

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

**Raymond School District
SAU #33
SUMMARY REPORT**

**Michael Shore, Acting Superintendent of Schools
Mary Ellen Pantazis, Director of Special Education**

**Chairperson Visiting Team:
Jane Bergeron-Beaulieu, Education Consultant**

**Site Visit Conducted on December 4-5, 2007
Report Date, January 31, 2008
Revised February 11, 2008**

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I. TEAM MEMBERS

Visiting Team Members:

NAME	PROFESSIONAL ROLE
Chairperson: Jane Bergeron-Beaulieu	Education Consultant
Colleen Bovi	Education Consultant
Susan Brassard	LD Specialist, SAIF
Paul Campelia	Executive Director
Karen Cassidy	Special Education Department Head & Preschool Coordinator
Jane Murray	High School Special Educator, SAIF
P. Mick Pinard	Guidance Director
Sharon Pray	Director of Student Services

Building Level Team Members:

NAME	PROFESSIONAL ROLE
Mary Ellen Pantazis	Special Education Director
Jessica Butler	Speech-Language Pathologist
Sharon O'Brien	Occupational Therapist
Jean Walen	Special Educator
Rebecca Hadik	Special Education Coordinator
Linda Zimmer	Special Educator
Thomas O'Brien	Math Teacher
Charlotte Mason	Art Teacher
Denise Pleickhardt	Special Education Coordinator
Amy Allard	Speech-Language Pathologist
Linda Hughes	Special Educator
Jessica Milligan	Special Educator
Kate Bronson	Special Educator
Kim Giroux	Special Educator
Grethel Strzepek	Special Educator
Stacey Livingston	Special Educator

II. INTRODUCTION

SAU # 33 is a single school district, comprised of the town of Raymond NH. Total fall 2007 enrollments, grades preschool – 12, as reported by the SAU through the NHDOE Case Study Compliance Application, are as follows: preschool 11 students, elementary school 585, middle school 455, and high school 514. Each of the schools in Raymond is administered by a principal, assistant principal and coordinator of student services. The total number of students with disabilities reported for each of the schools is as follows: elementary (prek-4) 82 students, 14% of the student population, middle school (grades 5-8) 93 students, 20% of the student population, and high school 89 students, 17% of the student population.

The town of Raymond is located in Rockingham County, just outside of the New Hampshire seacoast region, with an estimated total population of 277, 359 (according to 2000 US Census of Population and Housing). The most recent community data listed on the NHDOE web site reports the equalized total tax rate for Raymond to be 18.30, as compared to the state rate of 15.01. US Census data for Raymond reports a per capita income of \$18,430 as compared to the state average of \$23,844. Within the community of Raymond there are three schools, the Lamprey River Elementary School (which houses the preschool special needs program), Iber Holmes Gove Middle School and Raymond High School.

The last NHDOE, Bureau of Special Education, visit to SAU#33 (conducted with a visiting team), was held in February of 2004, with return visits by the NHDOE in April 2004 and again in October and November 2004. Identified citations of non-compliance as a result of these visits were significant including, but not limited to, the following areas:

- Facilities,
- Personnel Requirements (qualifications, staff recruitment and retention),
- Transition Planning,
- Curriculum,
- Diploma Policy and Earning of High School Credits for Students with Disabilities,
- IEP's,
- Parent Participation in the Special Education Process,
- Adherence to the Special Education Process,
- Criteria for Approval of Special Education Programs,
- Overall Challenges with Communication

As a result of these visits, the NHDOE, Bureau of Special Education, provided intensive support and technical assistance to the Raymond School District in the monitoring of required corrective actions, and in June of 2007 the SAU received a letter from the Commissioner of Education indicating that special education corrective actions from the February 17-18, 2004 monitoring visit had been met.

The Raymond School District Mission Statement is as follows:

The Raymond School District, as the organization responsible for providing challenging educational opportunities in a supportive environment, is committed to:

- Recognizing each individual's unique needs and learning styles,
- Promoting intellectual growth,
- Fostering self-esteem and mutual respect,
- Developing interpersonal skills necessary for becoming responsible citizens,

and thereby...

Encouraging individuals to reach their potential and acquire an appreciation for a lifelong pursuit of learning.

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 Raymond School District on December 4-5, 2007 for the purpose of reviewing the present status of programs and services made available to children and youth with educational disabilities. As part of the NHDOE Special Education Program Approval Visit, Case Study Compliance Reviews were conducted at all of the schools in SAU 33. These include:

- Lamprey River Elementary School (PK- Grade 4)
- Iber Homes Gove Middle School (Grades 5-8)
- Raymond High School (Grades 9-12)

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 The Raymond School District. 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 June 2007 correspondence issued by Lyonel Tracy, NHDOE Commissioner of Education, all previous citations of non-compliance and required special education corrective actions for SAU #33 had been met.

V. DECEMBER 4 & 5, 2007 CASE STUDY COMPLIANCE REVIEW RESULTS

Data collection is an important part of the NHDOE Special Education Case Study Compliance Review Process. In order to monitor whether or not special education programs are in compliance in the three focus areas, and determine any root causes of problems that may be identified through the case study process, it is essential that each case study team dig deeply into the data, and not just 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.

As part of the NHDOE Case Study Compliance Review, the NHDOE, Bureau of Special Education, randomly selected the names of 7 students with disabilities for which the district was responsible for preparing case study presentations. The breakdown is as follows:

Grade Level	# Case Studies	Disability(ies) of Student(s)
Preschool	1	Developmental Delay & Speech/Language Impairment
Elementary	2	Mental Retardation, Speech/Language Impairment
Middle School	2	Emotional Disturbance, Other Health Impairment, Speech/Language Impairment
High School	2	Other Health Impairment, Mental Retardation, Emotional Disturbance

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 December Case Study Compliance Review in SAU 33.

