

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

**SAU 41
SUMMARY REPORT**

**HOLLIS, BROOKLINE and HOLLIS/BROOKLINE
SCHOOL DISTRICTS**

**Mr. Richard Pike, Superintendent of Schools
Mr. Robert Kelly, Director of Special Education**

Chairperson(s): Dr. Richard W. Ayers
Jane Bergeron-Beaulieu, M.Ed.
Education Consultant

Visit Conducted on March 21-22,2007
Report Date, June 19, 2007
Revised Report Date, August 9, 2007

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I. TEAM MEMBERS

Visiting Team Members:

| NAME | PROFESSIONAL ROLE |
|----------------------------|------------------------------------|
| Chairperson: Richard Ayers | Education Consultant, SERSEC |
| Jane Bergeron-Beaulieu | Education Consultant, SERSEC |
| Nancy D'Agostino | Education Consultant, SERSEC |
| Lynn Slapsys | Preschool Coordinator |
| Franceen Flynn | Special Education Coordinator |
| Karen Burkush | Assistant Superintendent |
| Jennifer Pomykato | Special Education Director |
| Jane Murray | Special Educator |
| Kathleen Cuddy-Egbert | Special Education Director |
| Brian Balke | Director of Pupil Services |
| Kathy Skoglund | Special Education Director |
| Dana Darrow | Head Teacher |
| Mary Lane | NHDOE |
| Linda Potter | Director of Special Education |
| Kathleen Gilbert | Special Education Area Coordinator |
| Patrick Roye | Special Educator |
| Eric Schroeder | Director of Special Education |
| Sherry Corbett | Special Education Coordinator |
| Richard Nannicelli | Principal |
| Bret Smith | Special Educator |
| Jacqueline Williams | Principal |

Building Level Team Members:

| NAME | PROFESSIONAL ROLE | NAME | PROFESSIONAL ROLE |
|-------------------|---------------------------------------|-------------------------|--------------------------|
| Maureen Chorma | Preschool Coordinator/SLP | Betty Marshall | Case Manager |
| Liza Varanese | Certified OT Assistant | Mary Lou Noonan | Teacher |
| Allison Annand | Special Education Teacher | Sue Hoyt | Teacher |
| Patti Montague | Special Ed. Coordinator | Sue Morelli | Speech Pathologist |
| Robin Fitton | S/L Pathologist | Nancy Kring Burns | Case Manager |
| Amy Young | Kindergarten Teacher | Paula Lockard | Teacher |
| Christine Kelley | Special Educator | Jane Kronheim | Vision Consultant |
| Lynn Lutz | School Psychologist | Candice Fowler | Special Ed. Coordinator |
| William Olszewski | OT | Mary Martin | Case Manager |
| Lauren Mella | Special Educator | Carol Thibedeau | Principal |
| Gail Paludi | Principal | Lorraine Wenger | Principal |
| Brenda Goba | Special Educator | Jaime Matylewski | Special Ed. Teacher |
| Susan Astone | Asst. Principal/Spec. Ed. Coordinator | Andrea Martel | Special Ed. Teacher |
| Julie Somorrostro | Teacher | Lisa Lindsay | Teacher |
| Jeanne Saunders | Case Manager | Patricia Nelson | Teacher |
| Melanie Madden | Case Manager | Pat Goyette | Principal |
| Katrina Hall | Math Teacher | Karen Mendola | English teacher |
| Jeanne Hayes | Special Ed. Coordinator | Beverly Morsched | SLP |
| Kristin Sicard | OT | Kevin Leonard | Case Manager |
| Jenn Christman | Case Manager | Debbie White | Case Manager |
| Sherry Ermel | Parent | Linda and Henry Vollmer | Parent |
| Melody Lewis | Parent | Steve Simmons | School Board Member |
| Shu Ling Heddle | Parent | Bob Ouellette | Assistant Principal |

II. INTRODUCTION

Hollis and Brookline Elementary School Districts and a Cooperative Secondary School District comprise SAU 41 which serves each of the districts with administrative offices located in Hollis. Each district is governed by an elected school board, all assisted by the Superintendent of Schools, the Director of Curriculum, a Business Administrator, and Director of Special Education. The curriculum and instructional initiatives through out the SAU are well established and intended to ensure consistency in the scope and delivery of educational programs for all students district wide. The schools in Hollis and Brookline are central to the texture of these communities that enjoy a picturesque setting in southern NH bordering Massachusetts.

At the time of the NHDOE Case Study Compliance Review Brookline elementary schools host a combined student enrollment of 622 students, in grades K-12. Of this student population 67 students have been identified as having educational disabilities or approximately 11% of the student population. The average class size in Brookline is 18-23 students. The town of Brookline has approximately 4,181 residents with approximately 1,343 households, of which 52 % have children under the age of 18 who are attending schools in SAU 41. The median income of a household in Brookline is \$77,075.00 and is currently one of the fastest growing communities in the state. Two schools support the community's elementary age population, the Richard Maghakian Memorial School, grades K-3, and the Captain Samuel Douglass School, grades 4-6. The schools are supported by approximately 114 professional and support staff members with specialists who routinely travel between the two buildings.

Brookline School District's Mission Statement:

The Brookline School District recognizes that the development of individual dignity and worth is crucial to the education and growth of each child. As children are the most important resources in any society, it is the school's goal that each student be given the opportunity to reach his/her full potential by encouraging the development of his/her individual strengths and personalities. We strive to accomplish this goal in cooperation with the family and the community, by insuring equal opportunity for all students without regard to race, national origin, creed, sex or challenging conditions that can affect physical or emotional health. This optimum development of each child's unique talents and abilities is sought in order to: promote the individual's inherent desire to learn; afford each child the opportunity for self realization and reaching his/her full potential; develop individuals who become contributing and responsible members of our society through an atmosphere of mutual trust and respect.

The town of Hollis has approximately 7,015 residents in approximately 2,440 households, of which 42% have children under the age of 18 who attend the schools in SAU 41. The median income for a household in Hollis is \$92,847.00. The community is served by two elementary schools; Hollis Primary School which encompasses grades pre K-grade 3, and Hollis Upper Elementary School for students in grades 4-6. The combined student enrollment for the two schools at the time of the Case Study Compliance Review was approximately 830 students, of which 96 are identified as having an educational disability.

Hollis School District's Mission Statement:

Hollis Elementary School is dedicated to educating the whole student. It is our goal to nurture students and help them become well rounded, self respecting, friendly, and sensitive individuals. We seek to provide challenging curriculum with flexibility to meet the needs of each student. We recognize and respect different learning and teaching styles. Our high expectations for academic achievement are balanced with giving students a broader sense of the world and the desire to perform service to others.

The Hollis/Brookline Cooperative District serves the Middle and High School student population in the two communities. Hollis/Brookline Middle School serves students in grades 7-8, with a student population of 454 students. The Hollis/Brookline High School serves students in grades 9-12, with a total student population of 820 students. The combined enrollment of 1,354 students includes 159 students who have been identified with educational disabilities, or approximately 12% of the student population. The high school is fully accredited by the New England Association of Schools and Colleges.

Hollis/Brookline Cooperative School District's Mission Statement:

We believe that our mission is to inspire lifelong learning and achievement. We will provide a broad range of experiences, which will encourage students to strive for their maximum intellectual, artistic, emotional, social and physical development. We value the individuality of each member of the community and believe that an atmosphere of mutual trust and respect is essential to the educational process.

The combined districts in SAU 41 have experienced a moderate increase in enrollment since the last program approval visit in March 2002 when the student population was 2,576 to the current (06-07) enrollment of 2,787, a 8.1% increase in enrollment in 5 years. During the same period the number of students identified with educational disabilities increased from 266 students to 350 students, a 32% increase.

The demographic information presented above relate to a combination of close knit districts who portray a common commitment to excellence in the educational culture as readily apparent within the schools and extended communities visited by the Program Approval Visitation Team. A close review of the data in the three districts reveals several significant indicators of thoughtful guidance to the educational needs of all students and specifically to students with disabilities. Examples of this characteristic is the adequate but not exaggerated staffing for special education, a budget for special education that comparable with similar settings as measured by the percent of the district's budget dedicated to special education, and the percentage of students receiving special education services is marginally below the average for New Hampshire districts.

| NAME OF DISTRICT: Hollis School District | | | |
|---|----------------|----------------|----------------|
| DISTRICT ENROLLMENT DATA | 2004-05 | 2005-06 | 2006-07 |
| Total Student Enrollment (ages 6-21) (as of Oct 1) | 831 | 838 | 811 |
| Expenditure Per Pupil | 9491.78 | NA | |
| Cumulative Drop-Out % (grades 9-12) students with disabilities | NA | NA | |
| Cumulative Drop-Out % (grades 9-12) non-disabled students | NA | NA | NA |
| Free/Reduced Lunch % | 18 | 28 | 22 |
| Title I %- SAU 41 does not receive funds | NA | NA | NA |
| LEP % | .0036% (3) | .0036% (3) | .0062% (5) |
| SPECIAL EDUCATION PROGRAM DATA | 2004-05 | 2005-06 | 2006-07 |
| # of Identified Students Ages 3-5 (as of Oct. 1) | 19 | 22 | 18 |
| # of Identified Students Ages 6-21 (as of Oct. 1) | 92 | 102 | 96 |
| % Identified Ages 6-21 (as of Oct. 1) | 11.07% | 12.17% | 11.84% |
| # Out of District | 2 | 4 | 3 |
| % Out of District | .002% | .005% | .004% |
| # of Students Out of Compliance (as of Oct. 1) | | | 0 |
| Special Programs Total Expenditure | 1,284,172 | 1,703,222 | |
| Average Caseload (as of Oct. 1) | 18.4 | 20.4 | 16.0 |
| # 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 | | | 6 |
| # of Related Service Providers | | | 13.4 |
| # of Paraprofessionals | | | 35.1 |

| NAME OF DISTRICT: Brookline School District | | | |
|---|----------------|----------------|----------------|
| DISTRICT ENROLLMENT DATA | 2004-05 | 2005-06 | 2006-07 |
| Total Student Enrollment (ages 6-21) (as of Oct 1) | 618 | 610 | 622 |
| Expenditure Per Pupil | 8735.75 | NA | |
| Cumulative Drop-Out % (grades 9-12) students with disabilities | NA | NA | |
| Cumulative Drop-Out % (grades 9-12) non-disabled students | NA | NA | NA |
| Free/Reduced Lunch % | 20 | 29 | 28 |
| Title I % SAU 41 does not receive funds | NA | NA | NA |
| LEP % | .0048% (3) | .0082% (5) | .0080% (5) |
| SPECIAL EDUCATION PROGRAM DATA | 2004-05 | 2005-06 | 2006-07 |
| # of Identified Students Ages 3-5 (as of Oct. 1) | 9 | 9 | 10 |
| # of Identified Students Ages 6-21 (as of Oct. 1) | 63 | 63 | 67 |
| % Identified Ages 6-21 (as of Oct. 1) | 10.19% | 10.33% | 10.77% |
| # Out of District | 2 | 1 | 1 |
| % Out of District | .0032% | .0016% | .0016% |
| # of Students Out of Compliance (as of Oct. 1) | | | 0 |
| Special Programs Total Expenditure | 898,347 | 1,000,395 | |
| Average Caseload (as of Oct. 1) | 15.8% | 15.8% | 14.89% |
| # 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 | | | 4.5 |
| # of Related Service Providers | | | 8.4 |
| # of Paraprofessionals | | | 18.2 |

| NAME OF DISTRICT: Hollis Brookline Cooperative | | | |
|---|----------------|----------------|----------------|
| DISTRICT ENROLLMENT DATA | 2004-05 | 2005-06 | 2006-07 |
| Total Student Enrollment (ages 6-21) (as of Oct 1) | 1273 | 1336 | 1354 |
| Expenditure Per Pupil | 9235.92 | NA | |
| Cumulative Drop-Out % (grades 9-12) students with disabilities | 3 | 5 | |
| Cumulative Drop-Out % (grades 9-12) non-disabled students | 5 | 9 | 2 |
| Free/Reduced Lunch % | 30 | 32 | 37 |
| Title I % SAU 41 does not receive funds | NA | NA | NA |
| LEP % | .0008% (1) | .0014% (2) | .0007% (1) |

| SPECIAL EDUCATION PROGRAM DATA | 2004-05 | 2005-06 | 2006-07 |
|---|----------------|----------------|----------------|
| # of Identified Students Ages 3-5 (as of Oct. 1) | --- | --- | --- |
| # of Identified Students Ages 6-21 (as of Oct. 1) | 137 | 146 | 159 |
| % Identified Ages 6-21 (as of Oct. 1) | 10.76% | 10.93% | 11.74% |
| # Out of District | 6 | 9 | 12 |
| % Out of District | .0047% | .0067% | .0088% |
| # of Students Out of Compliance (as of Oct. 1) | | | 0 |
| Special Programs Total Expenditure | 1,571,305 | 1,930,641 | |
| Average Caseload (as of Oct. 1) | 15 | 14 | 15 |
| # Identified Students Suspended One Or More Times | | 23 | |
| # of students with disabilities who are being provided home instruction (as of Dec.1) | | 2 | 2 |
| # 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 | | | 10.6 |
| # of Related Service Providers | | | 6.6 |
| # of Paraprofessionals | | | 36 |

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 41 on March 21–22, 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 41 as noted above. It should be noted, that as part of this visit, the NHDOE reviewed preschool programming made available to young children with disabilities, which included the Hollis Early Learning Program (HELP) at the Hollis Primary School, and preschool programming provided Brookline students at the Sunrise Children’s Center, located in Amherst NH.

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

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

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

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

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

Evidence of the work conducted in-district and results related to student outcomes was gathered throughout the process, guided by the materials and templates provided by the NHDOE, Bureau of Special Education. Examples of evidence included student individual education plans (IEPs), progress reports, samples of student work, grades, extracurricular involvement, permanent records, curriculum, etc. Input was gathered from key constituents, including interviews with professional staff, parents, administrators, and in some cases the students. Classroom observations were also conducted for each of the case studies being reviewed. Prior to the conclusion of the Program Approval Review, the evidence and data was summarized by visiting team members. The summaries, included in this report outline areas of strength and areas needing improvement for each of the schools in Hollis and Brookline districts and the Hollis/Brookline Cooperative. At the time of the visit to SAU 41, there were no students identified under the James O. Consent Decree.

Throughout the NHDOE special education program approval review process, the visiting team worked in collaboration with the staff of SAU 41. The professionalism, active participation and cooperation of the Hollis/Brookline staff was greatly appreciated.

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

Based on review of the March 27-28, 2002 NHDOE Special Education Program Approval Report, several patterns were identified as needing improvement. It should also be noted that a NHDOE Special Education follow up corrective action visit was conducted on June 19, 2003 to SAU 41, at which time the district reported progress on the suggestions for improvement outlined in their improvement plan.

- The districts reported that the suggestions had been addressed through ongoing professional development, data analysis and collaborative effort in IEP document revision. Special Education Coordinators at each school have been working directly with building special education teams to improve collaborative planning, particularly in transition planning and procedures.
- The districts have worked diligently toward system wide improvements, emphasizing areas identified in the March 2002 program approval visit. They have, in part, addressed the need for staff to develop a deeper understanding of the procedures and policies through the development of a procedures handbook. They have also been attentive to transition planning to include focused attention to transitions for students with autism by bringing together sending and receiving staff to create a model for success for several students with complicated educational and social needs.

Listed below are the specific suggestions for improvement outlined in the March 2002 NHDOE Special Education Program Approval Report, and the status of suggestions noted at the March 2007 Case Study Compliance Review:

Special Education Procedure and Training (Ed 1106.01, Ed 1103.01)

- Development of a general procedures handbook outlining state and federal procedural safeguards for students with disabilities. **Status: *Met**
- Development or revision of special education forms for SAU 41 which reflects current NHDOE rules and regulations. **Status: *Met**

Transition planning (Ed1102.53, Ed 1107.53, Ed 1109.01)

- Develop system wide procedure for reporting and documenting transition plans. **Status: *Met**
- Develop post secondary guidance and services for students with disabilities. **Status: *Met**
- Develop building level procedures for transition planning to include written procedures, provisions for the continuation of services and strategies to assist student transitions between grades and schools. **Status: *Met**
- Provide training on regulations and procedures for transition plans. **Status: *Partially met**

Access to General Curriculum (Ed 1109.5, Ed 1115.07, Ed1119.03, Ed 1119.08)

- Further the adoption of inclusion practices. **Status: *Met**
- Establish consistent practice of supporting student participation in extra-curricular activities. **Status: *Met**
- Promote practices to support and guide collaborative planning between regular and special education personnel. **Status: *Met**
- Establish regular and relevant training for paraprofessionals. **Status: *Met**

Evaluation of District Programs (Ed 1133.05)

- Establish procedures and training to insure the provisions for FAPE are properly met. **Status: *Met**

***Indicates status as of June 2003**

NOTE: Policies and procedures were not updated in accordance with IDEA 2004

V. MARCH 21-22, 2007 CASE STUDY COMPLIANCE REVIEW RESULTS

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

A total of 17 case reviews were randomly selected and presented, with a wide variety of ages, grades and disabilities observed. All of the students reviewed are included in the general education program to varying degrees. There are many support services for students with autism, developmental delays, and emotional or learning disabilities, however all programs are delivered in conjunction with general education programs and are not substantially separate.

