

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

**SAU 44
SUMMARY REPORT**

Northwood, Nottingham and Strafford

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Visit Conducted on April 19 and 20, 2006
Report Date: July 5, 2006
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I. TEAM MEMBERS

Visiting Team Members:

NAME	PROFESSIONAL ROLE
Chairperson: Mary Anne Byrne	Education Consultant, SERESC
Paul Campelia	Executive Director
Becky Geer	Special Educator
Michelle Halligan-Foley	Student Services Program Coordinator
Lisa Horne	School Psychologist
Mary Lyons	Special Education Director
Jennine Mann	Special Educator
Janice O'Brien	Speech/Language Pathologist
Jean Parsons	Student Services Coordinator
Muriel Pierce	Special Educator
Ann Rutherford	Assistant Principal

Building Level Team Members:

NAME	PROFESSIONAL ROLE	NAME	PROFESSIONAL ROLE
Debra Conant	Special Education Director	Dr. John Crist	Principal
Jeff Beard	Special Educator	Suzanne Bernard	Speech/Language Path.
Kathi Bird	School Nurse	Kate Estephan	Guidance Counselor
Linda Gayer	Special Educator	Lou Goodman	Teacher
Colleen Gulik	Special Ed. Secretary	David Gulik	1:1 Paraprofessional
Marta Kilrain	OTR	Caroline King	PT
Louise King	Teacher	Linda Kramas	Teacher
Virginia Mentel	Special Educator	Pamela Murphy	Special Educator
Robert Paine	Special Educator	Scott True	Teacher
Michelle Carvalho	Principal	Charlie Grossman	Assistant Principal
Erlinda Beliveau	OTR	Jamie Blanchette	Special Educator
Karla Brewer	Special Educator	David Carroll	Paraprofessional
Robyn Cole	Teacher	Melissa Gagne	Special Educator
Bonnie Gosselin	Teacher	Alexa Haberle	Special Educator
Kristin Houle	Teacher	Jennifer Klingensmith	Speech/Language Path.
Robin Koczera	Teacher	Candace Lord	Behavior Specialist
Lynn Onufry	Teacher	Erica Olander	Teacher
Suzanne Reiss	Teacher	Rochelle Tooch	Guidance Counselor
Christine Warnick	Teacher	Richard Jenisch	Principal
Karen Beaverstock	Teacher	Karen Blaisdell	Teacher
Nanette Clark	OTR	Cindy Gale	Paraprofessional
Kathy Gorman	Speech/Language Path.	Tracy Hansen	Teacher
Linda Hartman	Special Educator	Janet Homiak	Reading Specialist
Mitzi Horne	Teacher	Nancy Lake	Teacher
Sharon Olsson	Special Educator	Greg Pickard	OTR
Candace Ray	Paraprofessional	Lynda Vogt	Special Educator
Becky Wiggan	Speech/Language Path.	Robin Grondin	Srafford Special Education Secretary
Wendy DiFruscio	Admin. Asst. to the Sped. Dir.		

II. INTRODUCTION

SAU 44 is comprised of School Districts Northwood, Nottingham and Strafford in their respective towns. These three rural towns are located between the capital of Concord and the seacoast region of the state. The towns of Northwood and Nottingham are in Rockingham County and the town of Strafford is in Strafford County. Their demographics are very similar; populations for each town are about 4,000, according to the 2004 census. According to the 2000 census, the median age is on average 37 and the median household income ranges from \$50, 675 in Northwood to \$62,423 in Nottingham. Strafford falls in between both of these figures. The area is graced with many beautiful lakes and Pawtuckaway State Park.

Each district has a K-8 school and the SAU has its own preschool, Step-by-Step, located in Lee, NH. The high school students are tuitioned into several high schools; all towns have students at Coe Brown Northwood Academy, but Northwood and Strafford students primarily attend there. Nottingham's students are primarily at Dover High School. There are several students at Spaulding High School in Rochester, NH and at Raymond High School as well. There are 138 identified special education students at the various high schools distributed as follows:

Coe-Brown Northwood Academy

Northwood 64

Strafford 41

Nottingham 1

Dover High School

Nottingham 29

Spaulding High School, Rochester, NH

Strafford 2

Raymond High School

Nottingham 1

In addition, there are 11 students in grades 9-12+ who are in a variety of out-of district placements. The total high school enrollment is approximately 932 students, 149 of whom are identified as students with disabilities. (16%)

Northwood School District has 803 students in grades K-12+. Of these, 471 students attend Northwood School; 65 of whom are identified as students with disabilities (13.8%). Currently services are provided to students both in and out of the general education classrooms via modified regular education and lower (K-4) and upper (5-8) resource rooms and self-contained programs. In response to changing needs, the configuration of the resource room and self-contained programs will change for the 2006-2007 school year to an intermediate self-contained program (6-8) and three resource rooms (K-2, 3-5, and 6-8), and all required paperwork to approve such changes has been submitted through the Special Education Program Approval Process.

“The mission of the Northwood School is to provide opportunities for all students to acquire knowledge and develop the skills and work habits enabling them to be contributing members of their community and to function successfully in society. This mission is best accomplished when students, school personnel, parents and community members maintain high expectations, create a positive school climate, foster respect and responsibility, provide a safe environment, and promote effective collaboration among school, home, and community”.

Nottingham School District has 767 students in grades K-12+. Of these, 504 of these students attend Nottingham School, 71 of who are identified as students with disabilities (14.1%). Currently services are provided to students both in and out of the general education classrooms via modified regular education and resource room programs. Statements of the school's beliefs are as follows:

*“We believe in an education which recognizes that each child is unique, and deserves to be treated as an individual.
We believe in an education which teaches children to become lifelong learners who are respectful of others.
We believe this education requires the earnest cooperation of the students, staff and community.
We believe that success in this, as in all things, demands commitment.”*

Strafford School District has 837 students in grades K-12+. Of these, 500 students attend Strafford School; 75 of whom are identified as students with disabilities (15%). Currently services are provided to students both in and out of the general education classrooms via modified regular education and resource room programs.

“The mission of the Strafford School District is to develop, in conjunction with the community, educated and responsible citizens in a developmentally appropriate environment that values learning and celebrates learners.”

Step-By-Step, SAU 44’s preschool, is located in Lee, NH and had 19 students enrolled as of October 1, 2005. At the time of the visit, there were 42 students enrolled, four of whom were students without disabilities. There are two teachers, a speech language pathologist/childfind coordinator, an Occupational Therapist, and services from a Physical Therapist and a nurse consultant on a child specific basis. There is one child specific paraprofessional and the program paraprofessional ended her tenure at the preschool in April. Three year olds attend the preschool on Tuesday and Thursday mornings and the 4 and 5 year olds attend Monday, Wednesday and Friday, in both AM and PM sessions. Evaluations are done by Strafford Learning Center’s Early Childhood Assessment Team (ECAT).

*“The mission of SAU 44 is to provide leadership and direction to the individual schools and their communities through educational program improvement and curriculum development.
SAU 44 will strive to work as a cohesive unit while maintaining respect for each district’s individuality.”*

In addition to the NHDOE Case Study review, SAU 44 chose to participate in a yearlong facilitated study. The representative, SAU-wide team identified the question, “Within the context of social/emotional/behavior challenges as a model, in what way can we establish collaboration and the sharing of resources within our schools, between districts and in the SAU?” They conducted the study, analyzed the results, clarified the findings and developed a proposed improvement plan for the 2006-2007 school year.

NAME OF DISTRICT: NORTHWOOD	**Out of District		
DISTRICT ENROLLMENT DATA	2003-04	2004-05	2005-06
Total Student Enrollment (ages 6-21) (as of Oct 1)	765	793	796
Expenditure Per Pupil	\$8,226.99	\$8,663.89	
Cumulative Drop-Out % (grades 9-12) students with disabilities	N/A	N/A	
Cumulative Drop-Out % (grades 9-12) non-disabled students	N/A	N/A	
Free/Reduced Lunch %	17.5%	17.39%	
Title I %			
LEP %	0.21%	0.21%	
SPECIAL EDUCATION PROGRAM DATA	2003-04	2004-05	2005-06
# of Identified Students Ages 3-5 (as of Oct. 1)	4	5	11
# of Identified Students Ages 6-21 (as of Oct. 1)	82(K-8)*	67*	65/64 HS
% Identified Ages 6-21 (as of Oct. 1)			13.8%*
# Out of District	7	8	11
% Out of District			
# of Students Out of Compliance (as of Oct. 1)			21
Special Programs Total Expenditure			
Average Caseload (as of Oct. 1)			Inclusive 22 Self Cont. 10
# Identified Students Suspended One Or More Times			
# of students with disabilities who are being provided home instruction (as of Dec.1)		N/A	0

# of students with disabilities who have been placed on a "shortened school day" (as of Dec. 1)		N/A	1
Special Education Staffing: (report in FTEs)	2003-04	2004-05	2005-06
# of Special Educators			5
# of Related Service Providers			5
# of Paraprofessionals			19