SUMMARY OF LEA PARENT SURVEY DATA – ELEMENTARY SCHOOL

Total number of surveys sent: 76	Total # of completed surveys received: 15	Percent of response: 20%
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Scale 3 = Completely 2 = Partially 1 = Not at all

ACCESS TO THE GENERAL CURRICULUM:	3	2	1	No Answer
I am satisfied with my child's program and the supports that he/she receives.	7	7	1	
My child has opportunities to interact with non-disabled peers on a regular basis.	15	0	0	
I am adequately informed about my child's progress.	8	5	2	
My child is informed about and encouraged to participate in school activities outside of the school day, and is offered necessary supports.	5	7	2	1
My child feels safe and secure in school and welcomed by staff and students.	12	1	1	1
A variety of information (observations, test scores, school work, parent input) was used in developing my child's IEP.	13	1	1	
I am satisfied with the progress my child is making toward his/her IEP goals.	10	3	2	

TRANSITION:				
I am satisfied with the planning and support provided for the moves my child has made from grade to grade and school to school.	6	5	1	3
All of the people who are important to my child's transition were part of the planning.	7	4	1	3
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 4			NO 3
I have been involved in the development of behavior interventions, strategies and supports for my child.	4	2	1	8
I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs.	5	3	1	6
OTHER:				
I fully participate in special education decisions regarding my child.	14	1		
I have been provided with a copy of the procedural safeguards (parental rights) at least once a year.	14	1		

SUMMARY OF LEA PARENT SURVEY DATA – MIDDLE SCHOOL

Total number of surveys sent: 94	Total # of completed surveys received: 24	Percent of response: 26%
Scale 3 = Completely 2 = Partially 1 = Not at all		

ACCESS TO THE GENERAL CURRICULUM:				
	3	2	1	No Answer
I am satisfied with my child's program and the supports that he/she receives.	12	10	2	
My child has opportunities to interact with non-disabled peers on a regular basis.	22	1	2	
I am adequately informed about my child's progress.	12	9	3	
My child is informed about and encouraged to participate in school activities outside of the school day, and is offered necessary supports.	10	10	3	
My child feels safe and secure in school and welcomed by staff and students.	18	5	1	
A variety of information (observations, test scores, school work, parent input) was used in developing my child's IEP.	20	3	0	
I am satisfied with the progress my child is making toward his/her IEP goals.	13	9	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.	10	7	2	5
All of the people who are important to my child's transition were part of the planning.	11	9		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 5			NO 7
I have been involved in the development of behavior interventions, strategies and supports for my child.	16			7
I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs.	7	7	2	7
OTHER:				
I fully participate in special education decisions regarding my child.	22	1	0	
I have been provided with a copy of the procedural safeguards (parental rights) at least once a year.	23	0	0	

SUMMARY OF LEA PARENT SURVEY DATA – HIGH SCHOOL

Total number of surveys sent: 82	Total # of completed surveys received: 15	Percent of response: 18%
Scale 3 = Completely 2 = Partially 1 = Not at all		

ACCESS TO THE GENERAL CURRICULUM:	3	2	1	No Answer
I am satisfied with my child’s program and the supports that he/she receives.	7	5	2	
My child has opportunities to interact with non-disabled peers on a regular basis.	14	1	0	
I am adequately informed about my child’s progress.	9	4	2	
My child is informed about and encouraged to participate in school activities outside of the school day, and is offered necessary supports.	9	2	3	1
My child feels safe and secure in school and welcomed by staff and students.	9	5	1	
A variety of information (observations, test scores, school work, parent input) was used in developing my child’s IEP.	13	0	2	
I am satisfied with the progress my child is making toward his/her IEP goals.	12	1	2	
FOR PARENTS OF HIGH SCHOOL STUDENTS:				
My child earns credits toward a regular high school diploma in all of his/her classes.	13	2	0	
TRANSITION:				
I am satisfied with the planning and support provided for the moves my child has made from grade to grade and school to school.	8	2	5	
All of the people who are important to my child’s transition were part of the planning.	7	4	2	2
FOR PARENTS OF STUDENTS AGE 16 OR OLDER:				
I am satisfied with the written secondary transition plan that is in my child’s IEP.	7	0	4	4
BEHAVIOR STRATEGIES AND DISCIPLINE:				
My child’s classroom behaviors affect his/her ability to learn. <i>If yes, please answer the next two questions. If no, skip to OTHER.</i>	YES 8			NO 3
I have been involved in the development of behavior interventions, strategies and supports for my child.	10	2	0	3
I am satisfied with the way the school is supporting my child’s behavioral, social and developmental needs.	6	3	3	3
OTHER:				
I fully participate in special education decisions regarding my child.	10	3	0	1
I have been provided with a copy of the procedural safeguards (parental rights) at least once a year.	13	0	1	1

In SAU 33 it was clear that staff and administration consider parental involvement important and that staff and administration are eager and willing to positively engage parents in all aspects of the special education process. While the results of the parent survey listed above reveal a low response rate, the SAU is taking the information seriously as they look for patterns and trends and ways to better involve students and families when it comes to the implementation of the special education process. During the Case Study Compliance Review, parents who were interviewed were very candid and open about both the successes and challenges they have encountered over the past years as parents of students with disabilities in the Raymond School District. A common theme was that there have been significant improvements during the past school year, and while they recognize these improvements they also realize that the SAU will need to continue to demonstrate these improvements if they are to develop a true trust and partnership with staff and administration.

Upon review of the results of the parent surveys that were returned, it is significant to note the following:

1. Responses from preschool parents cannot be identified, as they are included within the responses of parents of the elementary school.
2. At all levels a significant number of parents indicated that they are only partially satisfied or not at all satisfied in the following areas:

- Programming and supports provided to their child
- Progress reporting as related to the IEP
- Transition Planning
- Ensuring that their child feels safe and welcomed by staff and students
- Children being informed about and encouraged to participate in school activities outside of the school day and offered necessary supports.

While these results are only a small sampling of those parents who have students with disabilities enrolled in SAU 33, the initial findings and patterns and trends that emerged are worth exploring further, and do warrant attention on the part of the administration and staff within each of the schools in the SAU.

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

Since the last NHDOE Special Education Program Approval visit to SAU 33, the district has worked hard to develop a continuum of services for students with disabilities, as evidenced by the restructuring of special education in each school. Many of the case study presentations provided to the visiting team were complex and challenging students, and it was evident that school district personnel are making concerted efforts to meet the individual needs of students in the general education setting.

