

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

**SAU #36
SUMMARY REPORT**

**White Mountains Regional School District
Serving the Communities of
Carroll, Dalton, Jefferson, Lancaster, Whitefield**

**Dr. Dean S.T. Cascadden, Superintendent of Schools
Marie Fay, Director of Special Student Services**

Chairperson, Visiting Team: Jane Bergeron-Beaulieu, M.ED
Education Consultant, SERESC

Visit Conducted on: March 13-14, 2006
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TABLE OF CONTENTS

- I. Team Members
- II. Introduction
- III. Purpose and Design of The Case Study Compliance Review Process
- IV. Status of Previous Program Approval Report and Corrective Actions
- V. March 2006 Case Study Compliance Review Results
 - Parent Participation
 - Summary of Findings from the Three Focus Areas
 - Commendations
 - Issues of Significance
 - Citations of Noncompliance
 - Suggestions for Program Improvement
- VI. Building Level Summary Reports
 - Preschool Special Needs Programs – Lancaster & Jefferson
 - Jefferson Elementary School
 - Lancaster Elementary School
 - Dalton Elementary School
 - Whitefield Elementary School
 - White Mountains Regional High School
- VII. Addendum
 - Out of District and James O Summaries
 - Innovative Practices List

I. TEAM MEMBERS

Visiting Team Members:

NAME	PROFESSIONAL ROLE
Chairperson: Jane Bergeron-Beaulieu	Education Consultant
Gretchen Cook	Special Educator
Kelly Mask	Special Educator
Thomas Donahue	Special Education Coordinator
Janet Foryan	Special Educator
Vergil Grant	School Psychologist
Karen Hood	Preschool Coordinator
Karen Money	Special Education Director
Kelly Noland	Special Educator
Michael Ort	Special Educator
Nancy Tuite	Special Education Director
Deborah Walker	Special Educator
Kyla Welch	Special Education Coordinator
Cynthia White	Case Manager
Kathryn York	Special Educator

Building Level Team Members:

NAME	PROFESSIONAL ROLE	NAME	PROFESSIONAL ROLE
Marie Fay	Director of Special Student Services	Jackie Garneau	Preschool Special Educator
Bonnie Blanchette	Preschool Paraprofessional	Brenda Cole-Bergeron	Preschool Special Educator
Kathy Nelson	Speech-Language Pathologist	Sherri Gregory	Principal
Corrine MacDonald	Teacher	Beth Morris	NCC Director
Gretchen Fink	District Social Worker	Susan Rouillard	Teacher
Jeanine Joiner Libby	NCC Counselor	Christine Forest	Case Manager
Ellen Turcotte	Principal	Kimberly Read	Teacher
Cate Diblasi	Special Educator	Michael Cronin	School Psychologist
Rosanna Brasca	Special Educator	Theresa Richardson	Occupational Therapist
Shelli Roberts	Special Educator	Tonja Gilmore	Occupational Therapist
Sharon Wilkinson	Special Educator	Ellie Emery	Principal
Richard Hartford	Assistant Principal	Moira Bundschun	Special Educator
Cynthia Willey	Life Skills Teacher	Margaret Dubois	Special Educator
James Burt	Special Educator	Jessica Forbes	Special Educator
Kelly Renaud	Special Educator	Mark Peabody	DPT

II. INTRODUCTION

SAU #36, White Mountains Regional School District, is a cooperative school district consisting of the towns of Carroll, Dalton, Jefferson, Lancaster and Whitefield, with a student population (k-12) of just under 1,500 students. Of that total, 213 students (approx. 13%) have been identified as having an educational disability, and in addition, there are currently 16 preschoolers with educational disabilities receiving special education programming. According to the school district's annual report, the communities of the White Mountains Regional School District depend on a variety of industries. Carroll is heavily dependant on the ski and snow machine industry. According to the 2000 census, the population of Carroll is 663 residents, with a median household income of \$39,826 and it has been identified as a donor town. Dalton has a population of 927 with a median income of \$35,625, while Jefferson has a population of 1,006 and a median income of \$41,069. The second largest town in SAU#36 is Whitefield, with a population of 2,038 and a median income of \$34,583, and Lancaster is the largest town in the district with a population of 3,280 and a median household income of \$40,305.

The vision for SAU#36 is:

"We shall become the premier educational system in New Hampshire. A school system where parents will seek to send their children, and students will come not because they have to, but because they want to."