At the Hollis Primary School, one pre-school case study was presented in addition to two case studies for students in grades Kindergarten through three. The Hollis Upper Elementary School presented two case studies for students in grades four through six. The Richard Maghakian Memorial School and the Captain Samuel Douglass Academy in Brookline each presented two case studies. The pre-school case study in Brookline was presented at the Sunrise Early Education Center in a coinciding program approval visit of the Regional Services and Education Center. Two case studies were presented at the Hollis/Brookline Middle School while three case studies were reviewed at Hollis/Brookline High School.

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 March 21-22, 2007 Case Study Compliance Review in SAU 41.

The districts sent out 330 parent surveys to parents of students with disabilities. A total of 105 responses were received for a response rate of 31.8 %. The commendable response rate allowed for a credible analysis of parental perspective on the quality of the programs and procedures of the districts in SAU 41.

The parent survey for Hollis Primary School indicated an overall satisfaction with the programs and services their children received. At Hollis Primary School, over 90% of parents indicate their child has access to the general curriculum, including opportunities to interact with non-disabled peers and feel safe in the school environment. The parents also indicated satisfaction with the careful attention to transition planning and the support given to their child's behavioral and developmental needs. Worthy of some attention are the methods for informing parents of their child's progress in school. Eighteen percent of parents indicated 'partial' or 'no' satisfaction with the information about their child's progress. The parents at Hollis Upper Elementary School expressed high regard for the opportunities for their child to interact with non-disabled peers and for the scope of information available when developing the IEP for their child. Parents also suggested that improvements in communication strategies and information about programs available outside the school day are needed, 36% expressed 'partial' or 'no' satisfaction in this regard. Twenty three percent of the parent responses at HUES indicated only 'partial' or 'no' satisfaction with the progress their child is making toward their IEP goals or in the efforts to inform them of their child's progress.

Parents at Richard Maghakian Memorial School expressed overall satisfaction with the progress their child is making toward their IEP goals as well as the opportunities their child has to interact with their non-disabled peers and the information available in developing their child's IEP. Thirty percent of parents expressed partial satisfaction with transition planning and information they receive on their child's progress. Forty-one percent indicated partial involvement in the development of behavioral interventions and supports for their child. Parents at Captain Samuel Douglas Academy expressed overall satisfaction with the safe environment at the school, the opportunities for their child to interact with non-disabled peers, and information they receive about their child's progress. Thirty-six percent expressed only partial satisfaction with their child's program and supports as well as the progress their child is making toward their IEP goals. Similar ratings, in the range of 30% partial satisfaction, were expressed with the elements of transition planning.

Parent survey responses for Hollis/Brookline Middle School indicate at least 80% satisfaction with the information available in developing their child's IEP, the opportunities their child has to interact with non-disabled peers, and all aspects of transition planning. Concern was expressed, as measured by 30% or higher partial satisfaction, in the progress their child is making toward their IEP goals, their child's program and supports as well as information they receive about their child's progress. At Hollis/Brookline High School, parents surveyed expressed satisfaction with the opportunities their child has to interact with non-disabled peers and the planning and supports given in their child's transition from grade to grade. Parents expressed degrees of only partial satisfaction, 30 %-40%, with the program supports extended to their child, the encouragement their child receives to participate in activities outside of the school day and the progress their child is making toward their IEP goals.

The Summary of Parent Survey Data for each of the schools in SAU 41 follows:

| | | |
|--------------------------------------|---|--------------------------|
| SAU: 41 Hollis Primary School | | |
| Total number of surveys sent: 52 | Total # of completed surveys received: 22 | Percent of response: 42% |

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. | 20 | 2 | 0 | 0 |
| My child has opportunities to interact with non-disabled peers on a regular basis. | 21 | 1 | 0 | 0 |
| I am adequately informed about my child's progress. | 18 | 3 | 1 | 0 |
| My child is informed about and encouraged to participate in school activities outside of the school day, and is offered necessary supports. | 16 | 2 | 1 | 3 |
| My child feels safe and secure in school and welcomed by staff and students. | 21 | 1 | 0 | 0 |
| A variety of information (observations, test scores, school work, parent input) was used in developing my child's IEP. | 20 | 2 | 0 | 0 |
| I am satisfied with the progress my child is making toward his/her IEP goals. | 20 | 2 | 0 | 0 |
| FOR PARENTS OF HIGH SCHOOL STUDENTS: | 0 | 0 | 0 | 0 |
| 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. | 15 | 3 | 0 | 4 |
| All of the people who are important to my child's transition were part of the planning. | 17 | 1 | 0 | 4 |
| FOR PARENTS OF STUDENTS AGE 16 OR OLDER: | 0 | 0 | 0 | 0 |
| I am satisfied with the written secondary transition plan that is in my child's IEP. | | | | |
| BEHAVIOR STRATEGIES AND DISCIPLINE: | | | | |
| My child's classroom behaviors affect his/her ability to learn. <i>If yes, please answer the next two questions. If no, skip to OTHER.</i> | | YES | | NO |
| | | 5 | | |
| I have been involved in the development of behavior interventions, strategies and supports for my child. | 2 | 2N/A | | 0 |
| I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs. | 4 | 1 | | 0 |
| OTHER: | | | | |
| I fully participate in special education decisions regarding my child. | 18 | 2 | 0 | 2 |
| I have been provided with a copy of the procedural safeguards (parental rights) at least once a year. | 19 | 1 | 0 | 2 |

| | | |
|---|---|--------------------------|
| SAU: 41 Hollis Upper Elementary School | | |
| Total number of surveys sent: 55 | Total # of completed surveys received: 15 | Percent of response: 27% |

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. | 11 | 3 | | 1 |
| My child has opportunities to interact with non-disabled peers on a regular basis. | 14 | 1 | | |
| I am adequately informed about my child's progress. | 10 | 5 | | |
| My child is informed about and encouraged to participate in school activities outside of the school day, and is offered necessary supports. | 5 | 9 | | 1 |
| My child feels safe and secure in school and welcomed by staff and students. | 12 | 3 | | |
| A variety of information (observations, test scores, school work, parent input) was used in developing my child's IEP. | 14 | 1 | | |
| I am satisfied with the progress my child is making toward his/her IEP goals. | 10 | 5 | | |
| FOR PARENTS OF HIGH SCHOOL STUDENTS: | 0 | 0 | 0 | 0 |
| My child earns credits toward a regular high school diploma in all of his/her classes. | | | | |
| TRANSITION: | | | | |
| I am satisfied with the planning and support provided for the moves my child has made from grade to grade and school to school. | 12 | 3 | | |
| All of the people who are important to my child's transition were part of the planning. | 12 | 3 | | |
| FOR PARENTS OF STUDENTS AGE 16 OR OLDER: | 0 | 0 | 0 | 0 |
| I am satisfied with the written secondary transition plan that is in my child's IEP. | | | | |
| BEHAVIOR STRATEGIES AND DISCIPLINE: | | | | |
| My child's classroom behaviors affect his/her ability to learn. <i>If yes, please answer the next two questions. If no, skip to OTHER.</i> | YES 9 | NO 6 | | |
| I have been involved in the development of behavior interventions, strategies and supports for my child. | 7 | 2 | | |
| I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs. | 7 | 2 | | |
| OTHER: | | | | |
| I fully participate in special education decisions regarding my child. | 12 | 1 | | 2 |
| I have been provided with a copy of the procedural safeguards (parental rights) at least once a year. | 14 | | | 1 |

| | | |
|---|---|----------------------------|
| SAU: 41 Hollis/Brookline Middle School | | |
| Total number of surveys sent: 62 | Total # of completed surveys received: 20 | Percent of response: 30.6% |

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

| ACCESS TO THE GENERAL CURRICULUM: | 3 | 2 | 1 | no response |
|---|-----------------|-----------------|----------|--------------------|
| I am satisfied with my child's program and the supports that he/she receives. | 13 | 6 | 0 | 0 |
| My child has opportunities to interact with non-disabled peers on a regular basis. | 18 | 0 | 1 | 0 |
| I am adequately informed about my child's progress. | 12 | 6 | 0 | 1 |
| My child is informed about and encouraged to participate in school activities outside of the school day, and is offered necessary supports. | 11 | 4 | 1 | 3 |
| My child feels safe and secure in school and welcomed by staff and students. | 15 | 3 | 0 | 1 |
| A variety of information (observations, test scores, school work, parent input) was used in developing my child's IEP. | 17 | 2 | 0 | 0 |
| I am satisfied with the progress my child is making toward his/her IEP goals. | 12 | 7 | 0 | 0 |
| FOR PARENTS OF HIGH SCHOOL STUDENTS: | | | | |
| My child earns credits toward a regular high school diploma in all of his/her classes. | n/a | n/a | n/a | n/a |
| 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. | 15 | 3 | 0 | 1 |
| All of the people who are important to my child's transition were part of the planning. | 15 | 2 | 0 | 2 |
| <i>FOR PARENTS OF STUDENTS AGE 16 OR OLDER:</i> | | | | |
| I am satisfied with the written secondary transition plan that is in my child's IEP. | n/a | n/a | n/a | |
| BEHAVIOR STRATEGIES AND DISCIPLINE: | | | | |
| My child's classroom behaviors affect his/her ability to learn. (circle yes or no) | YES 7 | NO 12 | | |
| <i>If yes, please answer the next two questions. If no, skip to OTHER.</i> | 3 | 2 | 1 | |
| I have been involved in the development of behavior interventions, strategies and supports for my child. | 7 | 0 | 0 | |
| I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs. | 5 | 2 | 0 | |
| OTHER: | | | | |
| I fully participate in special education decisions regarding my child. | 13 | 4 | 0 | |
| I have been provided with a copy of the procedural safeguards (parental rights) at least once a year. | 8 | 0 | 0 | |

| | | |
|--|---|--------------------------|
| SAU: 41 Richard Maghakian Memorial School | | |
| Total number of surveys sent: 38 | Total # of completed surveys received: 13 | Percent of response: 34% |

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. | 9 | 3 | 1 | |
| My child has opportunities to interact with non-disabled peers on a regular basis. | 12 | 1 | | |
| I am adequately informed about my child's progress. | 9 | 4 | | |
| My child is informed about and encouraged to participate in school activities outside of the school day, and is offered necessary supports. | 10 | 3 | | |
| My child feels safe and secure in school and welcomed by staff and students. | 13 | | | |
| A variety of information (observations, test scores, school work, parent input) was used in developing my child's IEP. | 11 | 1 | 1 | |
| I am satisfied with the progress my child is making toward his/her IEP goals. | 9 | 1 | 1 | |
| FOR PARENTS OF HIGH SCHOOL STUDENTS: My child earns credits toward a regular high school diploma in all of his/her classes. | 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 | 4 | | |
| All of the people who are important to my child's transition were part of the planning. | 8 | 2 | 1 | |
| FOR PARENTS OF STUDENTS AGE 16 OR OLDER: I am satisfied with the written secondary transition plan that is in my child's IEP. | | | | |
| BEHAVIOR STRATEGIES AND DISCIPLINE: | | | | |
| My child's classroom behaviors affect his/her ability to learn. <i>If yes, please answer the next two questions. If no, skip to OTHER.</i> | | YES 3 | | NO 1 |
| I have been involved in the development of behavior interventions, strategies and supports for my child. | 8 | 5 | | |
| I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs. | 6 | 2 | | |

| | | | | |
|---|----|---|---|--|
| OTHER: | | | | |
| I fully participate in special education decisions regarding my child. | 11 | 1 | 1 | |
| I have been provided with a copy of the procedural safeguards (parental rights) at least once a year. | 13 | | | |

| | | |
|---|---|--------------------------|
| SAU: 41 Captain Samuel Douglas Academy | | |
| Total number of surveys sent: 33 | Total # of completed surveys received: 11 | Percent of response: 33% |

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. | 7 | 4 | | |
| My child has opportunities to interact with non-disabled peers on a regular basis. | 11 | | | |
| I am adequately informed about my child's progress. | 9 | 1 | | |
| My child is informed about and encouraged to participate in school activities outside of the school day, and is offered necessary supports. | 9 | 1 | | |
| My child feels safe and secure in school and welcomed by staff and students. | 10 | 1 | | |
| A variety of information (observations, test scores, school work, parent input) was used in developing my child's IEP. | 11 | | | |
| I am satisfied with the progress my child is making toward his/her IEP goals. | 7 | 4 | | |
| FOR PARENTS OF HIGH SCHOOL STUDENTS: | | | | |
| 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. | 3 | 2 | | |
| All of the people who are important to my child's transition were part of the planning. | 4 | 2 | | |
| FOR PARENTS OF STUDENTS AGE 16 OR OLDER: | | | | |
| I am satisfied with the written secondary transition plan that is in my child's IEP. | | | | |
| 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 3 | | | NO 5 |
| I have been involved in the development of behavior interventions, strategies and supports for my child. | 4 | 1 | | |
| I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs. | 5 | | | |

| OTHER: | | | | |
|---|----|---|--|--|
| I fully participate in special education decisions regarding my child. | 10 | 1 | | |
| I have been provided with a copy of the procedural safeguards (parental rights) at least once a year. | 10 | | | |

| | | |
|---|---|----------------------------|
| SAU: 41 Hollis/Brookline High School | | |
| Total number of surveys sent: 87 | Total # of completed surveys received: 24 | Percent of response: 27.5% |

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. | 16 | 4 | 2 | 1 |
| My child has opportunities to interact with non-disabled peers on a regular basis. | 21 | 2 | 1 | 0 |
| I am adequately informed about my child's progress. | 19 | 3 | 2 | 0 |
| My child is informed about and encouraged to participate in school activities outside of the school day, and is offered necessary supports. | 17 | 5 | 1 | 1 |
| My child feels safe and secure in school and welcomed by staff and students. | 19 | 4 | 1 | 0 |
| A variety of information (observations, test scores, school work, parent input) was used in developing my child's IEP. | 21 | 3 | 0 | 0 |
| I am satisfied with the progress my child is making toward his/her IEP goals. | 15 | 9 | 0 | 0 |
| FOR PARENTS OF HIGH SCHOOL STUDENTS: My child earns credits toward a regular high school diploma in all of his/her classes. | 21 | 1 | 2 | 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. | 17 | 2 | 3 | 1 |
| All of the people who are important to my child's transition were part of the planning. | 19 | 2 | 2 | 1 |
| FOR PARENTS OF STUDENTS AGE 16 OR OLDER: I am satisfied with the written secondary transition plan that is in my child's IEP. | 12 | 1 | 2 | 9 |
| 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 15 | |
| I have been involved in the development of behavior interventions, strategies and supports for my child. | 6 | 3 | 0 | 15 |
| I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs. | 8 | 0 | 1 | 15 |
| OTHER: | | | | |
| I fully participate in special education decisions regarding my child. | 20 | 1 | 0 | 3 |
| I have been provided with a copy of the procedural safeguards (parental rights) at least once a year. | 22 | 0 | 0 | 2 |

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

Access To The General Curriculum

Implementation of IEPs

Provision of Non-Academic Services

Full Access to the District's Curriculum

Equal Education Opportunity

Based on the case studies conducted, along with the extensive interaction with SAU 41 special education coordinators and director in the months proceeding the Case Study Compliance Review, it is evident that special education personnel at all levels are committed to delivering special education programming and services to students in the least restrictive environment for learning and personal development. The districts of SAU 41 have developed a strong continuum of programming for students with disabilities as evidenced by the array of special education programs and supports presented in the individual buildings. Special Education personnel have made focused efforts to meet the individual needs of students within the general education setting through the individualizing of the established curriculum. The districts attention to inclusionary practice was evident to the visiting team, who had the opportunity to spend time in each school and in each special education program in SAU 41. In all settings it is evident that general educators are fully involved in the development and implementation of individual student IEP's. This is realized through the attentive efforts of the building special education coordinators, who work in concert with each of the building administrative staff to present carefully crafted and articulate provisions for access to the general curriculum in each of the district's schools. Of particular note is the fact that in nearly all case reviews IEP goals were written in measurable terms, as required by IDEA '04.

