

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

**SAU #66
SUMMARY REPORT**

Hopkinton School District

**Dr. Richard Ayers, Superintendent of Schools
Dr. Valerie S. Aubry, Director of Student Services**

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Chairperson, Visiting Team
Education Consultant, SERESC

Visit Conducted on April 18-19, 2006
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I. TEAM MEMBERS

Visiting Team Members:

| NAME | PROFESSIONAL ROLE |
|-------------------------------------|--|
| Chairperson: Jane Bergeron-Beaulieu | Education Consultant |
| Ronda Gregg | Special Education Director |
| Jeff Caron | Executive Director |
| Judith O'Brien | Child Find Coordinator |
| Patricia Stone | Assistant Director of Special Services |
| Barbara D. Cohen | NHDOE Education Consultant |
| Linda Dignam | Out of District Special Ed Coordinator |
| Lois Knapton | Special Education Director |
| Karen Burkush | Assistant Superintendent |
| Nancy Pierce | Director |
| Nancy D'Agostino | Preschool Education Consultant |

Building Level Team Members:

| NAME | PROFESSIONAL ROLE |
|--------------------------|--|
| Bonnie McAuliffe | Special Educator |
| Robin Crouch | Inclusion Assistant |
| Sally Codd | Special Educator |
| Bill Carozza | Principal |
| Lindsay Morin | Special Educator |
| Francoise Burdette | Behavior Specialist |
| Ken Chorney | Special Educator |
| Alicia Cross | English Teacher |
| Lary Hodgdon | Science Teacher |
| Pat Connolly | PE Teacher |
| Holly Charron | Dept Head & Behavior Specialist |
| Eileen Reinacher | Special Educator |
| Kathleen McPadden Pepper | Grade 1 Teacher |
| Christine Dinan | Speech-Language Pathologist |
| Terry Grady | Grade 3 Teacher |
| Kristin Jacques | 5 th Grade Teacher |
| Stacy Serzans | Special Educator |
| Susan Nadeau | Special Educator |
| Deb Clark | Special Educator |
| Melanie Thornley | Math Teacher |
| Pam Moskal | History Teacher |
| Tim Carson | Case Manager & Behavior Specialist |
| Anne Smith | Special Educator |
| Martha Kruse | Special Educator |
| Elissa Barr | Paraprofessional |
| Meg Warner | School Physical Therapist |
| Robin Palmer | Certified Occupational Therapy Assistant |
| Lori Wood | Speech-Language Pathologist |
| Kelli Bruns | Preschool Special Educator |
| Holly Patterson | Behavior Specialist |

II. INTRODUCTION

SAU #66 is a PK – grade 12 single school district comprised of the town of Hopkinton. The town of Hopkinton consists of two villages, Hopkinton and Contoocook, with a combined total population of approximately 5,500 residents. Of these residents, approximately 27% of that population is under the age of 18, with enrollment in the schools estimated at 1064 children. At the time of the April 2006 NHDOE Case Study Compliance Review, there were 145 (PK-Grade 12) students identified as having an educational disability, which is approximately 13.5% of the student population.

The community of Hopkinton is primarily a residential setting, with 85% of the residential structures being single-family homes, and in many ways resembles a suburban community. There are only two large employers in Hopkinton, The Yankee Book Peddler and McLanes Food Distributor; the school district is the third largest employer in the town. Only 21% of the population is employed within the community; however, it is interesting to note that 45% of the Hopkinton School District faculty and staff live in the town. The community's financial support of education is among the best in the state of New Hampshire and, as you will see in the report that follows, the school district returns to the town great value in exchange for that support.

The Hopkinton School District's mission, in cooperation with family and community, is to ensure each student gains a love of learning with the knowledge, skills, sensitivity, self-reliance and character to be a contributing member of our global society by educating all students in a joyful, supportive and challenging environment.

The special education philosophy, as outlined in the NHDOE Case Study Compliance Review application, is as follows: The Hopkinton School District welcomes and includes all students as contributing, valued members of the school community. Guided by their respect for diverse learning styles and abilities, general and special educators collaborate to provide the individualized instruction, supports, and services that allow each student to maximize his or her potential and to become an independent learner and self advocate. To achieve this end, district staff members work in partnership with families, outside agencies, and the greater community. The community's support of the educational mission is not confined to its financial contributions. Community engagement is evident in all of the schools through volunteering time and talents, business internships and job shadowing, and employment opportunities for students, all of which are designed through the high school's school to career coordinator.

Currently, there are three school facilities within SAU#66 to house PK-grade 12. The schools are characterized by a supportive and compassionate culture where students are challenged and encouraged to achieve at their highest levels. Within each school, respect is an expectation, as is strong citizenship, which is promoted and modeled by all. These values are embedded into the district's mission statement, academic, civic and social expectations. The Harold Martin School houses approximately 300 young children, grades Preschool – 3, and staff take great pride in the family atmosphere of the school. The staff and administration continually strive to strengthen the community and parent connections, which have contributed to the sound instructional programming that is offered to all students. The Maple Street School has an enrollment of approximately 240 students in grades 4-6. As with the staff and administration at the early grades, Maple Street Schools offers a variety of teaching strategies and programming to accommodate the learning needs of all children. The instructional program at Maple Street is enhanced by many special activities and events such as Odyssey of the Mind, Second Step Program, Peer Outreach program and Student Council. Hopkinton Middle/High School houses approximately 530 students in grades 7-12. Recent noteworthy accomplishments at the high school include: 2005 No Child Left Behind Blue Ribbon School, for consistently strong performance on state assessments; the Hopkinton High School class of 2005 had 74% of its graduates going on to college; and the high school has one of the lowest dropout rates in the state at 1.1% in 2005.

During the April 2006 visit, the visiting team was struck by the district's strong commitment to high educational standards for all students. The results have been positive student outcomes, low drop out rate, and a wide variety of programming and services to all students. SAU#66 has used their mission statement to direct and define core values, which are deeply held commitments that drive the behavior of the staff, students, and administration within each school. In addition, these core values are the driving force behind all decisions when it comes to curriculum instruction and assessment. This has led to shared responsibility for all students, common core values in defining outcomes for students and common beliefs about conditions for successful learning.

| DISTRICT ENROLLMENT DATA | 2003-04 | 2004-05 | 2005-06 |
|---|----------------|----------------|----------------|
| Total Student Enrollment (ages 6-21) (as of Oct 1) | 1042 | 1045 | 1031 |
| Expenditure Per Pupil | 9,785.45 | 10,522.00 | |
| Cumulative Drop-Out % (grades 9-12) students with disabilities | .27% | 1.1% | |
| Cumulative Drop-Out % (grades 9-12) non-disabled students | .27% | 0% | |
| Free/Reduced Lunch % | 8% | 7% | 8% |
| Title I % | .25% | .21% | .26% |
| LEP % | | | |
| SPECIAL EDUCATION PROGRAM DATA | 2003-04 | 2004-05 | 2005-06 |
| # of Identified Students Ages 3-5 (as of Oct. 1) | 5 | 6 | 5 |
| # of Identified Students Ages 6-21 (as of Oct. 1) | 133 | 134 | 140 |
| % Identified Ages 6-21 (as of Oct. 1) | 12.7 | 12.8 | 13.5 |
| # Out of District | 1 | 0 | 0 |
| % Out of District | .007% | 0 | 0 |
| # of Students Out of Compliance (as of Oct. 1) | | | 4 |
| Special Programs Total Expenditure | 1,865,680 | 1,904,394 | |
| Average Caseload (as of Oct. 1) | 8.86 | 8.93 | 8.75 |
| # Identified Students Suspended One Or More Times | | 6 | |
| # of students with disabilities who are being provided home instruction (as of Dec.1) | | 2 | 2 |
| # of students with disabilities who have been placed on a "shortened school day" (as of Dec. 1) | | 0 | 0 |
| Special Education Staffing: (report in FTEs) | 2003-04 | 2004-05 | 2005-06 |
| # of Special Educators | | | 13.8 |
| # of Related Service Providers | | | 8.6 |
| # of Paraprofessionals | | | 33.6 |

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#66 on April 18-19, 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 Hopkinton.