NAME OF DISTRICT: STRAFFORD		** Out of District		
DISTRICT ENROLLMENT DATA	2003-04	2004-05	2005-06	
Total Student Enrollment (ages 6-21) (as of Oct 1)	809	809	800	
Expenditure Per Pupil	\$8,040.54	\$8,609.64		
Cumulative Drop-Out % (grades 9-12) students with disabilities	N/A	N/A		
Cumulative Drop-Out % (grades 9-12) non-disabled students	N/A	N/A	N/A	
Free/Reduced Lunch %	8.96%	9.63%		
Title I %				
LEP %	.59%	.60%	0	
SPECIAL EDUCATION PROGRAM DATA	2003-04	2004-05	2005-06	
# of Identified Students Ages 3-5 (as of Oct. 1)	1	2	2	
# of Identified Students Ages 6-21 (as of Oct. 1)	84 (K-8)*	85*	75/43 HS	
% Identified Ages 6-21 (as of Oct. 1)			15%*	
# Out of District	2	3	5	
% Out of District				
# of Students Out of Compliance (as of Oct. 1)			21	
Special Programs Total Expenditure	N/A	N/A		
Average Caseload (as of Oct. 1)	21	16	17	
# Identified Students Suspended One Or More Times		4		
# of students with disabilities who are being provided home instruction (as of Dec.1)		N/A	N/A	
# of students with disabilities who have been placed on a "shortened school day" (as of Dec. 1)		N/A	N/A	
Special Education Staffing: (report in FTEs)	2003-04	2004-05	2005-06	
# of Special Educators			5	
# of Related Service Providers			7	
# of Paraprofessionals			20	

NAME OF DISTRICT: NOTTINGHAM **Out of District			
DISTRICT ENROLLMENT DATA	2003-04	2004-05	2005-06
Total Student Enrollment (ages 6-21) (as of Oct 1)	742	751	751
Expenditure Per Pupil	8144.43	8496.51	
Cumulative Drop-Out % (grades 9-12) students with disabilities	N/A	N/A	
Cumulative Drop-Out % (grades 9-12) non-disabled students	N/A	N/A	
Free/Reduced Lunch %	11.93%	9.11%	
Title I %	12%		
LEP %	1.03%	0.415	
SPECIAL EDUCATION PROGRAM DATA	2003-04	2004-05	2005-06
# of Identified Students Ages 3-5 (as of Oct. 1)	4	6	6
# of Identified Students Ages 6-21 (as of Oct. 1)	62(K-8)*	59*	71/31 HS
% Identified Ages 6-21 (as of Oct. 1)			14.1%*
# Out of District	7	9	9
% Out of District			
# of Students Out of Compliance (as of Oct. 1)			19
Special Programs Total Expenditure	N/A	N/A	
Average Caseload (as of Oct. 1)			20
# Identified Students Suspended One Or More Times		N/A	
# 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)		1	0
Special Education Staffing: (report in FTEs)	2003-04	2004-05	2005-06
# of Special Educators			4
# of Related Service Providers			9
# of Paraprofessionals			14

NAME OF DISTRICT: PRESCHOOL (* #'s Include all 3 districts)			
DISTRICT ENROLLMENT DATA	2003-04	2004-05	2005-06
Total Student Enrollment (ages 6-21) (as of Oct 1)	N/A	N/A	N/A
Expenditure Per Pupil	N/A	N/A	
Cumulative Drop-Out % (grades 9-12) students with disabilities	N/A	N/A	
Cumulative Drop-Out % (grades 9-12) non-disabled students	N/A	N/A	
Free/Reduced Lunch %	N/A	N/A	N/A
Title I %	N/A	N/A	N/A
LEP %	N/A	N/A	N/A
SPECIAL EDUCATION PROGRAM DATA	2003-04	2004-05	2005-06
# of Identified Students Ages 3-5 (as of Oct. 1)	9*	13*	19*

# of Identified Students Ages 6-21 (as of Oct. 1)	N/A	N/A	N/A
% Identified Ages 6-21 (as of Oct. 1)	N/A	N/A	N/A
# Out of District	N/A	N/A	N/A
% Out of District	N/A	N/A	N/A
# of Students Out of Compliance (as of Oct. 1)			Included in with individual districts
Special Programs Total Expenditure	N/A	N/A	
Average Caseload (as of Oct. 1)	N/A	N/A	N/A
# Identified Students Suspended One Or More Times		N/A	
# of students with disabilities who are being provided home instruction (as of Dec.1)		N/A	N/A
# of students with disabilities who have been placed on a "shortened school day" (as of Dec. 1)		N/A	N/A
Special Education Staffing: (report in FTEs)	2003-04	2004-05	2005-06
# of Special Educators			1
# of Related Service Providers			2
# of Paraprofessionals			1

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

The New Hampshire Department of Education (NHDOE) conducted a Special Education Program Approval Visit to SAU 44 on April 19-20, 2006 for the purpose of reviewing the present status of programs and services made available to children and youth with educational disabilities. As part of the NHDOE Special Education Program Approval Visit, Case Study Compliance Reviews were conducted at all of the schools in SAU 44. These include: Step-By-Step (SAU 44 Preschool), Northwood School, Nottingham School and Strafford School.

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

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

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

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

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

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

Throughout the entire review process, the visiting team worked in collaboration with the staff of SAU 44. Their professionalism, active involvement in the process and cooperation were greatly appreciated and well recognized.

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

Based on review of the December 5-6, 2000 NHDOE Special Education Program Approval Report, the following patterns were identified as needing improvement:

CITATION / REQUIRED ACTION	August 15, 2002	April 19, 20 & May 2,3 2006
Ed 1107.02; 1109.01; 1109.4; 1125.03; 1125.04; CFR 300.347; CFR 300.309; 300.307 Referral, parent notice, evaluation; IEP processes needs review and revision to meet compliance. Special education process and procedure handbook needs revision.	New special education forms have been completed and ongoing trainings provided to staff at each school on all procedures. Special Education Information packet was completed by September 2001.	Draft of the newly revised Policies and Procedures Manual was submitted and needs to be finalized and approved. Partially Met
Ed 1103; 1127 Special education information documentation needs revision.	Met	
Ed 1119.03 Curriculum	Curriculum revision has been ongoing.	Curriculum revision has been ongoing. Partially Met
Ed 1107.03 Qualified Examiner	Met	Partially Met
Ed 1113.01 Vocational evaluation	Met	Met
Ed 1107.05 Consistent transfer of information to receiving high school	Assistant Special Education Director has been hired to support the process and ensure implementation of procedures.	Partially Met
Ed 1109.11 Systematic monitoring of student IEP's	Case loads of special education staff are still running high. Special education administration is reviewing and monitoring this aspect of staffing patterns.	Partially Met
Ed 1119.06 Facility needs	Met	Partially Met

SUGGESTION FOR IMPROVEMENT	IMPROVEMENT ACTIVITY	April 19-20, 2006
Preschool: Consider providing a permanent home for the program. The program changes location on a yearly basis and is not connected to a school in the district that would allow for integration opportunities.		Not Met
Consider consultation from experienced professionals in the area of autism.	SAU wide Autism Task Force	Partially Met
The district should explore creative ideas to assist in providing a balanced enrollment of disabled and non-disabled students. If the program was physically connected to a school, this could facilitate this process and would provide access to extra curricula activities and other programs.		Not Met
<i>Northwood</i> The high number of caseloads is negatively affecting planning time. An analysis of caseloads and schedules of special education staff should be completed and adjustments made, if warranted.	There is an ongoing review of caseloads and adjustments have been made. No new staff has been added, so caseloads are still high and co-planning/collaboration time is at a minimum.	Partially Met
<i>Nottingham</i> Consider a special education team leader in the building to assist with problems, assist new staff, etc.		Not Met
Provide ongoing professional development opportunities for all staff in areas of behavior modifications, integration, specific disabilities, etc.		Partially Met
Include information on the student's disability in the narrative portion of the IEP.		Met
<i>Strafford</i> Consider updating the IEP form to include a statement regarding evaluations.		Met
Limited and inadequate space is an issue for staff. The district may want to review creative solutions in this area.	Voters turned down the recent building proposal	Not Met

Provide additional professional development opportunities for classroom teachers in the areas of: implementation of IEPs, instructional modifications, etc.		Partially Met
Increase planning opportunities for special education staff and paraprofessionals.		Not Met
<i>Dover High School</i> Improve transfer of necessary information/student records to Dover High School.	Assistant Special Education Director has been hired to support process and ensure implementation of procedures.	Partially Met

V. APRIL 19-20, 2006 CASE STUDY COMPLIANCE REVIEW RESULTS

Data collection is an important part of the NHDOE Special Education Case Study Compliance Review Process. In SAU 44, the NHDOE worked with staff and administration in the selection of case studies to ensure that there was a representative sampling of data collected from the various programs and schools located within the school district. In order to monitor whether or not special education programs are in compliance in the three focus areas, and determine any root causes of problems that may be identified through the case study process, it is essential that each case study team dig deeply into the data, and not just take a surface look. This process takes time, and the entire team working with the child being studied must be involved in collecting and analyzing the data, as well as presenting and summarizing the data with the visiting team. As such, the NHDOE works with educational communities to determine the number and types of case studies to be prepared and presented, to ensure that building teams are not inundated with much more data than they can possibly analyze, allowing them to reflect upon and generalize their newly found knowledge of their programs, practices, policies and procedures.