2005-06 School Board Goals Include:

Goal 1: We will continue to develop, implement and assess a connected district prek-12 grade curriculum. The curriculum will emphasize consistent, high standards and seamless transitions grade-to-grade, school-to-school, and school to life.

Goal 2: We will create a responsible budget that supports quality education and comparable opportunities for all students.

Goal 3: We will develop and implement a five-year facilities action plan that includes funding sources.

Goal 4: We will establish a culture of excellence in the district. We will develop ways to define, measure and recognize high-quality performance.

What will we look like in five years?

- Increased academic outcomes
- Substantial improvements in staff indicators
- Significant positive response from the community
- Articulated curriculum that is understood and followed by everyone
- Positive school climates
- Data driven decision-making

Every staff member is responsible for every child in the system.

District Profile

DISTRICT ENROLLMENT DATA	2003-04	2004-05	2005-06
Total Student Enrollment (ages 6-21) (as of Oct 1)	1403	1466	1392
Expenditure Per Pupil	7,418.73 Elem 10,232.02 HS	7794.60 Elem 11,350.60 HS	
Cumulative Drop-Out % (grades 9-12) students with disabilities	1%	2%	
Cumulative Drop-Out % (grades 9-12) non-disabled students	12.8%	13.7%	NA
Free/Reduced Lunch %	32.9%	28.3%	28.8%
Title I %	32.45%	33.8%	28.28%
LEP %	.2%	.3%	.8%

SPECIAL EDUCATION PROGRAM DATA	2003-04	2004-05	2005-06
# of Identified Students Ages 3-5 (as of Oct. 1)	15	26	16
# of Identified Students Ages 6-21 (as of Oct. 1)	251	219	213
% Identified Ages 6-21 (as of Oct. 1)	18%	15%	13%
# Out of District	7	6	6
% Out of District	.05%	.04%	.04%
# of Students Out of Compliance (as of Oct. 1)			
Special Programs Total Expenditure	220,958	196,749	
Average Caseload (as of Oct. 1)	14.4	12.6	12.8
# Identified Students Suspended One Or More Times		26	
# of students with disabilities who are being provided home instruction (as of Dec.1)		1	1
# of students with disabilities who have been placed on a "shortened school day" (as of Dec. 1)		1	1
Special Education Staffing: (report in FTEs)	2003-04	2004-05	2005-06
# of Special Educators			17.9
# of Related Service Providers			12.6
# of Paraprofessionals			33.5

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

The New Hampshire Department of Education (NHDOE) conducted a Special Education Program Approval Visit to SAU#36 on March 13-14, 2006 for the purpose of reviewing the present status of programs and services made available to children and youth with educational disabilities. As part of the NHDOE Special Education Program Approval Visit, Case Study Compliance Reviews were conducted at all of the schools in SAU#36. These include:

- Dalton Elementary School: Houses North Country Class Program, (program for students with emotional and behavioral challenges), as well as a public kindergarten program
- Jefferson Elementary School (PK-5)
- Lancaster Elementary School (PK 1-8)
- Whitefield Elementary School (K1-8)
- White Mountains Regional High School (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

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

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

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

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

Throughout the entire review process, the visiting team worked in collaboration with the staff of SAU #36. Their professionalism, active involvement in the process and cooperation were greatly appreciated and well recognized.

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

Based on review of the March 30, 2001 NHDOE Special Education Program Approval Report, and the July 2002 follow up NHDOE Special Education Corrective Action Summary Report, the following patterns were identified as needing improvement. Listed below are the citations of noncompliance identified in 2001, and the current status.

Findings of Non-Compliance		Status of Completion: Met, Partially Met, Not Met
ED 1109.01 IEP Components	IEPs throughout the SAU were lacking required components and there was no consistency in forms/documents from school to school	Status 2002 Corrective Action Visit: Partially Met Status March 2006 NHDOE Visit: In Process
ED 1107.07 Determination of Disabilities	Evaluations were not completed within timelines, written prior notice not always provided to parents	Status 2002 NHDOE Corrective Action Visit: Met Status March 2006 NHDOE Visit: Met
ED 1109.03 IEP Team Composition	IEP and Evaluation Teams did not always have appropriate team composition, including teacher certified in the area of suspected disability	Status 2002 NHDOE Corrective Action Visit: In process of being addressed Status March 2006 NHDOE Visit: Met

