NO	
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 Strengths	Access Suggestions for Improvement
<ol style="list-style-type: none"> 1. The classes at Washington Elementary have low numbers, as does the school. 2. The instructional groups are small to maximize connections with students and their needs. 3. The leadership team in conjunction with the staff has worked creatively to develop scheduling that allows for these small instructional groups. 4. Instruction is provided by certified teachers. 5. The school has used space creatively to provide quiet / appropriate spaces for small group instruction. 6. The kindergarten teacher does a reading group while her class attends a special. 7. The Leadership team works closely and was part of the development of the model. 8. The team is working hard to insure IEPs have measurable goals. 9. The school is a team and everyone steps in to support programs and children. 10. The staff at Washington Elementary is collaborative in their work. 11. The work is seamless between regular and special education. 12. Occupational Therapist, and Speech / Language Pathologist imbed their skills into the programming for children with disabilities. 13. The team uses meaningful assessments that inform instruction. 14. The Early Learning Program (preschool) is open to all three and four year olds based on student needs. 15. There is a Parent Resource Room for parents to connect and sign out parenting resources. 16. There is a supportive school board and one member volunteers to teach physical education two times a week. 17. The Special Education Director has been very inclusive of Washington's Special Educator. 	<p>Although Washington uses a community based preschool program, the district is encouraged to look at ways to support the program around curriculum as information gained from the new preschool assessments becomes available. This will provide a strong base from which the kindergarten teacher can begin.</p>

SUMMARIZE YOUR BUILDING LEVEL DATA

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

<u>TRANSITION STATEMENTS</u>			
<p>Ed .1102.53 Transition Services CFR 300.43 Ed. 1107.02 Process: Provision of FAPE CFR 300.124 Part C Transition Ed. 1109.01, Elements of an IEP (Transition Services) CFR 300.320(a)(7)(b) 20 U.S.C. 1402 (34) 20 U.S.C. 1414 (d)(1)(A) and (d)(6) Ed. 1109.03, IEP Team CFR 300.320(b) Ed. 1133.05</p>			
<p>This includes movement from (a) Early Supports and Services (ESS) to preschool, b) preschool to elementary school, (c) age 14 or younger, or (d) age 16 or older, as well as from grade to grade and school to school.</p>			
		YES	NO
For all students, respond to the following 3 statements:			
Transition planning from grade to grade takes place.		1	
Transition planning from school to school takes place.		1	
Collaboration has occurred between general and special education staff in IEP development and in transition planning.		1	
For middle or high school students, <u>also</u> respond to the following 4 statements:			
Transition planning is designed as a results oriented process that promotes movement from school to the student's desired post-school goals.			
IEP team includes parent as part of transition planning.			
IEP team and process includes student as part of transition planning.			
IEP includes current level of performance related to transition services.			
If the student is age 14 or older during the course of the IEP, <u>also</u> respond to the following 3 statements:			
There is documentation that the student has been invited to attend IEP meetings.			
A statement of the transition service needs is included in the IEP.			
The statement of transition focuses on the student's course of study (e.g. vocational programming, advanced placement).			
If the student is age 16 or older during course of the IEP, <u>also</u> respond to the following 11 statements:		YES	NO
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 academic achievement and functional performance , which includes recommendations on how to assist the student in meeting his or her post-secondary goals.			

Transition Strengths	Transition Suggestions for Improvement
<ol style="list-style-type: none"> 1. Each teacher inputs into student's profile/portfolio and it is passed on at the end of the year to the receiving teacher. 2. Multi-age classrooms limit transitions for children and allow teachers to get more deeply involved in their students' learning. 3. There is a Step-Up Day to middle school. Children with greater needs can have access to an extra day for the process. 4. Early Intervention transitions include many meetings with families and preschool teams. 	<p>The Preschool Technical Assistance Network hosts interagency meetings where connections to other providers can be made in support of improved transitions.</p>

SUMMARIZE YOUR BUILDING LEVEL DATA

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

<u>BEHAVIOR STRATEGIES AND DISCIPLINE</u>			
<p>Ed. 1109.02 Program <u>CFR 300.324</u> Ed. 1119.11 Disciplinary Procedures <u>CFR 300.530-300.536</u> Ed. 1133.07 (a) (b) (c) (d) (e) <u>CFR 300.530-300.536</u> 20 U.S.C. 1415 (K) Child Management – Private Schools <u>RSA 169-C Child Protection Act</u></p>	YES	NO	N/A
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		
Behavior Strategy Strengths	Behavior Strategy Suggestions for Improvement		
<ol style="list-style-type: none"> 1. On Fridays the school holds school wide assembly to distribute Character Awards. 2. The three students of the month have lunch with the Police Chief at an area restaurant. 3. There is a school wide positive behavior system. 			