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 #66. 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 April 2001 NHDOE Special Education Program Approval Report, the following patterns were identified as needing improvement. As noted below all citations of noncompliance were determined to be resolved as a result of a corrective action visit conducted in May 2002.

| Findings of Non-Compliance | | Status of Completion: Met, Partially Met, Not Met |
|---|---|--|
| ED 1109.04 Parent Participation | LEA was not present at meeting, rights were not offered to parent at each meeting, notice of meeting did not include transition discussions | Status May 2002: Met |
| ED 111.01 Extended School Year | Documentation of Extended School Year was not evident in student records | Status May 2002: Met |
| ED 123.05 Consent for Disclosure | Consent for disclosure of information was missing in student file | Status May 2002: Met |
| CFR 300.346 (a)(I) iii Participation in State Assessment | Lack of documentation that students with disabilities participate in state assessment | Status May 2002: Met |
| ED 1107.02 Written Prior Notice | File was lacking documentation of WPN | Status May 2002: Met |
| ED 1107.03 Evaluation Team Composition | Evaluation was not appropriately composed | Status May 2002: Met |

| | | |
|---|--|-----------------------------|
| ED 1107.07 Evaluation Summary | Evaluation Summary not in student file | Status May 2002: Met |
| ED 1109.01 Individual Education Plan | IEPs lacked various components | Status May 2002: Met |
| ED 1109.02 IEP Team Composition | IEP Team lacked general education representation | Status May 2002: Met |

V. APRIL 18-19, 2006 CASE STUDY COMPLIANCE REVIEW RESULTS

Data collection is an important part of the NHDOE Special Education Case Study Compliance Review Process. In SAU#66, 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.

As the NHDOE worked with The Hopkinton School District, it was determined that 8 case studies would be conducted, 1 at the preschool level, 2 at the primary school level, 2 at the intermediate level, 1 at the middle school level and 2 at the high school. In selecting these case studies, it was decided that each presentation would need ample evidence of the 3 focus areas, access to the general curriculum, transition and behavior strategies and discipline. In addition there would need to be many different disabilities represented, along with varying levels of student success demonstrated to the NHDOE visiting team.

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 2006 Case Study Compliance Review in SAU#66.

In the Hopkinton School District 166 surveys were distributed and 59 were returned, which correlates to a response rate of 36%. The SPED MIP Committee, (the yearlong special education improvement team formed in 2001), consisting of community members, school district administrators, teachers, and parents analyzed the data collected from the parent survey. Listed below are the conclusions drawn from the results of the SAU#66 parent survey.

Relative Strengths:

Access to the General Curriculum

- Satisfaction with IEPs and progress made by the students in attaining goals
- Inclusion of parents as partners in the IEP process and all related decision-making

Transitions

- Strong collaboration and supports for students with disabilities as they make various transitions in the school system

Behavior Strategies and Discipline

- Parents express general satisfaction with behavioral supports available to students with disabilities

Areas in Need of Improvement:

- Strengthening of communication with parents in the area of student progress
- Continuing to work toward the ration of a safe and welcoming environment for all students
- Strengthening social opportunities and connections for students with disabilities and their non-disabled peers
- Collaborating more with parents to create and use positive behavior strategies consistently at home and at school

Areas to Target in Regard to Program Improvement:

- Reduce stigma for students with disabilities in order to make all students feel safe and welcome in school
- Increase communication strategies with parents to furnish information on an on-going basis
- Collaborate more with parents and community services to increase social opportunities for students

In general, parents revealed a pattern of satisfaction with programming offered to students with disabilities and progress made in their educational programs. Individual comments support the basic trends in the survey numbers. In interviews with parents, as part of the Case Study Compliance Review, parents expressed strong satisfaction for the school district’s efforts and specifically for the individual teachers who supported their children. It is important to note that parents report that their children are demonstrating success, feel confident and are participating in most all aspects of the general curriculum.

SUMMARY OF PARENT SURVEY DATA

| | | |
|-----------------------------------|---|--------------------------|
| Total number of surveys sent: 166 | Total # of completed surveys received: 59 | Percent of response: 36% |
|-----------------------------------|---|--------------------------|

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

PRESCHOOL

| 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. | 4 | 1 | 0 | |
| My child has opportunities to interact with non-disabled peers on a regular basis. | 4 | | | 1 |
| I am adequately informed about my child’s progress. | 3 | 2 | | |
| My child is informed about and encouraged to participate in school activities outside of the school day, and is offered necessary supports. | 3 | 0 | 0 | 2 |
| My child feels safe and secure in school and welcomed by staff and students. | 5 | 0 | 0 | 0 |
| A variety of information (observations, test scores, school work, parent input) was used in developing my child’s IEP. | 5 | 0 | 0 | 0 |
| I am satisfied with the progress my child is making toward his/her IEP goals. | 4 | 1 | 0 | 0 |
| TRANSITION: | | | | |
| I am satisfied with the planning and support provided for the moves my child has made from grade to grade and school to school. | 1 | 0 | 0 | 4 |
| All of the people who are important to my child’s transition were part of the planning. | 0 | 0 | 0 | 5 |
| BEHAVIOR STRATEGIES AND DISCIPLINE: | | | | |
| My child’s classroom behaviors affect his/her ability to learn. <i>If yes, please answer the next two questions. If no, skip to OTHER.</i> | YES 2 | | | NO 1 |
| I have been involved in the development of behavior interventions, strategies and supports for my child. | 3 | 0 | 0 | 2 |

| | | | | |
|---|---|---|---|---|
| I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs. | 4 | 0 | 0 | 1 |
| OTHER: | | | | |
| I fully participate in special education decisions regarding my child. | 5 | 0 | 0 | 0 |
| I have been provided with a copy of the procedural safeguards (parental rights) at least once a year. | 5 | 0 | 0 | 0 |

ELEMENTARY

| | | | | |
|---|-------------------|----------|----------|------------------|
| ACCESS TO THE GENERAL CURRICULUM: | 3 | 2 | 1 | No Answer |
| I am satisfied with my child's program and the supports that he/she receives. | 20 | 8 | 0 | 0 |
| My child has opportunities to interact with non-disabled peers on a regular basis. | 22 | 2 | 0 | 4 |
| I am adequately informed about my child's progress. | 17 | 9 | 1 | 1 |
| My child is informed about and encouraged to participate in school activities outside of the school day, and is offered necessary supports. | 11 | 5 | 5 | 7 |
| My child feels safe and secure in school and welcomed by staff and students. | 22 | 5 | 1 | 0 |
| A variety of information (observations, test scores, school work, parent input) was used in developing my child's IEP. | 23 | 3 | 1 | 1 |
| I am satisfied with the progress my child is making toward his/her IEP goals. | 17 | 8 | 1 | 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. | 13 | 3 | 1 | 11 |
| All of the people who are important to my child's transition were part of the planning. | 15 | 2 | 1 | 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 16 | | | NO 5 |
| I have been involved in the development of behavior interventions, strategies and supports for my child. | 14 | 5 | 1 | 8 |
| I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs. | 17 | 2 | 1 | 8 |
| OTHER: | | | | |
| I fully participate in special education decisions regarding my child. | 23 | 1 | 2 | 2 |
| I have been provided with a copy of the procedural safeguards (parental rights) at least once a year. | 24 | 0 | 2 | 2 |

MIDDLE SCHOOL

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

| BEHAVIOR STRATEGIES AND DISCIPLINE: | | | | |
|---|------------------------|---|---|-----------------------|
| My child's classroom behaviors affect his/her ability to learn. <i>If yes, please answer the next two questions. If no, skip to OTHER.</i> | YES 3 | | | NO 4 |
| I have been involved in the development of behavior interventions, strategies and supports for my child. | 1 | 2 | 0 | 4 |
| I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs. | 1 | 1 | 1 | 4 |
| OTHER: | | | | |
| I fully participate in special education decisions regarding my child. | 7 | 0 | 0 | 0 |
| I have been provided with a copy of the procedural safeguards (parental rights) at least once a year. | 7 | 0 | 0 | 0 |