V. MARCH 13-14, 2006 CASE STUDY COMPLIANCE REVIEW RESULTS

Data collection is an important part of the NHDOE Special Education Case Study Compliance Review Process. In SAU#36, the NHDOE worked with staff and administration in the selection of case studies to ensure that there was a representative sampling of data collected from the various programs and schools located within the school district. In order to monitor whether or not special education programs are in compliance in the three focus areas, and determine any root causes of problems that may be identified through the case study process, it is essential that each case study team dig deeply into the data, and not just take a surface look. This process takes time, and the entire team working with the child being studied must be involved in collecting and analyzing the data, as well as presenting and summarizing the data with the visiting team. As such, the NHDOE works with educational communities to determine the number and types of case studies to be prepared and presented, to ensure that building teams are not inundated with much more data than they can

possibly analyze, allowing them to reflect upon and generalize their newly found knowledge of their programs, practices, policies and procedures.

In preparation for the March 2006 visit to SAU#36, the NHDOE and SERESC worked with the staff and administration in the planning and presentation of 10 case studies, preschool – grade 12. These case studies provided a comprehensive review of all programs and covered a range of educational disabilities and age levels. Building level teams of general and special educators, related service personnel and others who provide support to the student collaborated to prepare the case studies in each of the schools. This process included review of individual student data related to the three focus areas of access to the general curriculum, transition and behavior and discipline. A template was used to provide consistency and guidance in the data gathering process. The case study building level team answered questions on the template, gathered the supporting evidence and prepared a portfolio and presentation for the case study that had been gathered. Each building team then had an in-depth discussion of the case study presentation with the visiting team, resulting in the identification of program strengths and areas in need of improvement. The results of the case study presentations are provided in the report that follows.

PARENT PARTICIPATION

One of the defining features of effective schools is strong parent/community relations and open communication. Having parents as an active stakeholder in the NHDOE Special Education Program Approval Process ensures broader perspectives and brings forth new ideas. In addition, including the parent perspective enhances and strengthens the teams' case study presentations, and makes for stronger school/parent relationships. As such, parent participation and input is a required part of the NHDOE Special Education Program Approval Process. In order to ensure parent participation and feedback, the NHDOE, Bureau of Special Education involves parents in a variety of aspects of the Special Education Program Approval Process. First, parents are encouraged to be active participants in the case study presentations; second, parents of the children presented in the case study process are formally interviewed; and third, the SAU/school is required to send all parents of students with disabilities a written survey with a request to respond. Below is a summary of the results of the parent survey, along with a summary of the comments/feedback provided to the visiting team during the March 2006 Case Study Compliance Review in SAU#36.

In the White Mountains Regional School District parent and community involvement in the schools is considered important, and there are several ways in which the administration collects input and feedback from parents and the community at large. As part of the NHDOE Case Study Compliance Review a survey was sent home to parents of students with disabilities, and the response rate of 40% is impressive. The results of the survey were equally positive and parents convey that they are pleased with student progress and have a strong working relationship with staff. Of the parents who responded to the survey, the majority rated their participation in the special education process very positively, indicating that they were active decision makers on the IEP team. Parents further noted that staff communicate well regarding programming and services provided to students with disabilities. Parents appear to be impressed with, and appreciate, the willingness of special education teachers to communicate with families, and are generally satisfied with the progress that their children are making. A consistent theme identified by parents was the high caliber of the special education staff, the trust that they have in their school system and the dedication of the community to meet the needs of students with educational disabilities.

SUMMARY OF PARENT SURVEY DATA - PRESCHOOL

Total number of surveys sent: 15	Total # of completed surveys received: 5	Percent of response: 33%
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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.	3	1		1
My child has opportunities to interact with non-disabled peers on a regular basis.	4			1
I am adequately informed about my child's progress.	3	1		1
My child is informed about and encouraged to participate in school activities outside of the school day, and is offered necessary supports.	3	1		1

My child feels safe and secure in school and welcomed by staff and students.	4			1
A variety of information (observations, test scores, school work, parent input) was used in developing my child's IEP.	3	1		1
I am satisfied with the progress my child is making toward his/her IEP goals.	2		1	2
TRANSITION:				
I am satisfied with the planning and support provided for the moves my child has made from grade to grade and school to school.	1			4
All of the people who are important to my child's transition were part of the planning.	3			2
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 1			NO 4
I have been involved in the development of behavior interventions, strategies and supports for my child.	1			4
I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs.	1			4
OTHER:				
I fully participate in special education decisions regarding my child.	4			1
I have been provided with a copy of the procedural safeguards (parental rights) at least once a year.	4			1