During the December 2007 Case Study Compliance Review at SAU 33, the visiting team observed a high degree of collaboration between general and special educators. This has resulted in schools that are trying hard to ensure that students with disabilities are being provided with equal educational opportunities and full access to the general curriculum. A recurring theme observed by the visiting team was the willingness among the staff and administration in the SAU to work together to meet the needs of students with educational disabilities. Since the last NHDOE Bureau of Special Education visit to The Raymond School District, SAU 33 has focused upon the implementation of inclusionary practices and meeting the needs of students with disabilities in the general education setting. While the movement toward inclusion is to be commended, and each school is inclusionary in design, the SAU may want to look closely at whether or not there is a broad range of student learning opportunities for those youth who have learning difficulties and a full continuum of programs and services available within the SAU. In addition, the SAU may want to continue to look closely at the kinds of professional development and support needed for all staff (special and general educators and paraprofessionals) as it relates to inclusionary practices.

At the high school level the visiting team raised some concern regarding access to the general curriculum as it relates to students with disabilities, specifically related to some of the course offerings, curriculum and earning of credits leading toward a high school diploma. While the high school is inclusionary in design, there are some special education courses that lack written curriculum, and for some learning experiences/course work students with disabilities are not earning high school credits.

Transition

Transition Planning

Process: Provision of FAPE

Transition Services

Based on the December 2007 visit to SAU 33, it was clear that transition planning does occur for students with disabilities, as well as for non-disabled students; however this is often informal and not always documented through formalized practices. In general, staff and administration throughout the SAU are working hard to begin to document transition efforts, and there is some evidence of parent and student involvement in transition planning. The case study

presentations were well prepared and well presented and gave a strong indication of the strengths and weaknesses that occur in the area of transition planning.

As students leave the middle school and head to the high school, the evidence of planning is less evident and it seems that planning and processes that occur for students are more informal and not always documented in writing in student files. Based on the high school case studies presented, documentation of all required supports for transition planning was lacking, including evidence of preparing students for post secondary life experiences, measurable post secondary goals, and evidence that outside agencies were involved in the writing and implementation of the transition plan outlined in the IEP. Staff at the high school level, and outside agencies, appear to be providing many positive experiences for students with disabilities related to transition and transition planning; however, these efforts are not always reflected as part of the IEP process.

Behavior Strategies and Discipline

Throughout the SAU the visiting team identified many praiseworthy examples of impressive behavior management programs and positive interventions being implemented for all students. This has resulted in school wide common cultures that emphasize caring and respectful learning environments. At the elementary level it appears that the school has all of the necessary supports and professional development for staff in order to address challenging behavioral and discipline issues. School wide behavioral data being collected is utilized by staff and administration for purpose of informing curriculum, instruction and improved student outcomes.

At middle and high schools, the visiting team praised the culture and climate within the buildings, and the respect that staff and students appear to have for one another. At both the middle and high schools, school rules are clearly defined, as are the consequences for infractions; however, there did not appear to be an established general school wide expectation of promoting effective behavior prevention/interventions. The high school is in process of rolling out Positive Behavioral Interventions and Supports (PBIS) through the support of APEX 2, and professional development is ongoing.

COMMENDATIONS

- Staff and administration were consistently described as caring, dedicated and skilled educators.
- The SAU continues to strive toward full compliance with state and federal special education rules and regulations.
- The staff and administration in the SAU have worked hard to address and resolve many long standing special education citations of non-compliance.
- All but one member of the special education staff in the SAU are fully credentialed for the position they hold.
- The support and ongoing professional development made available to the special education staff is impressive.
- The school board and community are to be commended for the completion of a new middle school facility, and the long term strategic planning process that is currently happening is impressive.
- Staff and administration within the SAU were consistently described as dedicated and continually seeking professional growth.
- Limited resources available within the community and schools present a significant challenge, however the staff is commended for their hard work and serious efforts to work with limited funds.
- The SAU has, for the first time, hired a school psychologist to provide counseling and diagnostic services.
- The SAU is utilizing outside resources such as Strafford Learning Center, the NHDOE and legal assistance to provide professional development to staff in a variety of topics related to special education.
- The SAU is no longer identified as a “District In Need Of Improvement”.
- The use of data, and the formation of a “data team” within the SAU to inform curriculum, instruction and assessment, is impressive.
- The curriculum mapping that is occurring throughout the SAU is impressive.
- The time, effort and evidence gathered for the NHDOE Special Education Case Study Compliance Review is to be commended.
- The emphasis that the administration has placed upon “improved outcomes” for all students is well recognized.
- As a result of the NHDOE Special Education Case Study Compliance Review, it was evident that there is improved communication and collaboration between general and special educators.

- The community and school board are commended for their recent support and efforts to not only ensure compliance with special education rules and regulations, but also for their willingness to address and support critical systems issues that have been long standing in the Raymond School District.

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.

The visiting team thanks the staff and administration of SAU 33 for their participation, assistance and cooperation in all aspects of the NHDOE Case Study Compliance Review. The educational communities in all of the schools in SAU 33 are recognized for the time, effort and preparation in coordinating this visit. As the visiting team worked with SAU #33 in carrying out the varied data collection activities, they noted a few issues of significance that warrant attention. These issues are noted below:

ED 1106.01 Special Education Process

As a result of the December 2007 visit to SAU 33, it was clear that there have been significant improvements made in the updating and implementation of special education policy and procedures. The visiting team agreed that there has been ongoing professional development for case managers and special educators in the special education process in order to familiarize staff with special education rules and regulations, utilization of special education forms and documents. As the case study compliance review was conducted in SAU 33, what the visiting team saw was a dedicated group of special educators who are trying hard to implement special education policy and procedures, and internally they have identified numerous special education procedural oversights that continue to be worked on. These include, but are not limited to, organization of student records, documentation of parental involvement, appropriate utilization of special education forms, meeting of timelines, IEPs that meet full compliance, etc. The continued attention that SAU 33 is giving to compliance with special education rules and regulations cannot be understated and they are recognized for their efforts. The staff and administration of SAU 33 are strongly encouraged to continue to work toward a single, well integrated system that connects general and special educators with students and parents to ensure full compliance in all areas.

ED 1102.53 Transition Services

ED 1109.01 Elements of IEP (transition services)

At the high school level continued attention needs to be given to transition efforts, including documentation of required transition planning in the IEP process. As a result of the December 2007 Case Study Compliance Review, it was clear that staff and administration recognize the importance of transition planning; however, IEPs did not always contain comprehensive transition plans. While the team recognized that some transition processes are often in place for students with disabilities, the planning is not always intentional, well documented and does not always provide a “wrap around approach” to ensure that all necessary supports are in place in preparing students for post secondary experiences.