While the NHDOE follow-up Corrective Action Visit in June 2003 indicated special education policies and procedures had been updated, further study of the general procedures handbook in the March 2007 Case Study Compliance Review raised some non-compliance issues. These are related to the development and adoption and training in general assurances and special education related policies and regulations. Although recently revised, the Special Education Policies and Procedures Manual was incomplete at the time of the NHDOE visitation and had not been fully incorporated, through adoption, in the policies and procedures for any of the districts. The general assurances, although very comprehensive in text, had not been fully integrated into the professional development schedule for special education personnel or district administrative personnel.

Transition

Transition Planning

Process: Provision of FAPE

Transition Services

In SAU 41 considerable time is spent on framing smooth transitions for all students between and among schools. This is particularly evident for those students with educational disabilities, and has resulted in intentional transition planning for those children who have individual education plans. Based on the March 2007 NHDOE Special Education Case Study Compliance Review, there was evidence that transition planning does occur for students with disabilities, as well for non-disabled students. In general, staff and administration throughout the SAU work hard to include the involvement of parents, and students. Case study presentations were well prepared and presented with several indicators of the strengths and weaknesses in transition planning. However, in one case study presentation at the high school level, there was no reference to the participation of the student or parent in the transition planning, and there were required components of the transition plan missing for the IEP presented to the visiting team.

Behavior Strategies and Discipline

Each of the schools in SAU 41 provides safe and child centered learning environments for all children. Staff and administration work together to ensure that challenging student behaviors are dealt with in a proactive manner. Behavioral supports are available in each building for students with disabilities who need specialized programming. All of the necessary supports and professional development are available to staff and administration in order to address challenging behavioral and discipline issues at all levels. The district, where appropriate, engages outside consultants to assist with distinct behavioral issues. There are no citations of non-compliance identified in the area of behavior and discipline in the report that follows.

COMMENDATIONS

During the March 2007 NHDOE Case Study Compliance Review in SAU 41, it was evident that each of the schools demonstrates a high level of dedication and support to all students. All of the staff and administration in each of the schools expresses pride in their schools and in their individual work with students, parents and the community. In each of the schools there is an impressive atmosphere of professionalism and respect, which is to be commended. This atmosphere is recognized by parents and the communities at large. In SAU 41, students appear happy and safe, and there is an emphasis upon ensuring that students with disabilities are provided with learning opportunities in the least restrictive environment. The following is a list of commendations that were identified by the visiting team which apply to all four of the districts in SAU 41:

- The SAU is commended for the hospitality extended to the visiting team and for the extensive preparation that was put forth to prepare for the NHDOE Case Study Compliance Review.
- The involvement of staff, administrators, parents and students in the case study presentations was impressive.
- The education communities in SAU 41 are commended for the provision of adequate supplies, materials, and resources within each of the schools.
- The full cooperation, support and involvement of all the educational communities in SAU 41 in all aspects of the NHDOE Case Study Compliance Review is well recognized. The range and continuum of programming for students with disabilities is impressive; this is especially true at the early childhood and elementary school levels.
- Throughout the SAU there has been a significant commitment of time and resources dedicated to curriculum development.
- Each of the schools in the SAU has a child centered learning environment. The schools were consistently described as welcoming, and safe with strong leadership.
- The SAU recognizes the value and use of data to inform decision making when it comes to curriculum, instruction, and assessment that is provided to all students.
- In SAU 41 professional development is valued, and ample resources are made available to support all professional development opportunities.
- Staff recruitment and retention within SAU 41 is strong. Upon review of the credentials of special education staff, all individuals providing services to students with disabilities hold appropriate certification.
- The involvement of PTA's and parent volunteers in each of the schools is impressive.
- The addition of building level special education coordinators has assisted in the oversight of the special education process.
- In each of the schools in SAU 41, staff and administration were consistently described as high caliber, child centered, and focused upon teaching, learning and high expectations for all learners.

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, inadequate facilities, ineffective communication systems within the educational community, leadership, shared mission, vision and goals, deficiencies in policies and procedures, staff recruitment and retention, professional development or other important factors related to the learning organization.

The visiting team thanks the staff and administration of SAU 41 for their participation, assistance and cooperation in all aspects of the NHDOE Case Study Compliance Review. The educational communities in all of the schools of SAU 41 are recognized for the time, effort and preparation in coordination of the visits. As the visiting team worked with the SAU 41 staff in carrying out the varied data collection activities, they noted that there were some issues of significance that need to be addressed. These issues of significance include:

Communication and Positive Relationships Between Parents, Families and Educational Communities in SAU 41

Based on review of the parent surveys, along with parent interviews, and informal focus groups, it became clear that relationships between families and the schools in SAU 41 are strong in regard to parental involvement in the planning surrounding the supports and strategies for their child's program at all levels. However, there is substantial indication in all settings that parents are less than adequately informed about their child's progress. Although parents receive 'progress notes' with the trimester or quarterly report cards, the present system for indicating increments of progress are not sufficient to parents for a clear 'picture' of their child's progress. In addition, it should be noted that during the March 2007 Case Study Compliance Review, there was a small group of parents with disabilities who requested an informal focus group discussion with the chairperson of the team. These parents were provided the opportunity to respond to the questions that were asked in the parent survey, and as a result of the focus group discussion, it was clear that this group of parents did not always feel welcomed in the schools, and that generally their perceptions were that they were not active participants in decision making as it relates to the special education process for their child. As a result of this small group discussion with parents, the SAU may want to consider further exploration to determine if concerns raised are valid, and if so, how such issues might best be resolved.

Use of Data

As a result of the NHODE Case Study Compliance Review significant concern was raised regarding the systems in place for internal communication and collaborative decision making based on data. In visiting each of the schools in the SAU, it became apparent that there is a weakness in the use of data to inform curriculum, instruction and assessment. While the visiting team recognizes the significant wealth of student data and information collected within the SAU, there is no mechanism or system available to assist in monitoring and assessing SAU wide student performance as it relates to academic and/or behavioral outcomes for students enrolled. Data's capacity to reveal SAU wide strengths and weakness, as well as successes and failures is essential, especially with NCLB and IDEA requirements. Based on this brief visit to SAU 41, it became evident that more emphasis on the use of data aimed at goal setting and improved student outcomes is essential.

***Special Education Process: Policy and Procedure**

ED 1106.01 Special Education Process

While SAU 41 did submit a newly revised policies and procedures manual, at the time of the March 2007 NHDOE Case Study Compliance Review, the document had not been presented to staff, administration, or adopted by the school board in the SAU. In addition, there has not yet been any formalized professional development provided to building level administrators, the special education coordinator, or the teachers within the SAU regarding the implementation of such policies.

* Indicates citation of non-compliance

**CITATIONS OF NONCOMPLIANCE IDENTIFIED AS A RESULT OF THE
March 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.

ED 1106.01 Special Education Process

SAU 41 must ensure that recently developed special education policies and procedures are reviewed by the school boards, approved and implemented in each of the schools. In addition, there must be professional development provided to all staff and administration in the implementation and oversight of such procedures.

ED 1102.53 CFR 300.43 Transition Services

IEP transition plans for high school students must include current levels of performance and statement of needed transition services to students that focuses upon student's course of study. In addition, there must be documentation that the student has been invited to the IEP meeting. One of the high school IEP's presented during the Case Study Compliance Review lacked this documentation.

ED 1109.01 (a), CFR 300.320 Elements of an Individualized Education Program (IEP)

IEP annual goals for preschoolers in the Brookline School District must be written in measurable terms. This citation is not in reference to the Hollis Preschool Program.

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 these 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, pages 22-77.** 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. Increase the time available for collaboration between general and special educators and provide related guidance on effective strategies to organize and facilitate collaborative planning and instruction effectively.
2. Promote a comprehensive series of professional development sessions for building coordinators that will ensure a consistent approach to reporting student progress to parents. This should be done on at least a quarterly basis independent of the report card cycle, to promote effective strategies for communicating with general and special education professional and support staff on expectations for academic support and achievement. In addition professional development is needed for all staff and administration on the intricacies of the newly revised handbook, to include implications of the adopted policies, procedures and assurances that guide instruction and services to students and families.

3. Continue the effort to assign para--professionals to programs and classrooms rather than specific students. In addition, continued professional development is needed for all staff and administration to strengthen their understanding of special education policies, procedures and preferred instructional strategies for students with disabilities. Given such, the para—professionals can be an asset to the conferring and communication of individual student’s progress and supports and should, whenever possible, be included in the discussions regarding the IEP and student progress.

4. Establish a strategy for engaging parents in an ‘advisory’ capacity in each of the three districts. This could take the form of an ‘advisory council’ or ‘support group’ where topics important to parent’s understanding of the special education programs and issues could be discussed and disseminated. This would also provide a vehicle for parents to share with other parents the strength of the efforts and staff throughout SAU 41 dedicated to educating students with disabilities.

5. For the Brookline School District, significant concern was raised regarding the pre-school coordination between RSEC, the coordinator in Brookline and the parent. It is strongly suggested that a memorandum of understanding be established which clearly describes roles and responsibilities as related to consultation and communication in regard to students placed at Sunrise. Such an agreement would avoid the incidences of miscommunication and provide clarity of understandings in regard to individual student programs and interventions.

VI. BUILDING LEVEL SUMMARY REPORTS

USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT

PRESCHOOL BUILDING LEVEL CASE STUDY DATA SUMMARY

| | | |
|---------------------------------------|--|-----------------------------|
| SAU: 41 | School: Hollis Early Learning Program | Date: March 22,2007 |
| Programs: Preschool | | Number of Cases Reviewed: 1 |
| Recorder/Summarizer: Nancy D'Agostino | | |

PRINT NAMES OF ALL COLLABORATIVE TEAM MEMBERS CLEARLY

| | |
|------------------------|---|
| Name: Lynn Slyapsys | Visiting |
| Name: Maureen Chorma | Building |
| Name: Liza Varanese | Building |
| Name: Allison Annand | Building |
| Name: Nancy D'Agostino | Visiting |
| Name: Franceen Flynn | Visiting |
| Name: | Building Level or Visiting (circle one) |
| Name: | Building Level or Visiting (circle one) |
| Name: | Building Level or Visiting (circle one) |
| Name: | Building Level or Visiting (circle one) |
| Name: | 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

| ACCESS TO THE GENERAL CURRICULUM STATEMENTS | | | | | | | |
|---|---|------------------------------|-------------------------------------|---------------------------------------|-----------------------------|-----------|------------|
| Ed. 1109.01 Elements of an IEP <u>CFR 300.320 Content of IEP</u> Ed. 1109.05, Implementation of IEP <u>20 U.S.C. 1414 (d)</u> Ed. 1115.07, Ed 1119.01(f) Provision of Non-Academic Services/Settings CFR 300.320(a) CFR 300.34 Ed. 1119.03, Full Access to District's Curricula Ed. 1107.04 (d) Qualified Examiner Ed. 1133.05 l(h)(k) CFR 300.320 Program Requirements Ed. 1133.20 Protections Afforded to Children with Disabilities CFR 300.320(a)(1)(ii) “. . .for preschool children, as appropriate, how the disability affects the child’s participation in appropriate activities;)” CFR 300.320(a)(4)(iii) “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 Signed by the parents. Vacation fell during time line | Lack of Qualified Personnel: Psychologist Other | Educator 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. Hollis uses the Creative Curriculum, a developmentally appropriate curriculum designed for all preschoolers. 2. Hollis works hard to maintain a 50/50 ratio of children with and without disabilities in their district program. They have a good teacher to child ratio. 3. Hollis and Brookline have access to Sunrise, a preschool program located at RSEC, which is approved by the NHDOE for provision of special education services for preschoolers. The ratio of preschoolers with and without disabilities is excellent at this school. Currently Brookline places all their students here. 4. Hollis's district program has certified preschool staff and provides integrated therapies. 5. Brookline supports preschoolers by funding consultation time for interdisciplinary meetings at Sunrise. In addition they provide extended paraprofessional support if needed. 6. Hollis has a shared vision for the preschool between the teachers and principal. 7. Hollis has inside areas for motor/sensory work in the preschool wing. 8. In Hollis Parents Assistance Special Education (PASE) has helped purchase equipment for the preschool. 9. Hollis has access to an enrichment program sponsored by the PTA. This provides support for walking field trips. 10. Hollis has a regularly scheduled child check in the district but also has the option of doing screenings on a monthly basis to meet preschooler's needs. 11. The Hollis preschool has time in the school week to address issues with the principal unique to preschool. | <ol style="list-style-type: none"> 1. Hollis is encouraged to continue their efforts to improve writing measurable goals on their IEPs. 2. Although the Hollis preschool has access to the playground, they need to develop a plan to acquire developmentally appropriate equipment. 3. Hollis is encouraged to move forward with their desire to provide parent training. 4. Brookline's coordinator is new this year and she is encouraged to continue efforts to connect with other agencies such as Preschool Technical Assistance Network (PTAN) and Early Supports and Services (ESS) and the Hollis preschool staff. 5. Although Brookline has access to Sunrise for their preschool children, they would like to review options to determine what best supports their preschoolers with disabilities. They are encouraged to move forward with this plan. |

SUMMARIZE YOUR BUILDING LEVEL DATA

Fill 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 | Parent / School Communication Breakdown | Other ESS discharged her at 36 months and did not send information to the school / preschool | | | | |
| | | | | 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 | | |
| 1. The Hollis preschool is housed in the kindergarten wing of the elementary building. 2. Preschoolers get to know the kindergarten staff during the year and have visits to the rooms in the spring. 3. The preschool has a written transition plan to utilize as children leave preschool and enter the kindergarten program | | | | 1. Hollis is encouraged to continue their efforts to further strengthen relationships with Early Supports and Services. Staffing changes over the last two years in the Hollis Early Learning Program and in the Early Supports and Services agencies covering the area necessitate time to develop clear lines of communication and expectations for all. | | |

SUMMARIZE YOUR BUILDING LEVEL DATA

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

| <u>BEHAVIOR STRATEGIES AND DISCIPLINE</u> | | YES | NO | N/A |
|---|------------------------------------|------------|-----------|------------|
| <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. In Hollis the classroom structure and classroom management support children’s needs. The team approach meets the need for consistency with preschoolers. Behaviors are prevented before issues can escalate. 2. The Hollis team has access to the school psychologist. | | | | |

Please use this page to summarize the building level strengths and suggestions. At the report-out, the visiting team members will be asked to provide a brief overview of the building they visited. This summary will be the basis for that overview.

| Strengths | Suggestions for Improvement |
|--|-----------------------------|
| <ol style="list-style-type: none"> 1. The Hollis elementary principal has a clear understanding of the need for quality early childhood programming and is very supportive. 2. The preschool team in conjunction with the principal researched and planned well in advance of starting the preschool. 3. The district is very supportive of professional development, both in time and in financial support. Both teachers and paraprofessionals have opportunities to participate. 4. The school community and Hollis community are supportive of the preschool. 5. There are set meeting times with the principal and a set time to meet with the special education team. 6. The Hollis preschool has a school nurse. They share her with the elementary school part of the day. As the preschoolers move out of preschool, this will help with the move. 7. Hollis preschool has access to the school library. 8. The preschool team developed the Hollis Early Learning Program Manual. 9. As Hollis shifted preschool coordinators, there was support / mentoring from the coordinator leaving and the preschool person coming on board. | |

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: 41 | School: Brookline Preschool- Special Needs Programming (located at Sunrise Children’s Center, Amherst NH) | Date: March 21, 2007 |
| Programs: Preschool | | Number of Cases Reviewed: 1 |
| Recorder/Summarizer: Nancy D’Agostino | | |

| | |
|-----------------------|---|
| Name: Patti Montague | Building |
| Name: Nancy Dagostino | Visiting |
| Name: Franceen Flynn | Visiting |
| Name: Lynn Slyapsys | Visiting |
| Name: | Building Level or Visiting (circle one) |
| Name: | Building Level or Visiting (circle one) |
| Name: | Building Level or Visiting (circle one) |
| Name: | Building Level or Visiting (circle one) |
| Name: | Building Level or Visiting (circle one) |
| Name: | 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