In preparation for the April 2006 visit to SAU 44, the NHDOE and SERESC worked with the staff and administration in the planning and presentation of 11 case studies, preschool – grade 8. These case studies provided a comprehensive review of the modified regular education programs, resource room programs and self-contained programs. The case study students selected, represented a range of age levels and included a wide variety of educational disabilities: speech/language impairment, other health impairment, learning disabilities, autism, mental retardation, and developmental delay. Building level teams of general and special educators, related service personnel and others who provide support to the student collaborated to prepare the case studies in each of the schools. This process included the review of individual student data related to the three focus areas of access to the general curriculum, transition, and behavior and discipline. A template was used to provide consistency and guidance in the data gathering process. The case study building level team answered questions on the template, gathered the supporting evidence and prepared a portfolio and presentation for the case study that had been gathered. Each building team then had an in-depth discussion of the case study presentation with the visiting team, resulting in the identification of program strengths and areas in need of improvement. The results of the case study presentations are provided in the report that follows.

PARENT PARTICIPATION

One of the defining features of effective schools is strong parent/community relations and open communication. Having parents as an active stakeholder in the NHDOE Special Education Program Approval Process ensures broader perspectives and brings forth new ideas. In addition, including the parent perspective enhances and strengthens the teams' case study presentations, and makes for stronger school/parent relationships. As such, parent participation and input is a

required part of the NHDOE Special Education Program Approval Process. In order to ensure parent participation and feedback, the NHDOE, Bureau of Special Education involves parents in a variety of aspects of the Special Education Program Approval Process. First, parents are encouraged to be active participants in the case study presentations; second, parents of the children presented in the case study process are formally interviewed; and third, the SAU/school is required to send all parents of students with disabilities a written survey with a request to respond. Below is a summary of the results of the parent survey, along with a summary of the comments/feedback provided to the visiting team during the April 19-20, 2006 Case Study Compliance Review in SAU 44.

2005-2006 School Year
Program Approval Parent Feedback Survey

1. Areas of Relative Strength for each of the three focus areas:

a. Access to General Curriculum:

- i. Northwood- 13 parents are satisfied with the program and 6 are partially. Of those 6 partials, 4 are at the middle school level. The same numbers were reported for being adequately informed about progress; all other questions for access are rated with high levels of satisfaction.
- ii. Nottingham- the majority of respondents rated complete satisfaction for all questions, however, many questions were rated as partially or not at all satisfied, from both the elementary and middle school levels but more from elementary.
- iii. Strafford- majority of responders at all levels rate complete satisfaction with all questions, of those partially satisfied there is a mix of elementary and middle, of those not at all satisfied, all are middle school level.
- iv. Preschool- majority of parents are completely satisfied, 3 were partially satisfied on several questions, 2 not at all satisfied with the ability to interact with non-identified peers and participation in outside activities.
- v. Out-of-District- responders are pretty evenly matched on all questions between complete and partial satisfaction, only two not at all satisfied (with interactions with non-disabled peers and for earning credits toward regular diploma)

b. Transitions:

- i. Northwood- The largest number of respondents had no answer in this area, of those that did answer, 1 was not at all satisfied (Middle) and 2 partially satisfied (middle).
- ii. Nottingham- majority at both levels were completely satisfied, one from each level partially satisfied and one from middle not at all satisfied.
- iii. Strafford- most people completely satisfied, and for each question one elementary and one middle school partially satisfied, no one not at all satisfied.
- iv. Preschool- all respondents completely satisfied.
- v. Out-of-District- again evenly split between complete and partial satisfaction, with one not at all satisfied with secondary transition plan.

c. Behavior Strategies and Discipline

- i. Northwood- all respondents, from all levels, rated this category as completely satisfactory, no one partially or not at all.
- ii. Nottingham- all responders completely satisfied.
- iii. Strafford- only 2 responders, both middle level, both completely satisfied with both areas.
- iv. Preschool- all responders involved and satisfied.
- v. Out of District- only four responders to the two questions here, all completely satisfied.

d. Other:

- i. Northwood- all feel they fully participate in special education decisions, all but one (at middle level) believed they'd been given procedural safeguards at least once per year.
- ii. Nottingham- all responders believe they fully participate and have received procedural safeguards.
- iii. Strafford- all responders fully participate and have been provided with a copy of safeguards.
- iv. Preschool- all responders fully participate and have been provided with a copy of safeguards.

- v. Out of District- all but one feel they have fully participated, one only partially, all received copy of safeguards.

2. Need for Improvement:

- a. Access to General Curriculum- connections and follow through with middle school level parents.
- b. Transitions- elementary to middle school transitions, transitions from one special educator to the next.

3. Target Areas for action plan based on survey data:

- a. Gather additional information about why Northwood parents rate partial or no satisfaction with programs and supports, additionally, what do parents who rate satisfaction use as criteria?
- b. Find other methods for gathering input from Northwood parents; very small return rate.
- c. Review findings with Nottingham staff to gauge possible reasons for partial/not at all satisfied.
- d. Analyze Strafford middle school less than satisfied comments (e.g. may be specific individuals, may be need for additional connections with parents at that level, etc.).
- e. Develop opportunities for preschoolers to interact with non-disabled peers.

4. Parent comments on the surveys reflected strong endorsement of the preschool and Strafford School programs. Parents of out-of-district, Northwood and Nottingham students raised concerns about transitions to high school, back from an outside placement, from elementary to middle school and from case manager to case manager. Middle school experiences and turnover of special educators were concerns as well. Specific comments are on file at the SAU 44 office.

Parents interviewed during the NHDOE Program Approval visit expressed satisfaction with most aspects of their children’s experiences in special education in their respective schools.

SAU: 44 Preschool (Includes Northwood/Nottingham/Strafford)		
Total number of surveys sent:	Total # of completed surveys received: 16	Percent of response:

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.	15	1		
My child has opportunities to interact with non-disabled peers on a regular basis.	10	3	2	1
I am adequately informed about my child’s progress.	12	3		1
My child is informed about and encouraged to participate in school activities outside of the school day, and is offered necessary supports.	9	3	2	2
My child feels safe and secure in school and welcomed by staff and students.	15			1
A variety of information (observations, test scores, school work, parent input) was used in developing my child’s IEP.	13	2		1
I am satisfied with the progress my child is making toward his/her IEP goals.	14	2		
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.	6			10
All of the people who are important to my child’s transition were part of the planning.	6			10
BEHAVIOR STRATEGIES AND DISCIPLINE:				
My child’s classroom behaviors affect his/her ability to learn. <i>If yes, please answer the next two questions. If no, skip to OTHER.</i>	YES 9			NO 7
I have been involved in the development of behavior interventions, strategies and supports for my child.	8			2
I am satisfied with the way the school is supporting my child’s behavioral, social and developmental needs.	9			1
OTHER:				
I fully participate in special education decisions regarding my child.	13			1
I have been provided with a copy of the procedural safeguards (parental rights) at least once a year.	16			

SAU: 44 Northwood School E= Elementary U=Ungraded M=Middle				
Total number of surveys sent:	Total # of completed surveys received:12	Percent of response:		
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.	9E 1U 4M	2E 4M		
My child has opportunities to interact with non-disabled peers on a regular basis.	10E 1U 7M	1M		1E
I am adequately informed about my child's progress.	9E 1U 4M	2E 4M		
My child is informed about and encouraged to participate in school activities outside of the school day, and is offered necessary supports.	10E 1U 6M	1E 2M		
My child feels safe and secure in school and welcomed by staff and students.	10E 6M 1U	1E 1M	1M	
A variety of information (observations, test scores, school work, parent input) was used in developing my child's IEP.	11E 1U 6M	2M		
I am satisfied with the progress my child is making toward his/her IEP goals.	9E 1U 5M	1E 3M	1E	
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.	4E 3M	2M	1M	7E 2M
All of the people who are important to my child's transition were part of the planning.	3E 4M	1M	1M	8E 2M
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 3E, 51M, 1U			NO 8E 3M
I have been involved in the development of behavior interventions, strategies and supports for my child.	2E 1U 3M			1E 2M
I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs.	1E 1U 3M			1E 2M
OTHER:				
I fully participate in special education decisions regarding my child.	8E 3M			
I have been provided with a copy of the procedural safeguards (parental rights) at least once a year.	8E 2M	1M		

SAU: 44 Strafford E=Elementary U= Ungraded M=Middle X= Mixed Grade				
Total number of surveys sent:	Total # of completed surveys received: 24	Percent of response:		
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.	15E 1U 1X, 5M	2M		
My child has opportunities to interact with non-disabled peers on a regular basis.	15E 1U 1X, 6M	1M		
I am adequately informed about my child's progress.	13E 1U 1X, 4M	2E 1M	1M	1M
My child is informed about and encouraged to participate in school activities outside of the school day, and is offered necessary supports.	11E 1X 6M	3E 1U		1E 1M

My child feels safe and secure in school and welcomed by staff and students.	14E 1U 6X	1E 2M		
A variety of information (observations, test scores, school work, parent input) was used in developing my child's IEP.	15E 1U 1X, 5M	1M	1M	
I am satisfied with the progress my child is making toward his/her IEP goals.	15E 1X, 5M	2M		
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.	10E 1U 1X, 5M	1E 2M		4E
All of the people who are important to my child's transition were part of the planning.	10E 1U 1X, 5M	1E 2M		4E
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 2M		NO 13E 1U, 7M, 1X
I have been involved in the development of behavior interventions, strategies and supports for my child.	2M			
I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs.	2M			
OTHER:				
I fully participate in special education decisions regarding my child.	15E 1U 1X, 5M			
I have been provided with a copy of the procedural safeguards (parental rights) at least once a year.	15E 1U 1X, 5M			