Based on the December 2007 visit, staff, administration and the visiting team identified the need for a clear process of transition planning for high school students. This should include developing student goals, evaluating progress toward goals, and evaluating progress toward the goals, including relevant agencies and addressing academic, social and functional needs.

CITATIONS OF NONCOMPLIANCE IDENTIFIED AS A RESULT OF THE DECEMBER 2007 CASE STUDY COMPLIANCE REVIEW

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

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

1. ED 1102.53 Transition Services ED 1109.01 Elements of IEP (transition services)

IEP's reviewed during the case study compliance review revealed that transition planning for high school students does not always meet compliance. The transition planning process for high school students with disabilities must meet all requirements.

2. ED 1106.01 Special Education Process

As a result of the December 2007 Case Study Compliance Review, oversights in the implementation of special education processes were identified. The SAU needs to ensure full compliance with the implementation of special education process from start to finish.

3. ED 1109.01 Elements of IEP

IEPs reviewed during the December 2007 Case Study Compliance Review did not always have measurable annual goals. The SAU must ensure that annual IEP goals (PreK-grade 12 and students placed out of district) are written in measurable terms.

4. ED 1125.04 Evaluation Timeline

Individual evaluations, including a written summary report and meeting, must be held within 45 days of parental permission to test.

SUGGESTIONS FOR PROGRAM-WIDE IMPROVEMENT

Suggestions for improvement, simply stated, are recommendations provided by the visiting team that are intended to strengthen and enhance programs, services, instruction and professional development, and the NHDOE strongly encourages that serious consideration be given to the suggestions. However, discretion may be used in this area; suggestions for improvement are not considered to be required corrective actions and you may determine which suggestions most warrant follow up and address those in your corrective action plan. **System wide suggestions for improvement are listed below. Suggestions for individual programs are included in the Building Level Case Study Data Summary Reports, pp.14-40.** It should be noted that in the Building Level Data Summary Reports, any suggestion made by a visiting team member that is actually a citation of noncompliance, has an asterisk (*) before it, and it is also listed above with the citations of noncompliance.

1. With all of the recent changes in the SAU, the administration needs to give serious consideration to the development of job descriptions for all of those involved in the special education process. This includes, but is not limited to, preschool coordinator, building coordinators, case managers, special educators, etc. As a result of the December 2007 visit to SAU 33 there appear to be differing interpretations of these roles and what the responsibilities and job duties include.

2. The SAU needs to continue to strive toward system wide communication and consistency in special education practices PreK – grade 12. While the district has begun to move in this direction, continued attention needs to be directed toward ensuring cross district communication. The visiting team recognized that within each building in the SAU there are unique cultures, and many successful practices, however it became apparent that policy and procedures vary on many levels (e.g. behavioral expectations, identification of students with disabilities, transition planning, etc.). This has resulted in some confusion on the part of parents and staff, and will make it difficult to measure student success, over time, on a consistent basis. It is strongly suggested that there be “cross pollination” between all schools on all issues related to special education, as well as professional development opportunities, curriculum, behavioral expectations etc.
3. Continued emphasis needs to be placed upon recruitment and retention of staff and administration throughout the SAU.
4. During the visit to SAU 33, the visiting team recognized the efforts that have been put forth to address facility issues at the middle school level, and that there have been attempts to address the space needs at the elementary school level. As a result of the December 2007 visit to SAU 33, the visiting team strongly suggests that the SAU continue to address the space needs at the Lamprey River Elementary School.
5. The SAU may want to establish concrete goals to begin to address the suggestions for improvement outlined in this report. In doing so it is also suggested that there be opportunity for staff and administration to participate in the development of goals to address the suggestions for improvement.

VI. BUILDING LEVEL SUMMARY REPORTS

USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT

PRESCHOOL BUILDING LEVEL CASE STUDY DATA SUMMARY

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

School: Lamprey River (Preschool)	SAU: 33	Date: 12/5/07
Programs: Preschool		Number of Cases Reviewed: 1
Recorder/Summarizer: Amy Allard		

COLLABORATIVE TEAM MEMBERS:

Name: Jessica Butler	<u>Building Level</u> or Visiting
Name: Sharon O'Brien	<u>Building Level</u> or Visiting
Name: Stacey Livingston	<u>Building Level</u> or Visiting
Name: Amy Allard	<u>Building Level</u> or Visiting
Name: Jessica Milligan	<u>Building Level</u> or Visiting
Name: Karen Cassidy	Building Level or <u>Visiting</u>
Name: Susan Brassard	Building Level or <u>Visiting</u>
Name: Colleen Bovi	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.**

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 <u>CFR 300.320 Content of IEP</u> Ed. 1109.05, Implementation of IEP <u>20 U.S.C. 1414 (d)</u> Ed. 1115.07, Ed 1119.01(f) Provision of Non-Academic Services/Settings CFR 300.320(a) CFR 300.34 Ed. 1119.03, Full Access to District's Curricula Ed. 1107.04 (d) Qualified Examiner Ed. 1133.05 (c)(h)(k) CFR 300.320 Program Requirements Ed. 1133.20 Protections Afforded to Children with Disabilities CFR 300.320(a)(1)(ii) “. . .for preschool children, as appropriate, how the disability affects the child's participation in appropriate activities;)” CFR 300.320(a)(4)(iii) “To be educated and participate with other children with disabilities and non disabled children”					YES	NO	N/A		
A1.) Is there a written general education curriculum in place for preschoolers?					1				
A2.) Does the curriculum incorporate social/emotional skills?					1				
A3.) Has this student made progress in social/emotional skills?					1				
A4.) Does the curriculum incorporate early language/communication skills?					1				
A5.) Has this student made progress in early language/communication skills?					1				
A6.) Does the curriculum incorporate pre-reading skills?					1				
A7.) Has this student made progress in pre-reading skills?					1				
A8.) Does this student have access to appropriate preschool activities?					1				
A9.) 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				
A10.) Did this student participate in an assessment as part of the Preschool Special Education Outcomes Measurement System?						1			
A11.) Was this 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 Other Related Services	c. Evaluation Not Completed in Time	d. Summary Report Not Written in Time	e. Meeting Not Held in Time	f. Other				
					YES	NO	N/A		
A12.) Did the IEP team meet to create the IEP within 30 calendar days of eligibility?					1				
A13.) Was an IEP fully developed and signed by the student's third birthday?					1				
A14.) Are this student's IEP goals written in measurable terms?					1				

