

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

**PINKERTON ACADEMY
SUMMARY REPORT**

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Rick Sharp, Director of Special Education**

Chairpersons, Visiting Team:

Richard Lates, Education Consultant
Colleen Bovi, Education Consultant

Site Visit Conducted on April 16-17, 2008
Report Date, June 30, 2008

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I. TEAM MEMBERS

Visiting Team Members:

NAME	PROFESSIONAL ROLE
Chairperson: Richard Lates	Education Consultant/Technical Assistant
Chairperson: Colleen Bovi	Education Consultant/Technical Assistant
Deb Bois	Special Education Coordinator
Jenny Brion	Speech Pathologist
Karen Burkush	Assistant Superintendent
Amy Clason-Gilmet	Special Education Coordinator
Kimberly Giroux	Special Education Case Manager
Sherry Goldberg	Special Education Coordinator
Sara Monte	Special Education Coordinator
Jean Parsons	Special Education Director
Norma Riley	LD Case Manager
Beth Rincon	Assistant Director of Pupil Personnel
Jennifer Robyn	Special Education Resource Teacher
Peter Weaver	Assistant Principal

Building Level Team Members:

NAME	PROFESSIONAL ROLE
Heather Barrieau	PASSES Counselor
Danielle Finigan	Case Coordinator
Jane Fournier	Case Coordinator
Daniel Hansbury	Case Coordinator
Terry Hibbard	PASSES Teacher
Sarah Louie	Case Coordinator
Jamie Marcotte	English Teacher
Jessica Peck	Resource Teacher
Deb Sadowski	Spec. Ed, Coordinator
L.D. Ward	Math Teacher
Michael Welch	ACT/Case Coordinator
Sara White	PASSES Coordinator
Kathleen Young	1:1 Teacher in Resource

II. INTRODUCTION

Pinkerton Academy is located in Derry, New Hampshire and is the largest independent academy in the eastern United States, serving 3,317 students. Pinkerton serves as the comprehensive high school for several communities, including Derry, Hampstead and Chester, which are the primary sending districts. The Academy is a private, non-profit corporation, governed by a headmaster, who acts under the direction of a board of trustees. The primary source of funding for Pinkerton Academy is public tuition. Approximately 295 teachers and administrators, 100 support personnel and 52 educational aides support students in a wide range of programs and courses. Established in 1815, ten major building projects have marked major growth in their history. Pinkerton's unique campus setting now utilizes 17 buildings, 13 of which are used for academics on 170 acres of land.

Pinkerton currently serves 491 students identified with educational disabilities, or 14.8% of the student population. The Special Education Department of Pinkerton Academy is comprised of 4 programs: the Resource Room Program serving 400 identified students, Pinkerton Academy's Special Services for Educational Success (PASSES) 9 – 10 serving 15 students, Pinkerton Academy's Special Services for Educational Success (PASSES) 11 – 12 serving 38 students and the Alternative Comprehensive Training Program (ACT) serving 38 students.

Program Description and Staffing

The Special Education department at Pinkerton Academy believes that all students, including those with disabilities, are capable of learning. Although the department acknowledges that students vary in their rate of learning, actual achievement, and intellectual potential, the special education staff strongly believes that disabilities should not prevent students from reaching their full potential. As a result of this fundamental belief, the special education department offers educationally disabled students a continuum of services that are based on the following guidelines:

Resource Room Program: This program serves the majority of special education students at the Academy. It is designed to service students with mild to moderate educational disabilities. In the resource rooms, students and staff work collaboratively on homework, studying for tests, organization, etc. Students may also use the resource rooms to take tests or work on projects. The resource room provides daily contact between the student and their case coordinator. The time that the student spends in the resource room is not in place of time spent in a subject-matter classroom, but rather during non-classroom time and there is no credit attached to the program. There are 15 case coordinators and 5 program aides.

Alternative Comprehensive Training Program (ACT): This program is designed for mild to moderate developmentally disabled students and focuses on independent living skills and skills necessary for the student to be gainfully employed. Course selection for credit and/or skill units and diploma options are based on individual needs. Supervised work experience during the school day may be provided through the Exploration of Work Program. Related services support students based on their IEPs. Staffing consists of a program coordinator/inclusion facilitator, a Work to Learn coordinator, 5 case coordinators and 1 program aide.

Pinkerton Academy's Special Services for Educational Success – PASSES: The PASSES program meets the self-contained needs for emotionally disabled students and those students who are transitioning to campus. Additional support, for those students who start on campus and need additional services in their junior and senior years, is provided in a resource setting. PASSES offers 15 out of the 20 credits required for graduation in a specialized setting. There is 1 program coordinator, 6 case coordinators, 1 program aide and 1 clinical social worker.

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 the Pinkerton Academy on April 16-17, 2008 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 within all special education programs, including the four Resource Room Programs, the Alternative Comprehensive Training Program (ACT) and the Pinkerton Academy's Special Services for Educational Success (PASSES) Program.

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

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

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

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

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

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

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

Based on review of the May 20, 2003 NHDOE Special Education Program Approval Report, there were no citations of non-compliance.

V. APRIL 16-17, 2008 CASE STUDY COMPLIANCE REVIEW RESULTS

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

The visiting team reviewed a total of six case studies selected randomly from three of the four resource programs, the ACT Program and the PASSES Program.

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.

A Survey Subcommittee was formed and charged with distributing 4 surveys to Local Education Agencies, Students, Parents and Faculty and Administration. The Committee met on October 2, 2007, October 9, 2007, January 29, 2008, February 5, 2008 and February 12, 2008. The survey completed by the parents strongly reflects their appreciation for special education programming at Pinkerton Academy. The majority of the questions were answered in a positive and favorable way. Sixty-eight percent of parents are very satisfied with their child's program and the supports that he/she receives. Ninety-three percent of parents strongly agree that their child has opportunities to interact with non-disabled peers on a regular basis. Sixty-one percent of parents report overall strong satisfaction with their child's progress. Seventy-five percent of parents indicate favorable responses to efforts at secondary transition planning, and sixty-five percent of parents strongly agree with the way the school is supporting their child's behavioral, social and developmental needs. Transition planning from Middle to High school is an area of concern identified by thirty-eight percent of parents. In addition, thirty-four percent of parents did not feel their child is informed about and encouraged to participate in school activities outside of the school day. 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 16-17, 2008 Case Study Compliance Review in Pinkerton Academy.