SAU: 44 NOTTINGHAM E= Elementary U= Ungraded M= Middle		
Total number of surveys sent:	Total # of completed surveys received: 20	Percent of response:

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.	4E 1M 1U	1E 1M	3E	1E
My child has opportunities to interact with non-disabled peers on a regular basis.	9E 2M 1U			
I am adequately informed about my child's progress.	6E 1M 1U	2E 1M		1E
My child is informed about and encouraged to participate in school activities outside of the school day, and is offered necessary supports.	4E 1M 1U	2E 1M	3E	
My child feels safe and secure in school and welcomed by staff and students.	6E 2M 1U		3E	
A variety of information (observations, test scores, school work, parent input) was used in developing my child's IEP.	6E 2M 1U	1E	2E	
I am satisfied with the progress my child is making toward his/her IEP goals.	4E 1U	1E 1M	2E 1M	2E
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.	4E 1M 1U	1E	1M	4E
All of the people who are important to my child's transition were part of the planning.	2E 1M	1M		7E

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 2E
	2E			1M
	1M, 1U			
I have been involved in the development of behavior interventions, strategies and supports for my child.	4E 1U			1M
I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs.	4E 1U			1M
OTHER:				
I fully participate in special education decisions regarding my child.	6E 1M 1U			
I have been provided with a copy of the procedural safeguards (parental rights) at least once a year.	6E 1M 1U			

**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 presented and the additional activities conducted during the NHDOE Program Approval visit, it was evident to the visiting team that there is a strong commitment of the educators in SAU 44 to support students' access to the general education curriculum. The staff was seen as committed, caring, hard working and strong advocates for their students. Visitors noted that many of the supports and services are provided to students with disabilities in the regular classroom. This often affords greater access to the general education curriculum. A higher level of classroom teacher ownership for identified students and more frequent consultations with special educators for classroom modifications would serve to increase students' access to instruction in the general education curriculum. In addition, improved professional development for general education teachers and support staff regarding disabilities and accommodations/modifications would allow for a broader range of and more successful classroom assignment options for students with disabilities. Paraprofessionals were seen as strong, professional and as providing effective supports and accommodations. However the visiting team reported concerns that there appears to be a greater amount of instruction given by the paraprofessionals than the professionals.

Use of the NWEA MAP testing is at various stages of adoption in the three schools for the assessment and monitoring of student progress in the general education curriculum. Teachers are increasing their skills in the use of data to inform their instruction. Curriculum development is ongoing and the SAU-wide Curriculum Task Force is working to align the curriculum being taught with the NH Grade Level Expectations. Both of these initiatives will benefit all staff and students and will serve to further align special education instruction to the general education curriculum if the special educators are included in development and training in these areas.

The Visiting Team observed that the efforts made in writing IEP annual goals in measurable terms, as a result of the initial training done by a Special Education Technical Assistance Consultant (SETAC) that some of the staff volunteered to participate in, has been successful in some cases. The objectives were generally written in measurable terms. Although not designed to generate measurable annual goals, the recent adoption of the Case-e software program will serve to provide consistency in developing IEPs, monitoring and reporting progress and complying with Federal and State regulations and rules.

There is a wide range of extracurricular and after school opportunities for students in all three schools. However, some students with disabilities cannot readily access the offerings due to the rural nature of the towns and subsequent

transportation issues. There was a lack of awareness on the part of parents and teachers that special transportation and/or paraprofessional support should be available for extracurricular activities to those students who require them in order to participate.

In one case study, it was evident to the visiting team that the student would benefit from an assistive technology evaluation, equipment and services in order to afford access to the curriculum. The SAU has increased the number of computers in their efforts to improve technology use in the schools. Additional software and training, and more effective technical support for the preschool, were seen as needed to increase teacher access/use of technology and to enhance student learning via technology.

Transition

Transition Planning

Process: Provision of FAPE

Transition Services

Currently the schools conduct many activities that involve all staff to ensure effective transitions from Early Supports and Services to preschool, grade-to-grade and school-to-school, such as meetings between sending and receiving schools, step-up days, visits, looping of special education case managers, effective collaboration with outside agencies and social opportunities provided in summer programs. The visiting team saw evidence of thoughtful, creative practices in the implementation of transition activities designed to meet individual student needs. To date, however, documentation of these activities has not been formalized, particularly for the transitions from preschool to Kindergarten and middle to high school. IEPs and other documents for students in middle school, ages 14 - 16 do not always reflect that transition planning is designed as a results oriented process that promotes movement from school to the students' desired post-school goals. Statements of the current level of performance related to transition services, transition service needs and student's course of study were often not evident in the IEPs. The visiting team found that students' transitions would be more effective if the receiving teacher(s) were to be identified and visits/observations of incoming students; in particular those in preschool, eighth grade and those with unique/demanding needs, were expected to be done by the receiving team in the spring before the move.

Behavior Strategies and Discipline

The schools in SAU 44 engage in a variety of activities to establish behavioral expectations and promote and reinforce positive behavior among their students including: individual classroom systems, Northwood's Project Wisdom (see Innovative Practices in the Addendum to this report), Northwood Cares, a code of behavior published in a school's parent handbook and discipline data that is collected and reviewed with varying regularity and for various purposes. A behavior consultant is available to the staff in student specific cases and there are two trainers in the SAU who are certified to do crises intervention training. It was evident in the case study presentations that supports and resources for individual student's behavior needs are often effective, however individual functional behavior assessments were not always conducted when indicated. Also, individual behavior plans were frequently not developed for students who needed them. School-wide systems for behavioral support, interventions and discipline were noticeably absent in all three schools and the preschool. There did not appear to be established general school-wide expectations promoting effective, positive behavioral prevention/interventions that could be readily articulated by the staff in these schools. A continuum of positive interventions, common goals and language, and protocols for response to behavior should be encouraged. This is especially indicated at the mid and upper school levels where the students work with a variety of teachers.

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

As noted in the introduction, as part of the April 2006 Case Study Compliance Review, SAU 44 is seeking NHDOE approval to restructure the lower (K-4) and upper (5-8) resource rooms and self-contained programs to an intermediate self-contained program (6-8) and three resource rooms (K-2, 3-5, and 6-8) due to changing student needs. The visiting team raised no concerns and no citations of non-compliance related to these changes were noted.

COMMENDATIONS

1. The Director of Special Education is commended for her vision and leadership to the staff, and the Superintendent is commended for her support, throughout this program approval process.
2. The SAU 44 Administrators are to be recognized for their support of and engagement in this process.
3. In an effort to expand program/service options, engage parents in the education process and increase the knowledge base of staff, SAU 44 applied for and was granted funds to establish an Autism Task Force. The SAU is commended for their proactive pursuit of this study which will result in a greater continuum of services available for students with Autism.
4. The three schools are at various stages of adopting/implementing the NWEA MAP, computer adaptive tests, which measure student's academic growth, allows for ongoing progress monitoring in the general curriculum, and provides timely reports to assist teachers with instructional planning.
5. The visitors reported that the staff is dedicated and committed and are strong student advocates.
6. The SAU provides a variety of professional consultants to support students and programs: behavior specialist, inclusion specialist, nurse/educator consultant, consultant for the hearing impaired, ESOL teacher and a school psychologist.
7. The SAU has adopted Case-e, an IEP/special education process software that will provide training to staff and is expected to promote consistency and compliance across the 3 districts.
8. The special education secretaries at each building have proven to be invaluable supports for the special education programs, process and staff. The multiple turnovers in this position at Nottingham have resulted in communication breakdowns and feelings of lack of support, which gives further endorsement for the value of this position. It is hoped that the new person who started on May 1 can serve the special education programs/staff well.
9. Within the SAU there are many innovative practices and programs that the District should be proud of such as the student-to-student tutoring program done before school by eighth graders in Strafford that has resulted in increased passing grades and motivation. The parent resource guide developed by the preschool that has proven helpful to parents based on the parent feedback survey. Descriptions of these and other innovative practices are included in the addendum to this report

ISSUES OF SIGNIFICANCE

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

Oversight and Coordination of Special Education Services

An issue of significance that surfaced as a result of the NHDOE Special Education Program Approval Process Visit to SAU 44 is related to the oversight of students who are in placements other than the three schools; high school students, out-of-district/court ordered students and preschool students. Upon review of compliance records and student files, review of the process and communication systems, and interviews with administration, it became clear that SAU 44 needs to take a critical look at the current system for overseeing the programs for these students. Specific concerns are at the high school and preschool levels and with out-of-district are addressed below:

At the high school level, for example at Coe Brown Northwood Academy, there is an increasing drop-out rate and a number of students out of compliance for placements and reevaluations from SAU 44 districts. In addition, students sometimes require out-of-district placements due to the lack of a continuum of services and/or implementation of accommodations in the existing system. Suspension and expulsion practices do not always comply with special education regulations. Recognizing that SAU 44 has no direct control over the curriculum, instruction or assessment utilized at Coe Brown Northwood Academy, or at the other receiving high schools for Northwood, Nottingham and Strafford students, it is strongly suggested that SAU 44 hire a person to be on site at Coe Brown to oversee programs, procedures and timelines and act as the LEA representative on behalf of SAU 44 students.