Access Strengths	Access Suggestions for Improvement
<ol style="list-style-type: none"> 1. Curriculum is well connected to District's curriculum – pre-reading, math, handwriting 2. Program is multi-sensory, meeting students' needs 3. Well integrated program 4. Access to outside providers / consultants 5. Related service providers well connected to program 6. Preschool is part of the overall operation of entire school 	None

SUMMARY OF BUILDING LEVEL DATA

TRANSITION STATEMENTS				Filled in with the combined number of times a statement is marked on all Data Collection Forms for this school or building		
Ed. 1107.02, (h) Process; Provision of FAPE CFR 300.124 Part C Transition Ed. 1109.01 Elements of an IEP (Transition Services) Ed. 1109.03, IEP Team CFR 300.321 and 300.321(f) CFR 300.322 (b) Parent Participation This includes movement from (a) Early Supports and Services (ESS) to preschool, and b) pre-school to elementary school.				YES	NO	N/A
T1.) Transition planning from ESS to preschool takes place.				1		
T2.) Transition planning from preschool to kindergarten or 1 st grade takes place.						1
T3.) 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		
a. Meeting Not Held In Time	b. Staff Didn't Understand The Process	c. Communication Breakdown Between School And Early Supports And Services Agency		d. Student Moved Into The District After This Time Period		
e. Student Not Referred Prior To 90 Days	f. Parent / School Communication Breakdown		e. Other			
				YES	NO	NA
T4.) Team around transition includes parents.				1		
T5.) Team around transition includes appropriate agencies.				1		
T6.) Services agreed on in the IEP began by the time specified in the IEP.				1		
T7.) Early Supports and Services provided the school or district with initial information prior to 90 days.				1		
T8.) Early Supports and Services evaluation information was shared with the school or district.				1		
Strengths				Suggestions for Improvement		
1. A transition plan is written for each student. 2. Building Special Education Coordinator visits surrounding child care programs to assist with program development.						

SUMMARY OF BUILDING LEVEL DATA

<u>BEHAVIOR STRATEGIES AND DISCIPLINE</u>		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.		1		
B2.) Has this student ever been suspended from school?			1	
B3.) If yes, for how many days?				
B4.) 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. (Sensory Plan)		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		
Strengths		Suggestions for Improvement		
<ol style="list-style-type: none"> 1. An extensive sensory diet / plan has been developed for this student. 2. Staff has been well trained to support students with significant sensory needs. 3. Outside consultants are brought in as needed to assist with the program. 4. Numerous resources are available. 5. Program is well staffed. 		None		

Summary of Building Strengths and Suggestions for Improvement

Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> 1. Services are provided to students who are in private day placements. 2. Ongoing consultation is provided to staff in private settings as needed. 3. Identified preschool children have the option for extended day programming as necessary and appropriate to meet their unique needs. 4. Intervention services are provided for students at risk. 5. There is a high level of willingness to bring consensus with parents. 6. Instruction is differentiated for preschool students by age and activity. 7. Staff is well qualified. 8. Special Education staff is well organized, cohesive and they share the same vision. 9. The Principal embraces the preschool in the Lamprey River School and includes the children, their parents and the staff in all school activities. 10. The ratio of identified students and non-disabled peers, 40/60, is very good. 	<ol style="list-style-type: none"> 1. Preschool staff is encouraged to join the Preschool Technical Assistance Network as a means of networking with other preschool programs and keeping current with research and best practices. 2. The lack of space for the preschool program prohibits some individual work with students, specifically space for occupational and physical therapy services. 3. The Preschool staff should review the requirements for the collection of data to document the effectiveness of preschool special education programs and to establish goals for improved performance of such programs. 4. The district is encouraged to expand Child Find activities to reach more families.

USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT

BUILDING LEVEL CASE STUDY DATA SUMMARY

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

School: **Lamprey River Elementary**

SAU: 33

Date: 12/5/07

Programs:

Number of Cases Reviewed: 2

Recorder/Summarizer: Karen Cassidy

COLLABORATIVE TEAM MEMBERS:

Name: Karen Cassidy	Building Level or <u>Visiting</u>
Name: Susan Brassard	Building Level or <u>Visiting</u>
Name: Jessica Butler	<u>Building Level</u> or Visiting
Name: Amy Allard	<u>Building Level</u> or Visiting
Name: Sharon O'Brien	<u>Building Level</u> or Visiting
Name: Linda Hughes	<u>Building Level</u> or Visiting
Name: Jean Walen	<u>Building Level</u> or Visiting
Name: Jessica Milligan	<u>Building Level</u> or Visiting
Name: Colleen Bovi	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.						2						
A2.) All IEP goals are written in measurable terms.						1	1					
A3.) Student has made progress over the past three years in IEP goals. Goal 1						2						
A4.) Student has made progress over the past three years in IEP goals. Goal 2						2						
A5.) Student <u>has access to</u> the general curriculum (as outlined by the district, sending district or NH frameworks.)						2						
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.						2						
A7.) When <u>participating in a regular education setting with non-disabled peers</u> with necessary supports, student <u>has made progress</u> in the general curriculum.						2						
A8.) Student <u>participates</u> appropriately in state, district and school-wide assessments.						2						
A9.) Student <u>shows progress</u> in state, district and school-wide assessments.						2						
A10.) Student <u>has opportunities</u> to participate in general extracurricular and other non-academic activities with necessary supports.						2						
A11.) Student <u>does participate</u> in general extracurricular and other non-academic activities with necessary supports.						1			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	*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.												
A14.) <i>IF YES:</i> within 4 years?												
A15.) Student will earn an IEP diploma or a certificate of competency.												
A16.) <i>IF YES:</i> within 4 years?												
A17.) Does this school or district have a clear policy for earning a high school diploma?												

Access Strengths	Access Suggestions for Improvement
<ol style="list-style-type: none"> 1. Team collaboration is strong between general and special educators. 2. Special Education leadership at the building level is strong. 3. The support and involvement of the Principal in the special education process is impressive. 4. Students with disabilities are actively engaged in the general education setting. 5. Adequate resources and materials are available to special education staff. 	<ol style="list-style-type: none"> 1. Staff should think more about the functional performance of students with disabilities in the general education setting and demonstrating this on IEPs. 2. Continued professional development for staff on awareness of differing student disabilities is suggested. 3. * Evaluations must be held within 45 days of parental permission to test.