HIGH SCHOOL

| ACCESS TO THE GENERAL CURRICULUM: | 3 | 2 | 1 | No Answer |
|---|-------------------------|----------|----------|-----------------------|
| I am satisfied with my child's program and the supports that he/she receives. | 12 | 7 | 0 | 1 |
| My child has opportunities to interact with non-disabled peers on a regular basis. | 14 | 1 | 2 | 2 |
| I am adequately informed about my child's progress. | 14 | 3 | 1 | 1 |
| My child is informed about and encouraged to participate in school activities outside of the school day, and is offered necessary supports. | 10 | 6 | 1 | 2 |
| My child feels safe and secure in school and welcomed by staff and students. | 12 | 6 | 1 | 0 |
| A variety of information (observations, test scores, school work, parent input) was used in developing my child's IEP. | 16 | 2 | 0 | 1 |
| I am satisfied with the progress my child is making toward his/her IEP goals. | 12 | 5 | 1 | 1 |
| FOR PARENTS OF HIGH SCHOOL STUDENTS: | 14 | 1 | 1 | 3 |
| My child earns credits toward a regular high school diploma in all of his/her classes. | | | | |
| TRANSITION: | | | | |
| I am satisfied with the planning and support provided for the moves my child has made from grade to grade and school to school. | 13 | 3 | 1 | 2 |
| All of the people who are important to my child's transition were part of the planning. | 16 | 2 | 0 | 1 |
| FOR PARENTS OF STUDENTS AGE 16 OR OLDER: | 5 | 2 | 1 | 11 |
| I am satisfied with the written secondary transition plan that is in my child's IEP. | | | | |
| BEHAVIOR STRATEGIES AND DISCIPLINE: | | | | |
| My child's classroom behaviors affect his/her ability to learn. <i>If yes, please answer the next two questions. If no, skip to OTHER.</i> | YES 12 | | | NO 7 |
| I have been involved in the development of behavior interventions, strategies and supports for my child. | 10 | 2 | 2 | 5 |
| I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs. | 8 | 6 | 0 | 5 |
| OTHER: | | | | |
| I fully participate in special education decisions regarding my child. | 17 | 1 | 0 | 1 |
| I have been provided with a copy of the procedural safeguards (parental rights) at least once a year. | 18 | 0 | 0 | 1 |

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

Access To The General Curriculum

Implementation of IEPs

Provision of Non-Academic Services

Full Access to the District's Curriculum

Equal Education Opportunity

Based on the case studies presented, along with related NHDOE Special Education Program Approval activities conducted, it was apparent that SAU#66 personnel, at all levels, are committed to delivering special education programming and services to students in the least restrictive environment. The Hopkinton School District has a strong continuum of programming as evidenced by the many supports and services offered to all students, by the variety of students' needs addressed in the selection of case studies, and by the low number of students with disabilities who are placed out of district. The Hopkinton School District places significant emphasis on the development of a comprehensive range of both general and special education supports and accommodations to assure full access to the general education curriculum for all students. The philosophy within SAU#66 is that all students have an equal right to gain educational benefits in the general education setting, which is embraced by the community, parents, staff, students and administration throughout the school district. Program models, from preschool through high school, not only meet the developmentally appropriate individual learning needs of the students, but also align to the NH Grade Level and Grade Span Expectations. It was also clear that Hopkinton School District general and special educators work collaboratively to align resources in support of student educational needs. Special educators are included in all general education professional development opportunities, and general educators are full participants in the development and implementation of IEPs. As a result of the NHDOE Special Education Program Approval visit to SAU#66, there were no citations of non-compliance identified related to access to the general curriculum, and it was evident that students with disabilities have full access to general education as determined appropriate by the IEP team.

Transition

Transition Planning

Process: Provision of FAPE

Transition Services

SAU#66 personnel devote considerable time to collaborative planning for program transitions for students. Planning is intentional and occurs on a scheduled and regular basis between general and special educators, and between professionals, paraprofessionals and parents. Transition planning is designed to ensure the smooth and effective movement of students from grade to grade, school to school, and from high school to post-secondary goals. The Hopkinton School Districts' transition practices could be described as a model for other NH school districts, as practices and activities rely on the active and positive collaboration of sending and receiving staff, the students, parents and the administration. There is ample time at all levels for planning and information sharing so that student moves are conducted successfully. All of the adults involved with students demonstrate a "wrap-around" philosophy with regard to implementation of transition planning. The case studies shared with the visiting team were very well prepared and well presented, and provided a strong indication of the careful planning that occurs around student transitions at all levels. As a result of the NHDOE Special Education Program Approval Visit to SAU#66 no citations were noted in this focus area.

Behavior Strategies and Discipline

In SAU#66 each of the schools provides a safe, orderly and child centered environment. Teachers and students demonstrate a genuine respect for one another, and there is pride in their schools. Within each school in Hopkinton, there are well-established policies and procedures that guide student behaviors, both in and outside of the classroom setting. Positive interventions are focused upon, rather than implementation of negative consequences. This has resulted in learning environments that are conducive to successful instruction and positive student learning experiences. Staff, administration and parents all work together to ensure that challenging student behaviors are handled in a proactive manner, and appropriate individual behavior plans are written and assessed on an ongoing basis. Behavioral supports and

the services of behavioral specialists are available to all students and their families, and for those students with disabilities who need specialized behavior plans, they are developed and incorporated into the IEP. Behavioral data is collected both school wide and for individual students, and staff work hard to review such data to inform them of student progress and any changes that might be necessary in the student's program. In the Hopkinton School District, an established expectation for appropriate student behavior is seen in each of the schools. There is a warm and welcoming atmosphere in each school and student behavior is appropriate and well maintained. As a result of the NHDOE Special Education Program Approval Visit to SAU#66 no citations were noted in this focus area.

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

During the Case Study Compliance Review in SAU#66, the NHDOE and the visiting team had the opportunity to visit the Language Based Programs housed at the Maple Street School, and at Hopkinton Middle/High School. These programs are designed to meet the needs of students who have specific learning disabilities and/or speech and language impairments. The curriculum for the language based program focuses on three areas of oral and written language development in both the academic and social areas, and includes the following:

- Group and individual therapeutic interventions to foster language fluency and competency in both oral and written form
- Strategies for learning and study skills development
- Application of language skills in both social and academic tasks, including content area texts and classroom activities

Students are referred to the Language Based Programs through the IEP teams after careful consideration of their ability to make adequate progress in the general curriculum without specialized instruction in a more structured setting. Similarly, they return to the regular classroom for the full school day when their IEP teams decide that their skills are sufficiently improved and they no longer are in need of instruction in a more restrictive setting. Based on the visit to both of these programs, it was evident that staff is working hard to provide quality programming and students are demonstrating success. During the visit, there were no issues of concern raised, and no citations of non-compliance noted. The appropriate documentation for seeking approval of these programs was included in the SAU#66 Special Education Program Approval Case Study Application, and met all required components.

COMMENDATIONS

The visiting team thanks the educational community of The Hopkinton School District for their assistance, cooperation and full participation in all aspects of the April 2006 NHDOE Case Study Compliance Review. Throughout the visit, there was an enthusiastic support for program improvements on the part of administrators, faculty, parents, students, community and support staff. The Hopkinton School District was consistently described as committed to providing the best services possible for all students, and it was evident that all children, including those with educational disabilities, are actively involved in all aspects of the Hopkinton Schools. In a variety of ways it is clear that programs and services for students with disabilities are an integral part of the district's general education curriculum.

Within the Hopkinton School District there are many praiseworthy things happening in each of the schools. In preparation for this NHDOE Special Education Program Approval Visit, the history of the SAU was reviewed, along with the progress that has been made as it relates to compliance and the programming and services to students with education disabilities. In looking back at the NHDOE Special Education Program Approval Report from 5 years ago, it became obvious that the SAU has worked hard to address goals for improvement, and become very clear about their purpose, goals of their work, clarity of roles and responsibilities related the work, and that all stakeholders have developed the skills to work together effectively to accomplish their goals. Staff, administration, parents and the community believe that learning and student achievement are strategic and specific, measurable, attainable, results-based and time bound. SAU#66 should be proud of their strategic goals, as all are aligned to priorities that are part of the larger vision of success for the entire school district. In SAU#66 it is clear that continuous improvement is not an event, it is a way of thinking and being, and the entire educational community is engaged in the ongoing process of learning. Staff in the Hopkinton Schools share clear goals for student learning, there is collaboration and collective responsibility among staff to achieve these goals, and there are opportunities for staff, students, parents and the community to influence the schools' learning

activities and policies. As such, people work together to create learning and improvement, and various sources of data are used to guide all decisions and actions that are taken related to student achievement.