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

| ACCESS TO THE GENERAL CURRICULUM STATEMENTS | | | | | | |
|---|--------------------------|-------|--|--------------------------|-----------|------------|
| Ed. 1109.01 Elements of an IEP CFR 300.320 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 300.320(a) CFR 300.34 Ed. 1119.03, Full Access to District's Curricula Ed. 1107.04 (d) Qualified Examiner Ed. 1133.05 l(h)(k) CFR 300.320 Program Requirements Ed. 1133.20 Protections Afforded to Children with Disabilities CFR 300.320(a)(1)(ii) ". . .for preschool children, as appropriate, how the disability affects the child's participation in appropriate activities;)" CFR 300.320(a)(4)(iii) "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 | Meeting Not Held in Time | Other | | 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. Currently Brookline places all their preschoolers with disabilities at Sunrise, a preschool program located at RSEC, which is approved by the NHDOE for provision of special education services for preschoolers. The ratio of preschoolers with and without disabilities is excellent at this school. 2. Brookline supports preschoolers by funding consultation time for interdisciplinary meetings at Sunrise. In addition they provide extended paraprofessional support if needed. 3. See RSEC/Sunrise report for additional information. | <ol style="list-style-type: none"> 1. *Brookline is encouraged to work with the RSEC /Sunrise to ensure their preschoolers have measurable goals on their IEPs. 2. Brookline's Special Education Coordinator is new this year and oversees the preschool programming for children with disabilities. It is highly recommended that she continue efforts to connect with other agencies such as Preschool Technical Assistance Network (PTAN) and Early Supports and Services (ESS) and the Hollis preschool staff. 3. Brookline's coordinator is also encouraged to take part in Early Education & Intervention Network's (EEIN) mentorship program for preschool coordinators. 4. Although Brookline has access to Sunrise's programs for their preschool children, they would like to review options to determine what best supports their preschoolers with disabilities. They are encouraged to move forward with this plan. 5. See RSEC/Sunrise report for additional information. |

SUMMARIZE YOUR BUILDING LEVEL DATA

Fill 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 | | 1 |
| Transition planning from preschool to kindergarten or 1 st grade takes place. | | | | 1 | | 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 | Student Moved Into The District After This Time Period | | Student Moved Into The District After This Time Period | | | |
| Student Not Referred Prior To 90 Days | Other Delay was due to the hospitalization of the student | | | | | |
| | | | | YES | NO | YES |
| Team around transition includes parents. | | | | 1 | | 1 |
| Team around transition includes appropriate agencies. | | | | 1 | | 1 |
| Services agreed on in the IEP began by the time specified in the IEP. | | | | 1 | | 1 |
| Early Supports and Services provided the school or district with initial information prior to 90 days. | | | | 1 | | 1 |
| Early Supports and Services evaluation information was shared with the school or district. | | | | 1 | | 1 |
| Strengths | | | Suggestions for Improvement | | | |
| 1. See RSEC/Sunrise report for additional information. | | | 1. Brookline is strongly encouraged to establishing strong working relationships with Early Supports and Services, community preschools and families. Staffing changes that include Brookline's Special Education Coordinator and positions in the Early Supports and Services agencies covering the area necessitate time to develop clear lines of communication and expectations for all. 2. See RSEC/Sunrise report for additional information. | | | |

SUMMARIZE YOUR BUILDING LEVEL DATA

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

| <u>BEHAVIOR STRATEGIES AND DISCIPLINE</u> | | YES | NO | N/A |
|---|--|------------|-----------|------------|
| <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> | | | | |
| 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. Brookline has provided training for the staff at RSEC. 2. See RSEC/Sunrise report for additional information. | <ol style="list-style-type: none"> 1. See RSEC/Sunrise report for additional information. | | | |

Please use this page to summarize the building level strengths and suggestions. At the report-out, the visiting team members will be asked to provide a brief overview of the building they visited. This summary will be the basis for that overview.

| Strengths | Suggestions for Improvement |
|---|--|
| <p>1. See RSEC/Sunrise report for additional information.</p> | <p>1. Brookline needs to continue to seek ways to respond to the changes/challenges around logistics, transitions and the increasing demands for preschool. This includes the new preschool assessments. It may entail looking at the responsibilities of Brookline's coordinator and the possibility of shifting the work of preschool coordination to someone with an Early childhood background and the flexibility to collaborate more regularly with families and center directors.</p> <p>2. See RSEC/Sunrise report for additional information.</p> |

USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT

PRESCHOOL BUILDING LEVEL CASE STUDY DATA SUMMARY

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

| | | |
|--------------------------------------|--|-----------------------------|
| SAU: | School: Sunrise Children’s Center | Date: March 21,2007 |
| Programs: Preschool | | Number of Cases Reviewed: 2 |
| Recorder/Summarizer: Nancy Dagostino | | |

| | |
|----------------------------|----------|
| Name: Ruth Littlefield | Visiting |
| Name: Kristen Donglass | Building |
| Name: Nancy L Gagnon | Building |
| Name: Monica M Baxter | Building |
| Name: Michelle Arbour | Building |
| Name: Libby Manning-Boldoc | Visiting |
| Name: Jody Masse-Arikian | Building |
| Name: Franceen Flynn | Visiting |
| Name: Lynn Slapsys | Visiting |
| Name: Lucie Lachance | Visiting |
| Name: Tammy Hall-Eldridge | Building |
| Name: Carol Glenn | Building |

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 | | | | | | | | |
|---|---|-------------------------------------|---------------------------------------|-----------------------------|-------|------------|-----------|------------|
| Ed. 1109.01 Elements of an IEP CFR 300.320 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 300.320(a) CFR 300.34 Ed. 1119.03, Full Access to District's Curricula Ed. 1107.04 (d) Qualified Examiner Ed. 1133.05 l(h)(k) CFR 300.320 Program Requirements Ed. 1133.20 Protections Afforded to Children with Disabilities CFR 300.320(a)(1)(ii) ". . .for preschool children, as appropriate, how the disability affects the child's participation in appropriate activities;)" CFR 300.320(a)(4)(iii) "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? | | | | | | 2 | | |
| Does the curriculum incorporate social/emotional skills? | | | | | | 2 | | |
| Has this student made progress in social/emotional skills? | | | | | | 2 | | |
| Does the curriculum incorporate early language/communication skills? | | | | | | 2 | | |
| Has this student made progress in early language/communication skills? | | | | | | 2 | | |
| Does the curriculum incorporate pre-reading skills? | | | | | | 2 | | |
| Has this student made progress in pre-reading skills? | | | | | | 2 | | |
| Does this student have access to appropriate preschool activities? | | | | | | 2 | | |
| Does this student have opportunities to interact with non-disabled peers to the maximum extent appropriate on a regular basis, as part of the educational program? | | | | | | 2 | | |
| Did the student participate in an assessment as part of the Preschool Special Education Outcomes Measurement System? | | | | | | | | 2 |
| Was the student's most recent individual evaluation (initial or reevaluation), including a written summary report and meeting, held within 45 days of parental permission to test? If not, was it due to (check all that apply): | | | | | | 2 | | |
| 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? | | | | | | 2 | | |
| Was an IEP fully developed and signed by the student's third birthday? | | | | | | 2 | | |
| Are this student's IEP goals written in measurable terms? | | | | | | | *2 | |

| Access Strengths | Access Suggestions for Improvement |
|---|---|
| <ol style="list-style-type: none"> 1. There is a written curriculum. Creative Curriculum is a developmental program. 2. Sunrise is a child care program first and a special education program second. This provides all children attending the program with access to a regular education curriculum. 3. The ratio of children with and without disabilities is excellent. Approximately 90% of the children do not have disabilities. 4. Programming is flexible. The Director looks at the strength of each teacher in developing teams and their teaching style is respected. 5. Children are seen as individuals and placement takes this into account. Their learning styles are considered when choosing a teaching team for them. 6. The school taps into the strengths/skills of parents to enhance the curriculum for students. 7. Sunrise has a program for two year olds in their building. This allows children turning three during the school year to have a developmentally appropriate placement. This is especially helpful for preschoolers turning three in the spring and summer. 8. The staff works as a team and collaborates both in person and electronically. 9. The districts placing their preschoolers at Sunrise can be commended for supporting a ½ hour of team consult time weekly. Substitutes cover the classrooms allowing teachers and therapists to develop integrated lessons, review progress and make any needed adjustments. 10. Therapies are provided both in and out of the classroom depending on needs. Children without disabilities also benefit from therapists working in the classrooms. | <ol style="list-style-type: none"> 1. *Sunrise needs to continue its efforts toward developing measurable annual goals. 2. The school has worked to find creative solutions for gross motor activities, however they are encouraged to continue with their vision of adding a gross motor room. 3. Children both with and without disabilities at times need a spot to “stop and think.” We would encourage the exploration of ways to accommodate this need. 4. Sunrise uses Creative Curriculum but is doing the new preschool assessments using the Brigance. This choice was made to match one of the districts placing children in the center. Not all the districts use the Brigance so they may want to reconsider using the Creative Curriculum to assess and inform instruction. |

1. This is a citation

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. | | | | 2 | | |
| Transition planning from preschool to kindergarten or 1 st grade takes place. | | | | 2 | | |
| District staff participated in a transition planning conference arranged by ESS and this transition planning conference occurred at least 90 days before the student's third birthday. If not, was it due to: (check all that apply) | | | | | 1 | 1 |
| Meeting Not Held In Time | Staff Didn't Understand The Process | Communication Breakdown Between School And Early Supports And Services Agency | Student Moved Into The District After This Time Period | | | |
| Student Not Referred Prior To 90 Days | Parent / School Communication Breakdown | Other 1 delay was due to the child being hospitalized | | | | |
| | | | | YES | NO | NA |
| Team around transition includes parents. | | | | 2 | | |
| Team around transition includes appropriate agencies. | | | | 2 | | |
| Services agreed on in the IEP began by the time specified in the IEP. | | | | 2 | | |
| Early Supports and Services provided the school or district with initial information prior to 90 days. | | | | 1 | | 1 |
| Early Supports and Services evaluation information was shared with the school or district. | | | | 1 | | 1 |
| Strengths | | | | Suggestions for Improvement | | |
| <ol style="list-style-type: none"> 1. Early Supports and Services providers work with some of the children in the school's "2s" program. This provides a smooth transition for children and families. In addition it develops strong communication between the ESS and the preschool teams. 2. Sunrise works with the sending SAUs to make transitions successful. 3. There is an open door policy for districts to visit the school and observe their students. 4. Districts have been good about getting information to Sunrise so they can save spots for preschoolers with disabilities and have their therapies in place. 5. Amherst is very supportive of Sunrise in providing training that supports children with disabilities. This connection to the Amherst staff provides better programming as well as open communication leading to smoother transitions. | | | | <ol style="list-style-type: none"> 1. Students needing assistive technology have experienced some delays in getting it from outside agencies. Sunrise is encouraged to work with districts to find creative solutions to this concern such as borrowing equipment temporarily. | | |

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>Ed. 1109.02 Program CFR 300.324 Ed. 1119.11 Disciplinary Procedures CFR 300.530-300.536 Ed. 1133.07 (a) (b) (c) (d) (e) CFR 300.530-300.536 20 U.S.C. 1415 (K) Child Management – Private Schools RSA 169-C Child Protection Act</p> | | | | |
| Data are used to determine impact of student behavior on his/her learning. | | | | 2 |
| Has this student ever been suspended from school? | | | 1 | 1 |
| If yes, for how many days? | | | | |
| A functional behavior assessment has been conducted. | | | | 2 |
| IEP team has addressed behaviors that are impacting student learning. | | 1 | | 1 |
| A behavior intervention plan has been written to address behaviors. | | | | 2 |
| All individuals working with the student have been involved in developing behavior intervention strategies. | | 1 | | 1 |
| Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate. | | 1 | | 1 |
| Results of behavior intervention strategies are evaluated and monitored. | | 1 | | 1 |
| Strengths | Suggestions for Improvement | | | |
| <ol style="list-style-type: none"> 1. Sunrise is fortunate to have access to a variety of experts from the districts they work with. The districts are supportive of their needs. 2. The adult to child ratio is excellent and supports the needs of children. 3. The ratio of children with and without behavior concerns is excellent and provides appropriate role models. 4. The staff takes a proactive role in finding the antecedent and addressing the situation. | <ol style="list-style-type: none"> 1. A goal of Sunrise is to have a behavior specialist on staff. 2. Sunrise is encouraged to seek additional professional development on behaviors and work toward increasing data collection in this area. | | | |

Summary of Building Level Strengths and Suggestions for Improvement

| Strengths | Suggestions for Improvement |
|---|--|
| <ol style="list-style-type: none"> 1. Families of children, both with and without disabilities, are comfortable with the program and know they will get support when needed. 2. The Sunrise staff is supportive of each other and staff turnover is low. Families feel comfortable knowing the staff. 3. The culture of the school is one of acceptance for all children by both adults and children. 4. There is extended care available for working parents. 5. Brookline has been supportive of extra paraprofessional time when extenuating circumstances call for it. 6. The school can be commended for its teacher assistant training program. One day a week for an hour twelve of the assistants meet with the director or speech pathologist to learn new skills for using in the classroom. They have homework assignments each week. The assistants feel empowered by the training and use the information in their classrooms. Due to the success the process was repeated for a second group/year. Plans are to offer an advanced training next year. 7. There has been a school wide in-service day on a school holiday for the last two years. They are used for training and team building. 8. The school can be commended for the range of outdoor play spaces that provide developmentally appropriate gross motor activities. The occupational therapist and physical therapists participated on planning the playground, taking into consideration the goals of young children with disabilities. 9. SAU 40, Milford, is providing professional development and access to The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) for their preschool/ kindergarten children at Sunrise. Milford shared the results of the assessments and they validated the work Sunrise is doing with students. Sunrise has developed a binder on how to proceed with the results of the DIBELS and is looking at the feasibility of extending this to all children in the class. 10. As Sunrise saw an increase in the number of children being raised by grandparents, they developed a support group for them. 11. There is dedicated staff who understands children and families. They support parents as they move through the process of accepting their child's disability. 12. The RSEC Executive Director is very supportive and has an open door policy. 13. The Sunrise Director is proactive in seeking out grants. 14. The staff feels supported by the director of Sunrise. 15. Many of the teachers were former parents at the school. | <ol style="list-style-type: none"> 2. Some of the teachers at Sunrise are close to having an associate's degree or have bachelor's degree, but are not certified. The director is encouraged to continue her efforts to have teachers move forward in their education. 3. The Sunrise Director is the only certified educator in the school (all related service personnel are licensed) and due to her administrative responsibilities and the number of children with disabilities requiring case management, her role as the educator is limited mainly to consulting. Administrative/case management duties are shared with an assistant director who is not certified. Although not required, employing staff with early childhood teacher certification, or encouraging/supporting efforts of existing staff to pursue this certification, seems in the best interest of children/Sunrise. At the least, the administrative team is strongly encouraged to look at this model to ensure children with disabilities receive appropriate programming. 4. Reportedly there have been a number of instances of miscommunication and misunderstanding between Sunrise and one of the sending LEAs. The parent from that LEA has expressed concerns to Sunrise, placing Sunrise in a compromising situation. Sunrise is strongly encouraged to continue to proactively work out these communication difficulties with the LEA to ensure the joint responsibility that services meet the needs of children and their families. |

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: 41 | School: Hollis Primary | Date: 3/22/07 |
| Programs: Speech/Language | | Number of Cases Reviewed: 2 |
| Recorder/Summarizer: Karen Burkush | | |