* This is a citation

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		
<p><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.</p>	YES	NO	
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.	2		
T2.) Transition planning from school to school takes place.	2		
T3.) Collaboration has occurred between general and special education staff in IEP development and in transition planning.	2		
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.			
T5.) IEP team includes parent as part of transition planning.			
T6.) IEP team and process includes student as part of transition planning.			
T7.) IEP includes current level of performance related to transition services.			
T8.) There is documentation that the student has been invited to attend IEP meetings.			
T9.) A statement of the transition service needs is included in the IEP.			
T10.) The statement of transition focuses on the student's course of study (e.g. vocational programming, advanced placement).			
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.			
T12.) Statement of needed transition services is presented as a coordinated set of activities.			
T13.) The statement of transition focuses on the student's course of study (e.g. vocational programming, advanced placement).			
T14.) The IEP includes a statement of needed transition services and considers instruction.			
T15.) The IEP includes a statement of needed transition services and considers community experiences.			
T16.) The IEP includes a statement of needed transition services and considers development of employment skills.			
T17.) Student is informed prior to age 17 of his/her rights under IDEA.			
Only the following 4 statements may be answered N/A if appropriate. <u>All statements above must be answered Yes or No.</u>	YES	NO	N/A
T18.) There is documentation that representatives of other agencies have been invited to IEP meetings.			
T19.) The IEP includes a statement of needed transition services and considers related services.			
T20.) The IEP includes a statement of needed transition services and considers development of daily living skills.			
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.			

Transition Strengths	Transition Suggestions for Improvement
<ol style="list-style-type: none"> 1. Transitions were documented for individual children in case studies presented. 2. Carefully thought out grade to grade and school to school transitions are evident at the elementary level. 3. Staff are open to parental input around transition planning for students with disabilities. 4. IEP teams start early for discussions around transitions for students with disabilities. 	<p>None</p>

SUMMARY OF BUILDING LEVEL DATA

<u>BEHAVIOR STRATEGIES AND DISCIPLINE</u>		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.				2
B2.) Has this student ever been suspended from school?				2
B3.) If yes, for how many days?				
B4.) If appropriate, a functional behavior assessment has been conducted.				2
B5.) IEP team has addressed behaviors that are impacting student learning.				2
B6.) A behavior intervention plan has been written to address behaviors.				2
B7.) All individuals working with the student have been involved in developing behavior intervention strategies.				2
B8.) Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.				2
B9.) Results of behavior intervention strategies are evaluated and monitored.				2
B10.) A school-wide behavior intervention model exists.		2		
Behavior Strategy Strengths		Behavior Strategy Suggestions for Improvement		
1. School-wide discipline code is evident and effective. 2. Outside consultants are available to staff and administrations to address behavioral strategies. 3. Staff are completing Functional Behavioral Assessments as necessary.		District would benefit from research around behavioral intervention strategies, such as CPI or CALM, to support students with severe behavioral disabilities.		

Summary of Building Level Strengths and Suggestions for Improvement

Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> 1. The vision and leadership of the Principal and Special Education Building Coordinator has resulted in strong programs for all students. 2. Case managers are dedicated and talented. 3. The recent structural and facility improvements at Lamprey River Elementary School are commendable. 4. There is strong teamwork and collaboration within the school. 5. Staff and administrators at Lamprey River are very child centered. 6. Professional development offerings for all staff are impressive. 7. Related service supports are adequate and of high quality. 8. Parents indicate that they are involved and the special education process is working well. 9. The recent restructuring of staff into learning teams is working well. 10. There are excellent collaboration opportunities for general and special educators. 11. There are strong efforts made with pre-referral interventions. 	<ol style="list-style-type: none"> 1. Staff need continued professional development on writing measurable goals. 2. Special education programming is sometimes negatively impacted by lack of appropriate space. The SAU is encouraged to continue to address this issue. 3. Improved parental involvement and communication is suggested. 4. More collaboration across the district is suggested to insure positive communication and consistency in policy, procedure, curriculum and instruction.

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: Iber Holmes Gove Middle School	SAU: 33	Date: 12/5/07
Programs: Resource Room and Modified Regular		Number of Cases Reviewed: 2
Recorder/Summarizer: Sharon Pray		

COLLABORATIVE TEAM MEMBERS:

Name: Sharon Pray	Building Level or <u>Visiting</u>
Name: Paul Campelia	Building Level or <u>Visiting</u>
Name: Rebecca Hadik	<u>Building Level</u> or Visiting
Name: Mary Ellen Pantazis	<u>Building Level</u> or Visiting
Name: Linda Zimmel	<u>Building Level</u> or Visiting
Name: Kate Bronson	<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.					2					
A2.) All IEP goals are written in measurable terms.					2					
A3.) Student has made progress over the past three years in IEP goals. Goal 1					2					
A4.) Student has made progress over the past three years in IEP goals. Goal 2										
A5.) Student <u>has access to</u> the general curriculum (as outlined by the district, sending district or NH frameworks.)					2					
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.					2					
A7.) When <u>participating in a regular education setting with non-disabled peers</u> with necessary supports, student <u>has made progress</u> in the general curriculum.					2					
A8.) Student <u>participates</u> appropriately in state, district and school-wide assessments.					2					
A9.) Student <u>shows progress</u> in state, district and school-wide assessments.					2					
A10.) Student <u>has opportunities</u> to participate in general extracurricular and other non-academic activities with necessary supports.					2					
A11.) Student <u>does participate</u> in general extracurricular and other non-academic activities with necessary supports.					1	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)						2				
a.) Extension in Place 2 (medical reasons)	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.										
A14.) <i>IF YES:</i> within 4 years?										
A15.) Student will earn an IEP diploma or a certificate of competency.										
A16.) <i>IF YES:</i> within 4 years?										
A17.) Does this school or district have a clear policy for earning a high school diploma?										