As a result of the visit to Hopkinton, it became apparent that the district has a high level of leadership capacity, and that everyone takes responsibility for teaching all learners, regardless of their ability. In summary, teams consciously and continuously contribute to each other's learning and the educators have worked hard to establish strong relationships with the community. There is a shared mission and goals for the SAU, and data is used to inform decisions and guide practice. Listed below is a sampling of additional commendations identified as a result of the April 2006 NHDOE Case Study Compliance Review:

1. The Hopkinton schools are comprised of many experienced, highly skilled and dedicated educators who work collaboratively to provide high quality educational experiences for all students.
2. The District is commended for the range and continuum of programs and services offered to all students.
3. SAU#66 has made a significant and long-term commitment of time and resources to curriculum development, coordination and alignment, which has made a positive impact on curriculum access by students with educational disabilities.
4. The staff and administration in the Hopkinton School District embraced the NHDOE Case Study Process, and the presentations and they:
 - Were very well prepared
 - Provided multiple forms of data
 - Demonstrated student progress over time
 - Provided evidence of compliance with state and federal special education regulations
 - Included collaboration between general and special educators, parents and students
 - Prompted rich and professional discussions about the quality curriculum, instruction and assessment provided to students
5. Within SAU#66 there is a strong leadership team that has worked with all stakeholders to develop a clear mission and vision to guide all decisions related to curriculum, instruction and assessment.
6. The administration of Hopkinton School District provides strong support for the philosophy of inclusion and for provision of special education programming in the least restrictive environment.
7. The SPED MIP Team (Special Education Monitoring and Improvement) has been active since the last NHDOE Special Education Program Approval visit, and has worked collaboratively with staff and administration to bring about many of the impressive program improvements seen in each of the schools.
8. The establishment of new special education programs and supports, including the preschool, the language based programs and behavioral supports for students, has strengthened the options available to students with disabilities; the continuum of services is impressive.
9. Each of the schools in Hopkinton has a climate that is child centered and focused on high expectations for all learners.
10. The relations between the school district and the community are strong and the community is commended for the provision of supplies, material and equipment necessary to implement quality programming for all students.
11. Professional development for all staff and administration is not only available, but is valued and encouraged, to ensure that all staff are life long learners.
12. Staff and administration recognize the value of data, and use multiple sources to measure the success of students, as well as the effectiveness of curriculum, instruction and assessment.

13. The paraprofessionals within the SAU are skilled, experienced and described as the backbone of the special education department.
14. The careful and thoughtful systems in place for transitions at all levels are truly impressive.
15. The District serves as site for many student teachers and interns, and the connection to institutes of higher education is to be commended.
16. The recently revised special education policy and procedures are well written and meet compliance.

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.

While there were many praiseworthy things happening in SAU#66, as in most all school districts there are some areas that warrant attention and can be identified as needing improvement, and these areas are listed below:

ED#1119.08 Diplomas

SAU#66 needs to develop a clearly defined policy/procedure related to issuing of high school credits and earning of a regular high school diploma for students with educational disabilities.

Facilities

In Hopkinton the visiting team encountered a generalized concern around facilities, specifically accessibility issues at the Maple Street School and the Middle High School. While not a citation of non-compliance, it quickly became evident that both schools face challenges in regard to location of lifts and elevators. At the middle/ high school, the elevator is located quite a distance from the entrance to the building, and the elevator opens on the second floor into a classroom that is currently used for English instruction. This can be not only a stigma for those who need to use the elevator, but also a disruption to the class if used while instruction is being provided to students. At the Maple Street School, the classrooms for life skills programming, related services, and several of the support services for students with disabilities are located in a section of the building that require access with the wheelchair lift. The visiting team strongly encourages the school district to take a critical look at this issue; specifically, do students with physical disabilities have full access to the building, and whether or not the time it takes to transport a student on the lift could be significant and impede a child's ability to access the general curriculum. The visiting team recognizes that the SAU is well aware of the facility issues, and that a committee is addressing the concerns. For this reason, the visiting team felt that it was critical to bring these issues to the attention of the school district.

Oversight and Coordination of Special Education Services

As a result of the April 2006 visit to SAU#66, the visiting team strongly suggests SAU #66 review the current processes in place/organizational structure for the supervision and oversight of special education SAU wide. While the visiting team recognized the exemplary work of the Director of Student Services, her role is significantly focused upon special education, and little time is available to dedicate to the many other responsibilities that this position entails. While the current administrative structure calls for "joint" supervision of special education at the building level, much of the work falls upon the Director of Student Services, leaving little time to focus upon important system-wide priorities, such as developing and aligning literacy initiatives, program development, designing and implementing professional development for all staff, etc. As such, The Hopkinton School District might want to consider ways to broaden the role of the position of Director or Student Services and ensure that the first line of responsibility for oversight and supervision of special education is at the building level. This might allow for a more integrated approach at the building level in the oversight of special education. Accomplishing this will require building level administrative support, collaborative planning between general and special education, and integration of resources.

**CITATIONS OF NONCOMPLIANCE IDENTIFIED AS A RESULT OF THE
APRIL 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 1119.08 Diplomas

SAU#66 must develop policy and procedure as it relates to earning of high school credits, and issuing regular high school diploma for students with disabilities.

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. **A system wide suggestion for improvement is listed below. Suggestions for individual programs are included in the Building Level Case Study Data Summary Reports, pp.16-49.**

It is suggested that SAU#66 review the roles and responsibilities of the "behavior specialists" in each school. While the visiting team recognized the importance of this position, and the positive impact this role has had, it seems that in each school the job responsibilities vary, as defined by the individual and the culture within the school. For this reason staff and administration may want to examine the various behavioral supports offered throughout the SAU to ensure consistency, clear job expectations and clearly defined roles and responsibilities.

VI. BUILDING LEVEL DATA 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: 66 | School: Harold Martin School - Preschool | Date: 4/19/06 |
| Programs: | | Number of Cases Reviewed: 1 |

Recorder/Summarizer: Judith O'Brien

Collaborative Team Members:

| | |
|------------------------|-----------------------------------|
| Name: Elissa Barr | <u>Building Level</u> or Visiting |
| Name: Meg Warner MSPT | <u>Building Level</u> or Visiting |
| Name: Robin Palmer | <u>Building Level</u> or Visiting |
| Name: Lori Wood | <u>Building Level</u> or Visiting |
| Name: Kelli Bruns | <u>Building Level</u> or Visiting |
| Name: Judith O'Brien | Building Level or <u>Visiting</u> |
| Name: Nancy D'Agostino | Building Level or <u>Visiting</u> |
| | |
| | |
| | |

Based on data collected from the Data Collection Forms, Interview Forms, Classroom Observations, etc. the following summary is intended to provide a "snapshot" of the quality of services and programs in the school/private facility in the areas of:

Access to the General Curriculum, Transition and Behavior Strategies and Discipline.

SUMMARIZE YOUR BUILDING LEVEL DATA

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

| ACCESS TO THE GENERAL CURRICULUM STATEMENTS | | | | | | | | |
|--|---|----------------------------------|------------------------------------|--------------------------|-------|-----|----|-----|
| Ed. 1109.01 Elements of an IEP CFR 300.347 Ed. 1109.05, Implementation of IEP Ed. 1115.07, Provision of Non-Academic Services CFR 300.306 Ed. 1119.03, Full Access to District's Curricula CFR 300.24, CFR 300.347 Ed. 1119.08, Diplomas CFR 300.347(a) (1) (i) ". . . general curriculum (i.e. ,the same curriculum as for nondisabled children)" CFR 300.347 (a) (1) (iii) "To be educated and participate with other children with disabilities and non disabled children" | | | | | | YES | NO | N/A |
| Is there a written general education curriculum in place for preschoolers? | | | | | | 1 | | |
| Does the curriculum incorporate social/emotional skills? | | | | | | 1 | | |
| Has this student made progress in social/emotional skills? | | | | | | 1 | | |
| Does the curriculum incorporate early language/communication skills? | | | | | | 1 | | |
| Has this student made progress in early language/communication skills? | | | | | | 1 | | |
| Does the curriculum incorporate pre-reading skills? | | | | | | 1 | | |
| Has this student made progress in pre-reading skills? | | | | | | 1 | | |
| Does this student have access to appropriate preschool activities? | | | | | | 1 | | |
| Does this student have opportunities to interact with non-disabled peers to the maximum extent appropriate on a regular basis, as part of the educational program? | | | | | | 1 | | |
| Was the student's most recent LEA evaluation, including a written summary report and meeting, held within 45 days of parental permission to test? If not, was it due to (check all that apply): | | | | | | | | 1 |
| Extension in Place | Lack of Qualified Personnel Psychologist Educator Other Related Services | Evaluation Not Completed in Time | Summary Report Not Written in Time | Meeting Not Held in Time | Other | | | |
| | | | | | | YES | NO | N/A |
| Did the IEP team meet to create the IEP within 30 calendar days of eligibility? | | | | | | 1 | | |
| Was an IEP fully developed and signed by the student's third birthday? | | | | | | | 1 | |
| Are this student's IEP goals written in measurable terms? | | | | | | 1 | | |