SUMMARY OF PARENT SURVEY DATA

Total number of surveys sent: 494	Total # of completed surveys received: 81	Percent of response: 16%
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SCALE 4 = STRONGLY AGREE 3 = AGREE 2 = DISAGREE 1 = STRONGLY DISAGREE

ACCESS TO THE GENERAL CURRICULUM:	4	3	2	1	No Answer
I am satisfied with my child's program and the supports that he/she receives.	22	33	19	6	1
My child has opportunities to interact with non-disabled peers on a regular basis.	47	28	4	2	
I am adequately informed about my child's progress.	27	29	20	5	
My child is informed about and encouraged to participate in school activities outside of the school day, and is offered necessary supports.	21	33	19	8	
My child feels safe and secure in school and welcomed by staff and students.	29	38	11	3	
A variety of information (observations, test scores, school work, parent input) was used in developing my child's IEP.	29	44	6	2	
I am satisfied with the progress my child is making toward his/her IEP goals.	18	33	21	9	
FOR PARENTS OF HIGH SCHOOL STUDENTS ONLY:					
My child earns credits toward a regular high school diploma in all of his/her classes.	30	40	8	2	1
TRANSITION:					
I am satisfied with the planning and support provided for the moves my child has made from grade to grade and school to school.	17	35	23	6	
All of the people who are important to my child's transition were part of the planning.	23	39	14	5	
FOR PARENTS OF STUDENTS AGE 16 OR OLDER ONLY:					
I am satisfied with the written secondary transition plan that is in my child's IEP.	12	22	6	4	1
BEHAVIOR STRATEGIES AND DISCIPLINE:					
My child's classroom behaviors affect his/her ability to learn. <i>If the answer is yes, please answer the next two questions. If no, skip to OTHER.</i>		YES 40		NO 40	

	4	3	2	1	No Answer
I have been involved in the development of behavior interventions, strategies and supports for my child.	9	27	1	3	2
I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs.	7	19	9	5	2

LOCAL EDUCATION AGENCY PARTICIPATION

Four sending districts responded to the survey. The Survey Subcommittee reports that the districts have very positive experiences and relationships with Pinkerton Academy's Special Education Department. Based on the comments and two items in the survey, one area of weakness is the behavioral program. Some suggestions that were made are, "more meaningful choices for rewards and behavioral consequences," and "a less punitive approach to consequences." Also mentioned is consideration for a daytime alternative program, and more flexibility in grade requirements. The Survey Subcommittee has recommended improving the use of Functional Behavior Assessments to include more meaningful choices for behavioral consequences and rewards.

The two technical assistants interviewed Local Education Agency representatives from the towns of Derry and Chester during this visit. These individuals report that the Academy offers a continuum of supports and services to meet the needs of the students. Staff and administration have been responsive to meeting the needs of all students by investigating new initiatives such as the Freshman Academy and credit recovery. Representatives praised the ACT and Work to Learn Programs. It was noted that the Resource Room Program provides more guided study than remedial support. There are a significant number of staffings scheduled each year and a number of new referrals from the guidance department.

SUMMARY REPORT OF SENDING LEAs

Total number of surveys sent: 6	Total # of completed surveys received: 4	Percent of response: 66.6%
Number of students placed by: LEA: 494	Court: 0	Parent: 0

SCALE 4 STRONGLY AGREE 3 AGREE 2 DISAGREE 1 STRONGLY DISAGREE

	4	3	2	1	No Answer
1. The private school team has positive expectations for students.	1	3	0	0	0
2. I am satisfied with the educational program at the above school.	0	4	0	0	0
3. The school consistently follows special education rules and regulations.	0	4	0	0	0
4. The school has an effective behavioral program (if applicable).	0	2	2	0	0
5. I am satisfied with the related services provided by the school.	1	2	1	0	0
6. The school implements all parts of students' IEPs.	0	4	0	0	0
7. I feel the school provides the necessary skills to allow the student to make progress on the IEP goals.	0	4	0	0	0
8. The school program measures academic growth.	0	3	1	0	0
9. The school program measures behavioral growth (if applicable).	0	3	1	0	0
10. The school completes a minimum of 3 comprehensive reports per year on each child with a disability enrolled.	0	3	1	0	0
11. Progress reports describe the child's progress toward meeting the IEP goals, include a record of attendance, and are written in terminology understandable to the parent.	1	3	0	0	0
12. Progress reports are provided to the LEA and to the parent of the child.	1	3	0	0	0
13. I am satisfied with the way the school communicates students' progress.	1	2	1	0	0
14. The school communicates effectively with parents.	1	3	0	0	0
15. The school communicates effectively with the LEA.	0	4	0	0	0
16. The school involves parents in decision-making.	0	4	0	0	0
17. The school actively plans for future transition to a less restrictive placement.	1	3	0	0	0

18. If the school finds it necessary to change or terminate placement, they notify the LEA by convening the IEP team to: review the concerns, review/revise the IEP, discuss the placement and determine if the facility can fully implement the IEP and provide FAPE.	0	4	0	0	0
19. The school team sets meeting times that are convenient for both parents and LEA.	2	2	0	0	0
20. The school has met my expectations.	0	4	0	0	0
21. I have a good relationship with the school.	2	2	0	0	0
22. I would enroll other students at the school.	2	2	0	0	0

**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

The Pinkerton faculty demonstrates a commitment to and a focus on providing access to the general curriculum for all students identified with disabilities, despite the challenge of a large campus environment. Two reading specialists in the English Department provide support for disabled learners in the area of literacy. All students have access to extensive extracurricular opportunities on campus. Students in the ACT Program are provided work intern opportunities (Work to Learn) through well-planned and well-supervised community internships in the workplace. Because of the location of the ACT building in a rather remote area of the campus, students are not afforded the chance to be fully integrated into campus life. The school provides opportunities for struggling students to recover credits. The Pinkerton Adult Continuing Education Program (PACE) affords students the chance to continue their education and recover credits beyond the four-year high school experience. Looking ahead, the special education administration hopes to move its Resource Room Program toward a tiered services approach through the establishment of math and reading learning labs which would focus more on remediation and study skills development and less on guided study. In addition, the special education administration hopes to shift instructional focus of its special education staff to a co-teaching, consultation model in order to increase collaboration with the general education staff. The school’s diploma policy permits all students to work toward achieving a regular diploma, by clearly differentiating between course work which earns skills units, and courses, which earn credit. Pinkerton Academy’s Special Services for Educational Success (PASSES) Program represents a recent change to a more inclusive combination of the Comprehensive Transitional Program (CTP) and the Transitional Emotionally Handicapped Program (TEHP) for students with emotional disabilities. PASSES provides supports for students with emotional and behavioral challenges through psychological and behavioral supports while permitting them greater access to the general curriculum.