Access Strengths	Access Suggestions for Improvement
<ol style="list-style-type: none"> 1. All students with disabilities are included in the general education classes with supports from special education teachers and paraprofessionals. 2. Paraprofessionals are assigned to all 5th and 6th grade classes and most math and English classes in grades 7 & 8. 3. EH students are fully included with a full time special education EH certified teacher with 2 paraprofessionals to support the students in the general curriculum. 4. 5th & 6th grades are using Responsive Classroom to encourage positive student behaviors. 5. 7th & 8th grade teambuilding activities are impressive. 6. The structure of the building (pods) allows for better communication and small group instruction for all students as needed. 	<ol style="list-style-type: none"> 1. Encourage students with disabilities to participate in extracurricular activities. 2. Additional supports for students with disabilities are recommended in grades 7 & 8 to ensure access to the general curriculum and possibly bring back some of the students who are currently out of district. An additional case manager would be beneficial for this purpose.

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	N/A
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 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.	2		
T2.) Transition planning from school to school takes place.	2		
T3.) Collaboration has occurred between general and special education staff in IEP development and in transition planning.	2		
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.			
T5.) IEP team includes parent as part of transition planning.			
T6.) IEP team and process includes student as part of transition planning.			
T7.) IEP includes current level of performance related to transition services.			
T8.) There is documentation that the student has been invited to attend IEP meetings.			
T9.) A statement of the transition service needs is included in the IEP.			
T10.) The statement of transition focuses on the student's course of study (e.g. vocational programming, advanced placement).			
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.			
T12.) Statement of needed transition services is presented as a coordinated set of activities.			
T13.) The statement of transition focuses on the student's course of study (e.g. vocational programming, advanced placement).			
T14.) The IEP includes a statement of needed transition services and considers instruction.			
T15.) The IEP includes a statement of needed transition services and considers community experiences.			
T16.) The IEP includes a statement of needed transition services and considers development of employment skills.			
T17.) Student is informed prior to age 17 of his/her rights under IDEA.			
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.			
T19.) The IEP includes a statement of needed transition services and considers related services.			
T20.) The IEP includes a statement of needed transition services and considers development of daily living skills.			
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.			

Transition Strengths	Transition Suggestions for Improvement
<ol style="list-style-type: none"> 1. Step Up Day seems to work well. 2. Meet and Greet opportunities are successful. 3. High School staff come to the Middle School to attend the IEP and placement meetings for 8th grade students. 4. Middle School staff go to the Elementary School IEP/placement meetings for 4th grade students. 5. There appears to be strong collaboration between case managers and general education teachers. 6. The staff and administration continue to work on consistency of special education paperwork from the Elementary, Middle and High Schools. 	<ol style="list-style-type: none"> 1. The 4th grade team is strongly encouraged to attend meetings at the middle school. 2. High School staff might consider hosting the 8th grade meeting, and have Middle School staff, parents and students go to the High School for special education meetings.

SUMMARY OF BUILDING LEVEL DATA

<u>BEHAVIOR STRATEGIES AND DISCIPLINE</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		
<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		1
B2.) Has this student ever been suspended from school?		1	1	
B3.) If yes, for how many days?		3		
B4.) If appropriate, a functional behavior assessment has been conducted.				2
B5.) IEP team has addressed behaviors that are impacting student learning.		1		1
B6.) A behavior intervention plan has been written to address behaviors.				2
B7.) All individuals working with the student have been involved in developing behavior intervention strategies.		1		1
B8.) Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.				2
B9.) Results of behavior intervention strategies are evaluated and monitored.		1		1
B10.) A school-wide behavior intervention model exists.			x	
Behavior Strategy Strengths	Behavior Strategy Suggestions for Improvement			
<ol style="list-style-type: none"> 1. Responsive Classroom is working well in grades 5 & 6. 2. Team building activities in grades 7 & 8 are impressive. 3. EH teacher and 2 paraprofessionals in the school assist in addressing the needs of students with significant behavioral challenges. 4. There is a connection with Seacoast Mental Health Services and a counselor from SMHS meets with students and staff weekly. 5. “On staff” school psychologist is a good resource. 6. Zero tolerance for bullying is impressive. 7. Peer Mediation program works well. 8. The in school suspension room with a monitor has assisted in reducing out of school suspensions. 9. The Resource Officer assigned to the school assists in promoting positive behaviors. 				

Summary of Building Level Strengths and Suggestions for Improvement

Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> 1. The Special Education Director meets with the Coordinators once per week to ensure consistency across levels. 2. Monthly trainings for paraprofessionals are impressive. 3. EZ- IEP manual and CD training have assisted staff in understanding the special education process. 4. Consistency with special education practices among staff and administrators is impressive. 5. All students in the building receive instruction from reading specialists as a Unified Arts class during one part of the school year. 6. Enrichment time is available to provide special reading or math interventions. 7. Staff are skilled, caring and child centered. 	<ol style="list-style-type: none"> 1. Special education clerical support is needed at the middle school to assist with paperwork. 2. An additional case manager to provide services for students who need extensive modifications could be considered. 3. Public relations efforts should continue to demonstrate the quality programming that is provided at the middle school. Possibly have some 8th graders do presentations for local cable channels and for elementary students and parents. 4. Utilize resource rooms for instruction, such as study skills or specialized reading or math interventions, rather than to do homework.

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: **Raymond High School**

SAU: 33

Date: 12/5/07

Programs: Modified Regular and Resource Room

Number of Cases Reviewed: 2

Recorder/Summarizer: Mick Pinard and Jane Murray

COLLABORATIVE TEAM MEMBERS:

Name: Mick Pinard	<u>Building Level</u> or <u>Visiting</u>
Name: Jane Murray	<u>Building Level</u> or <u>Visiting</u>
Name: Thomas O'Brien	<u>Building Level</u> or Visiting
Name: Kim Giroux	<u>Building Level</u> or Visiting
Name: Charlotte Mason	<u>Building Level</u> or Visiting
Name: Grethel Strzepek	<u>Building Level</u> or Visiting
Name: Denise Pleickhardt	<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.						2			
A2.) All IEP goals are written in measurable terms.					1	1			
A3.) Student has made progress over the past three years in IEP goals. Goal 1						2			
A4.) Student has made progress over the past three years in IEP goals. Goal 2							2		
A5.) Student <u>has access to</u> the general curriculum (as outlined by the district, sending district or NH frameworks.)					1	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.									
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.					2				
A8.) Student <u>participates</u> appropriately in state, district and school-wide assessments.					2				
A9.) Student <u>shows progress</u> in state, district and school-wide assessments.						1	1		
A10.) Student <u>has opportunities</u> to participate in general extracurricular and other non-academic activities with necessary supports.					2				
A11.) Student <u>does participate</u> in general extracurricular and other non-academic activities with necessary supports.					1	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	*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 1	e.) Meeting Not Held in Time 1	f.) Other				
For High School Students:					YES	NO			
A13.) Student is earning credits toward a regular high school diploma.					2				
A14.) <i>IF YES:</i> within 4 years?					1	1			
A15.) Student will earn an IEP diploma or a certificate of competency.					2				
A16.) <i>IF YES:</i> within 4 years?					2				
A17.) Does this school or district have a clear policy for earning a high school diploma?					2				