ACCESS TO THE GENERAL CURRICULUM

| Strengths | Suggestions for Improvement |
|---|--|
| <ol style="list-style-type: none">1. The preschool has an excellent teacher to student ratio.2. Therapies are integrated into the classroom, and the speech pathologist is in the preschool three days per week.3. The oral motor protocols and phonemic awareness programming designed for one child have benefited her peers, who often participate with her.4. The Occupational Therapist is in the preschool three days a week and the therapy room is next door for children who need a sensory break.5. There is room for a swing in the therapy space.6. There is common planning time for staff every week.7. Each area, SLP, OT and PT are taken into consideration for each child.8. The children work on early literacy skills including letter and syllable recognition.9. The preschool students attend assemblies with the whole school.10. The physical education teacher is accessible to the preschool.11. The preschool has music therapy.12. Staff addresses the whole child.13. The staff is experienced and comfortable with each other. Their warmth shows in the reaction of the children to them. | <p>The preschool team needs to continue to explore different curriculums and options that include a general education.</p> |

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) 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. | | | | YES | NO |
| Transition planning from ESS to preschool takes place. | | | | 1 | |
| Transition planning from preschool to kindergarten or 1 st grade takes place. | | | | 1 | |
| District staff participated in a transition planning conference arranged by ESS and this transition planning conference occurred at least 90 days before the student's third birthday. If not, was it due to: (check all that apply) | | | | 1 | |
| Meeting Not Held In Time | Staff Didn't Understand The Process | Communication Breakdown Between School And Early Supports And Services Agency | Student Moved Into The District After This Time Period | | |
| Student Not Referred Prior To 90 Days | Parent / School Communication Breakdown | | Other | | |
| | | | | YES | NO |
| Team around transition includes parents. | | | | 1 | |
| Team around transition includes appropriate agencies. | | | | 1 | |
| Services agreed on in the IEP began by the time specified in the IEP. | | | | 1 | |
| Early Supports and Services provided the school or district with initial information prior to 90 days. | | | | | 1 |
| Early Supports and Services evaluation information was shared with the school or district. | | | | 1 | |
| Strengths | | | Suggestions for Improvement | | |
| <ol style="list-style-type: none"> 1. There are many options for transition to kindergarten and they are individualized to meet the needs of each child. In the fall if a child with disabilities needs to spend part of their day still in preschool and part in kindergarten, those needs would be accommodated. 2. The school is very responsive to obtaining the therapists that are needed for each child to succeed. 3. Music therapy is now integrated into school life and tied to literacy and language. 4. The paraprofessional is an integral member of the team, bringing her media background into instructional strategies for students. 5. Schedules are flexible to meet the needs of all children. 6. A very united team enhances transitions. 7. Children visit the school prior to attending the program. 8. The preschool is housed in the elementary building. 9. Therapist for the preschool will follow student in kindergarten. | | | Although there was much strength around transitions, it is recommended the preschool team develop a written document that outlines all of the transition supports available to students. | | |

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 |
|---|--|------------|-----------|------------|
| <u>Ed. 1109.02 Program</u> | <u>CFR 300.346</u> | | | |
| <u>Ed. 1119.11 Disciplinary Procedures</u> | <u>CFR 300.519-300.529</u> | | | |
| <u>Ed. 1133.07 (a) (b) (c) (d) (e)</u> | <u>CFR 300.510-300.529</u> | | | |
| <u>Child Management – Private Schools</u> | <u>RSA 169-C Child Protection Act</u> | | | |
| Data are used to determine impact of student behavior on his/her learning. | | 1 | | |
| Has this student ever been suspended from school? | | | 1 | |
| If yes, for how many days? | | | | |
| A functional behavior assessment has been conducted. | | 1 | | |
| IEP team has addressed behaviors that are impacting student learning. | | 1 | | |
| A behavior intervention plan has been written to address behaviors. | | 1 | | |
| All individuals working with the student have been involved in developing behavior intervention strategies. | | 1 | | |
| Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate. | | 1 | | |
| Results of behavior intervention strategies are evaluated and monitored. | | 1 | | |
| Strengths | Suggestions for Improvement | | | |
| <ol style="list-style-type: none"> 1. The behavioral specialist is highly skilled and she has good communication with parents and students. 2. Preschool staff and parents have access to the guidance counselor. 3. Support and technical assistance is available from the behavior specialist, as necessary. 4. The school psychologist is in the next room and very available for briefings. | | | | |

SUMMARY OF BUILDING LEVEL STRENGTHS AND SUGGESTIONS FOR IMPROVEMENT

| Strengths | Suggestions for Improvement |
|--|--|
| <ol style="list-style-type: none"> 1. The preschool classroom is situated in a new location that is working well for providing a quality program for children with and without disabilities. 2. An informational bulletin, called the “Daily Flash”, is provided to all school staff to alert the educational community of what is happening that day. 3. The preschool is part of staff meetings and the preschool teacher informs staff in the school regarding happenings in preschool. 4. The principal is very supportive and involved in the preschool program. 5. The community is also very supportive of the program. 6. The special education secretary provides clerical support, comes into the classroom to assist, if necessary, and provides respite care to children & families. 7. There is strong rapport and teamwork among staff. 8. An additional speech pathologist is available, with her assistant, to consult on an as needed basis. 9. There is access to technology, which is integrated into the curriculum and instruction. 10. The preschool has access to the main playground. They also have an additional small fenced in area with appropriate size toys. 11. Having the preschool housed in the elementary school provides access to the school nurse and library. 12. The preschool holds monthly focus groups with parents on topics such as behaviors and occupational therapy activities that can be carried out in the home. 13. Summer programming is provided by the same staff as the school year, and services are provided in the same space. 14. Family events such as ice-cream socials are held. 15. The school has many parent volunteers. | <ol style="list-style-type: none"> 1. The preschool should explore writing a brochure explaining the preschool program goals, philosophy, accomplishments, etc., to help inform interested families about the program. 2. Although the preschool is in a good classroom space, fire regulations prevent them from having a door on one exit from their room. This represents a safety concern for children who might try to run. The same concern was raised for children working in the therapy space that the opening exits to. Confidentiality issues come up as well, when the preschool team uses the connected office room for meetings. The district is encouraged to look at ways to address this problem. |

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: 66 | School: Harold Martin School | Date: 4/19/06 |
| Programs: Modified Regular, Resource Room | | Number of Cases Reviewed: 2 |
| Recorder/Summarizer: Ronda Gregg | | |

Collaborative Team Members:

| | |
|--------------------------------|-----------------------------------|
| Name: Ronda Gregg | Building Level or <u>Visiting</u> |
| Name: Jeff Caron | Building Level or <u>Visiting</u> |
| Name: Judith O'Brien | Building Level or <u>Visiting</u> |
| Name: Bonnie McAuliffe | <u>Building Level</u> or Visiting |
| Name: Kathleen McPadden Pepper | <u>Building Level</u> or Visiting |
| Name: Robin Crouch | <u>Building Level</u> or Visiting |
| Name: Christine Dinan | <u>Building Level</u> or Visiting |
| Name: Sally Codd | <u>Building Level</u> or Visiting |
| Name: Terry Grady | <u>Building Level</u> or Visiting |
| Name: Bill Carozza | <u>Building Level</u> or Visiting |
| Name: Holly Patterson | <u>Building Level</u> or Visiting |
| | |

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

SUMMARY OF BUILDING LEVEL DATA

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

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

Access to the General Curriculum

Strengths

Suggestions for Improvement

1. All staff are responsible for all students. Students with disabilities are actively and productively engaged in the general education curriculum.
2. Staff are able to provide the necessary accommodations and modifications to ensure that students with disabilities are fully included.
3. In observing classrooms and the school, it is evident that all students respect one another and that all student learning needs are met.
4. There is ample professional development for staff to ensure they have the support they need to meet the diverse student population.
5. Staff/student ratio allows for effective inclusionary practices.

No suggestions for improvement were noted.