In addition, it is strongly suggested the SAU examine the current system and responsibility for monitoring all students at the high school level. Consideration should be given to a structure, schedule and routines that allow for ongoing communication, dissemination of information, and monitoring of high school student data, including grades, drop out rates, absenteeism, suspensions, expulsions, family crisis, hospitalizations, and data on post secondary outcomes for SAU 44 students. The individual responsible could maintain a network that works closely with teachers and administration of the receiving high schools and also be the “keeper of the data” for SAU students attending high schools in surrounding communities. If such data were collected and reviewed by the SAU 44 administration, the district could develop a system of evaluation for the high school population, in order to identify what is working well, and what needs to be improved upon. This data would provide opportunities/mechanisms to perceive need, target improvement, organize focused assistance to the receiving schools and identify and seek assistance from the various high school programs. It is important that SAU 44 embrace some commonly defined procedures for monitoring the high school population, and practically speaking, a process by which to do so. Despite the effort put forth to try and monitor the outcomes of all SAU students at the high school level, this is not always happening.

SAU 44 has approximately 25 students placed in out-of-district placements, some of whom are court ordered. A review of records for these students as part of the NHDOE Special Education Program Approval Process Visit demonstrated the need to examine the current system of monitoring and the roles, responsibilities and practices of those responsible for oversight of these students placed out-of-district (especially those who are court involved). At a minimum, the SAU should provide training in order to assure compliance with federal and state regulations and rules.

Step-by-Step Preschool, SAU 44’s preschool program, reportedly lacks consistent leadership, guidance/oversight and program supervision. There is a strong desire to relocate the program closer to the towns being served in a facility that will allow for: greater program options, the space to increase the enrollment of typical peers and the ability to access resources in the towns’ schools. Currently, there is no teacher certified in special education on staff. The SAU is strongly encouraged to examine the system of oversight and coordination of this preschool program. While doing so, keep in mind the need for comprehensive transition procedures in and out of the program, data collection and documentation requirements, organization and implementation of a site relocation, and the special education and supervision expertise necessary to oversee the development and implementation of programs.

Another area of concern during the NHDOE Program Approval review of the personnel roster revealed that the special education teaching staff are certified, going through Alternative IV or hold a Statement of Eligibility as general special educators, with some holding a second certification in elementary education. Except for one teacher who is certified as a Learning Disabilities teacher, the SAU lacks special educators who hold endorsements in categorical areas. All other endorsements are lacking, raising the concern for appropriate IEP/evaluation team composition and service delivery for students with other disabilities (e.g. MR, EH).

Review of the case study data showed that only three of the eleven students had their evaluations completed within the 45-day time limit. Although parent-signed extensions were evident in most cases, demonstrating careful monitoring of the evaluation process and good intentions, this data would suggest that the SAU is lacking in sufficient resources for timely evaluations. In addressing this issue, the SAU should also reconsider the requirement that case managers conduct achievement testing, given the size of their caseloads, documentation and communication responsibilities, and the additional demands to oversee/provide supports to students on 504 Plans.

As a result of the April 2006 visit to SAU 44, concern was raised that in some schools the oversight and supervision of the special education services, and coordination of the special education process, is not always happening in a meaningful and consistent manner. The visiting team identified the need for a more integrated approach at the building level to the oversight of special education. This would require more building level leadership, collaborative planning between general and special education, integration of resources, agreed upon communication systems for communication and access to SAU administration and resources, and perhaps a lead teacher/coordinator to facilitate these processes at the building level. SAU 44 is strongly encouraged to work toward a single, well-integrated system that connects general, remedial and special education through common leadership and decision-making at the building level.

Caseload data, reports of inadequate collaboration and co-planning time for meaningful consultation between general and special educators, and a high number of students in out-of-district placements from some of the districts, raise concerns about the availability of a continuum of placement options for various student needs. These factors would indicate the

need to assess current program/delivery of service models and inclusionary practices in order to reallocate resources, work to develop a wider range of options and/or examine the possibilities of shared programming among the three districts.

Lastly, SAU 44 is in the process of examining/developing an organizational structure. It will be important at this time to clearly articulate the roles, responsibilities and reporting structure for the administration and staff. At the same time, SAU 44 needs to continue in their efforts to develop effective processes, a common vision, well-articulated goals and a plan that focuses on continuous improvement. An established decision-making process along with teamwork and decentralized leadership will empower the schools/districts to work together in meaningful ways. In doing so, the districts can develop an effective strategic plan, align agreed upon initiatives and capitalize on the sharing of knowledge and resources while retaining the unique local culture of each district.

CITATIONS OF NONCOMPLIANCE IDENTIFIED AS A RESULT OF THE APRIL 19 & 20, 2006 CASE STUDY COMPLIANCE REVIEW

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

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

Ed 1106.01 Special Education Policy and Procedure, Special Education Process - The draft of the Policies and Procedures Manual should be finalized and approved.

Ed. 1107.01(a) (c) & (d), 1107.06, 1119.07 Evaluation and Determination of an Educational Disability CFR 300.533 (a-d) Determination of needed evaluation data.- 1. The process for determining whether to waive all or part of a student's re-evaluation must be followed. 2. Participation by the required parties, results of the review of existing data and the rationale for the decisions must be documented. 3. At least one certified teacher of suspected disability must be at the meeting when making decisions about evaluations. 4. The classroom teacher must be at the meeting for a student being identified as having a Learning Disability. 5. The evaluation process must be completed within 45 days or a parent signed extension must be obtained.

Ed 1109.01 (a) (b) (1&2) CFR 300.347 Elements of an Individual Education Plan (IEP) - Not all of the IEPs reviewed during the visit had annual goals written in measurable terms, although many had measurable objectives. The success of the training done thus far in this area was evident in some of the IEPs. Many teachers are aware of the requirement and expressed their intent to correct the annual goals when writing subsequent IEPs. IEPs must contain the required transition statements.

Ed 1115.02 Placement - Student placements cannot be made in the absence of the IEP Team and without the required processes and documentation.

Ed 1130.03 & Ed 1130.04 Education of Children Placed in Homes for Children, Health Care Facilities or State Institutions - The LEA must adhere to the requirements as found in the James O. consent decree; specific citations listed in the Addendum below.

SUGGESTIONS FOR PROGRAM-WIDE IMPROVEMENT

Suggestions for improvement, simply stated, are recommendations provided by the visiting team that are intended to strengthen and enhance programs, services, instruction and professional development, and the NHDOE strongly encourages that serious consideration be given to the suggestions. However, discretion may be used in this area; suggestions for improvement are not considered to be required corrective actions and you may determine which suggestions most warrant follow up and address those in your corrective action plan. **System wide suggestions for improvement are listed below. Suggestions for individual programs are included in the Building Level Case Study Data Summary Reports, pages 22-51.** 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. Please refer to the suggestions under Issues of Significance for correcting/addressing systemic needs in SAU 44.
2. A school-wide system for behavioral support, interventions and discipline is recommended for each school and the preschool in order to provide clear expectations, common goals and language, and protocols to provide consistent responses to behavior. An accompanying, comprehensive data collection system can monitor the success of these systems and the behavioral data can be reviewed for the purpose of informing curriculum, instruction and improved student outcomes.
3. Increase and improve collaboration and planning time between general and special educators that centers on curriculum, data analysis of measured progress (or lack of) and best practices in instruction, accommodations and intervention
4. Consider providing transportation, paraprofessional support and/or other incentives to encourage greater participation in after school extracurricular activities and programs.
5. The facility at the Strafford School continues to be inadequate and affects the delivery of service options for students with disabilities. Pursue creative options to mollify this need.
6. Provide additional professional development opportunities for classroom teachers and other staff members in the areas of implementation of IEPs, instructional modifications, behavior modifications, integration, specific disabilities, etc.
7. The SAU needs to look at the lack of a summer team for referrals, evaluations and IEP development, in particular at the preschool level, in order to be sure to comply with required timelines.
8. In looking forward to a system of providing services to and identification of students based on their responses to specific instructional interventions, and to promote further collaboration between general and special educators, Northwood and Nottingham should examine the processes used in the Child Study Teams and align them with the response to intervention (RTI) model. Strafford should institute a Child Study Team for this purpose.