Transition

Transition Planning

Process: Provision of FAPE

Transition Services

The Pinkerton administration and special education faculty have greatly increased their ongoing communication with sending districts, as evidenced by testimony gathered from interviews by the visiting team with coordinators from each of the sending districts. Each year the Pinkerton staff holds a transition night for incoming students and their parents. In addition, parent-training opportunities are now offered to parents of students with disabilities. A Freshman Academy is now in the planning phase for implementation in approximately one year, as a result of a building project, which will replace the existing portable classrooms and provide space to house the proposed academy. This academy will provide additional support for students entering Pinkerton through the institution of freshman advisories and by providing greater individual support for their adjustment to the significant transition to a large, campus style school with greater freedom and greater choice of courses and programs. The Alternative Comprehensive Training Program (ACT) provides cognitively disabled students with a transition to paid work experiences through a well-planned, field-based internship

program. Visiting team members noted that the Pinkerton special education team will need additional training in the development of transition plans for students with disabilities, as evidenced by the case study reviews.

Behavior Strategies and Discipline

The newly implemented PASSES program has incorporated the PBIS model (Positive Behavior Interventions and Supports), and has enlarged its staff to include a social worker to increase home and school communication and collaboration. Interviews with coordinators from the sending districts revealed that the Pinkerton administration is a very student-centered group who are working hard to keep students with behavior challenges at Pinkerton Academy, rather than initiating out-of-district placements. In-school support has replaced out-of-school suspension as an intermediate consequence for inappropriate behavior. In addition, the administration is considering the establishment of an alternative high school as a less restrictive alternative to out-of-district placement.

COMMENDATIONS

The staff and Administration of Pinkerton Academy are to be commended for:

1. The commitment of the Pinkerton special education staff and administration to the education and welfare of all students with disabilities.
2. The consolidation of the CTP and TEHP programs into the PASSES Program, as a major step toward a less restrictive environment for students with emotional disabilities.
3. The development of the Work To Learn Program as part of the ACT program for students with cognitive disabilities.
4. The efforts by the administration to accommodate the needs of students with emotional disabilities on campus.
5. The planning that is underway to implement a Freshman Academy to ease the transition of students from grade 8 to grade 9.
6. The development of an in-school suspension program to provide an intermediate consequence for inappropriate behavior.
7. The plans to construct a new building to house the new Freshman Academy and to replace the portable classrooms, which currently house the special education resource room programs and the PASSES Program.
8. The addition of 2 Reading Specialists to the English Department to support students with reading deficits.
9. The improvement in parent communication through Ed Line technology.
10. The Just Like Us Program, which provides peer support for students with disabilities through inclusive co-curricular activities.
11. The clear diploma policy of the school and the clear delineation between credit and skills courses.
12. The offering of American Sign Language (ASL) as a world language elective.
13. The focus on improved communication with sending districts regarding the needs and progress of their disabled students.
14. The Student Study Teams as an effective pre-referral intervention.

ISSUES OF SIGNIFICANCE

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

There are no issues of significance noted at this time for Pinkerton Academy.

CITATIONS OF NONCOMPLIANCE IDENTIFIED AS A RESULT OF THE APRIL 16-17, 2008 CASE STUDY COMPLIANCE REVIEW

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

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

1. **Ed 1109.01 Multiple Measures** The IEP team will use multiple measures to design, implement and monitor the student's program.
2. **Ed 1109.01 Measurable Goals** All IEP goals must be written in measurable terms.
3. **Ed 1125.04 45 Day Timeline** Student's most recent evaluation, including a written summary report and meeting, will be held within 45 days of parental permission to test.
4. **Ed. 1109.03 Transition Planning** The team will include the student as part of the transition planning process. Transition plan will include coordinated, measurable, annual IEP goals and will include transition services that will reasonably enable the student to meet post-secondary goals; consider instruction; consider community experiences; consider development of employment skills; consider related services; and daily living skills.

SUGGESTIONS FOR PROGRAM-WIDE IMPROVEMENT

Suggestions for improvement, simply stated, are recommendations provided by the visiting team that are intended to strengthen and enhance programs, services, instruction and professional development, and the NHDOE strongly encourages that serious consideration be given to the suggestions. However, discretion may be used in this area; suggestions for improvement are not considered to be required corrective actions and you may determine which suggestions most warrant follow up and address those in your corrective action plan. **System wide suggestions for improvement are listed below. Suggestions for individual programs are included in the Program Level Case Study Data Summary Reports, pp.12-31.** It should be noted that in the Program Level Data Summary Reports, any suggestion made by a visiting team member that is actually a citation of noncompliance, has an asterisk (*) before it, and it is also listed above with the citations of noncompliance.

It is suggested that the Pinkerton staff and administration:

1. Offer exploratory classes as an option for students with disabilities in order to provide remedial, direct instruction in the core content areas.
2. Modify the Resource Room Program to reflect a learning lab, tiered remedial approach for students with disabilities as well as for low performing, non-identified students.
3. Examine closely the number of team meetings that are currently held, in order to separate teacher conference meeting requests from meetings that require IEP team membership.
4. As a result of the development of course competencies, identify curriculum essentials in each content area, and focus on delivery of these essentials as the guaranteed curriculum for all students. This can serve as a means of accelerating progress for students with disabilities.
5. Consider a shift to a consultation/ co-teaching model of instruction in order to increase collaboration between general and special educators.
6. Consider ways to increase the instruction of study skills for all students across the curriculum.
7. Provide general educators and para-educators with professional development opportunities in the area of special education issues in order to increase their understanding of and sensitivity toward students with disabilities.