SUMMARY OF BUILDING LEVEL DATA

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

| <u>TRANSITION STATEMENTS</u> | | | |
|--|-----|----|-----|
| Ed. 1102.53, Transition Services CFR 300.29 Ed. 1107.02 CFR 300.132 Part C Transition Ed. 1109.01, Elements of an IEP (Transition Services) CFR 300.347 (b) (1) (2) 20 U.S.C. 1401 (34) 20 U.S.C. 1414 (d)(1)(A)(i)(VIII)(aa)(bb)(cc) Ed. 1109.03, IEP Team CFR 300.344 (b) (1) Ed. 1133.05 CFR 300.347 (b)(1)(2) Program Requirements This includes movement from (a) Early Supports and Services (ESS) to preschool, b) preschool to elementary school, (c) age 14 or younger, or (d) age 16 or older, as well as from grade to grade and school to school. | | | |
| For all students, respond to the following 3 statements: | | | |
| Transition planning from grade to grade takes place. | 2 | | |
| Transition planning from school to school takes place. | 2 | | |
| Collaboration has occurred between general and special education staff in IEP development and in transition planning. | 2 | | |
| For middle or high school students, <u>also</u> respond to the following 4 statements: | | | |
| Transition planning is designed as a results oriented process that promotes movement from school to the student's desired post-school goals. | | | |
| IEP team includes parent as part of transition planning. | | | |
| IEP team and process includes student as part of transition planning. | | | |
| IEP includes current level of performance related to transition services. | | | |
| If the student is age 14 or older during the course of the IEP, <u>also</u> respond to the following 3 statements: | | | |
| There is documentation that the student has been invited to attend IEP meetings. | | | |
| A statement of the transition service needs is included in the IEP. | | | |
| The statement of transition focuses on the student's course of study (e.g. vocational programming, advanced placement). | | | |
| If the student is age 16 or older during course of the IEP, <u>also</u> respond to the following 11 statements: | | | |
| Transition plan, including student's <u>measurable</u> post-high school goals, is in place. | YES | NO | N/A |
| There is documentation that representatives of other agencies have been invited to IEP meetings. | | | |
| Statement of needed transition services is presented as a coordinated set of activities. | | | |
| The statement of transition focuses on the student's course of study (e.g. vocational programming, advanced placement). | | | |
| The IEP includes a statement of needed transition services and considers instruction. | | | |
| The IEP includes a statement of needed transition services and considers related services. | | | |
| The IEP includes a statement of needed transition services and considers community experiences. | | | |
| The IEP includes a statement of needed transition services and considers development of employment skills. | | | |
| The IEP includes a statement of needed transition services and considers development of daily living skills. | | | |
| 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. At Harold Martin the transition processes are well documented and quite effective.
2. The entire educational community works together to ensure smooth transitions for all students.
3. Parents are actively involved and very satisfied with all aspects of transition planning.

Suggestions for Improvement

No suggestions for improvement were noted.

SUMMARY OF BUILDING LEVEL DATA

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

| <u>BEHAVIOR STRATEGIES AND DISCIPLINE</u> | | | YES | NO | N/A |
|--|---|---|------------|-----------|------------|
| Ed. 1109.02 Program | CFR 300.346 | | | | |
| Ed. 1119.11 Disciplinary Procedures | CFR 300.519-300.529 | | | | |
| Ed. 1133.07 (a) (b) (c) (d) (e) | CFR 300.510-300.529 | | | | |
| 20 U.S.C. 1415 (K) | | | | | |
| Child Management – Private Schools | RSA 169-C Child Protection Act | | | | |
| Data are used to determine impact of student behavior on his/her learning. | | 2 | | | |
| Has this student ever been suspended from school? | | | 2 | | |
| If yes, for how many days? | | | | | |
| If appropriate, a functional behavior assessment has been conducted. | | | | | 2 |
| IEP team has addressed behaviors that are impacting student learning. | | 1 | | | 1 |
| A behavior intervention plan has been written to address behaviors. | | 1 | | | 1 |
| All individuals working with the student have been involved in developing behavior intervention strategies. | | 1 | | | 1 |
| Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate. | | 1 | | | 1 |
| Results of behavior intervention strategies are evaluated and monitored. | | 1 | | | 1 |
| A school-wide behavior intervention model exists. | | 2 | | | |
| Strengths | Suggestions for Improvement | | | | |
| <ol style="list-style-type: none"> 1. At Harold Martin School there are positive and clear behavioral expectations. 2. Staff work hard to ensure that the learning needs of all students are met, eliminating many discipline problems. 3. There is a culture of respect for all at the Harold Martin School. This has resulted in a learning community that embraces diversity and learners of all ability levels. | <p>No suggestions for improvement were noted.</p> | | | | |

SUMMARY OF BUILDING LEVEL STRENGTHS AND SUGGESTIONS FOR IMPROVEMENT

| Strengths | Suggestions for Improvement |
|---|---|
| <ol style="list-style-type: none"> 1. Overall climate of the school is child-centered, with appropriate social behaviors. The “Second Step” program has positive visible results. 2. The sensory/OT room meets the needs of the diverse student population. 3. Heavy emphasis on reading and literacy has positively impacted student outcomes. 4. Parent involvement and support is very impressive. 5. The strong philosophy of support for all students is very evident. 6. Availability of technology for all students is impressive, as is integration of technology into instruction. 7. The Music Therapist is a real plus, and meets the needs of many students. 8. The principal is a visionary leader who is committed to staff and the community. The community in turn supports the school. 9. There is a seamless collaborative effort between general and special educators. 10. In many ways, Harold Martin School is a model elementary school. | <ol style="list-style-type: none"> 1. A manual of agencies and support groups related to special education that parents can access would be beneficial. 2. Staff and administration may want to review roles and responsibilities of paraprofessionals to determine if they are being used effectively. 3. The administration may want to work with the SAU office to discuss possible ways for more building level coordination of the special education process. |

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: 66 | School: Maple Street School | Date: 4/19/06 |
| Programs: Modified Regular | | Number of Cases Reviewed: 2 |
| Recorder/Summarizer: Pat Stone | | |

Collaborative Team Members:

| | |
|--------------------------|-----------------------------------|
| Name: Pat Stone | Building Level or <u>Visiting</u> |
| Name: Barbara Cohen | Building Level or <u>Visiting</u> |
| Name: Kristin Jacques | <u>Building Level</u> or Visiting |
| Name: Lindsay Morin | <u>Building Level</u> or Visiting |
| Name: Stacy Serzans | <u>Building Level</u> or Visiting |
| Name: Francoise Burdette | <u>Building Level</u> or Visiting |
| Name: Susan Nadeau | <u>Building Level</u> or Visiting |
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Based on data collected from the Data Collection Forms, Interview Forms, Classroom Observations, etc. the following summary is intended to provide a “snapshot” of the quality of services and programs in the school/private facility in the areas of:
Access to the General Curriculum, Transition and Behavior Strategies and Discipline.

SUMMARY OF BUILDING LEVEL DATA

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

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

Access to the General Curriculum

Strengths

1. General education and special education teachers have weekly collaboration meetings to discuss students and curriculum.
2. General and special educators use a variety of instructional techniques/strategies for all children.
3. Each child is treated as an individual at Maple Street School.
4. Instruction is based on an inclusionary model, and students with disabilities are accommodated in the classroom.
5. The school has a child study team that focuses on Response to Intervention.
6. Parent volunteers are available to assist in the classroom and are actively involved as partners within the school.
7. Parent volunteers run the new publishing center, which is quite impressive.
8. The Student Learning Center is available to all students for support in all content areas.
9. The reading department provides instruction across all levels to all students.
10. General education teachers are invested in serving all students, and are cognizant of IEPs and service delivery times.

Suggestions for Improvement

1. Time/schedule constraints hinder opportunities for collaboration at times. As such, teams may want to look at creative ways to address this issue.
2. There is a need for a math benchmark/assessment district-wide, to help drive instruction and monitor individual student growth.

SUMMARY OF BUILDING LEVEL DATA

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

| <u>TRANSITION STATEMENTS</u> | | | |
|--|-----|----|-----|
| Ed. 1102.53, Transition Services CFR 300.29 Ed. 1107.02 CFR 300.132 Part C Transition Ed. 1109.01, Elements of an IEP (Transition Services) CFR 300.347 (b) (1) (2) 20 U.S.C. 1401 (34) 20 U.S.C. 1414 (d)(1)(A)(i)(VIII)(aa)(bb)(cc) Ed. 1109.03, IEP Team CFR 300.344 (b) (1) Ed. 1133.05 CFR 300.347 (b)(1)(2) Program Requirements This includes movement from (a) Early Supports and Services (ESS) to preschool, b) preschool to elementary school, (c) age 14 or younger, or (d) age 16 or older, as well as from grade to grade and school to school. | | | |
| For all students, respond to the following 3 statements: | | | |
| Transition planning from grade to grade takes place. | 2 | | |
| Transition planning from school to school takes place. | 2 | | |
| Collaboration has occurred between general and special education staff in IEP development and in transition planning. | 2 | | |
| For middle or high school students, <u>also</u> respond to the following 4 statements: | | | |
| Transition planning is designed as a results oriented process that promotes movement from school to the student's desired post-school goals. | | | |
| IEP team includes parent as part of transition planning. | | | |
| IEP team and process includes student as part of transition planning. | | | |
| IEP includes current level of performance related to transition services. | | | |
| If the student is age 14 or older during the course of the IEP, <u>also</u> respond to the following 3 statements: | | | |
| There is documentation that the student has been invited to attend IEP meetings. | | | |
| A statement of the transition service needs is included in the IEP. | | | |
| The statement of transition focuses on the student's course of study (e.g. vocational programming, advanced placement). | | | |
| If the student is age 16 or older during course of the IEP, <u>also</u> respond to the following 11 statements: | | | |
| Transition plan, including student's <u>measurable</u> post-high school goals, is in place. | YES | NO | N/A |
| There is documentation that representatives of other agencies have been invited to IEP meetings. | | | |
| Statement of needed transition services is presented as a coordinated set of activities. | | | |
| The statement of transition focuses on the student's course of study (e.g. vocational programming, advanced placement). | | | |
| The IEP includes a statement of needed transition services and considers instruction. | | | |
| The IEP includes a statement of needed transition services and considers related services. | | | |
| The IEP includes a statement of needed transition services and considers community experiences. | | | |
| The IEP includes a statement of needed transition services and considers development of employment skills. | | | |
| The IEP includes a statement of needed transition services and considers development of daily living skills. | | | |
| 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. Multiple transition opportunities are available grade to grade and school to school and all are well documented.
2. Transition opportunities are available for students and parents.
3. Teacher to teacher transitions are evident, which has resulted in successful learning experiences for students.
4. Previous teachers have input to future placement decisions for all students.
5. Guidance reviews placement several times in the process and provides feedback to staff and administration.
6. Exiting students are given a video yearbook highlighting their years at the school.
7. A transition DVD is given to incoming 4th grade families.