Collaborative Team Members:

| | |
|-------------------------|----------|
| Name: Robin Fitton | Building |
| Name: Amy Young | Building |
| Name: Christine Kelley | Building |
| Name: Lynn Lutz | Building |
| Name: William Olszewski | Building |
| Name: Laruen Mella | Building |
| Name: Gail Paludi | Building |
| Name: Brenda Goba | Building |
| Name: Susan Astone | Building |
| Name: Julie Somorrostro | Building |
| Name: Karen Burkush | Visiting |
| Name: Jennifer Pomykato | 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 l(h)(k) CFR 300.347 Program Requirements, Content of IEP Ed. 1133.20 Protections Afforded to Children with Disabilities CFR 300.347(a) (1) (i) ". . . general curriculum (i.e. ,the same curriculum as for nondisabled children)" CFR 300.347 (a) (3) (iii) "To be educated and participate with other children with disabilities and non disabled children" | | | | | | YES | NO | N/A |
| Team uses multiple measures to design, implement and monitor the student's program. | | | | | | 2 | | |
| IEP goals are written in measurable terms. | | | | | | 2 | | |
| Student has made progress over the past three years in IEP goals. Goal 1 | | | | | | 2 | | |
| Student has made progress over the past three years in IEP goals. Goal 2 | | | | | | 2 | | |
| Student <u>has access to</u> the general curriculum (as outlined by the district, sending district or NH frameworks.) | | | | | | 2 | | |
| Student <u>participates in</u> the general curriculum in a regular education setting with non-disabled peers, as appropriate, with necessary supports. | | | | | | 2 | | |
| When participating in a regular education setting with non-disabled peers with necessary supports, student <u>has made progress in</u> the general curriculum. | | | | | | 2 | | |
| Student participates appropriately in state, district and school-wide assessments. | | | | | | 2 | | |
| Student <u>shows progress</u> in state, district and school-wide assessments. | | | | | | 2 | | |
| Student <u>has opportunities</u> to participate in general extracurricular and other non-academic activities with necessary supports. | | | | | | 2 | | |
| Student <u>does participate</u> in general extracurricular and other non-academic activities with necessary supports. | | | | | | | 2 | |
| Was the student's most recent individual evaluation (initial or reevaluation), including a written summary report and meeting, held within 45 days of parental permission to test? If not, was it due to: (check all that apply) (see below). | | | | | | 1 | 1 | |
| Extension in Place X | Lack of Qualified Personnel Psychologist Educator Related Services Other | | Evaluation Not Completed in Time | Summary Report Not Written in Time | Meeting Not Held in Time | Other Students Disability | | |
| For High School Students: | | | | | | YES | NO | NA |
| Student is earning credits toward a regular high school diploma. | | | | | | | | |
| <i>IF YES:</i> within 4 years? | | | | | | | | |
| Student will earn an IEP diploma or a certificate of competency. | | | | | | | | |
| <i>IF YES:</i> within 4 years? | | | | | | | | |
| Does this school / district have a clear policy for earning a high school diploma? | | | | | | | | |
| Access to the General Curriculum | | | | | | | | |

| Strengths | Suggestions for Improvement |
|--|--|
| <ol style="list-style-type: none"> 1. Hollis primary puts forth significant efforts to ensure strategic and individualized planning for students. 2. Round table early interventions are part of the pre-referral process. 3. Transition supports from home to school are strong. 4. Professional development is a priority at Hollis Primary. 5. Collaboration of teachers is evident to ensure the success of all students. 6. Embedding of early intervention services is evident. 7. Paraprofessional support (quality and quantity) is a strength for the school. 8. The interdisciplinary approach to instruction assists in meeting the needs of all learners. 9. Scheduled consultation times between general and special educators is a strength. 10. Staff/Student Ratio allows for individual student needs to be met. 11. Peanut allergy precaution plan is well outlined and fully implemented. 12. Speech/Language screening implemented within the school is impressive. 13. Trust is built and there is a focus between staff, parents and students. 14. Communication among and between staff is strong. 15. Class size is appropriate to meet the varied learning needs of students. 16. Curriculum alignment is an ongoing project and all staff are involved. 17. Grade level meetings assist in consistent instruction for all students. 18. Responsive classroom is being implemented throughout the school and is having a positive impact upon the culture. 19. The reading, writers workshop provided to students is impressive. | <ol style="list-style-type: none"> 1. Extended day Kindergarten might be a consideration for the SAU to review. 2. The school may want to think about offering a full continuum of services with the school, currently there are not self contained programs for students with more significant learning/behavioral needs. 3. The SAU may want to review paraprofessional daily hours, and how this is impacting student programming and collaboration with teachers and parents. 4. The school may want to review the role of the school psychologist and determine if additional time is needed to ensure the needs of students are being met. |

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. | 2 | | | | | |
| Transition planning from school to school takes place. | 2 | | | | | |
| Collaboration has occurred between general and special education staff in IEP development and in transition planning. | 2 | | | | | |
| For middle or high school students, <u>also</u> respond to the following 4 statements: | | | | | | |
| Transition planning is designed as a results oriented process that promotes movement from school to the student's desired post-school goals. | | | | | | |
| IEP team includes parent as part of transition planning. | | | | | | |
| IEP team and process includes student as part of transition planning. | | | | | | |
| IEP includes current level of performance related to transition services. | | | | | | |
| If the student is age 14 or older during the course of the IEP, <u>also</u> respond to the following 3 statements: | | | | | | |
| There is documentation that the student has been invited to attend IEP meetings. | | | | | | |
| A statement of the transition service needs is included in the IEP. | | | | | | |
| The statement of transition focuses on the student's course of study (e.g. vocational programming, advanced placement). | | | | | | |
| If the student is age 16 or older during course of the IEP, <u>also</u> respond to the following 11 statements: | | | | | | |
| Transition plan includes coordinated, <u>measurable</u> , annual IEP goals and includes transition services that will reasonably enable the student to meet the post-secondary goals. | YES | NO | N/A | | | |
| There is documentation that representatives of other agencies have been invited to IEP meetings. | | | | | | |
| Statement of needed transition services is presented as a coordinated set of activities. | | | | | | |
| The statement of transition focuses on the student's course of study (e.g. vocational programming, advanced placement). | | | | | | |
| The IEP includes a statement of needed transition services and considers instruction. | | | | | | |
| The IEP includes a statement of needed transition services and considers related services. | | | | | | |
| The IEP includes a statement of needed transition services and considers community experiences. | | | | | | |
| The IEP includes a statement of needed transition services and considers development of employment skills. | | | | | | |
| The IEP includes a statement of needed transition services and considers development of daily living skills. | | | | | | |
| Student is informed prior to age 17 of his/her rights under IDEA. | | | | | | |
| If the student is preparing to graduate this year, there is a summary of the student's academic achievement and functional performance , which includes recommendations on how to assist the student in meeting his or her post-secondary goals. | | | | | | |

Transition

Strengths

1. "Step Up" days for all students ensure smooth transitions from grade to grade.
2. Collaboration/meetings between grade levels are helpful in transition planning.
3. Placement procedures are a strength.
4. Parent involvement in transitions is impressive.
5. Having the preschool program located at the elementary school assists with early childhood transitions.
6. The "Lunch Bunches" program assists student transitions.
7. Kindergarten students are fully involved in the school.
8. Extended school year opportunities are unique and assist with transitions.
9. School wide transition meetings and visitations are clearly outlined and very impressive.
10. The relationship with private preschools is strong which assists with early childhood transitions.
11. Relationship and communication with upper elementary school is strong.
12. Home visitations and services are evident.

Suggestions for Improvement

1. The SAU may want to look at the role and utilization of paraprofessionals, and whether or not their current schedule allows them to be able to communicate and plan and be consulted by educators they are assigned to work with.

SUMMARY OF BUILDING LEVEL DATA

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

| BEHAVIOR STRATEGIES AND DISCIPLINE | | | YES | NO | N/A |
|---|--|---|------------|-----------|------------|
| <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> | | | | | |
| Data are used to determine impact of student behavior on his/her learning. | 2 | | | | |
| Has this student ever been suspended from school? | | 2 | | | |
| If yes, for how many days? | | | | | |
| If appropriate, a functional behavior assessment has been conducted. | | | | | 2 |
| IEP team has addressed behaviors that are impacting student learning. | 1 | | | | 1 |
| A behavior intervention plan has been written to address behaviors. | 1 | | | | 1 |
| All individuals working with the student have been involved in developing behavior intervention strategies. | 1 | | | | 1 |
| Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate. | 2 | | | | |
| Results of behavior intervention strategies are evaluated and monitored. | 1 | | | | 1 |
| A school-wide behavior intervention model exists. | | | | | |
| Strengths | Suggestions for Improvement | | | | |
| <ol style="list-style-type: none"> 1. Responsive classroom is being utilized throughout the school to establish a positive learning culture within the building. 2. Lunch bunches have assisted in developing positive student behaviors and a welcoming atmosphere in the building. 3. Friendship groups assist in forming strong peer relations. | <ol style="list-style-type: none"> 1. The district may want to consider increasing the school psychologist's time to assist in addressing challenging student behaviors for students who have been identified with disabilities. 2. The district may want to consider additional supports for those students who exhibit challenging social/emotional behaviors. | | | | |

SUMMARY OF BUILDING LEVEL STRENGTHS AND SUGGESTIONS FOR IMPROVEMENT

| Strengths | Suggestions for Improvement |
|---|---|
| <ol style="list-style-type: none">1. The staff are skilled and dedicated.2. Collaboration between general and special education staff is impressive.3. Existing model of having a special education coordinator for the building has worked to ensure a positive culture and climate.4. Sense of community within the school is evident.5. Home/parent communication involvement is strong. | <ol style="list-style-type: none">1. Provide additional support to assist staff in addressing the social/emotional behavior needs of students with challenging behaviors. |

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: 41

School: Hollis Upper Elementary

Date: 3/22/07

Programs: Modified Regular and Learning Lab

Number of Cases Reviewed: 2

Recorder/Summarizer: Kathy Cuddy-Egbert

Collaborative Team Members:

| | |
|-----------------------------|----------|
| Name: Betty Marshall | Building |
| Name: Mary Lou Noonan | Building |
| Name: Sue Hoyt | Building |
| Name: Sue Morelli | Building |
| Name: Nancy Kring Burns | Building |
| Name: Paula Lockard | Building |
| Name: Jane Kronheim | Building |
| Name: Candice Fowler | Building |
| Name: Mary Martin | Building |
| Name: Carol Thibaudeau | Building |
| Name: Jane Murray | Visiting |
| Name: Kathleen Cuddy-Egbert | 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 l(h)(k) CFR 300.347 Program Requirements, Content of IEP Ed. 1133.20 Protections Afforded to Children with Disabilities CFR 300.347(a) (1) (i) ". . . general curriculum (i.e. ,the same curriculum as for nondisabled children)" CFR 300.347 (a) (3) (iii) "To be educated and participate with other children with disabilities and non disabled children" | | | | | YES | NO | N/A |
| Team uses multiple measures to design, implement and monitor the student's program. | | | | | 2 | | |
| IEP goals are written in measurable terms. | | | | | 2 | | |
| Student has made progress over the past three years in IEP goals. Goal 1 | | | | | 2 | | |
| Student has made progress over the past three years in IEP goals. Goal 2 | | | | | 2 | | |
| Student <u>has access to</u> the general curriculum (as outlined by the district, sending district or NH frameworks.) | | | | | 2 | | |
| Student <u>participates in</u> the general curriculum in a regular education setting with non-disabled peers, as appropriate, with necessary supports. | | | | | 2 | | |
| When participating in a regular education setting with non-disabled peers with necessary supports, student <u>has made progress in</u> the general curriculum. | | | | | 2 | | |
| Student participates appropriately in state, district and school-wide assessments. | | | | | 2 | | |
| Student <u>shows progress</u> in state, district and school-wide assessments. | | | | | 2 | | |
| Student <u>has opportunities</u> to participate in general extracurricular and other non-academic activities with necessary supports. | | | | | 2 | | |
| Student <u>does participate</u> in general extracurricular and other non-academic activities with necessary supports. | | | | | 2 | | |
| Was the student's most recent individual evaluation (initial or reevaluation), including a written summary report and meeting, held within 45 days of parental permission to test? If not, was it due to: (check all that apply) | | | | | 2 | | |
| Extension in Place | Lack of Qualified Personnel Psychologist Educator Related Services Other | Evaluation Not Completed in Time | Summary Report Not Written in Time | Meeting Not Held in Time | Other | | |
| <i>For High School Students:</i> | | | | | YES | NO | NA |
| Student is earning credits toward a regular high school diploma. | | | | | | | |
| <i>IF YES:</i> within 4 years? | | | | | | | |
| Student will earn an IEP diploma or a certificate of competency. | | | | | | | |
| <i>IF YES:</i> within 4 years? | | | | | | | |
| Does this school / district have a clear policy for earning a high school diploma? | | | | | | | |

Access to the General Curriculum

Strengths

1. There is a high level of inclusion for students with disabilities in academic and non-academic environments.
2. There is strong collaboration among all team members both in special education and regular education.
3. Resources are available to ensure a high level of inclusion for students with disabilities.
4. At Hollis Upper Elementary, there is a nurturing, warm and child centered environment.
5. Training for para-educators is impressive.

Suggestions for Improvement

1. Professional development for all staff in the area of autism awareness and social pragmatics is recommended. This is due to the increased number of students who have been identified with this disability.
2. Consider an increase in technology to better manage special education paperwork.

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. | | | | 2 | | | |
| Transition planning from school to school takes place. | | | | 2 | | | |
| Collaboration has occurred between general and special education staff in IEP development and in transition planning. | | | | 2 | | | |
| For middle or high school students, <u>also</u> respond to the following 4 statements: | | | | | | | |
| Transition planning is designed as a results oriented process that promotes movement from school to the student's desired post-school goals. | | | | | | | |
| 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 | Suggestions for Improvement |
| <ol style="list-style-type: none">1. Collaboration among all staff regarding transition, including inter-school communication and collaboration is strong.2. There are a number of transition activities that occur from grade to grade and school to school.3. Staff makes an effort to make a personal connection with parents. Parents commended the transition process and the communication from the staff. | |

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. | | | | | 2 |
| Has this student ever been suspended from school? | | | | | 2 |
| If yes, for how many days? | | | | | |
| If appropriate, a functional behavior assessment has been conducted. | | | | | 2 |
| IEP team has addressed behaviors that are impacting student learning. | | | | | 2 |
| A behavior intervention plan has been written to address behaviors. | | | | | 2 |
| All individuals working with the student have been involved in developing behavior intervention strategies. | | | | | 2 |
| Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate. | | | | | 2 |
| Results of behavior intervention strategies are evaluated and monitored. | | | | | 2 |
| A school-wide behavior intervention model exists. | | | | | |
| Strengths | | | Suggestions for Improvement | | |
| 1. The students respond well to a building wide code of conduct and individual classroom plans. 2. Staff is using proactive behavioral interventions to ensure that challenging behaviors are addressed prior to problems arising. | | | | | |

SUMMARY OF BUILDING LEVEL STRENGTHS AND SUGGESTIONS FOR IMPROVEMENT

| Strengths | Suggestions for Improvement |
|---|------------------------------------|
| <ol style="list-style-type: none">1. Staff are commended for the level of compliance as related to the special education process and procedures.2. The environment within the school is child centered, and welcoming.3. Staff are skilled, dedicated and open to professional development opportunities. | |

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: 41 | School: Captain Samuel Douglass Academy | Date: 3/22/07 |
| Programs: Resource | | Number of Cases Reviewed: 2 |
| Recorder/Summarizer: Brian Balke/ Kathy Skoglund | | |

Collaborative Team Members:

| | |
|-------------------------|----------------------------|
| Name: Brian Balke | Visiting |
| Name: Lorraine Wenger | Building |
| Name: Patricia Montague | Building |
| Name: Jaime Matylewski | Building |
| Name: Andrea Martel | Building |
| Name: Lisa Lindsay | Building |
| Name: Patricia Nelson | Building |
| Name: Kathy Skoglund | Visiting |
| Name: | Building Level or Visiting |
| Name: | 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 l(h)(k) CFR 300.347 Program Requirements, Content of IEP Ed. 1133.20 Protections Afforded to Children with Disabilities CFR 300.347(a) (1) (i) ". . . general curriculum (i.e. ,the same curriculum as for nondisabled children)" CFR 300.347 (a) (3) (iii) "To be educated and participate with other children with disabilities and non disabled children" | | | | | YES | NO | N/A |
| Team uses multiple measures to design, implement and monitor the student's program. | | | | | 2 | | |
| IEP goals are written in measurable terms. | | | | | 2 | | |
| Student has made progress over the past three years in IEP goals. Goal 1 | | | | | 2 | | |
| Student has made progress over the past three years in IEP goals. Goal 2 | | | | | 2 | | |
| Student <u>has access to</u> the general curriculum (as outlined by the district, sending district or NH frameworks.) | | | | | 2 | | |
| Student <u>participates in</u> the general curriculum in a regular education setting with non-disabled peers, as appropriate, with necessary supports. | | | | | 2 | | |
| When participating in a regular education setting with non-disabled peers with necessary supports, student <u>has made progress in</u> the general curriculum. | | | | | 2 | | |
| Student participates appropriately in state, district and school-wide assessments. | | | | | 2 | | |
| Student <u>shows progress</u> in state, district and school-wide assessments. | | | | | 2 | | |
| Student <u>has opportunities</u> to participate in general extracurricular and other non-academic activities with necessary supports. | | | | | 2 | | |
| Student <u>does participate</u> in general extracurricular and other non-academic activities with necessary supports. | | | | | 2 | | |
| Was the student's most recent individual evaluation (initial or reevaluation), including a written summary report and meeting, held within 45 days of parental permission to test? If not, was it due to: (check all that apply) | | | | | 2 | | |
| Extension in Place | Lack of Qualified Personnel Psychologist Educator Related Services Other | Evaluation Not Completed in Time | Summary Report Not Written in Time | Meeting Not Held in Time | Other | | |
| <i>For High School Students:</i> | | | | | YES | NO | NA |
| Student is earning credits toward a regular high school diploma. | | | | | | | |
| <i>IF YES:</i> within 4 years? | | | | | | | |
| Student will earn an IEP diploma or a certificate of competency. | | | | | | | |
| <i>IF YES:</i> within 4 years? | | | | | | | |
| Does this school / district have a clear policy for earning a high school diploma? | | | | | | | |

Access to the General Curriculum

Strengths

1. Master schedule is designed to allow for pull-out services as well as full inclusion.
2. General education and special education staff collaborate and communicate well.
3. Staff has access to all necessary materials for implantation of IEP's and financial resources are in place to provide curriculum materials and a full array of services.
4. Community support of the school and the involvement of parent volunteers are impressive.