Access Strengths	Access Suggestions for Improvement
<ol style="list-style-type: none"> 1. Mentor program for new teachers seems to be working well. 2. Special education collaboration and sharing of information is evident. 3. The movement to more inclusionary programming is commended. 	<ol style="list-style-type: none"> 1. Job descriptions for special education staff members are needed. 2. Recruitment and retention of special education staff needs to be addressed. 3. Roles and responsibilities of para-educators are not clearly defined and need to be clarified for all – paraprofessionals, general educators, special educators and administrators. 4. *Evaluations must be held within 45 days of parental permission to test.

* This is a citation

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	
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 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.	2		
T2.) Transition planning from school to school takes place.	2		
T3.) Collaboration has occurred between general and special education staff in IEP development and in transition planning.	2		
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.	2		
T5.) IEP team includes parent as part of transition planning.	1	*1	
T6.) IEP team and process includes student as part of transition planning.	2		
T7.) IEP includes current level of performance related to transition services.	2		
T8.) There is documentation that the student has been invited to attend IEP meetings.	2		
T9.) A statement of the transition service needs is included in the IEP.	1	*1	
T10.) The statement of transition focuses on the student's course of study (e.g. vocational programming, advanced placement).	1	*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.			
T18.) There is documentation that representatives of other agencies have been invited to IEP meetings.	1		1
T19.) The IEP includes a statement of needed transition services and considers related services.			2
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.		*1	1

Transition Strengths	Transition Suggestions for Improvement
<ol style="list-style-type: none"> 1. Staff are open to using tools available for transition supports. 2. Many transition supports are available, though not always documented in student records. 	<ol style="list-style-type: none"> 1. Additional facilities / resources available to potential graduates should be explored: Job Coaches, Vocational Education, tracking systems, etc. 2. The SAU needs to look at outside agencies that are contracted and whether or not it would be more beneficial to provide services internally. 3. Link Vocational Rehabilitation to students that are currently in school and don't wait until they reach 21. The SAU may want to consider a Transition Coordinator. 4. Students with disabilities need to be encouraged to explore post secondary opportunities. 5. * IEPs reviewed during the case study compliance review revealed that transition planning for high school students does not always meet compliance. The transition planning process for high school students with disabilities must meet all requirements.

* This is a citation

SUMMARY OF BUILDING LEVEL DATA

<u>BEHAVIOR STRATEGIES AND DISCIPLINE</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		
<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.		2		
B2.) Has this student ever been suspended from school?			2	
B3.) If yes, for how many days?				
B4.) If appropriate, a functional behavior assessment has been conducted.			2	
B5.) IEP team has addressed behaviors that are impacting student learning.			1	1
B6.) A behavior intervention plan has been written to address behaviors.			1	1
B7.) All individuals working with the student have been involved in developing behavior intervention strategies.			1	1
B8.) Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.			1	1
B9.) Results of behavior intervention strategies are evaluated and monitored.			1	1
B10.) A school-wide behavior intervention model exists. (in process)			x	
Behavior Strategy Strengths	Behavior Strategy Suggestions for Improvement			
<ol style="list-style-type: none"> 1. Referrals due to inappropriate behaviors are decreasing due to consistent school-wide behavioral expectations. 2. Behavioral expectations are becoming stronger and more systematic and universal throughout the school and classroom. 3. Administrators report that PBIS, (Positive Behavioral Supports and Interventions) will soon be implemented school-wide. 	Specialized behavior management strategies that are being implemented for individual students should be outlined in the IEP.			

Summary of Building Level Strengths and Suggestions for Improvement

Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> 1. Staff and administration are working hard to bring about systems change, and staff recruitment and retention is improving 2. Staff are caring and want to do the best for the students. 3. Experienced staff are working hard to offer quality programming for all students. 4. Class sizes are manageable, with an appropriate student-teacher ratio. 5. A vision statement has been created and disseminated to staff and the public. 6. New committees have been created to look at extended learning opportunities 7. Students report that they are satisfied with programming provided to them. 8. The interdisciplinary approach of special and general educators working together is commendable. 9. There are up-to-date resources for textbooks. 10. All teachers and students have computer access and accounts. 11. There are computer labs (rooms and mobile labs). 12. Administrative leadership fosters belief that special education is truly part of the school and special education teachers are respected as equal teachers. 13. Summer school credit recovery is locally offered. 14. On-line courses are being offered. 15. Teachers have their own computers to use. 16. Technology offerings are impressive 	<p>The variety of offerings for credit opportunities, school to work offerings, internships, credit for volunteering, need to be strengthened.</p>

VI. ADDENDUM: OUT OF DISTRICT AND JAMES O SUMMARIES

Out of District File Review Summary

School / SAU#33

Date: November 2007

Reviewer: Jane Bergeron-Beaulieu

Number of Files Reviewed: 3

COMMENDATIONS

- The Out of District Coordinator is commended for the continued attention that is given to monitoring students who are placed out of district.
- The student records were well organized and contained most all required documentation.
- The district works hard to ensure that, when appropriate, students are transitioned to a less restrictive environment.
- The Out of District Coordinator appears to have a positive working relationship with private schools, parents and the students.

CITATIONS OF NONCOMPLIANCE

ED 1109.01 Elements of IEP

One of the IEP's reviewed lacked measurable annual IEP goals. It was also noted that there is some confusion around data entry as related to IEPs, specifically the use of EZ IEP form, and forms provided by the private school. Some of the out of district files have two IEPs, utilizing different forms, both signed by the parent. The documents do not contain all of the same information, therefore making it difficult to determine which document is the legal IEP.

James O. File Review Summary

School / SAU 33

Date: November 2007

Reviewer: Jane Bergeron-Beaulieu

Number of Files Reviewed: 0

At the time of the November 2007 review of out of district files, there were no students with disabilities who fall under the James O Consent Decree.