VI. BUILDING LEVEL SUMMARY REPORTS

USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT

PRESCHOOL BUILDING LEVEL CASE STUDY DATA SUMMARY

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

SAU: 44	School: Step-By-Step Preschool	Date: 4/20/06
Programs: Preschool		Number of Cases Reviewed: 2
Recorder/Summarizer: Michele Foley		

Collaborative Team Members:

Name: Dana McKenna	Building Level
Name: Jennifer (Sparks) Okenquist	Building Level
Name: Erin Turcotte	Building Level
Name: Michelle Foley	Visiting
Name: Nancy D'Agostino	Visiting
Name: Sarah Krebs	Building Level

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 <u>CFR 300.347</u> Ed. 1109.05, Implementation of IEP Ed. 1115.07, Provision of Non-Academic Services <u>CFR 300.306</u> Ed. 1119.03, Full Access to District's Curricula <u>CFR 300.24, CFR 300.347</u> Ed. 1119.08, Diplomas <u>CFR 300.347(a) (1) (i)</u> ". . . general curriculum (i.e. ,the same curriculum as for nondisabled children)" <u>CFR 300.347 (a) (1) (iii)</u> "To be educated and participate with other children with disabilities and non disabled children"						YES	NO	N/A
Is there a written general education curriculum in place for preschoolers?						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	
Was the student's most recent LEA evaluation, including a written summary report and meeting, held within 45 days of parental permission to test? If not, was it due to (check all that apply):							2	
Extension in Place 2	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 1 snow day & school vacation 1 limited availability pf ECAT Team (eval team) due to summer vacation		
						YES	NO	N/A
Did the IEP team meet to create the IEP within 30 calendar days of eligibility?						1	1	
Was an IEP fully developed and signed by the student's third birthday?						1		1
Are this student's IEP goals written in measurable terms?							2	

Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> 1. There is a written curriculum. 2. There is ongoing parent communication with parents of children with disabilities. 3. There is team collaboration, energy and expertise among the preschool staff/therapists. 4. Services such as OT, PT and SLP are imbedded into the program. 5. The staff thinks outside the box to solve children's needs. 6. There is time built into the day to collaborate and plan. 	<ol style="list-style-type: none"> 1. There is a need for the district to look at the preschool space/building in relation to the curriculum and the way it is designed to be implemented. 2. The district needs to look at the lack of a summer team for referrals, evaluations and IEP development. 3. *The district needs to move ahead with training around measurable goals. 4. The lack of a consistent administrator/secretary have lead to a lack of leadership and guidance. The district is urged to look at ways to increase stability around leadership. 5. The preschool team needs better access to photo copy materials for meetings. 6. As the need for data around progress grows, the team is encouraged to look at methods to gather this documentation.

SUMMARIZE YOUR BUILDING LEVEL DATA

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

TRANSITION STATEMENTS					
Ed .1102.53, Transition Services CFR 300.29 Ed. 1109.01, Elements of an IEP (Transition Services) CFR 300.347 (b) (1) (2) Ed. 1109.03, IEP Team CFR 300.344 (b) (1)				YES	NO
This includes movement from (a) Early Supports and Services (ESS) to preschool, b) pre-school to elementary school, (c) age 14 or younger, or (d) age 16 or older, as well as from grade to grade and school to school.					
Transition planning from ESS to preschool takes place.				1	1 N/A
Transition planning from preschool to kindergarten or 1 st grade takes place.				1	1 N/A
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 N/A
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 Summer schedule of SAU		
				YES	NO
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 N/A
Early Supports and Services evaluation information was shared with the school or district.				1	1 N/A
Strengths			Suggestions for Improvement		
<ol style="list-style-type: none"> 1. The Child-find Coordinator has been very beneficial. 2. The preschool team is flexible with children and their families around transitions. 3. The preschool team works to develop a positive relationship with families/children to ease the transition process. 4. Transportation is available for developing more independence in children along with more structure. 			<ol style="list-style-type: none"> 1. Although there are some transition activities happening between preschool and kindergarten, the district is strongly encouraged to develop a written plan jointly with these two grades. This will be especially helpful in this SAU with multiple receiving elementary schools. 2. Preschoolers transitioning into Kindergarten, especially those with unique/demanding needs, should be observed by the receiving teacher during the year before the move. Observations/visits in the receiving Kindergarten classrooms by the preschool teachers would improve understanding of expectations and enhance transitions. 3. There needs to be an increased awareness of the preschool services and plans on the part of the SAU and in particular the elementary schools. 4. The district is encouraged to continue to develop plans, transitions and relationships with Early Supports and Services. 		

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
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			
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?				
A functional behavior assessment has been conducted.			1	1
IEP team has addressed behaviors that are impacting student learning.		2		
A behavior intervention plan has been written to address behaviors.			1	1
All individuals working with the student have been involved in developing behavior intervention strategies.		2		
Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.		2		
Results of behavior intervention strategies are evaluated and monitored.		2		
Strengths	Suggestions for Improvement			
<ol style="list-style-type: none"> 1. There is strong team collaboration with members supporting each other and providing consistency for preschoolers. 2. The preschool staff members have attended workshops to expand their knowledge of behavior. 3. The team taps into district resources such as the behavior specialist. 	<ol style="list-style-type: none"> 1. The SAU is encouraged to develop combined trainings for the preschool and kindergarten teams in an effort to provide consistency as preschoolers move from one program to the other. 			

SUMMARY OF BUILDING LEVEL STRENGTHS AND SUGGESTIONS FOR IMPROVEMENT

Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> 1. The team has certifications in CPR, First Aid and Water Safety. 2. The preschool has its own OT. 3. The team members, including the OT and SLP role model for each other as well as for the children. 4. The team is open to change. 5. The team is child centered and creative in their teaching and use of materials/space. 	<ol style="list-style-type: none"> 1. The SAU is encouraged to examine the system of oversight and coordination of this preschool program. 2. As the team continues to look at ways to inform people about their program and draw in more typical peers, a web page would be a good avenue to explore. 3. The SAU needs to look at the location of the preschool giving consideration to housing the preschool in one of the elementary buildings. This would provide children and staff with access to district resources such as a school nurse. A more centralized location would be of benefit to many families of preschoolers with disabilities in a system that is spread over many miles. 4. The current size and configuration of the preschool classrooms limits program options. As the district moves forward the type of building/space the preschool is placed in should be reviewed for appropriateness. 5. The district should look to provide ongoing training throughout the school year. 6. Placing a preschool update in the elementary school newspapers would raise an awareness and understanding of the preschool.

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: 44	School: Northwood School	Date: 4/20/06
Programs: Self Contained/Modified Regular/Regular Classroom		Number of Cases Reviewed: 3
Recorder/Summarizer: Lisa Horne		

Collaborative Team Members:

Name: Scott True	Building Level
Name: Linda Kramas	Building Level
Name: Suzanne Bernard	Building Level
Name: Caroline King	Building Level
Name: Marta Kilrain	Building Level
Name: Kate Estefan	Building Level
Name: Louise King	Building Level
Name: David Gulick	Building Level
Name: Mary Anne Byrne	Visiting
Name: Debbi Conant	Building Level
Name: Dr. Christ	Building Level
Name: Kathi Bird	Building Level
Name: Lisa Horne	Visiting
Name: Becky Geer	Visiting
Name: Jean Parsons	Visiting

Name: Colleen Gulick	Building Level
Name: Linda Gayer	Building Level
Name: Virginia Mentel	Building Level
Name: Jeff Beard	Building Level
Name: Robert Paine	Building Level
Name: Pamela Murphy	Building Level
Name: Lou Goodman	Building Level

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

SUMMARY OF BUILDING LEVEL DATA

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

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

Access to the General Curriculum

Strengths

1. Students have full access to general curriculum.
2. Ongoing tracking and pre/post assessments are used.
3. There is evidence of measurable goals beginning to be used.
4. Progress is being made toward IEP goals and objectives.
5. Students are included with non-disabled peers more, on a daily basis.
6. Collaboration around student scheduling takes place.
7. The general curriculum that is used has been identified. They are aligning the curriculum to the GLE's.
8. Paraprofessional support and appropriate accommodations and modifications were evident.

Suggestions for Improvement

1. *Goals need to be written in measurable terms (district just recently went through training in such).
2. Case managers need more administrative support and time to be sure the teachers are implementing appropriate accommodations and modifications.
3. Accommodations and modifications are to be written more clearly to be better understood by teachers and to be implemented.
4. Common consult/collaboration/planning time from SPED department to Regular Education staff is needed, ideally once a week.
5. For student's who have transportation as a related service, (to and from extracurricular) transportation may need to be provided, it is not currently offered.
6. For student's who have paraprofessionals as a related service who need this support to access extra-curricular activities, paraprofessional support may need to be provided.
7. *More time or a district evaluator needs to be allotted for evaluations and assessments to complete assessments in a timely manner.
8. Access to new and updated technology and training of staff should be available.

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.		1				
IEP team includes parent as part of transition planning.	1					
IEP team and process includes student as part of transition planning.	1					
IEP includes current level of performance related to transition services.		1				
If the student is age 14 or older during the course of the IEP, <u>also</u> respond to the following 3 statements:						
There is documentation that the student has been invited to attend IEP meetings.		1				
A statement of the transition service needs is included in the IEP.		1				
The statement of transition focuses on the student's course of study (e.g. vocational programming, advanced placement).		1				
If the student is age 16 or older during course of the IEP, <u>also</u> respond to the following 11 statements:						
Transition plan, including student's <u>measurable</u> post-high school goals, is in place.						
There is documentation that representatives of other agencies have been invited to IEP meetings.						
Statement of needed transition services is presented as a coordinated set of activities.						
The statement of transition focuses on the student's course of study (e.g. vocational programming, advanced placement).						
The IEP includes a statement of needed transition services and considers instruction.						
The IEP includes a statement of needed transition services and considers related services.						
The IEP includes a statement of needed transition services and considers community experiences.						
The IEP includes a statement of needed transition services and considers development of employment skills.						
The IEP includes a statement of needed transition services and considers development of daily living skills.						
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 day.
2. Transition meetings are a strength.
3. Teachers are child-centered and create time to meet with staff as needed (outside school hours).
4. Collaboration does occur on a limited time frame basis.
5. Parents and students (when appropriate) feel included and empowered in transition and IEP meetings.
6. The school works collaboratively with outside, community resources and parents are well informed.

Suggestions for Improvement

1. Transition meetings need to include the actual teacher for class placement next year.
2. More time needs to be provided in the schedule for transition meetings and observations necessary for the transition process.