Suggestions for Improvement

1. Professional development opportunities in varied reading instructional strategies need to be considered.
2. Time for collaboration between paraprofessionals and educators is needed.
3. Increased time for reading instruction is suggested.
4. Utilization of district assessment data to review curriculum and instruction is strongly suggested.

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. | 2 | | | | |
| Transition planning from school to school takes place. | 2 | | | | |
| Collaboration has occurred between general and special education staff in IEP development and in transition planning. | 2 | | | | |
| For middle or high school students, <u>also</u> respond to the following 4 statements: | | | | | |
| Transition planning is designed as a results oriented process that promotes movement from school to the student's desired post-school goals. | | | | | |
| IEP team includes parent as part of transition planning. | | | | | |
| IEP team and process includes student as part of transition planning. | | | | | |
| IEP includes current level of performance related to transition services. | | | | | |
| If the student is age 14 or older during the course of the IEP, <u>also</u> respond to the following 3 statements: | | | | | |
| There is documentation that the student has been invited to attend IEP meetings. | | | | | |
| A statement of the transition service needs is included in the IEP. | | | | | |
| The statement of transition focuses on the student's course of study (e.g. vocational programming, advanced placement). | | | | | |
| If the student is age 16 or older during course of the IEP, <u>also</u> respond to the following 11 statements: | | | | | |
| Transition plan includes coordinated, <u>measurable</u> , annual IEP goals and includes transition services that will reasonably enable the student to meet the post-secondary goals. | YES | NO | N/A | | |
| There is documentation that representatives of other agencies have been invited to IEP meetings. | | | | | |
| Statement of needed transition services is presented as a coordinated set of activities. | | | | | |
| The statement of transition focuses on the student's course of study (e.g. vocational programming, advanced placement). | | | | | |
| The IEP includes a statement of needed transition services and considers instruction. | | | | | |
| The IEP includes a statement of needed transition services and considers related services. | | | | | |
| The IEP includes a statement of needed transition services and considers community experiences. | | | | | |
| The IEP includes a statement of needed transition services and considers development of employment skills. | | | | | |
| The IEP includes a statement of needed transition services and considers development of daily living skills. | | | | | |
| Student is informed prior to age 17 of his/her rights under IDEA. | | | | | |
| If the student is preparing to graduate this year, there is a summary of the student's academic achievement and functional performance , which includes recommendations on how to assist the student in meeting his or her post-secondary goals. | | | | | |

Transition

Strengths

1. The small school environment allows for easy transition planning for all students.
2. Staff knows all students.
3. Staff can visit/observe special education programs in other buildings which is helpful with transitions.
4. Administration provides substitute teachers to cover special educators to allow for observations, and transition planning for students.

Suggestions for Improvement

1. Process between Richard Maghakian Memorial School and Captain Charles Douglass Academy needs to be more formalized and receive more input from professionals and parents involved with the students who are transitioning.
2. Between Richard Maghakian Memorial School and Captain Charles Douglass Academy the programming opportunities, including curriculum, instruction and assessment, need to be consistent and aligned between the schools.
3. The written “transition” process for the Brookline School District provided during the Case Study Compliance Review, refers only to transition for preschoolers. There does not appear to be written descriptions for transitions from grade to grade or school to school. It is strongly suggested that there be consistent transition processes put into place and provided to all parents, students and staff.

SUMMARY OF BUILDING LEVEL DATA

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

| <u>BEHAVIOR STRATEGIES AND DISCIPLINE</u> | | | YES | NO | N/A |
|--|---|---|------------|-----------|------------|
| Ed. 1109.02 Program | CFR 300.346 | | | | |
| Ed. 1119.11 Disciplinary Procedures | CFR 300.519-300.529 | | | | |
| Ed. 1133.07 (a) (b) (c) (d) (e) | CFR 300.510-300.529 | | | | |
| 20 U.S.C. 1415 (K) | | | | | |
| Child Management – Private Schools | RSA 169-C Child Protection Act | | | | |
| Data are used to determine impact of student behavior on his/her learning. | | | | | 2 |
| Has this student ever been suspended from school? | | | | 2 | |
| If yes, for how many days? | | | | | |
| If appropriate, a functional behavior assessment has been conducted. | | 2 | | | |
| IEP team has addressed behaviors that are impacting student learning. | | 2 | | | |
| A behavior intervention plan has been written to address behaviors. | | 2 | | | |
| All individuals working with the student have been involved in developing behavior intervention strategies. | | 2 | | | |
| Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate. | | 2 | | | |
| Results of behavior intervention strategies are evaluated and monitored. | | 2 | | | |
| A school-wide behavior intervention model exists. | | | | 2 | |
| Strengths | Suggestions for Improvement | | | | |
| <ol style="list-style-type: none"> 1. Helpful/hurtful policy is consistent and well implemented and has a positive impact upon student behaviors. 2. Helpful/hurtful policy has consistent language that is implemented by all staff and students. This has resulted in a positive learning climate within the school. | <ol style="list-style-type: none"> 1. The addition of a school psychologist to evaluate students and provide consultation might be considered. | | | | |

SUMMARY OF BUILDING LEVEL STRENGTHS AND SUGGESTIONS FOR IMPROVEMENT

| Strengths | Suggestions for Improvement |
|---|---|
| <ol style="list-style-type: none"> 1. Staff are dedicated, committed and caring. 2. There is strong community collaboration. 3. Strong leadership is evident within the school 4. Small nurturing school environment results in caring culture within the school. 5. The commitment to development of educators is a priority. 6. The positive learning environment in the school has resulted in a mutually respectful environment (paraprofessionals, teachers, students). 7. The school nurse program promotes health and wellness for staff and students. 8. The school staff and administration is receptive to change. 9. Supportive community is evident. 10. Strong PTO assists in all aspects of the school community. 11. Strong volunteer support is evident. 12. Parent information series is impressive. 13. Enrichment program meets the needs of many students who need support services. | <ol style="list-style-type: none"> 1. Formalize transition planning Richard Maghakian Memorial School to Captain Charles Douglass Academy. 2. Develop the capacity/infrastructure for those students who have more challenging- more pervasive behaviors. 3. Increased Speech/Language/OT time for consultants and common planning should be considered. |

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: 41 | School: Richard Maghakian | Date: 3/22/07 |
| Programs: Resource Room, Modified Regular | | Number of Cases Reviewed: 2 |
| Recorder/Summarizer: Dana Darrow | | |

Collaborative Team Members:

| | |
|--------------------|----------------------------|
| Name: Dana Darrow | Visiting |
| Name: Linda Potter | Visiting |
| Name: Mary Lane | Visiting |
| Name: | Building Level or Visiting |
| Name: | Building Level or Visiting |
| Name: | Building Level or Visiting |
| Name: | Building Level or Visiting |
| Name: | Building Level or Visiting |
| Name: | Building Level or Visiting |
| Name: | Building Level or Visiting |
| Name: | Building Level or Visiting |
| Name: | 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

| <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 l(h)(k) CFR 300.347 Program Requirements, Content of IEP Ed. 1133.20 Protections Afforded to Children with Disabilities CFR 300.347(a) (1) (i) ". . . general curriculum (i.e. ,the same curriculum as for nondisabled children)" CFR 300.347 (a) (3) (iii) "To be educated and participate with other children with disabilities and non disabled children" | | | | | YES | NO | N/A |
| Team uses multiple measures to design, implement and monitor the student's program. | | | | | 2 | | |
| IEP goals are written in measurable terms. | | | | | 2 | | |
| Student has made progress over the past three years in IEP goals. Goal 1 | | | | | 2 | | |
| Student has made progress over the past three years in IEP goals. Goal 2 | | | | | 2 | | |
| Student <u>has access to</u> the general curriculum (as outlined by the district, sending district or NH frameworks.) | | | | | 2 | | |
| Student <u>participates in</u> the general curriculum in a regular education setting with non-disabled peers, as appropriate, with necessary supports. | | | | | 2 | | |
| When participating in a regular education setting with non-disabled peers with necessary supports, student <u>has made progress in</u> the general curriculum. | | | | | 2 | | |
| Student participates appropriately in state, district and school-wide assessments. | | | | | 2 | | |
| Student <u>shows progress</u> in state, district and school-wide assessments. | | | | | | | |
| Student <u>has opportunities</u> to participate in general extracurricular and other non-academic activities with necessary supports. | | | | | | | |
| Student <u>does participate</u> in general extracurricular and other non-academic activities with necessary supports. | | | | | 1 | 1 | |
| Was the student's most recent individual evaluation (initial or reevaluation), including a written summary report and meeting, held within 45 days of parental permission to test? If not, was it due to: (check all that apply) | | | | | 2 | | |
| Extension in Place | Lack of Qualified Personnel Psychologist Educator Related Services Other | Evaluation Not Completed in Time | Summary Report Not Written in Time | Meeting Not Held in Time | Other | | |
| Access to the General Curriculum | | | | | | | |
| Strengths | | | | Suggestions for Improvement | | | |
| 1. Students with disabilities are included in the general education setting for significant portions of the day. 2. General education teachers are very involved with special education. 3. There are sufficient special education supports to ensure that students with disabilities are included in the general education setting. 4. There are a variety of teaching methodologies used for all students which allows for full access to the general curriculum for all students. | | | | 1. More common planning time for teachers is suggested. 2. Case managers are assigned to a grade levels, with the exception of lower functioning students. This model should be reviewed to ensure that it is effective and meeting the needs of students. | | | |

SUMMARY OF BUILDING LEVEL DATA

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

| <u>TRANSITION STATEMENTS</u> | | YES | NO |
|---|------------------------------------|------------|-----------|
| Ed .1102.53, Transition Services CFR 300.29 Ed. 1107.02 CFR 300.132 Part C Transition Ed. 1109.01, Elements of an IEP (Transition Services) CFR 300.347 (b) (1) (2) 20 U.S.C. 1401 (34) 20 U.S.C. 1414 (d)(1)(A)(i)(VIII)(aa)(bb)(cc) Ed. 1109.03, IEP Team CFR 300.344 (b) (1) Ed. 1133.05 CFR 300.347 (b)(1)(2) Program Requirements This includes movement from (a) Early Supports and Services (ESS) to preschool, b) preschool to elementary school, (c) age 14 or younger, or (d) age 16 or older, as well as from grade to grade and school to school. | | | |
| For all students, respond to the following 3 statements: | | | |
| Transition planning from grade to grade takes place. | 2 | | |
| Transition planning from school to school takes place. | 2 | | |
| Collaboration has occurred between general and special education staff in IEP development and in transition planning. | 2 | | |
| For middle or high school students, <u>also</u> respond to the following 4 statements: | | | |
| Transition planning is designed as a results oriented process that promotes movement from school to the student's desired post-school goals. | | | |
| 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). | | | |
| Transition | | | |
| Strengths | Suggestions for Improvement | | |
| 1. There is true collaboration between all teachers and administrators within the building and from building to building which allows for smooth transitions for students. | | | |

SUMMARY OF BUILDING LEVEL DATA

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

| <u>BEHAVIOR STRATEGIES AND DISCIPLINE</u> | | | YES | NO | N/A |
|---|---------------------------------------|---|-----|----|-----|
| Ed. 1109.02 Program | CFR 300.346 | | | | |
| Ed. 1119.11 Disciplinary Procedures | CFR 300.519-300.529 | | | | |
| Ed. 1133.07 (a) (b) (c) (d) (e) | CFR 300.510-300.529 | | | | |
| 20 U.S.C. 1415 (K) | | | | | |
| Child Management – Private Schools | RSA 169-C Child Protection Act | | | | |
| Data are used to determine impact of student behavior on his/her learning. | | | | | 2 |
| Has this student ever been suspended from school? | | | | 1 | 1 |
| If yes, for how many days? | | | | | |
| If appropriate, a functional behavior assessment has been conducted. | | | | | 2 |
| IEP team has addressed behaviors that are impacting student learning. | | | | | 2 |
| A behavior intervention plan has been written to address behaviors. | | | | | 2 |
| All individuals working with the student have been involved in developing behavior intervention strategies. | | | | | 2 |
| Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate. | | | | | 2 |
| Results of behavior intervention strategies are evaluated and monitored. | | | | | 2 |
| A school-wide behavior intervention model exists. | | | | 2 | |
| Strengths | | Suggestions for Improvement | | | |
| 1. There are many positive behavioral interventions in place for all students 2. As appropriate, staff are provided with professional development, regarding challenging student behaviors, collecting and evaluating behavioral data etc. | | 1. Staff and administration might consider the development of a school wide behavioral/discipline system which should include a data collection system. | | | |

SUMMARY OF BUILDING LEVEL STRENGTHS AND SUGGESTIONS FOR IMPROVEMENT

| Strengths | Suggestions for Improvement |
|---|------------------------------------|
| 1. Staff was well prepared for the Case Study Compliance Review Process. 2. Parents interviewed expressed support for the school and were pleased with the programming provided to students 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: 41 | School: Hollis/Brookline Middle School | Date: 3/22/07 |
| Programs: Modified Regular, Resource, Life Skills | | Number of Cases Reviewed: 2 |
| Recorder/Summarizer: Sherry Corbett | | |

Collaborative Team Members:

| | |
|--------------------------|----------|
| Name: Jeanne Saunders | Building |
| Name: Melanie Madden | Building |
| Name: Pat Goyette | Building |
| Name: Katrina Hall | Building |
| Name: Karen Mendola | Building |
| Name: Jackie Williams | Visiting |
| Name: Richard Nannicelli | Visiting |
| Name: Bret Smith | Visiting |
| Name: Sherry Corbett | Visiting |
| Name: Jeanne Hayes | Building |
| Name: Beverly Morsched | Building |
| Name: Kristin Sicard | Building |
| Name: Kevin Leonard | Building |
| Name: Jenn Christman | Building |
| Name: Debbie White | Building |
| Name: Sherry Ermel | Parent |

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 l(h)(k) CFR 300.347 Program Requirements, Content of IEP Ed. 1133.20 Protections Afforded to Children with Disabilities CFR 300.347(a) (1) (i) ". . . general curriculum (i.e. ,the same curriculum as for nondisabled children)" CFR 300.347 (a) (3) (iii) "To be educated and participate with other children with disabilities and non disabled children" | | | | | YES | NO | N/A |
| Team uses multiple measures to design, implement and monitor the student's program. | | | | | 2 | | |
| IEP goals are written in measurable terms. | | | | | 2 | | |
| Student has made progress over the past three years in IEP goals. Goal 1 | | | | | 2 | | |
| Student has made progress over the past three years in IEP goals. Goal 2 | | | | | 2 | | |
| Student <u>has access to</u> the general curriculum (as outlined by the district, sending district or NH frameworks.) | | | | | 2 | | |
| Student <u>participates in</u> the general curriculum in a regular education setting with non-disabled peers, as appropriate, with necessary supports. | | | | | 2 | | |
| When participating in a regular education setting with non-disabled peers with necessary supports, student <u>has made progress in</u> the general curriculum. | | | | | 2 | | |
| Student participates appropriately in state, district and school-wide assessments. | | | | | 2 | | |
| Student <u>shows progress</u> in state, district and school-wide assessments. | | | | | 2 | | |
| Student <u>has opportunities</u> to participate in general extracurricular and other non-academic activities with necessary supports. | | | | | 2 | | |
| Student <u>does participate</u> in general extracurricular and other non-academic activities with necessary supports. | | | | | 1 | 1 | |
| Was the student's most recent individual evaluation (initial or reevaluation), including a written summary report and meeting, held within 45 days of parental permission to test? If not, was it due to: (check all that apply) | | | | | 1 | 1 | |
| Extension in Place 1 | Lack of Qualified Personnel Psychologist Educator Related Services x Other | Evaluation Not Completed in Time | Summary Report Not Written in Time | Meeting Not Held in Time | Other Outside evaluation neuropsychologist was not readily available | | |

Access to the General Curriculum

Strengths

1. Staffing pattern includes a special education teacher and paraprofessional educator on each team (2 teams per grade level).
2. Open and receptive general education staff feel responsible for all students.
3. Building is physically accessible.
4. Principal is highly involved in curriculum, assessment model and climate of acceptance for all students.
5. Parents are involved and supportive of the school.
6. Peers are directly involved in assisting/guiding students with significant disabilities to attend and participate in school activities.
7. District supports staffing to ensure student participation in extra curricular activities.
8. There is strong case manager support for students and teachers.
9. Common planning time is available daily between general and special educators.