Summary of Building Level Strengths and Suggestions for Improvement

Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> 1. There is a veteran staff that provides all around continuity and community. 2. The resources and environment in Washington provide a warm nurturing climate for children and families. 3. The staff is supportive of parents. 4. The Speech Pathologist travels to meetings at sites such as Crotched Mountain in support of children and families. 5. The town has a Bookmobile that travels around town during the summer engaging families and supporting literacy. 6. There are Smart Boards, Alpha Smarts and other technology in each classroom. 7. There is a computer lab and technology support on site. 8. The resources and environment provide a warm nurturing climate for children and families. 9. There are opportunities for teacher and student enrichment. 10. The school uses the Artist in Residence program. 11. There is a strong tie with Early Supports and Services and Camp Morgan. The camp is located just down the hill from the school, allowing easy movement between summer services at the school and the camp. 12. Although this was a review of the elementary programs, it should be noted that part of the early success for kindergarten children is the experience they have in preschool. Washington makes their kindergarten classroom available for a community preschool program. Currently there are no identified preschoolers; however, when needed, space is made for them in the preschool providing an excellent ratio of preschoolers with and without disabilities. 13. The Early Learning Program (preschool) is open to all three and four year olds based on student needs. 14. The location of the community program in Washington Elementary School provides easy access to the services in the school and eases transitions into kindergarten. 15. As part of the Early Learning Program, the Speech and Language Pathologist provides services to preschoolers in the morning before their class starts, to maximize available time in class with peers. 16. The preschool teacher has worked in the kindergarten in the past and brings an understanding of the needs of preschoolers moving on to kindergarten in the fall. 	<ol style="list-style-type: none"> 1. The district is encouraged to continue their efforts around training on Curriculum Based Measurement to bring staff to higher level skills. 2. The innovative administrative model is working well, however the changes in data entry, preschool assessments and other initiatives are impacting the special educator's time with students. The district is encouraged to look for ways to support the special educator with clerical work. 3. The Washington staff is encouraged to connect their preschool team with the Hillsboro preschool team to share resources and support each other. 4. The district may want to look at ways to access the Preschool Technical Assistance Network (PTAN) and its services. This may be through Hillsboro, due to the size of the Washington staff.

VII. ADDENDUM: OUT OF DISTRICT AND JAMES O SUMMARIES

Out-of-District File Review

SAU #34

Number of Files Reviewed: 3

COMMENDATIONS

SAU #34 is commended for the hard work done in preparation for the file reviews. The files were well organized and the material was readily available/accessible. The Out-of-District Coordinator/Court Liaison was readily available to assist in the file review and was receptive to the reviewer's observations and suggestions.

- The Out-of-District Coordinator/Court Liaison closely monitors students placed out of district.
- The Out-of-District Coordinator/Court Liaison maintains an open line of communication and effective working relationships with the outside facilities where students are placed.

CITATIONS OF NONCOMPLIANCE

1 file did not contain a current evaluation. Follow up regarding this omission done by the Out-of-District Coordinator found that the private school case manager was changed and in the process the need for the evaluation was overlooked. Plans are in place to complete the evaluation.

1 file from another public school, where the student is attending as a result of a foster home placement, did not have annual goals written in measurable terms in the student's IEP. The objectives are written in measurable terms.

JAMES O. MONITORING PROGRAM

SAU #34

Number of files reviewed: 3

COMMENDATIONS:

In addition to the above commendations, there was evidence that the Out-of-District Coordinator/Court Liaison maintains an effective working relationship with personnel in the judicial system.

CITATIONS OF NONCOMPLIANCE:

1 file did not have the current evaluation completed within 45 days of the signed parent permission and there was no parent-signed extension agreement.

2 files had IEPs that did not have annual goals written in measurable terms. One of the IEPs had measurable objectives.