SUMMARY OF BUILDING LEVEL DATA

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

<u>BEHAVIOR STRATEGIES AND DISCIPLINE</u>			YES	NO	N/A
Ed. 1109.02 Program	CFR 300.346				
Ed. 1119.11 Disciplinary Procedures	CFR 300.519-300.529				
Ed. 1133.07 (a) (b) (c) (d) (e)	CFR 300.510-300.529				
20 U.S.C. 1415 (K)					
Child Management – Private Schools	RSA 169-C Child Protection Act				
Data are used to determine impact of student behavior on his/her learning.		1		2	
Has this student ever been suspended from school?			3		
If yes, for how many days?					
If appropriate, a functional behavior assessment has been conducted.					3
IEP team has addressed behaviors that are impacting student learning.		2			1
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.		2			1
Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.		3			
Results of behavior intervention strategies are evaluated and monitored.		2			1
A school-wide behavior intervention model exists.			3		
Strengths	Suggestions for Improvement				
<ol style="list-style-type: none"> 1. Behaviors are monitored and communication about such takes place. 2. Positive behaviors are reinforced. 3. Individual supports are in place to keep behaviors in check. 4. Data collection is done when appropriate (both pre and post). 5. There is a form for discipline which tracks interventions. 6. Consultation with behavior specialist is available. 7. Crisis Intervention training has been done. 	<ol style="list-style-type: none"> 1. No school-wide behavior intervention model exists. 				

SUMMARY OF BUILDING LEVEL STRENGTHS AND SUGGESTIONS FOR IMPROVEMENT

Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> 1. Dedicated and inspiring staff. 2. The staff recognizes and meets the needs of students at an early age in a child-centered manner. 3. Northwood provides systematic and research based instruction in the environment that best meets student's needs. There is a continuum of services available including: inclusion, self-contained, and modified regular classrooms that work. Clearly noted, students who participate in self-contained classrooms progress and demonstrate success in the least restrictive environment. Service provision changes with the student's needs, as they decrease or increase. 	<ol style="list-style-type: none"> 1. More staff time is needed for: evaluation, service delivery and collaborative planning and consultation with regular education staff which affects delivery of services. While the staff are magnificent in what they accomplish, time is a deterrent to service delivery. This could possibly be accomplished through increased staffing. Cuts to the current staffing is a concern. 2. Assistive technology and training access for staff should be available. 3. Equal access to extra-curricular activities should be available to students with disabilities that have transportation and paraprofessionals on their related service page and who need this support in order to participate.

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: 44

School: Strafford School

Date: 4/20/06

Programs: Modified Regular, Resource Room

Number of Cases Reviewed: 3

Recorder/Summarizer: Paul Campelia

Collaborative Team Members:

Name: Cindy Gale	Building Level
Name: Janet Homiak	Building Level
Name: Lynda Vogt	Building Level
Name: Richard Jenisch	Building Level
Name: Linda Hartmann	Building Level
Name: Tracey Hanson	Building Level
Name: Greg Pickard	Building Level
Name: Karen Beaverstock	Building Level
Name: Candace Roy	Building Level
Name: Becky Wiggin	Building Level
Name: Janice O'Brien	Visiting
Name: Paul Campelia	Visiting
Name: Mary Lyons	Visiting
Name: Mitzi Horne	Building Level
Name: Karen Blaisdell	Building Level

Name: Kathy Gorman	Building Level
Name: Nanette Clark	Building Level

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:

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

Access Strengths	Access Suggestions for Improvement
<ol style="list-style-type: none"> 1. Regular education and special education is seamless. 2. There is a strong commitment of staff and administration. 3. There are a lot of clubs and activities available to students. 4. There are strong, professionals and paraprofessionals. 5. The librarians involvement is noteworthy. 6. Students are encouraged to be independent. 7. Data are kept on all students. 8. Staff are trained to collect, interpret and use data to drive instruction. 9. The school provides tutoring for at-risk students. 	<ol style="list-style-type: none"> 1. Investigate ways to use technology to assist student learning. 2. More collaboration time between regular and special educators is needed. 3. Some students would benefit from school supports (e.g. transportation) to participate in after-school activities. 4. Look to improve the imbalances of paraprofessionals providing all the services within the regular classroom. 5. Space needs restrict program options for students. 6. *IEP annual goals need to be written in measurable terms.

SUMMARIZE YOUR BUILDING LEVEL DATA

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

<u>TRANSITION STATEMENTS</u> (Revised 10/19/05)			
Ed. 1102.53, Transition Services <u>CFR 300.29</u> Ed. 1107.02 <u>CFR 300.132 Part C Transition</u> Ed. 1109.01, Elements of an IEP (Transition Services) <u>CFR 300.347 (b) (1) (2)</u> <u>20 U.S.C. 1401 (34)</u> <u>20 U.S.C. 1414 (d)(1)(A)(i)(VIII)(aa)(bb)(cc)</u> Ed. 1109.03, IEP Team <u>CFR 300.344 (b) (1)</u> Ed. 1133.05 <u>CFR 300.347 (b)(1)(2) Program Requirements</u> This includes movement from (a) Early Supports and Services (ESS) to preschool, b) preschool to elementary school, (c) age 14 or younger, or (d) age 16 or older, as well as from grade to grade and school to school.	YES	NO	
For all students, respond to the following 3 statements:			
Transition planning from grade to grade takes place.	3		
Transition planning from school to school takes place.	3		
Collaboration has occurred between general and special education staff in IEP development and in transition planning.	3		
For middle or high school students, <u>also</u> respond to the following 4 statements:			
Transition planning is designed as a results oriented process that promotes movement from school to the student's desired post-school goals.	1		
IEP team includes parent as part of transition planning.	1		
IEP team and process includes student as part of transition planning.		1	
IEP includes current level of performance related to transition services.	1		
If the student is age 14 or older during the course of the IEP, <u>also</u> respond to the following 3 statements:			
There is documentation that the student has been invited to attend IEP meetings.			
A statement of the transition service needs is included in the IEP.			
The statement of transition focuses on the student's course of study (e.g. vocational programming, advanced placement).			
If the student is age 16 or older during course of the IEP, <u>also</u> respond to the following 11 statements:	YES	NO	N/A
Transition plan, including student's <u>measurable</u> post-high school goals, is in place.			
There is documentation that representatives of other agencies have been invited to IEP meetings.			
Statement of needed transition services is presented as a coordinated set of activities.			
The statement of transition focuses on the student's course of study (e.g. vocational programming, advanced placement).			
The IEP includes a statement of needed transition services and considers instruction.			
The IEP includes a statement of needed transition services and considers related services.			
The IEP includes a statement of needed transition services and considers community experiences.			
The IEP includes a statement of needed transition services and considers development of employment skills.			
The IEP includes a statement of needed transition services and considers development of daily living skills.			
Student is informed prior to age 17 of his/her rights under IDEA.			
If the student is preparing to graduate this year, there is a summary of the student's academic achievement and functional performance , which includes recommendations on how to assist the student in meeting his or her post-secondary goals.			

Transition Strengths	Transition Suggestions for Improvement
<ol style="list-style-type: none">1. Step-up days and Coe-Brown Academy visitations support smooth transitions.2. There is involvement of all staff in planning transitions.	<ol style="list-style-type: none">1. Formal documentation of transition activities needs to be kept.

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
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.		3		
Has this student ever been suspended from school?			3	
If yes, for how many days?				
If appropriate, a functional behavior assessment has been conducted.				3
IEP team has addressed behaviors that are impacting student learning.		1		2
A behavior intervention plan has been written to address behaviors.			1	2
All individuals working with the student have been involved in developing behavior intervention strategies.		1		2
Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.		1		2
Results of behavior intervention strategies are evaluated and monitored.		1		2
A school-wide behavior intervention model exists.			3	
Behavior Strategy Strengths	Behavior Strategy Suggestions for Improvement			
1. There is a code of behavior published in the parent handbook.	1. A school-wide positive behavior support and intervention model would be helpful in providing consistency, especially in the middle and upper grades where students work with a variety of students.			

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 collection and use of academic performance data and the use of the MAP testing to inform instruction are noteworthy. 2. A behavior specialist is available when needed. 3. There is a commitment to involving parents in developing Individual Education Plans. 4. There is a warm, welcoming, supportive and comfortable atmosphere in the school which has promoted open communication with parents and much parent involvement. 	<ol style="list-style-type: none"> 1. A school wide positive behavioral supports and intervention system is recommended in order to provide clear guidelines and expectations for staff, administration, students and parents.

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: 44

School: Nottingham School

Date: 4/20/06

Programs: Modified Regular, Resource Room

Number of Cases Reviewed: 3

Recorder/Summarizer: Jennine Mann

Collaborative Team Members:

Name: Dave Carroll	Building Level
Name: Erica Olander	Building Level
Name: Jennine Mann	Visiting
Name: Ann Rutherford	Visiting
Name: Muriel Pierce	Visiting
Name: Jamie Blanchette	Building Level
Name: Karla Brewer	Building Level
Name: Alexa Haberle	Building Level
Name: Melissa Gagne	Building Level
Name: Charlie Grossman/Michelle Carvalho	Building Level
Name: Kristen Houle	Building Level
Name: Erlinde Beliveau	Building Level
Name: Jennifer Klingensmith	Building Level
Name: Robyn Cole	Building Level
Name: Bonnie Gosselin	Building Level

Name: Candace Lord	Building Level
Name: Rochelle Tooch	Building Level
Name: Suzanne Reiss	Building Level
Name: Robin Koczera	Building Level
Name: Christine Warnick	Building Level
Name: Lynn Onufry	Building Level

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:

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

Access Strengths	Access Suggestions for Improvement
<ol style="list-style-type: none"> 1. Successful inclusion is really happening at Nottingham. 2. Effective use of paraprofessionals. 3. Large amount of effort to include all kids in extracurricular and after school activities. 4. Administration is extremely involved with the identified population. 5. Students all reported feeling supported and comfortable. 6. Child Study Team is an effective intervention at the regular education level. 7. Strong collaboration between regular and special education teachers. 	<ol style="list-style-type: none"> 1. Upper elementary teachers need to take more ownership for identified students. 2. Teachers need to access the special education staff more effectively for the modifications in the classroom. 3. The school should look into enrichment programs for advanced students. 4. The Literacy Collaborative does not effectively meet the differentiated needs of all students.