Suggestions for Improvement

1. Create a timeline for parents and students re: transition activities vs. piecemeal distribution over time.
2. Formalize transition plans to include in school handbook.
3. Update transition DVD on a yearly basis.
4. Provide a transition outline for students and families, which will give them a preview of transition activities and 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> | | | | | |
|--|---------------------------------------|--|--|-----------|------------|
| Ed. 1109.02 Program | CFR 300.346 | | YES | NO | N/A |
| Ed. 1119.11 Disciplinary Procedures | CFR 300.519-300.529 | | | | |
| Ed. 1133.07 (a) (b) (c) (d) (e) | CFR 300.510-300.529 | | | | |
| 20 U.S.C. 1415 (K) | | | | | |
| Child Management – Private Schools | RSA 169-C Child Protection Act | | | | |
| Data are used to determine impact of student behavior on his/her learning. | | | 1 | | 1 |
| Has this student ever been suspended from school? | | | | 2 | |
| If yes, for how many days? | | | | | |
| If appropriate, a functional behavior assessment has been conducted. | | | | 1 | 1 |
| IEP team has addressed behaviors that are impacting student learning. | | | 1 | | 1 |
| A behavior intervention plan has been written to address behaviors. | | | | | 2 |
| All individuals working with the student have been involved in developing behavior intervention strategies. | | | 1 | | 1 |
| Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate. | | | 1 | | 1 |
| Results of behavior intervention strategies are evaluated and monitored. | | | 1 | | 1 |
| A school-wide behavior intervention model exists. | | | 2 | | |
| Strengths | | | Suggestions for Improvement | | |
| <ol style="list-style-type: none"> 1. Behavioral plans are created collaboratively and are very effective. 2. A team has been established to work on district-wide behavioral concerns, i.e. establish common language and protocol. 3. Behavioral interventions have a proactive emphasis, versus a reactive response system. 4. Students are trained as peer mediators. 5. The availability of a school resource officer is impressive. | | | <ol style="list-style-type: none"> 1. The SAU may want to consider adding a social worker, community liaison, family support system for all schools. 2. Provide general and special education teachers opportunities to look at various EH programs throughout the state, both private and public, to gather new ideas and strengthen programs. 3. Continue to strengthen and implement the work begun by the district's behavioral committee. 4. Strive to establish consistency district-wide for behavior interventions. 5. Investigate the needs of and services provided to students with emotional/behavioral disabilities. | | |

SUMMARY OF BUILDING LEVEL STRENGTHS AND SUGGESTIONS FOR IMPROVEMENT

| Strengths | Suggestions for Improvement |
|---|--|
| <ol style="list-style-type: none"> 1. There is strong collaboration between general education and special education staff. 2. Large classroom is available for therapies – OT, speech, sensory diet, behavior management. 3. Administration is responsive to rising case management responsibilities. 4. There are strong community/school connections (Boys & Girls Club, Power Hour, etc.). 5. Teachers are afforded 300 planning minutes. 6. The availability of a behavior specialist for each building has assisted in positive school climates. 7. All staff are highly skilled, dedicated and child-centered. | <ol style="list-style-type: none"> 1. Lack of publicly accessible bathroom facilities for adults needs to be addressed. 2. Continue to monitor the caseload for special educators. 3. Review the continuum of services available, considering alternative days, pre-vocational training, etc. 4. Staff may want to investigate mentorships with high school students for students enrolled at Maple Street School. |

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: 66 | School: Hopkinton Middle School | Date: 4/19/06 |
| Programs: Modified Regular Ed, Resource Room, Language Based | | Number of Cases Reviewed: 1 |
| Recorder/Summarizer: Lois Knapton | | |

Collaborative Team Members:

| | |
|------------------------|-----------------------------------|
| Name: Lynda Dignam | Building Level or <u>Visiting</u> |
| Name: Lois Knapton | Building Level or <u>Visiting</u> |
| Name: Ken Chorney | <u>Building Level</u> or Visiting |
| Name: Deb Clark | <u>Building Level</u> or Visiting |
| Name: Alicia Cross | <u>Building Level</u> or Visiting |
| Name: Melanie Thornley | <u>Building Level</u> or Visiting |
| Name: Lary Hodgdon | <u>Building Level</u> or Visiting |
| Name: Pam Moskal | <u>Building Level</u> or Visiting |
| Name: Pat Connolly | <u>Building Level</u> or Visiting |
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| | |

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

SUMMARY OF BUILDING LEVEL DATA

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

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

Access to the General Curriculum

Strengths

1. Most students are fully included in the general education setting and demonstrate much success.
2. Differentiated instructional strategies were observed throughout the school.
3. Daily communication and collaboration among the core academic staff, special education staff and related service staff is impressive. This allows for successful learning experiences in the general education setting.
4. The availability and skills of the instructional assistants are valuable.
5. All staff are committed to meeting the needs of all learners in the general education setting.
6. Staff demonstrate the ability and willingness to provide appropriate modifications and accommodations for students with disabilities in the general education setting.

Suggestions for Improvement

Consider additional pre-vocational classes in the middle school schedule for those students who would benefit from more hands on learning opportunities.

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. | 1 | | | | | |
| Transition planning from school to school takes place. | 1 | | | | | |
| Collaboration has occurred between general and special education staff in IEP development and in transition planning. | 1 | | | | | |
| For middle or high school students, <u>also</u> respond to the following 4 statements: | | | | | | |
| Transition planning is designed as a results oriented process that promotes movement from school to the student's desired post-school goals. | 1 | | | | | |
| IEP team includes parent as part of transition planning. | 1 | | | | | |
| IEP team and process includes student as part of transition planning. | 1 | | | | | |
| IEP includes current level of performance related to transition services. | 1 | | | | | |
| If the student is age 14 or older during the course of the IEP, <u>also</u> respond to the following 3 statements: | | | | | | |
| There is documentation that the student has been invited to attend IEP meetings. | 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. | | YES | NO | | | |
| There is documentation that representatives of other agencies have been invited to IEP meetings. | | | N/A | | | |
| Statement of needed transition services is presented as a coordinated set of activities. | | | N/A | | | |
| The statement of transition focuses on the student's course of study (e.g. vocational programming, advanced placement). | | | N/A | | | |
| The IEP includes a statement of needed transition services and considers instruction. | | | N/A | | | |
| The IEP includes a statement of needed transition services and considers related services. | | | N/A | | | |
| The IEP includes a statement of needed transition services and considers community experiences. | | | N/A | | | |
| The IEP includes a statement of needed transition services and considers development of employment skills. | | | N/A | | | |
| The IEP includes a statement of needed transition services and considers development of daily living skills. | | | N/A | | | |
| Student is informed prior to age 17 of his/her rights under IDEA. | | | N/A | | | |
| If the student is preparing to graduate this year, there is a summary of the student's academic achievement and functional performance , which includes recommendations on how to assist the student in meeting his or her post-secondary goals. | | | | | | |

Transition

Strengths

1. The “Salute to Seventh Graders” is a good opportunity for transitioning students.
2. “Step-Up Day” is important and results in smooth transitions for all students.
3. The communication between all staff as it relates to transitions is strong.
4. Parents report satisfaction with transitions from students.
5. Ample time is afforded to all staff for transition planning for all students.