8. Give greater attention to improving the performance of students with disabilities on the NECAP in comparison to their non-disabled peers.
9. Consider the development of a school-wide data warehousing system.
10. Consider relocating the ACT Program in order to increase students' opportunities for inclusion and integration into the larger campus and student body activities while retaining the safety and support of ACT students. Relocation of the ACT program would provide handicapped accessibility and improved evacuation opportunity as well as wireless capability.
11. Consider the establishment of an alternative high school setting to serve as an intermediate step for students prior to placement in an out-of-school setting or for transition back to Pinkerton from such a setting.
12. Ensure that the IEPs of those students receiving a specific related service contain a goal, which is tied to that service.
13. Continue to research best instructional practices to support students on the autism spectrum.
14. Review current transition practices for students entering grade 9, in response to the parental concern expressed in the parent survey.

VI. BUILDING LEVEL SUMMARY REPORTS

USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT

BUILDING LEVEL CASE STUDY DATA SUMMARY

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

School: **PINKERTON ACADEMY – PASSES**

SAU:

Date: 4/17/08

Programs:

Number of Cases Reviewed: 1

Recorder/Summarizer:

Name: Heather Barrieau	<u>Building Level</u> or Visiting
Name: Terry Hibbard	<u>Building Level</u> or Visiting
Name: Jessica Peck	<u>Building Level</u> or Visiting
Name: Sara White	<u>Building Level</u> or Visiting
Name: Jenny Brion	Building Level or <u>Visiting</u>
Name: Peter Weaver	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 in the areas of: **Access to the General Curriculum, Transition and Behavior Strategies and Discipline.**

SUMMARY OF BUILDING LEVEL DATA

ACCESS TO THE GENERAL CURRICULUM STATEMENTS					Filled in with the combined number of times a statement is marked on all Data Collection Forms for this school or building					
Ed. 1109.01 Elements of an IEP CFR 300.320 Content of IEP Ed. 1109.05, Implementation of IEP 20 U.S.C. 1414 (d) Ed. 1115.07, Ed 1119.01(f) Provision of Non-Academic Services/Settings CFR 300.320(a) CFR 300.34 Ed. 1119.03, Full Access to District's Curricula Ed. 1119.08, Diplomas Ed. 1107.04 (d) Qualified Examiner Ed. 1133.05 (c)(h)(k) CFR 300.320 Program Requirements, Content of IEP Ed. 1133.20 Protections Afforded to Children with Disabilities CFR 300.320(a)(1)(i) "... general curriculum (i.e. ,the same curriculum as for nondisabled children)" CFR 300.320(a)(4)(iii) "To be educated and participate with other children with disabilities and non disabled children"					YES	NO	N/A			
A1.) Team uses multiple measures to design, implement and monitor the student's program.					1					
A2.) All IEP goals are written in measurable terms.					1					
A3.) Student has made progress over the past three years in IEP goals. Goal 1					1					
A4.) Student has made progress over the past three years in IEP goals. Goal 2					1					
A5.) Student <u>has access to</u> the general curriculum (as outlined by the district, sending district or NH frameworks.)					1					
A6.) Student <u>participates in</u> the general curriculum <u>in a regular education setting with non-disabled peers</u> , as appropriate, with necessary supports.					1					
A7.) When <u>participating in a regular education setting with non-disabled peers</u> with necessary supports, student <u>has made progress in</u> the general curriculum.					1					
A8.) Student <u>participates</u> appropriately in state, district and school-wide assessments.					1					
A9.) Student <u>shows progress</u> in state, district and school-wide assessments.								1		
A10.) Student <u>has opportunities</u> to participate in general extracurricular and other non-academic activities with necessary supports.					1					
A11.) Student <u>does participate</u> in general extracurricular and other non-academic activities with necessary supports.								1		
A12.) Was the student's most recent individual evaluation (initial or reevaluation), including a written summary report and meeting, held within 45 days of parental permission to test? If not, was it due to: (check all that apply)								1		
a.) Extension in Place	b.) Lack of Qualified Personnel ___Psychologist ___Educator ___Related Services ___Other	c.) Evaluation Not Completed in Time 1	d.) Summary Report Not Written in Time	e.) Meeting Not Held in Time	f.) Other					
For High School Students:					YES	NO				
A13.) Student is earning credits toward a regular high school diploma.					1					
A14.) <i>IF YES:</i> within 4 years?					1					
A15.) Student will earn an IEP diploma or a certificate of competency.						1				
A16.) <i>IF YES:</i> within 4 years?						1				
A17.) Does this school or district have a clear policy for earning a high school diploma?					1					

Access Strengths	Access Suggestions for Improvement
<ol style="list-style-type: none"> 1. Students have the opportunity to schedule classes outside of the program 2. PASSES courses are not necessarily “leveled”. Instruction focus is on differentiating curriculum, instruction and assessment. 3. Class sizes are relatively small. 4. All teachers are HQT in their subject area; some have dual certifications. 5. There is fluidity/flexibility with programming and academic schedule, both with individual students and the program as a whole. 6. The PASSES Program has similar academic resources to the general education programs; departments are accessible for ideas, resources, etc. 7. Interventions and supports are immediate and accessible to optimize the academic program and instruction time. 	<ol style="list-style-type: none"> 1. The facility is less than optimal. (For example, insufficient technology, art room, etc.) 2. There is a need to address the science curriculum, whether in-house or co-teaching model. 3. There is a need for additional counseling staff to meet needs more efficiently, be more proactive with students, and return students back to their academic program. One clinician appears inadequate to meet the multiple needs that students present on a daily basis. For example, there are 55 students in the program. All have scheduled appointments. Many have crises throughout the day that require the services of a counselor. 4. There is a need to fully connect the PASSES academic program with the Adult and GED programs. This would help to improve the program delivery for individual students. 5. * Hold student’s evaluation, including a written summary report and meeting, within 45 days of parental permission to test. <p data-bbox="1056 1393 1272 1421">* This is a citation</p>