Suggestions for Improvement

1. Consider a co-teaching model in general education classes.
2. Administration needs to review the limitations of having the Life Skills teacher working 3 out of 5 days.

SUMMARY OF BUILDING LEVEL DATA

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

| <u>TRANSITION STATEMENTS</u> | | |
|--|------------------------------------|-----------|
| <p>Ed .1102.53, Transition Services CFR 300.29 Ed. 1107.02 CFR 300.132 Part C Transition Ed. 1109.01, Elements of an IEP (Transition Services) CFR 300.347 (b) (1) (2) 20 U.S.C. 1401 (34) 20 U.S.C. 1414 (d)(1)(A)(i)(VIII)(aa)(bb)(cc) Ed. 1109.03, IEP Team CFR 300.344 (b) (1) Ed. 1133.05 CFR 300.347 (b)(1)(2) Program Requirements This includes movement from (a) Early Supports and Services (ESS) to preschool, b) preschool to elementary school, (c) age 14 or younger, or (d) age 16 or older, as well as from grade to grade and school to school.</p> | YES | NO |
| For all students, respond to the following 3 statements: | | |
| Transition planning from grade to grade takes place. | 2 | |
| Transition planning from school to school takes place. | 2 | |
| Collaboration has occurred between general and special education staff in IEP development and in transition planning. | 2 | |
| For middle or high school students, <u>also</u> respond to the following 4 statements: | | |
| Transition planning is designed as a results oriented process that promotes movement from school to the student's desired post-school goals. | 2 | |
| IEP team includes parent as part of transition planning. | 2 | |
| IEP team and process includes student as part of transition planning. | 2 | |
| IEP includes current level of performance related to transition services. | 1 | 1 |
| If the student is age 14 or older during the course of the IEP, <u>also</u> respond to the following 3 statements: | | |
| There is documentation that the student has been invited to attend IEP meetings. | | 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 |
| Transition | | |
| Strengths | Suggestions for Improvement | |
| 1. Visitations to sending and receiving schools (students and staff) assist with transitions for students. 2. Schools host student and parent transition events and information sessions. 3. Special education transitions to middle school (information session started this year) are strong. | | |

SUMMARY OF BUILDING LEVEL DATA

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

| BEHAVIOR STRATEGIES AND DISCIPLINE | | | |
|---|---|------------|-----------|
| <u>Ed. 1109.02 Program</u> <u>Ed. 1119.11 Disciplinary Procedures</u> <u>Ed. 1133.07 (a) (b) (c) (d) (e)</u> <u>20 U.S.C. 1415 (K)</u> <u>Child Management – Private Schools</u> | <u>CFR 300.346</u> <u>CFR 300.519-300.529</u> <u>CFR 300.510-300.529</u> <u>RSA 169-C Child Protection Act</u> | YES | NO |
| | | N/A | |
| Data are used to determine impact of student behavior on his/her learning. | | 1 | 1 |
| Has this student ever been suspended from school? | | | 2 |
| If yes, for how many days? | | | |
| If appropriate, a functional behavior assessment has been conducted. | | | 1 |
| IEP team has addressed behaviors that are impacting student learning. | | 1 | 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. | | | 2 |
| Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate. | | 1 | 1 |
| Results of behavior intervention strategies are evaluated and monitored. | | 1 | 1 |
| A school-wide behavior intervention model exists. | | 2 | |
| Strengths | Suggestions for Improvement | | |
| <ol style="list-style-type: none"> 1. At the middle school there is plenty of physical space to allow for programming and processing of challenging student behaviors. 2. Student handbook in agenda book provided to each student/and signed off by parents ensures that all students and parents are aware of behavioral expectations. 3. Administration has ongoing communication with counselors and staff regarding any behavior/student discipline issues. | | | |

SUMMARY OF BUILDING LEVEL STRENGTHS AND SUGGESTIONS FOR IMPROVEMENT

| Strengths | Suggestions for Improvement |
|--|---|
| <ol style="list-style-type: none"> 1. There are sufficient funds available for professional development per staff member. 2. Leadership is strong and involved in the special education process. 3. Parents are actively involved in the school. 4. Newly renovated facility meets the needs of the middle school model. 5. The school is well equipped in technology. 6. Staff/Student Ratio is appropriate to meet the needs of all learners. 7. Staff are working on review of structure of special education and 504. 8. Remedial math program is supporting all students. 9. Special education teachers are provided time to acquaint general education teachers with IEP's/student needs. | <ol style="list-style-type: none"> 1. Consider co-teaching model between general and special education staff. 2. Communication with parents about changes impacting students need to be strengthened. 3. A Special Education Coordinator dedicated to Middle School needs to be given serious consideration. 4. Administration may want to consider additional related service providers (speech/OT) to enable time to evaluate and report without interfering with student service time. 5. Professional development related to the autism spectrum needs to be considered. 6. The possibility of additional time from the school psychologist to meet student needs should be reviewed. |

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: 41 | School: Hollis/Brookline High School | Date: 3/22/07 |
| Programs: Life Skills, Resource Room, Modified Regular | | Number of Cases Reviewed: 3 |
| Recorder/Summarizer: Erik Schroeder | | |

Collaborative Team Members:

| | |
|-------------------------------|----------------------------|
| Name: Jeanne Hayes | Building |
| Name: Melody Lewis | Parent |
| Name: Linda and Henry Vollmer | Parent |
| Name: Shu Ling Heddle | Parent |
| Name: Steve Simmons | Building |
| Name: Bob Ouellette | Building |
| Name: Kathleen Gilbert | Visiting |
| Name: Patrick Roye | Visiting |
| Name: Erik Schroeder | Visiting |
| Name: | Building Level or Visiting |
| Name: | Building Level or Visiting |
| Name: | 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 l(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. | | | | | 2 | | 1 |
| Student <u>shows progress</u> in state, district and school-wide assessments. | | | | | 2 | | 1 |
| Student <u>has opportunities</u> to participate in general extracurricular and other non-academic activities with necessary supports. | | | | | 3 | | |
| Student <u>does participate</u> in general extracurricular and other non-academic activities with necessary supports. | | | | | 2 | | 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. | | | | | 3 | | |
| <i>IF YES:</i> within 4 years? | | | | | 1 | 2 | |
| 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 and special educators work as a team to ensure full access to the general curriculum.
2. Special education staff work hard to ensure that all accommodations and modifications are appropriately implemented for students to ensure full access to the general curriculum.

Suggestions for Improvement

1. The team raised significant concern regarding the continuum of services available for students with disabilities at Hollis/Brookline High School. Serious review is needed to determine if there is a full array of programming available to students with disabilities. It is strongly suggested that the high school consider additional non-traditional learning opportunities for students with disabilities, as well as for their non-disabled peers.

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. | 3 | | | | | |
| IEP team includes parent as part of transition planning. | 2 | *1 | | | | |
| IEP team and process includes student as part of transition planning. | 2 | *1 | | | | |
| 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. | 2 | *1 | | | | |
| There is documentation that representatives of other agencies have been invited to IEP meetings. | | *1 | 2 | | | |
| 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. | 2 | | | | | |
| The IEP includes a statement of needed transition services and considers development of daily living skills. | | | 2 | | | |
| 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. | | *1 | | | | |

Transition

Strengths

1. Staff has strong communication when it comes to transitioning students.
2. Hollis/Brookline High School utilizes outside agencies for transition planning.
3. The staff at Hollis/Brookline High School work hard to ensure smooth transitions from middle to high school.

Suggestions for Improvement

1. Continued professional development is needed in the writing of transition plans for students aged 16 and older.

SUMMARY OF BUILDING LEVEL DATA

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

| BEHAVIOR STRATEGIES AND DISCIPLINE | | | |
|---|-----------------------------|----|-----|
| | YES | NO | N/A |
| <u>Ed. 1109.02 Program</u> <u>CFR 300.346</u> <u>Ed. 1119.11 Disciplinary Procedures</u> <u>CFR 300.519-300.529</u> <u>Ed. 1133.07 (a) (b) (c) (d) (e)</u> <u>CFR 300.510-300.529</u> <u>20 U.S.C. 1415 (K)</u> <u>Child Management – Private Schools</u> <u>RSA 169-C Child Protection Act</u> | | | |
| Data are used to determine impact of student behavior on his/her learning. | 2 | 1 | |
| Has this student ever been suspended from school? | 2 | 1 | |
| If yes, for how many days? | 2 | | |
| If appropriate, a functional behavior assessment has been conducted. | | | 3 |
| IEP team has addressed behaviors that are impacting student learning. | 3 | | |
| 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. | 3 | | |
| 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. | 1 | | |
| Strengths | Suggestions for Improvement | | |
| 1. Behavioral expectations for students are clearly outlined. 2. The small environment within the high school allows staff to connect with students, which positively impacts student behaviors. 3. There is a wide array of behavioral supports available for students with disabilities. | | | |

SUMMARY OF BUILDING LEVEL STRENGTHS AND SUGGESTIONS FOR IMPROVEMENT

| Strengths | Suggestions for Improvement |
|--|---|
| <ol style="list-style-type: none">1. Staff were consistently described as caring, child centered and appropriate role models for students.2. The staff are open to professional development opportunities.3. Students with disabilities are fully included and welcomed by both staff and students.4. IEP modifications and accommodations are well outlined in IEP's and fully implemented by the general education staff. | <ol style="list-style-type: none">1. As previously noted, the high school needs to take a serious look at the number of students with disabilities who are being placed out of district, to review and assess what other alternatives are offered in the middle and high school settings. |

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

ADDENDUM

Out-of-District File Review

SAU 41

Date: March 12, 2007

Reviewer: Richard Ayers

| |
|---|
| ADDENDUM Out-of-District File Review |
|---|

SAU 41

Number of Files Reviewed: 5

COMMENDATIONS

The administration has strong communication with programs for those students who are placed out of district. The SAU offers a wide array of programming, which limits the need for students to be placed out of district. The student records, for those children placed out of district are well organized and contained all of the necessary documentation.

CITATIONS OF NONCOMPLIANCE

Based on the 5 Out of District Files reviewed, there were no citations of non-compliance identified.

SUGGESTIONS FOR IMPROVEMENT

The out of district files should have complete data on student NECAP scores, to include modifications given to the student for the NECAP Alternative testing.

ADDENDUM

JAMES O. MONITORING PROGRAM

SAU 41

Student File Review

Date: March 2007

Reviewer: Richard Ayers

ADDENDUM
JAMES O. MONITORING PROGRAM

SAU 41

At the time of the March 2007 NHDOE Case Study Compliance Review, there were no students in SAU 41 who fell under the James O Consent Decree.

INNOVATIVE PRACTICES

(As described by SAU #41 Staff and Administration)

| | | |
|--|--------------------------------|--|
| Name of School: Hollis School District – Hollis Primary School and Hollis Upper Elementary School | | |
| Contact Person for Innovative Practice: Candice Fowler Susan Astone | Phone: 465-9182 465-2260 | Email: fowlerc@sau41.k12.nh.us astones@sau41.k12.nh.us |
| Name of Person Completing This Form: Candice Fowler/Susan Astone | | |

Description of an Innovative Practice in Your Educational Community:

Quality schools have a true sense of community and are characterized by active parent involvement. Our school community is very proud of being a Blue Ribbon Award recipient for our strong volunteer program. Our volunteers are organized by the PTA volunteer coordinator each year and are invited to training/information sessions where expectations, rules, and confidentiality guidelines are shared. We truly believe that our local community’s involvement is essential to our success. Our PTA works diligently to support our schools by meeting monthly with staff, parents, and administration to coordinate many outstanding programs that strengthen knowledge, support classrooms, and help improve student achievement. Some of these programs are: Artist in Residence, Field Trips, Staff Grants, Teacher Appreciation, Field Day, and Student Enrichment Assemblies. Our PTA also creates a student directory, maintains their website (<http://www.hollis.k12.nh.us/hepta>), and publishes a monthly newsletter. Their newsletter provides a forum for teachers, administrators, and parents to share news with the community. Email messages are sent regularly between the newsletter coordinator and administration to ensure accurate information is disseminated. Teachers submit articles on curriculum and the learning process to help community members understand the high expectations we set for all of our students.

Families are invited to two progress conferences and Portfolio Day each year. Student portfolios showcase individual progress in all academic areas and are a great addition to our trimester report cards. During school community programs (open houses, performing arts, band concerts, math nights) parents are recognized for their commitment and partnerships with our school. By regularly engaging our families, parents/guardians understand how important they are to the process of learning and their child’s success. We pride ourselves in working to recognize and celebrate all types of creativity and highly value our parent and community support. In response to parent discussions/surveys, we have redesigned our reporting system, obtained two AED (Automated External Defibrillators) machines, and are currently working on health and allergy policies to ensure safety for all of our students. Families have access to school websites (<http://www.hollis.k12.nh.us>) that are updated regularly by our computer and media specialists. We also create a monthly calendar so everyone can stay up to date on current school events.

Our schools work diligently to establish and maintain partnerships with our local businesses and community organizations. Sixth graders host luncheons for our local Senior Citizen group. Each month, one sixth grade classroom creates a lunch theme, decorates tables, greets, serves, and provides entertainment for 20 – 30 seniors as they enjoy a meal from our cafeteria and socialize with students. Many teachers have made connections with Hollis/Brookline Rotary Club members through their grant program and Primary School teachers participate in the Foster Grandparent Program to support literacy in the classroom. Our students’ continued success is strengthened by these caring adults who volunteer their time every day of the week.

In exchange for this community support, we realize how important it is for us to “give back”. Staff members annually volunteer to judge local Lego League tournaments, attend school track meets, and judge PTA Reflection entries. Some of our community projects benefit our school community and are ongoing. One such program is our Cafeteria Assistants Program at the Upper School. Students approached administration with the idea of finding a way to help “pick up” the cafeteria and the Assistant Program was born. Now, each classroom designates an assistant who spends a few minutes after lunch each day, working with our site supervisor to clean, sweep, and wipe down tables. Café Assistants have badges and get “first in line” privileges for their important community service work to our school. Another ongoing project is our in-school recycling program which is run by the D.I.R.T. committee, comprised of parents, teachers and paraprofessionals. Students gather bins from around the school each week for proper disposal in the recycling dumpster. Two of our biggest local community service projects are Pennies for Patients and Holiday Food Basket Creations. Each project focuses on helping students to: 1) understand how they can help others in need, 2) become more civic minded citizens, and 3) learn more about their local community.

Our schools are truly community owned and serve as centers for meetings and recreation. Boy and Girl Scouts groups, soccer and basketball teams as well as our Math Olympiad and Destination Imagination teams utilize the schools on a regular basis. Our Strings program (violin, viola, and cello instruction) conducts sessions in the band loft three days a week, and our PTA has permanent office/work space at the Upper school. Attention to strong minds and bodies is further enhanced by the offering of foot/back massage, flu shots, and health trainings coordinated by our onsite registered nurses. Each health office publishes timely articles to educate our community on important issues to help our families understand what programs are available should assistance be needed.

It has been said that there is no better predictor of academic success than the climate within schools. We work diligently to provide an effective learning climate that supports the efforts of our school board, SAU, teachers, students, and parents. Every student and family is respected and embraced by the Hollis School Community. Our school climate affirms the building of good citizenship for every student. We view ourselves as a community of life-long learners and believe that our students are “our teachers, guides, challengers, lesson-builders, heart healers, and our spirit polishers”.