Suggestions for Improvement

The District may want to develop a transition document that will follow the student from grade to grade. Because the SAU has such strong transition supports, it would be wonderful to document in student records.

SUMMARY OF BUILDING LEVEL DATA

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

| <u>BEHAVIOR STRATEGIES AND DISCIPLINE</u> | | | | | |
|--|---------------------------------------|--|--|-----------|------------|
| Ed. 1109.02 Program | CFR 300.346 | | | | |
| Ed. 1119.11 Disciplinary Procedures | CFR 300.519-300.529 | | | | |
| Ed. 1133.07 (a) (b) (c) (d) (e) | CFR 300.510-300.529 | | | | |
| 20 U.S.C. 1415 (K) | | | | | |
| Child Management – Private Schools | RSA 169-C Child Protection Act | | YES | NO | N/A |
| Data are used to determine impact of student behavior on his/her learning. | | | | | 1 |
| Has this student ever been suspended from school? | | | | 1 | |
| If yes, for how many days? | | | | | |
| If appropriate, a functional behavior assessment has been conducted. | | | | | 1 |
| IEP team has addressed behaviors that are impacting student learning. | | | | | 1 |
| A behavior intervention plan has been written to address behaviors. | | | | | 1 |
| All individuals working with the student have been involved in developing behavior intervention strategies. | | | | | 1 |
| Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate. | | | 1 | | |
| Results of behavior intervention strategies are evaluated and monitored. | | | | | 1 |
| A school-wide behavior intervention model exists. | | | 1 | | |
| Strengths | | | Suggestions for Improvement | | |
| <ol style="list-style-type: none"> 1. The Behavior Specialist position is a positive addition to both the middle and high school programs. 2. The quote “In our school failure is not an option” probably leads to less behavioral outbursts and a more supportive model. 3. Supervised out of school suspension is a positive support. 4. There is a well articulated and clearly defined school-wide expectation re: student behavior. | | | No suggestions for improvement were noted. | | |

SUMMARY OF BUILDING LEVEL STRENGTHS AND SUGGESTIONS FOR IMPROVEMENT

| Strengths | Suggestions for Improvement |
|---|-----------------------------|
| <ol style="list-style-type: none">1. The administration collects and analyzes discipline data and works with staff and parents to address issues accordingly.2. The culture and climate within the school is child centered with positive expectations and respect for all.3. Staff/Administration are consistently described as highly skilled, dedicated and willing to meet the needs of all learners.4. The staff/student ratio is impressive.5. Leadership within the building is strong.6. Parents and students express high satisfaction. | No suggestions were noted. |

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: 66 | School: Hopkinton High School | Date: 4/19/06 |
| Programs: Modified Regular Education | | Number of Cases Reviewed: 2 |
| Recorder/Summarizer: Karen Burkush | | |

Collaborative Team Members:

| | |
|------------------------|-----------------------------------|
| Name: Tim Carson | <u>Building Level</u> or Visiting |
| Name: Holly Charron | <u>Building Level</u> or Visiting |
| Name: Anne Smith | <u>Building Level</u> or Visiting |
| Name: Eileen Reinacher | <u>Building Level</u> or Visiting |
| Name: Martha Kruse | <u>Building Level</u> or Visiting |
| Name: Karen Burkush | Building Level or <u>Visiting</u> |
| Name: Nancy Pierce | Building Level or <u>Visiting</u> |
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Based on data collected from the Data Collection Forms, Interview Forms, Classroom Observations, etc. the following summary is intended to provide a “snapshot” of the quality of services and programs in the school/private facility in the areas of:
Access to the General Curriculum, Transition and Behavior Strategies and Discipline.

SUMMARY OF BUILDING LEVEL DATA

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

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

Access to the General Curriculum

Strengths

1. Collaboration days enable all staff to work together.
2. Bi-weekly progress reports ensure ongoing communication.
3. Communication between general education and special education is strong.
4. The culture in the school is supportive of all students.
5. Shared responsibility of all students is evident.
6. Collaboration between staff outside the classroom to ensure participation in general education classes is impressive.
7. Belief in inclusion by almost all staff is well recognized.
8. General educators are willing and able to effectively provide accommodations and modifications for all students.
9. Staff know students well, which facilitates inclusion and makes it successful.
10. Teacher/student/parent input forms "IEP Preview" facilitate inclusion and allow for ongoing open lines of communication.

Suggestions for Improvement

1. Continue implementation of school-wide assessment and use of data to drive instruction.
2. Continue district-wide literacy training and provide adequate staffing and equipment/resources.
3. Ensure that class size is appropriate to allow for effective inclusion to occur.
4. Ensure that appropriate support continues with regard to human resources in each class.

SUMMARY OF BUILDING LEVEL DATA

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

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

Transition

Strengths

1. Transition Plans are well written.
2. There is access to and active student involvement in The Concord Regional Technology Center (CRTC).
3. The position of school to work coordinator assists with all transitions.
4. "Collaboration Date", "Junior Workshop" and "Connections Café" are all effective transition supports.
5. Administrative support of designating building level time for obtaining information regarding incoming students is very impressive.
6. Input from parents/teachers/students is valued.
7. Including outside agencies is a part of transitions whenever appropriate.
8. "Life After High School" forum is a huge success.
9. Social Cognition course is instrumental in successful transition planning.
10. Behavior Specialists in the building assist with transition planning.

Suggestions for Improvement

Increase internships out of the school into the community. (This will require transportation.)

SUMMARY OF BUILDING LEVEL DATA

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

| <u>BEHAVIOR STRATEGIES AND DISCIPLINE</u> | | | | | |
|---|---------------------------------------|--|--|-----------|------------|
| Ed. 1109.02 Program | CFR 300.346 | | YES | NO | N/A |
| Ed. 1119.11 Disciplinary Procedures | CFR 300.519-300.529 | | | | |
| Ed. 1133.07 (a) (b) (c) (d) (e) | CFR 300.510-300.529 | | | | |
| 20 U.S.C. 1415 (K) | | | | | |
| Child Management – Private Schools | RSA 169-C Child Protection Act | | | | |
| Data are used to determine impact of student behavior on his/her learning. | | | 1 | | 1 |
| Has this student ever been suspended from school? | | | 1 | 1 | |
| If yes, for how many days? | | | 2 | | |
| If appropriate, a functional behavior assessment has been conducted. | | | | | 2 |
| IEP team has addressed behaviors that are impacting student learning. | | | 1 | | 1 |
| A behavior intervention plan has been written to address behaviors. | | | | | 2 |
| All individuals working with the student have been involved in developing behavior intervention strategies. | | | | | 2 |
| Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate. | | | 1 | | 1 |
| Results of behavior intervention strategies are evaluated and monitored. | | | 1 | | 1 |
| A school-wide behavior intervention model exists. | | | | 2 | |
| Strengths | | | Suggestions for Improvement | | |
| <ol style="list-style-type: none"> 1. The High School has a very positive school culture with respect for all. 2. Behavioral expectations are positive and well defined. 3. Students with disabilities who need specialized supports are provided services. 4. Discipline data is reviewed regularly. | | | No suggestions for improvement were noted. | | |

SUMMARY OF BUILDING LEVEL STRENGTHS AND SUGGESTIONS FOR IMPROVEMENT

| Strengths | Suggestions for Improvement |
|--|---|
| <ol style="list-style-type: none"> 1. The availability of a behavior specialist is a valuable resource for students, staff and families. 2. Administration supports and encourages positive behavior interventions. 3. Faculty demonstrates respect for students and provides engaging activities. Instruction is appropriate to block scheduling. 4. There is a shared responsibility for instruction of all students. 5. Staff work as reflective partners to review their own practices. 6. Parents are very satisfied with programs and services and success of students. 7. Students take pride in their school and enjoy learning. 8. There is a strong connection and communication with parents and the community. | <p>No suggestions for improvement were noted.</p> |

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

ADDENDUM

Out-of-District File Review

SAU #66

Date: April 2006

Reviewer: Jane Bergeron-Beaulieu

At the time of the NHDOE Case Study Compliance Review, there were no students placed out of district.

The District works hard to ensure that the needs of all learners are met within the educational community of Hopkinton

ADDENDUM

JAMES O. MONITORING PROGRAM

SAU #66

Student File Review

Case Study Document

Reimbursement Claim Form

Case Study Addendum Form

Date: April 2006

Reviewer: Jane Bergeron-Beaulieu

At the time of the visit to SAU#66, there were no students who fall under the James O Consent Decree.