SUMMARY OF BUILDING LEVEL DATA

<u>TRANSITION STATEMENTS</u>	Filled in with the combined <u>number</u> of times a statement is marked on all Data Collection Forms for this school or building		
	YES	NO	
<u>Ed .1102.53 Transition Services CFR 300.43</u> <u>Ed. 1107.02 Process; Provision of FAPE CFR 300.124 Part C Transition</u> <u>Ed. 1109.01, Elements of an IEP (Transition Services)</u> <u>CFR 300.320(a)(7)(b) 20 U.S.C. 1402 (34)</u> <u>20 U.S.C. 1414 (d)(1)(A) and (d)(6)</u> <u>Ed. 1109.03, IEP Team CFR 300.320(b) Ed. 1133.05</u> This includes movement from (a) Early Supports and Services (ESS) to preschool, (b) preschool to elementary school, or (c) age 16 or older, as well as from grade to grade and school to school.			
If the student is under age 16, answer the following 3 statements only: (If the student is 16 or over, skip to question 4.)			
T1.) Transition planning from grade to grade takes place.			
T2.) Transition planning from school to school takes place.			
T3.) Collaboration has occurred between general and special education staff in IEP development and in transition planning.			
If the student is age 16 or older during the course of the IEP answer all of the following statements (do not answer the 3 statements above):			
T4.) Transition planning is designed as a results oriented process that promotes movement from school to the student's desired post-school goals.	1		
T5.) IEP team includes parent as part of transition planning.	1		
T6.) IEP team and process includes student as part of transition planning.	1		
T7.) IEP includes current level of performance related to transition services.	1		
T8.) There is documentation that the student has been invited to attend IEP meetings.	1		
T9.) A statement of the transition service needs is included in the IEP.	1		
T10.) The statement of transition focuses on the student's course of study (e.g. vocational programming, advanced placement).	1		
T11.) Transition plan includes coordinated, <u>measurable</u> , annual IEP goals and includes transition services that will reasonably enable the student to meet the post-secondary goals.	1		
T12.) Statement of needed transition services is presented as a coordinated set of activities.	1		
T13.) The statement of transition focuses on the student's course of study (e.g. vocational programming, advanced placement).	1		
T14.) The IEP includes a statement of needed transition services and considers instruction.	1		
T15.) The IEP includes a statement of needed transition services and considers community experiences.	1		
T16.) The IEP includes a statement of needed transition services and considers development of employment skills.	1		
T17.) Student is informed prior to age 17 of his/her rights under IDEA.	1		
Only the following 4 statements may be answered N/A if appropriate. All statements above must be answered Yes or No.	YES	NO	N/A
T18.) There is documentation that representatives of other agencies have been invited to IEP meetings.			1
T19.) The IEP includes a statement of needed transition services and considers related services.	1		
T20.) The IEP includes a statement of needed transition services and considers development of daily living skills.			1
T21.) If the student is preparing to graduate this year, there is a summary of the student's academic achievement and functional performance , which includes recommendations on how to assist the student in meeting his or her post-secondary goals.			1

Transition Strengths	Transition Suggestions for Improvement
<ol style="list-style-type: none"> 1. All members are fully involved in the plan development; parent, student, related services, etc. 2. Testing data was used in the transition from PASSES to the Resource Program. Generally, data is used for all students in the PASSES Program to inform decision making. 3. Student input is critical to the process. 	<p>Improve the school-to-work counseling to prepare students to manage their conditions with regard to work community, mental health services, etc. Additional counseling staff would support this suggestion by bridging students to their community after high school.</p>

SUMMARY OF BUILDING LEVEL DATA

BEHAVIOR STRATEGIES AND DISCIPLINE		Filled in with the combined <u>number of times a statement is marked on all Data Collection Forms for this school or building</u>		
<u>Ed. 1109.02 Program</u> <u>CFR 300.324</u> <u>Ed. 1119.11 Disciplinary Procedures</u> <u>CFR 300.530-300.536</u> <u>Ed. 1133.07 (a) (b) (c) (d) (e)</u> <u>CFR 300.530-300.536</u> <u>20 U.S.C. 1415 (K)</u> <u>Child Management – Private Schools</u> <u>RSA 169-C Child Protection Act</u>		YES	NO	N/A
B1.) Data are used to determine impact of student behavior on his/her learning.		1		
B2.) Has this student ever been suspended from school?			1	
B3.) If yes, for how many days?				
B4.) If appropriate, a functional behavior assessment has been conducted.				1
B5.) IEP team has addressed behaviors that are impacting student learning.		1		
B6.) A behavior intervention plan has been written to address behaviors.				1
B7.) All individuals working with the student have been involved in developing behavior intervention strategies.				1
B8.) Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.				1
B9.) Results of behavior intervention strategies are evaluated and monitored.				1
B10.) A school-wide behavior intervention model exists.			1	
Behavior Strategy Strengths	Behavior Strategy Suggestions for Improvement			
<ol style="list-style-type: none"> 1. Flexibility in approach – decisions are made on an individual basis. 2. The administration is flexible about managing more behaviors in-house. 3. There is access to the Clinical Social Worker. 4. PASSES staff have the ability to advocate for students in discipline matters. 5. Time is built in to collaborate and to meet with parents. 6. The initial implementation steps with the PBIS model have been generally successful. 7. There is flexibility to “pick battles” with students. 8. IEPs address behavior concerns, goals, etc. 	<ol style="list-style-type: none"> 1. Continue to promote PBIS as an effective model for behavior management, both in the program and school-wide, to include training and monitoring. 2. Continue to review data collection models, e.g. antecedents, consequences. 3. Continue to generate dialogue around the floor plan to include appropriate spaces for “time-out” and processing area. 4. Continue to explore the program staffing pattern to include a consultation teacher, teach teaching situation, etc. 			
The PASSES team did not submit an overall Summary of Building (Program) Level Data page. There is a summary page for each of the other 2 programs visited.				

USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT

BUILDING LEVEL CASE STUDY DATA SUMMARY

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

School: **PINKERTON ACADEMY - ACT**

SAU:

Date: 4/17/08

Programs:

Number of Cases Reviewed: 1

Recorder/Summarizer: Jennifer Robyn

Name: Mike Welch	<u>Building Level</u> or Visiting
Name: Sara Monte	Building Level or <u>Visiting</u>
Name: Jennifer Robyn	Building Level or <u>Visiting</u>
Name: Kathleen Young	<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 in the areas of: **Access to the General Curriculum, Transition and Behavior Strategies and Discipline.**

SUMMARY OF BUILDING LEVEL DATA

ACCESS TO THE GENERAL CURRICULUM STATEMENTS						Filled in with the combined number of times a statement is marked on all Data Collection Forms for this school or building					
Ed. 1109.01 Elements of an IEP CFR 300.320 Content of IEP Ed. 1109.05, Implementation of IEP 20 U.S.C. 1414 (d) Ed. 1115.07, Ed 1119.01(f) Provision of Non-Academic Services/Settings CFR 300.320(a) CFR 300.34 Ed. 1119.03, Full Access to District's Curricula Ed. 1119.08, Diplomas Ed. 1107.04 (d) Qualified Examiner Ed. 1133.05 (c)(h)(k) CFR 300.320 Program Requirements, Content of IEP Ed. 1133.20 Protections Afforded to Children with Disabilities CFR 300.320(a)(1)(i) "... general curriculum (i.e. ,the same curriculum as for nondisabled children)" CFR 300.320(a)(4)(iii) "To be educated and participate with other children with disabilities and non disabled children"						YES	NO	N/A			
A1.) Team uses multiple measures to design, implement and monitor the student's program.						1					
A2.) All IEP goals are written in measurable terms.							1*				
A3.) Student has made progress over the past three years in IEP goals. Goal 1						1					
A4.) Student has made progress over the past three years in IEP goals. Goal 2						1					
A5.) Student <u>has access to</u> the general curriculum (as outlined by the district, sending district or NH frameworks.)						1					
A6.) Student <u>participates in</u> the general curriculum <u>in a regular education setting with non-disabled peers</u> , as appropriate, with necessary supports.						1					
A7.) When <u>participating in a regular education setting with non-disabled peers</u> with necessary supports, student <u>has made progress in the general curriculum</u> .						1					
A8.) Student <u>participates</u> appropriately in state, district and school-wide assessments.						1					
A9.) Student <u>shows progress</u> in state, district and school-wide assessments.						1					
A10.) Student <u>has opportunities</u> to participate in general extracurricular and other non-academic activities with necessary supports.						1					
A11.) Student <u>does participate</u> in general extracurricular and other non-academic activities with necessary supports.						1					
A12.) Was the student's most recent individual evaluation (initial or reevaluation), including a written summary report and meeting, held within 45 days of parental permission to test? If not, was it due to: (check all that apply)						1					
a.) Extension in Place	b.) Lack of Qualified Personnel ___Psychologist ___Educator ___Related Services ___Other	c.) Evaluation Not Completed in Time	d.) Summary Report Not Written in Time	e.) Meeting Not Held in Time	f.) Other						
For High School Students:						YES				NO	
A13.) Student is earning credits toward a regular high school diploma.						1					
A14.) <i>IF YES:</i> within 4 years?										1	
A15.) Student will earn an IEP diploma or a certificate of competency.										1	
A16.) <i>IF YES:</i> within 4 years?											
A17.) Does this school or district have a clear policy for earning a high school diploma?						1					

SUMMARY OF BUILDING LEVEL DATA

<u>TRANSITION STATEMENTS</u>	Filled in with the combined <u>number</u> of times a statement is marked on all Data Collection Forms for this school or building		
	YES	NO	
<p>Ed .1102.53 Transition Services CFR 300.43 Ed. 1107.02 Process; Provision of FAPE CFR 300.124 Part C Transition Ed. 1109.01, Elements of an IEP (Transition Services) CFR 300.320(a)(7)(b) 20 U.S.C. 1402 (34) 20 U.S.C. 1414 (d)(1)(A) and (d)(6) Ed. 1109.03, IEP Team CFR 300.320(b) Ed. 1133.05</p> <p>This includes movement from (a) Early Supports and Services (ESS) to preschool, (b) preschool to elementary school, or (c) age 16 or older, as well as from grade to grade and school to school.</p>			
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T1.) Transition planning from grade to grade takes place.			
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T3.) Collaboration has occurred between general and special education staff in IEP development and in transition planning.			
If the student is age 16 or older during the course of the IEP answer all of the following statements (do not answer the 3 statements above):			
T4.) Transition planning is designed as a results oriented process that promotes movement from school to the student's desired post-school goals.	1		
T5.) IEP team includes parent as part of transition planning.	1		
T6.) IEP team and process includes student as part of transition planning.	1		
T7.) IEP includes current level of performance related to transition services.	1		
T8.) There is documentation that the student has been invited to attend IEP meetings.	1		
T9.) A statement of the transition service needs is included in the IEP.	1		
T10.) The statement of transition focuses on the student's course of study (e.g. vocational programming, advanced placement).	1		
T11.) Transition plan includes coordinated, <u>measurable</u> , annual IEP goals and includes transition services that will reasonably enable the student to meet the post-secondary goals.	1		
T12.) Statement of needed transition services is presented as a coordinated set of activities.	1		
T13.) The statement of transition focuses on the student's course of study (e.g. vocational programming, advanced placement).	1		
T14.) The IEP includes a statement of needed transition services and considers instruction.	1		
T15.) The IEP includes a statement of needed transition services and considers community experiences.	1		
T16.) The IEP includes a statement of needed transition services and considers development of employment skills.	1		
T17.) Student is informed prior to age 17 of his/her rights under IDEA.	1		
Only the following 4 statements may be answered N/A if appropriate. All statements above must be answered Yes or No.	YES	NO	N/A
T18.) There is documentation that representatives of other agencies have been invited to IEP meetings.	1		
T19.) The IEP includes a statement of needed transition services and considers related services.	1		
T20.) The IEP includes a statement of needed transition services and considers development of daily living skills.	1		
T21.) If the student is preparing to graduate this year, there is a summary of the student's academic achievement and functional performance , which includes recommendations on how to assist the student in meeting his or her post-secondary goals.			1

Transition Strengths	Transition Suggestions for Improvement
<ul style="list-style-type: none"> • Variety of comprehensive programming • Drivers education preparation class • College credit / Running Start Programs • Special education team • Work to Learn Program • Skills units available • Parent involvement in transition planning • Student involvement in transition planning • Informal evaluation / job interest goal setting / pre-vocational exploration • Natural supports • Interest surveys completed informally • Allowing students to earn credit recovery through American School correspondence 	<ol style="list-style-type: none"> 1. Establish a program for vocational assessments. 2. Ensure full cooperation / collaboration from Vocational Rehabilitation with the transition plan agreed upon by the team.