When you enter our schools you are greeted with smiles and the welcoming faces of our school secretaries. Our sign-in process, complete with identification badges, helps to keep our schools safe and orderly. Office staff members are attentive, knowledgeable, and ready to assist with any student, staff, parent, or community need. Guest (substitute) teachers are warmly welcomed and treated as part of our community (most have participated in a summer orientation program that outlines expectations and includes a tour of the schools). Volunteers are also a welcomed and integral part of our community. Our PTA has earned the Blue Ribbon Award for 20+ consecutive years, a true testament to their commitment and dedication to the Hollis Schools.

Our specialists in the areas of art, music, physical education, Spanish, library and technology provide programming to meet every kind of intelligence while helping to support classroom curricula which ensures an integrated approach. Student activities range from cross-county ski lessons to clay throwing on the potter’s wheel. Our specialists also provide extensive opportunities beyond the once a week class period. While teachers are at grade level team meetings at our Upper Elementary School, students spend their time participating in areas of their personal interest. Each trimester, students choose activities such as paper mache, scrap booking, bee keeping, chorus, performing arts, Lego construction, volleyball, badminton and much more. Specialists also offer “Recess Options” for students who like to pursue various interests other than outside play during their recess time. At the Primary School, students spend their time participating in ‘extra specials.’ The libraries are richly stocked with books to engage active readers, instrumentalists may be practicing their skills, a chorus may be filling the air with music or a performing arts group may be on stage rehearsing while other students are outside enjoying the playground equipment or running on the track. We have activities to meet the needs and spark the interest of every child.

A major focus area for us is to promote self-discipline and citizenship development so that students leave us with a foundation in the skills and abilities necessary to become outstanding citizens. The use of Responsive Classroom and FISH for School philosophies are combined with individual classroom management systems to support these goals on a daily basis. Our school nurses and guidance counselors make significant contributions to our healthy school climate with their work in the Helpful/Hurtful program that teaches students to take responsibility for their own actions. The “Stop-Think-Act-Review program (S.T.A.R.) helps students by giving them an outline to use for their actions in social and academic situations. Rapster, a newly created program was developed by our guidance counselor and physical education teacher to teach students effective leadership skills by promoting personal confidence and improving interpersonal skills through collaborative activities. School-wide safety is addressed by our Emergency Management Teams who review and create procedures for all emergency drills.

Daily announcements include the flag salute led by students, brief messages about the monthly citizenship trait, the menu of the day, student birthdays, recess options, and good news. Each month the entire school focuses on one citizenship trait (e.g. friendship, goal setting, responsibility). Messages during morning announcements reinforce the theme and guidance lessons further extend learning. Teachers integrate these themes in their classroom and parents are informed of the monthly trait via the school calendar. Throughout the year, community service projects such as: Pennies for Patients, Holiday Menu Baskets, Letters to Soldiers, Food Drives, Volunteer Appreciation Celebrations, and fund-raising for special charities occur at all grade levels to actively support responsible citizenship.

In partnership with the Hollis Police Department, the DARE program is offered at the fifth grade level to help build our students’ knowledge of drug and alcohol abuse and to help them understand how to say “no” with confidence to peer pressure. This program effectively builds on the Fit Kids program, an interactive health awareness program specifically designed for fourth graders. This innovative program designed by Dr. Chuck Cappetta, a parent and pediatrician, helps students to understand their bodies, make healthy choices, and create physical fitness goals for life-long health by promoting the five E’s: Excitement, Enthusiasm, Energy, Exercise, and Education. Our school nurses are also “teaching nurses” who teach students about good nutrition, growth and development and total well being. Collectively, these citizenship building programs help our students realize their potential as learners and citizens of our community and country. To further encourage and reinforce positive, healthy choices for our students, we acknowledge and celebrate their achievements through perfect attendance and punctuality certificates, Fit Club achievement awards, Red Ribbon activities, and Presidential Medals for Academic Achievement and Improvement.

Celebrations and cultures from around the world are studied in classrooms and are further supported by our foreign language program and our Specialists (Physical Education, Art, Music, Art, Media, Environmental Science, and Technology). National Monthly Themes (e.g. Black History Month, National Hobby Month) are celebrated with displays and interactive bulletin boards. At times, you may even hear our announcements conducted in Spanish.

Visitors to our schools take with them a snapshot of a vibrant and positive atmosphere for learning. Smiling faces, high energy, and sparkling clean facilities will greet you at each visit. Student work is showcased throughout the schools and consistently contributes to self-esteem and pride-building. Classroom visits and discussions with students are sure to convey the energy and enthusiasm they hold for learning. We are hopeful that you will allow us the opportunity to host a visit from your committee so we can show you what the Hollis Schools learning community is all about!
School

INNOVATIVE PRACTICES

(As described by SAU #41 Staff and Administration)

| | | |
|--|--------------------|--|
| Name of School: Brookline School District – Richard Maghakian Memorial & Capt. Charles Douglass Academy | | |
| Contact Person for Innovative Practice: Patti Montague | Phone: 673-4640 | Email: montaguep@sau41.k12.nh.us |
| Name of Person Completing This Form: Patti Montague | | |

- Differentiated instruction in language arts is delivered through whole class lessons, flexible, skill-based guided reading groups, independent work and classroom learning centers.
- Other activities such as Readers Theater, reading response journals and hands-on projects.
- The Junior Great Books program offers thought-provoking stories for students to share in a Book Club setting.
- We continue to use the John Collins Writing Program as a framework for writing opportunities across the curriculum.
- The Annual Writers’ Festival is held at both schools and provides the opportunity for students to showcase their literary talents through a variety of writing formats: poetry, stories, essays, research reports, and class books.
- The Reader’s Digest Word Power Challenge
- Scripps National Spelling Bee.
- Some materials are for whole group instruction and some for differentiating within the units
- This year, students have been exposed to the Sunshine Math Program. It is a challenging problem solving program that covers all areas of the curriculum.
- New England Math League Contest in grades four, five, and six.
- At Capt. Charles Douglass Academy, students have had the opportunity to participate in a math club during their enrichment time.
- At Richard Maghakian Memorial School Family Math Bags have been developed which are filled with books and activities that are sent home with students on a rotating basis.
- The sixth grade science fair offers an exciting opportunity for students to demonstrate their understanding of the scientific process.
- Celebrate New Hampshire which integrated New Hampshire’s history, people, artists and musicians (including a fiddler who visited all music classes) that culminated in a Family Contra Dance.

- National Anthem Project, joining thousands of schools across the country in learning the exciting “hows”, whys, “wheres” and whens” of Francis Scott Key’s writing of his famous poem, “The Star Spangled Banner.”
- The Jump Rope for Heart program has been held every February for the last 8 years. This is a community service project in which money is raised for the Heart Association. The after-school cup stacking and rope jumping program has entered its 6th year. This group also competes in the NH Jump Rope Contest. The department also works closely with the Fit Kids program in the 4th grade, an interdisciplinary program stated by Dr. Charles Capetta which promotes health and fitness. Our involvement is also evident in the 5th and 6th grade health/nutrition interdisciplinary program, “Pyramid Power”.
- The strategy adapted by the library that underlies this instructional approach is differentiated instruction, a result oriented and effective tool that challenges each student’s ability to demonstrate understanding of subject content.
- The sixth grade presents an Ancient Civilization Exposition in June which promotes the knowledge and understanding of the countries and cultures that have influenced our present day society.
- National Geographic Geography Bee is held annually at Capt. Charles Douglass Academy. Students challenge their geography skills in a competition whereby a school winner moves on the State level.
- Capt. Charles Douglass Academy has just received a grant that will pay for a subscription to NetTrekker, an educationally based search engine. This site is designed to provide students with age appropriate websites in all content areas.
- Brookline’s Foreign Language program for first through sixth grade focuses primarily on Spanish and French.
- The Language Arts program prepares students to be lifelong readers and writers. Our teaching philosophy is a “Balanced Literacy Approach;” Students acquire skills through a variety of lessons and activities encompassing the areas of reading, writing, speaking, and listening. The literacy series is enhanced by supplemental literature; big books, leveled reader collections, and trade-books for literature circles and skill groups.
- Enrichment: Presidential Physical Fitness Program, Capt. Charles Douglass Academy, Track and Field Team, Yoga, Chess Club, DARE, Walking Club, Artist-in Residence, Chorus, Instrumental Band, Theater Club, Ski Club, American Red Cross Baby Sitting Club, and many more
- A week long Summer Institute presented teachers with the opportunity to explore the Responsive Classroom.

INNOVATIVE PRACTICES

(As described by SAU# 41 Staff and Administration)

| | | |
|--|-----------------|--------------------------------|
| Name of School: Hollis Brookline Middle School | | |
| Contact Person for Innovative Practice: Patricia Goyette | Phone:465-2223 | Email:goyettep@sau41.k12.nh.us |
| Name of Person Completing This Form: Carolyn Cicciu | Phone: 465-2223 | Email:cicciu@sau41.k12.nh.us |

At Hollis Brookline Middle School, teachers are taking seriously the NHDOE directive that all students learn technology through embedded instruction within the content areas rather than through pull-out computer classes. In order for students to use technology *for* learning rather than technology *as* learning, all teachers, regardless of their discipline, are creating projects that require the integration of computer skills and applications. The teachers with more experience and expertise in technology are challenging themselves to also include literacy skills in these projects; they require parenthetical references and a works cited document for written reports and develop rubrics that track performance in content, design, writing, and oral presentation skills. Teachers with less technology expertise collaborate with two designated Information and Communication Technology Coordinators in the school who will help them plan and execute their projects, usually in a team-teaching situation that provides both content and technical support to the students as they work. The sampling of projects that follows demonstrates the richness of experiences that students have, far more than they would have had if they continued the 6-8 week concentrated computer course that had been part of their curriculum before. Foreign language students have used Word to produce menus, travel brochures, and scenic posters and Excel to compile on-going dictionaries of new vocabulary. Music students have designed programs for themed musical presentations and are composing songs on specialized software. Students in physical education classes have researched practices for long-range good health and placed their findings in brochures; they are also graphing their heart rate with Excel after using pedometers over an extended period to track the effect of their physical activity. Science classes have compiled PowerPoint presentations on objects in space and space spin-offs, designed web sites on which they share the information they learned on dinosaur body structure and life style, and prepared get-to-know-me posters in poetry form and with digital photos during their study of the brain and multiple intelligences. Word documents in English and reading

classes have included multi-columned newspapers and illustrated stories and poems. Using Nvu as an Intranet project, eighth grade students have now posted a series of web sites on the internal server, providing 65 Holocaust-related books that have been researched and linked with glossaries, works cited, character analysis, historical events, and poetic reflections for all students to browse. Math teachers are introducing students to the capacity of Excel as they use formulas to solve problems and graph their results. A teacher in the math department has created a new intervention program for the lowest achieving students in 7th and 8th grade that presents topics in novel ways so as to spark renewed interest in students for math computation skills. Students utilize a plethora of software, hardware, and websites, making the drill exciting and fun and producing more successful students. This list of projects and innovations can go on and on, but what is most important is students' seeing technology as a tool to help them share their knowledge in more creative ways and for teachers to be able to evaluate students in more areas than just their content focus. While testing has not completely gone by the wayside, the richness of varied projects and the integration of skills are steps toward educating students in a less compartmentalized fashion. This is especially evident when teachers of different disciplines pair up to produce one project. An English teacher is having students create short stories set in the Middle Ages while the history teacher is covering that period in his classes. Together they will be having students create a web site where the story will be posted, specialized vocabulary in the story will be linked to a glossary page, and a home page will display original art work related to the time period.

Please provide a brief commentary on data collection that has identified this practice as having a positive impact upon student performance.

All the projects individual students create are kept in their electronic folders on the server. They maintain a folder for each subject area. Students make their work available to each other during the final days of the project which are designated as sharing days. Often, their fellow students use a grading rubric to assess the work they observe or write detailed reactions to the information or overall appeal. Because technology provides a structure and seems to be a preferred way for students to demonstrate what they know, it has motivated students to complete their work with greater frequency and more depth. Students enjoy the opportunity of sharing their expertise and often become tutors in the classes, assisting other students; this is a big self-esteem builder!

Please describe how this innovative practice is evaluated.

The ICT Coordinators record individual students' progress during the process on a clip board. The students are evaluated as basic, proficient, or proficient with excellence. In addition, the content area teachers include a more formal evaluation in their own rubric for the project. These often include applicable skills from the National Educational Technology Standards for Students.

INNOVATIVE PRACTICES

(As described by SAU# 41 Staff and Administration)

| | | |
|--|-----------------|------------------------------|
| Name of School: Hollis Brookline High School | | |
| Contact Person for Innovative Practice: Jeanne Hayes | Phone:465-2269 | Email:hayesj@sau41.k12.nh.us |
| Name of Person Completing This Form: Jeanne Hayes | Phone: 465-2269 | Email:hayesj@sau41.k12.nh.us |

Career Planning and Transition

Work-Study Program: Work-Study, formerly known as Learn-2-Work, is a program for students to earn high school credit through a work experience. To receive credit a student must have junior or senior standing; be employed in a job for a minimum of 4 weeks; have permission from the student's guidance counselor and parent; work 10 hours a week in a paid position; and submit a quarterly employer evaluation to the Career Services Coordinator. Students must apply for this program by submitting an essay to the Career Services Coordinator, outlining the student's personal objectives and/or skills to be learned as well as a personal learning plan. For those who qualify, Work-Study may be selected as a student's 7th class or may be accomplished outside of school.

Internships: These opportunities provide 10 weeks of non-paid work experience during the school year, at a site selected by the student and approved by the Career Services Coordinator. To receive credit, a student must have a faculty mentor, junior or senior standing, work a minimum of 10 weeks for 10 hours a week, keep a daily activities journal, and submit an assessment paper and two evaluations from the site supervisor to the Career Services Coordinator.

Other Career Services opportunities: Other opportunities include field trips to industrial sites, career forums, and trade shows; and career exploration activities such as career breakfasts, job shadowing, or computer-based career searches.

Alternative Learning Methods:

Distance Learning/Correspondence Courses: With prior approval of the Principal, credit may be earned by successfully completing courses through correspondence programs or distance-learning programs.

Independent Study: With approval of the Principal, prior to the beginning of a semester, credit may be earned as a classroom aide or independent study projects that will be coordinated, supervised, and evaluated by a Hollis Brookline High School faculty member.

Peer Mentors: With approval of the Principal, prior to the beginning of a semester, credit may be earned as a peer mentor/advisor within the Life Skills program, mentoring individual students and being a classroom aide implementing lesson plans/activities used within the program.

Innovative Programs for Special Needs Students

G.A.T.E.S. Program

Life Skills is provided as a part of G.A.T.E.S. (Greater Academic and Therapeutic Support in the Educational setting). It is a directed study for credit course consisting of both work based and behavioral components. Students are graded by all program staff supervising them during their time in the resource room. Information volunteered by teachers and administrators can also be figured into students' grades. This is a full-credit course only available to students in the GATES program. Students are graded quarterly.

Life Skills Program

The Life Skills Program is designed to meet the needs of the HBHS population with moderate to severe cognitive and/or social disabilities. The goal is to encourage and support each student in his or her journey to become as independent as possible within the school, home, and community. Integration of academic, daily living, social, and occupational skills is an essential focus of the Life Skills curriculum in order to promote transition into life beyond high school. 2007-2008 A new position of a Transition Coordinator will aide these students h job placements, skills and functional living.

Social Communications

This class, formerly known as Life Skills English, will be taught in consultation with the Speech and Language Pathologist addressing written, verbal, and non-verbal communication skills. Curriculum would involve activities in social skills, communication with peers and adults, as well as members of the school and surrounding communities. Class activities will include, but are not limited to, self advocacy, making and maintaining friendships, non-verbal communication, conversational skills, and written communication skills such as email and letter writing.

Community Life Skills

Community Life Skills, formerly known as Daily Living Skills, will emphasize daily functional activities including, but not limited to, generating shopping lists, recipes, cooking, weekly trips to the grocery store or other community based businesses, and safety in the school, home and community environments. Students would also be working on skills in job applications, laundry, cleaning, and job shadowing. The class will offer opportunities for onsite community based work programs. The class will run in consultation with the Transition Coordinator and the Occupational Therapist. Development of specific vocational needs of students will be addressed as needed, as well as appropriate transitions into adult services available after high school

Adaptive Physical Education

This class is offered to students with special needs whose IEP goals support enrollment in an adaptive physical education class. The overall goals for every student are to enhance motor skills, sensory integration, and positive health outcomes. Methods of adapting equipment, activities, and exercises are employed to accomplish these goals. Lifetime games and skills are covered to encourage involvement in physical activity outside of class and later in life. Cooperative games are also employed to improve cooperation and fitness.