SUMMARIZE YOUR BUILDING LEVEL DATA

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

<u>TRANSITION STATEMENTS</u> (Revised 10/19/05)			
Ed. 1102.53, Transition Services <u>CFR 300.29</u> Ed. 1107.02 <u>CFR 300.132 Part C Transition</u> Ed. 1109.01, Elements of an IEP (Transition Services) <u>CFR 300.347 (b) (1) (2)</u> <u>20 U.S.C. 1401 (34)</u> <u>20 U.S.C. 1414 (d)(1)(A)(i)(VIII)(aa)(bb)(cc)</u> Ed. 1109.03, IEP Team <u>CFR 300.344 (b) (1)</u> Ed. 1133.05 <u>CFR 300.347 (b)(1)(2) Program Requirements</u> This includes movement from (a) Early Supports and Services (ESS) to preschool, b) preschool to elementary school, (c) age 14 or younger, or (d) age 16 or older, as well as from grade to grade and school to school.	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.	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.			
A statement of the transition service needs is included in the IEP.			
The statement of transition focuses on the student's course of study (e.g. vocational programming, advanced placement).			
If the student is age 16 or older during course of the IEP, <u>also</u> respond to the following 11 statements:	YES	NO	N/A
Transition plan, including student's <u>measurable</u> post-high school goals, is in place.			
There is documentation that representatives of other agencies have been invited to IEP meetings.			
Statement of needed transition services is presented as a coordinated set of activities.			
The statement of transition focuses on the student's course of study (e.g. vocational programming, advanced placement).			
The IEP includes a statement of needed transition services and considers instruction.			
The IEP includes a statement of needed transition services and considers related services.			
The IEP includes a statement of needed transition services and considers community experiences.			
The IEP includes a statement of needed transition services and considers development of employment skills.			
The IEP includes a statement of needed transition services and considers development of daily living skills.			
Student is informed prior to age 17 of his/her rights under IDEA.			
If the student is preparing to graduate this year, there is a summary of the student's academic achievement and functional performance , which includes recommendations on how to assist the student in meeting his or her post-secondary goals.			

Transition Strengths	Transition Suggestions for Improvement
<ol style="list-style-type: none"> 1. Special educators loop with their caseloads. 2. There is a lot of involvement from all staff to make effective transitions. 3. The Summer School program is outstanding for children who struggle with social skills. 	<ol style="list-style-type: none"> 1. More teachers should be trained to teach children with autism spectrum disorders, challenging behaviors, etc. to provide more placement options. 2. It would be helpful to meet as teams a few weeks into school to review IEPs after teachers know the students. 3. The unified arts teachers should be involved in transitions.

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
Ed. 1109.02 Program CFR 300.346 Ed. 1119.11 Disciplinary Procedures CFR 300.519-300.529 Ed. 1133.07 (a) (b) (c) (d) (e) CFR 300.510-300.529 20 U.S.C. 1415 (K) Child Management – Private Schools RSA 169-C Child Protection Act				
Data are used to determine impact of student behavior on his/her learning.		2		1
Has this student ever been suspended from school?		3		
If yes, for how many days?				
If appropriate, a functional behavior assessment has been conducted.		2		1
IEP team has addressed behaviors that are impacting student learning.		2		1
A behavior intervention plan has been written to address behaviors.			1	2
All individuals working with the student have been involved in developing behavior intervention strategies.		2		1
Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.		1	1	1
Results of behavior intervention strategies are evaluated and monitored.		2		1
A school-wide behavior intervention model exists.			3	
Behavior Strategy Strengths	Behavior Strategy Suggestions for Improvement			
<ol style="list-style-type: none"> 1. Staff working with students with challenging behavior are consistent in language and expectations. 2. High level of support from administration. 3. Cohesive teams. 	<ol style="list-style-type: none"> 1. No school-wide behavior system. 2. The special education staff could use more support from the district behavior specialists. They could use a protocol for accessing her. 			

Summary of Building Level Strengths and Suggestions for Improvement

Strengths	Suggestions for Improvement
<ol style="list-style-type: none">1. There are extremely cohesive teams working with students and have a huge amount of commitment to the kids.2. The high level of ownership that the school level administration has for the identified population can be credited for much of the success.3. The high level of inclusion as well as the looping of the special educators allows students to access the curriculum in the least restrictive environment.	<ol style="list-style-type: none">1. The team needs more building level support from special education administration (SAU level).2. Schedules of related service providers need to be coordinated to make it possible to have team meetings.3. The administration and consultant roles need to be more clearly defined so that staff members know their job responsibilities and how to access them.

VII. ADDENDUM: OUT OF DISTRICT AND JAMES O SUMMARIES

ADDENDUM

Out-of-District File Review

SAU 44

Date: May 2-3, 2006

Reviewer: Mary Anne Byrne

ADDENDUM

Out-of-District File Review

SAU 44

Number of Files Reviewed: 3

COMMENDATIONS

SAU 44 is commended for the hard work done in preparation for the file reviews. The files were well organized and the material was readily available/accessible.

CITATIONS OF NONCOMPLIANCE

Ed 1107.04 (d) In two files, the evaluation process was not completed within 45 days; one file contained a parent signed extension, the other did not.

In addition, the nineteen-year-old student whose file contained an extension and who has identifications of Speech Language Impairment and Mental Retardation has had the past two three-year-reevaluations waived and consequently has not been tested since 1999. No rationale for the waivers or description of the decision making process was evident in the documentation.

Ed 1107.01(c) In this same student's file, there was no evidence that at least one certified teacher of suspected disability was at the meeting when making decisions about evaluations.

Also in this same student's file, the program was listed as an ISP, when in fact his placement is in a Community Based program with a full IEP.

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

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

Ed 1109.01 CFR 300.347 (b) (1 &2) One file did not contain a statement of transition service needs that specifies the student's course of study that will be meaningful to the student's future and motivate the student to complete his/her education. Nor did it contain the necessary components of a transition plan required for students aged 16.

Ed 1109.03 CFR 300.344 In one file, the IEP Team was not appropriate.

One file did not contain a copy of the student's transcript/schedule making it difficult to ascertain access to the general education curriculum and/or to verify the status toward accomplishing graduation goals.

ADDENDUM

JAMES O. MONITORING PROGRAM

SAU 44

Student File Review

Case Study Document

Reimbursement Claim Form

Case Study Addendum Form

Date: May 2-3,2006

Reviewer: Mary Anne Byrne

ADDENDUM

JAMES O. MONITORING PROGRAM

SAU 44

Number of files reviewed: 3

COMMENDATIONS:

SAU 44 is commended for the hard work done in preparation for the file reviews. The files were well organized and the material was readily available/accessible.

CITATIONS OF NONCOMPLIANCE:

Ed. 1107.01(c) In one file, there was no evidence that at least one certified teacher of suspected disability was at the meeting when determining the disability.

Ed. 1107.02 (d) One file did not have evidence that a written notice of disposition of referral was given to the parent within 15 days of initial referral to the Special Education Evaluation Team.

Ed 1107.04 In two files, evaluations were not completed within 45 days and did not have parent-signed extensions.

Ed 1107.06 In one file, the classroom teacher was not included in the LD Evaluation Team.

Ed 1109.01 Individual Education Plan

CFR 300.347 (a)(1) One file did not contain academic present levels of performance

CFR 300.347 (a)(2,3,5,7) One file did not contain any goals, individual modifications or assessment modifications. One file did not have the annual goals stated in measurable terms.

CFR 300.347 (b)(1&2) Two files did not contain the required transition statements.

Ed 1109.10 One file did not contain progress reports on IEP goals.

Ed 1130.03 (a) In two files there was no evidence that the LEA ensured that the students continued with the current IEPs at the time of DCYF placement.

Ed 1130.03 (d); Ed 1115 In two files, reference was made to interim tutoring services. In the files, there were no meeting notices or records of meetings (or other documentation, e.g. SPEDIS) that IEP amendments or placements were discussed, agreed upon or changed.

Ed 1130.03 (d) (g) Of five instances, the LEA convened the teams two times. Attempts to have meetings were not documented. Appropriateness of placements and implementation/amendments to the IEP were therefore not considered. Parents were not provided Written Prior Notice.

Ed 1130.04 In two files, emergency placement team meetings were not held. In the third file, the emergency placement team meeting was not held in a timely manner.

Two files did not contain a copy of the student's transcript/schedule making it difficult to ascertain access to the general education curriculum and/or to verify the status toward accomplishing graduation goals.