SUMMARY OF BUILDING LEVEL DATA

BEHAVIOR STRATEGIES AND DISCIPLINE		Filled in with the combined <u>number</u> of times a statement is marked on all Data Collection Forms for this school or building		
<u>Ed. 1109.02 Program</u> <u>CFR 300.324</u> <u>Ed. 1119.11 Disciplinary Procedures</u> <u>CFR 300.530-300.536</u> <u>Ed. 1133.07 (a) (b) (c) (d) (e)</u> <u>CFR 300.530-300.536</u> <u>20 U.S.C. 1415 (K)</u> <u>Child Management – Private Schools</u> <u>RSA 169-C Child Protection Act</u>		YES	NO	N/A
B1.) Data are used to determine impact of student behavior on his/her learning.				1
B2.) Has this student ever been suspended from school?			1	
B3.) If yes, for how many days?				
B4.) If appropriate, a functional behavior assessment has been conducted.				1
B5.) IEP team has addressed behaviors that are impacting student learning.				1
B6.) A behavior intervention plan has been written to address behaviors.				1
B7.) All individuals working with the student have been involved in developing behavior intervention strategies.				1
B8.) Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.				1
B9.) Results of behavior intervention strategies are evaluated and monitored.				1
B10.) A school-wide behavior intervention model exists.				
Behavior Strategy Strengths		Behavior Strategy Suggestions for Improvement		

Summary of Building Level Strengths and Suggestions

Strengths	Suggestions for Improvement
<ul style="list-style-type: none"> • Attention paid to transition planning • Excellent programs for functional life skills, pre-vocational and independent living skills and licensure programs • Staff rapport with students • Excellent family relationships – supportive and collaborative • General skills unit in place as a method of exposing students to curriculum before taking class for credit • Credit recovery – variety of methods allowing students to earn graduation credits as well as college credits and licensure programs (Adult Program – PACE) • Active development of programs to include students with IEPs and typical peers, both socially and academically, i.e. “Just Like Us”, Unified Phys Ed class, Unified Art 	<ul style="list-style-type: none"> • Handicapped access at Haynes House – electronic door • Wi-Fi at Haynes House • Sprinkler system at Haynes • Fire escape from the 2nd floor • More Smart Boards • Direct contact with Regional & Voc Rehab Services / more collaboration • More time for case management

USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT

BUILDING LEVEL CASE STUDY DATA SUMMARY

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

School: PINKERTON ACADEMY – RESOURCE ROOM SAU:	Date: 4/17/08
Programs:	Number of Cases Reviewed: 4

Name: Sherry Goldberg	<u>Building Level</u> or <u>Visiting</u>
Name: Deborah Bois	<u>Building Level</u> or <u>Visiting</u>
Name: L.D. Ward	<u>Building Level</u> or <u>Visiting</u>
Name: Deb Sadowski	<u>Building Level</u> or <u>Visiting</u>
Name: Colleen Bovi	<u>Building Level</u> or <u>Visiting</u>
Name: Danielle Finigan	<u>Building Level</u> or <u>Visiting</u>
Name: Karen Burkush	<u>Building Level</u> or <u>Visiting</u>
Name: Beth Rincon	<u>Building Level</u> or <u>Visiting</u>
Name: Sarah Louie	<u>Building Level</u> or <u>Visiting</u>
Name: Jamie Marcotte	<u>Building Level</u> or <u>Visiting</u>
Name: Kimberly Giroux	<u>Building Level</u> or <u>Visiting</u>
Name: Daniel Hansberry	<u>Building Level</u> or <u>Visiting</u>
Name: Norma Riley	<u>Building Level</u> or <u>Visiting</u>
Name: Amy Clason-Gilmet	<u>Building Level</u> or <u>Visiting</u>
Name: Jean Parsons	<u>Building Level</u> or <u>Visiting</u>
Name: Jane Fournier	<u>Building Level</u> 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 in the areas of: **Access to the General Curriculum, Transition and Behavior Strategies and Discipline.**

SUMMARY OF BUILDING LEVEL DATA

ACCESS TO THE GENERAL CURRICULUM STATEMENTS						Filled in with the combined number of times a statement is marked on all Data Collection Forms for this school or building					
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A1.) Team uses multiple measures to design, implement and monitor the student's program.						3	1				
A2.) All IEP goals are written in measurable terms.						2	2*				
A3.) Student has made progress over the past three years in IEP goals. Goal 1						3	1				
A4.) Student has made progress over the past three years in IEP goals. Goal 2						3	1				
A5.) Student <u>has access to</u> the general curriculum (as outlined by the district, sending district or NH frameworks.)						4					
A6.) Student <u>participates in</u> the general curriculum <u>in a regular education setting with non-disabled peers</u> , as appropriate, with necessary supports.						4					
A7.) When <u>participating in a regular education setting with non-disabled peers</u> with necessary supports, student <u>has made progress in</u> the general curriculum.						4					
A8.) Student <u>participates</u> appropriately in state, district and school-wide assessments.						3			1		
A9.) Student <u>shows progress</u> in state, district and school-wide assessments.						2			1		
A10.) Student <u>has opportunities</u> to participate in general extracurricular and other non-academic activities with necessary supports.						4					
A11.) Student <u>does participate</u> in general extracurricular and other non-academic activities with necessary supports.						4					
A12.) Was the student's most recent individual evaluation (initial or reevaluation), including a written summary report and meeting, held within 45 days of parental permission to test? If not, was it due to: (check all that apply)						1	2	1			
a.) Extension in Place 1	b.) Lack of Qualified Personnel ___Psychologist ___Educator ___Related Services ___Other	c.) Evaluation Not Completed in Time 1	d.) Summary Report Not Written in Time	e.) Meeting Not Held in Time	f.) Other						
For High School Students:						YES	NO				
A13.) Student is earning credits toward a regular high school diploma.						4					
A14.) <i>IF YES:</i> within 4 years?						3	1				
A15.) Student will earn an IEP diploma or a certificate of competency.						3					
A16.) <i>IF YES:</i> within 4 years?							3				
A17.) Does this school or district have a clear policy for earning a high school diploma?						4					

Access Strengths	Access Suggestions for Improvement
<ol style="list-style-type: none"> 1. American Sign Language is available as a language option. 2. Special education teachers have time with students, thanks to clerical support. 3. Inclusion is appropriate and meaningful. 4. Teachers “own” students in class. 5. Teachers are creative in including students. 6. The Resource Room is well organized and equipped. 7. Ed Line allows / facilitates communication between parents and staff. 8. The team seeks to maximize student potential. 9. A new reading program is being formed and students are being assessed. 	<ol style="list-style-type: none"> 1. Paraprofessionals should be utilized for student support / not clerical. 2. Keep case loads low (high numbers will affect quality of inclusion services). 3. Special education teachers need more time for remedial work / skill development. 4. Incorporate more visuals in general education classes. 5. * Annual goals need to be consistently measurable. <p style="text-align: center;">* This is a citation</p>

SUMMARY OF BUILDING LEVEL DATA

<u>TRANSITION STATEMENTS</u>	Filled in with the combined <u>number</u> of times a statement is marked on all Data Collection Forms for this school or building		
	YES	NO	
<p>Ed .1102.53 Transition Services CFR 300.43 Ed. 1107.02 Process; Provision of FAPE CFR 300.124 Part C Transition Ed. 1109.01, Elements of an IEP (Transition Services) CFR 300.320(a)(7)(b) 20 U.S.C. 1402 (34) 20 U.S.C. 1414 (d)(1)(A) and (d)(6) Ed. 1109.03, IEP Team CFR 300.320(b) Ed. 1133.05</p> <p>This includes movement from (a) Early Supports and Services (ESS) to preschool, (b) preschool to elementary school, or (c) age 16 or older, as well as from grade to grade and school to school.</p>			
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T2.) Transition planning from school to school takes place.			
T3.) Collaboration has occurred between general and special education staff in IEP development and in transition planning.			
If the student is age 16 or older during the course of the IEP answer all of the following statements (do not answer the 3 statements above):			
T4.) Transition planning is designed as a results oriented process that promotes movement from school to the student's desired post-school goals.	4		
T5.) IEP team includes parent as part of transition planning.	4		
T6.) IEP team and process includes student as part of transition planning.	3		1*
T7.) IEP includes current level of performance related to transition services.	4		
T8.) There is documentation that the student has been invited to attend IEP meetings.	4		
T9.) A statement of the transition service needs is included in the IEP.	4		
T10.) The statement of transition focuses on the student's course of study (e.g. vocational programming, advanced placement).	4		
T11.) Transition plan includes coordinated, <u>measurable</u> , annual IEP goals and includes transition services that will reasonably enable the student to meet the post-secondary goals.			4*
T12.) Statement of needed transition services is presented as a coordinated set of activities.	4		
T13.) The statement of transition focuses on the student's course of study (e.g. vocational programming, advanced placement).	4		
T14.) The IEP includes a statement of needed transition services and considers instruction.	3		1*
T15.) The IEP includes a statement of needed transition services and considers community experiences.	3		1*
T16.) The IEP includes a statement of needed transition services and considers development of employment skills.	3		1*
T17.) Student is informed prior to age 17 of his/her rights under IDEA.	4		
Only the following 4 statements may be answered N/A if appropriate. All statements above must be answered Yes or No.	YES	NO	N/A
T18.) There is documentation that representatives of other agencies have been invited to IEP meetings.	2		1
T19.) The IEP includes a statement of needed transition services and considers related services.		1*	1
T20.) The IEP includes a statement of needed transition services and considers development of daily living skills.		1*	1
T21.) 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		1

Transition Strengths	Transition Suggestions for Improvement
<ul style="list-style-type: none"> • Freshman Orientation (in planning stage) • Work to Learn Program • Field Day • Vocational classes • 8th Grade transition slate of activities • Independent living classes • Career exploration center • English assignment: college prep essay • Communication grade to grade between team members • Information about adult services • Co-op program 	<ul style="list-style-type: none"> • Provide opportunities for students to self-advocate re: learning styles and prep for college • * Write measureable transition goals • * Record service provided and person responsible <p>* This is a citation</p>

SUMMARY OF BUILDING LEVEL DATA

BEHAVIOR STRATEGIES AND DISCIPLINE		Filled in with the combined number of times a statement is marked on all Data Collection Forms for this school or building		
<u>Ed. 1109.02 Program</u> <u>CFR 300.324</u> <u>Ed. 1119.11 Disciplinary Procedures</u> <u>CFR 300.530-300.536</u> <u>Ed. 1133.07 (a) (b) (c) (d) (e)</u> <u>CFR 300.530-300.536</u> <u>20 U.S.C. 1415 (K)</u> <u>Child Management – Private Schools</u> <u>RSA 169-C Child Protection Act</u>		YES	NO	N/A
B1.) Data are used to determine impact of student behavior on his/her learning.		3		1
B2.) Has this student ever been suspended from school?			1	3
B3.) If yes, for how many days?				
B4.) If appropriate, a functional behavior assessment has been conducted.				4
B5.) IEP team has addressed behaviors that are impacting student learning.				4
B6.) A behavior intervention plan has been written to address behaviors.				4
B7.) All individuals working with the student have been involved in developing behavior intervention strategies.				4
B8.) Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.				4
B9.) Results of behavior intervention strategies are evaluated and monitored.				4
B10.) A school-wide behavior intervention model exists.		1		
Behavior Strategy Strengths		Behavior Strategy Suggestions for Improvement		
<ol style="list-style-type: none"> 1. Movement around campus – students don't wander off. 2. Staff dress sets the tone. 3. Positive reinforcements are in place for all students. 4. Personal connections are good between staff and students. 5. Supervised in-school support replaces out of school suspension. 		<ol style="list-style-type: none"> 1. Expand evening division / choices for students who can't sustain 8 per day / size of campus. 2. Consider an Alternative High School. 3. Some students prefer suspension room- 20+ days in. 4. Behavior issues might exclude students from advancing out of exploratory classes. 		

Summary of Building Level Strengths and Suggestions

Strengths	Suggestions for Improvement
<ul style="list-style-type: none">• Fabulous facilities• Space for special education programs• Acceptance of students with disabilities	<ul style="list-style-type: none">• Consider more co-teaching possibilities between general and special educators• Limit case load numbers for more effective inclusion and services.