SUMMARY OF PARENT SURVEY DATA - ELEMENTARY

Total number of surveys sent: 86	Total # of completed surveys received: 44	Percent of response: 51
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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.	35	9		
My child has opportunities to interact with non-disabled peers on a regular basis.	38	5	1	
I am adequately informed about my child's progress.	35	8		1
My child is informed about and encouraged to participate in school activities outside of the school day, and is offered necessary supports.	24	14	2	4
My child feels safe and secure in school and welcomed by staff and students.	35	8		1
A variety of information (observations, test scores, school work, parent input) was used in developing my child's IEP.	42	1		1
I am satisfied with the progress my child is making toward his/her IEP goals.	30	11	1	2
TRANSITION:				
I am satisfied with the planning and support provided for the moves my child has made from grade to grade and school to school.	23	4	2	15
All of the people who are important to my child's transition were part of the planning.	27	1		16
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 29			NO 15
I have been involved in the development of behavior interventions, strategies and supports for my child.	24	5		15
I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs.	23	6	1	14
OTHER:				
I fully participate in special education decisions regarding my child.	40	4		
I have been provided with a copy of the procedural safeguards (parental rights) at least once a year.	39	5		

SUMMARY OF PARENT SURVEY DATA – MIDDLE SCHOOL

Total number of surveys sent: 60	Total # of completed surveys received: 17	Percent of response: 28%
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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.	10	6		1
My child has opportunities to interact with non-disabled peers on a regular basis.	16			1
I am adequately informed about my child's progress.	14	2		1
My child is informed about and encouraged to participate in school activities outside of the school day, and is offered necessary supports.	12	4		1
My child feels safe and secure in school and welcomed by staff and students.	13	3		1
A variety of information (observations, test scores, school work, parent input) was used in developing my child's IEP.	17			
I am satisfied with the progress my child is making toward his/her IEP goals.	11	6		
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.	4	4		9
All of the people who are important to my child's transition were part of the planning.	8	1		8
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 10			NO 7
I have been involved in the development of behavior interventions, strategies and supports for my child.	12	1	2	2
I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs.	9	4		4
OTHER:				
I fully participate in special education decisions regarding my child.	16			1
I have been provided with a copy of the procedural safeguards (parental rights) at least once a year.	17			

SUMMARY OF PARENT SURVEY DATA – HIGH SCHOOL

Total number of surveys sent: 65	Total # of completed surveys received: 25	Percent of response: 38%
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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.	10	13	2	
My child has opportunities to interact with non-disabled peers on a regular basis.	20	4		1
I am adequately informed about my child's progress.	12	8	4	1
My child is informed about and encouraged to participate in school activities outside of the school day, and is offered necessary supports.	10	6	6	3
My child feels safe and secure in school and welcomed by staff and students.	13	9	1	2
A variety of information (observations, test scores, school work, parent input) was used in developing my child's IEP.	19	4	1	1
I am satisfied with the progress my child is making toward his/her IEP goals.	10	14	1	
My child earns credits toward a regular high school diploma in all of his/her classes.	19	2	1	3

TRANSITION:				
I am satisfied with the planning and support provided for the moves my child has made from grade to grade and school to school.	12	10	2	1
All of the people who are important to my child's transition were part of the planning.	13	9	1	2
FOR PARENTS OF STUDENTS AGE 16 OR OLDER:	12	4		9
I am satisfied with the written secondary transition plan that is in my child's IEP.				
BEHAVIOR STRATEGIES AND DISCIPLINE:				
My child's classroom behaviors affect his/her ability to learn. <i>If yes, please answer the next two questions. If no, skip to OTHER.</i>	YES			NO
	11			12
I have been involved in the development of behavior interventions, strategies and supports for my child.	8	4	2	11
I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs.	6	7	1	11
OTHER:				
I fully participate in special education decisions regarding my child.	21	2		2
I have been provided with a copy of the procedural safeguards (parental rights) at least once a year.	23	1		1

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

Access To The General Curriculum

Implementation of IEPs

Provision of Non-Academic Services

Full Access to the District's Curriculum

Equal Education Opportunity

Since the last NHDOE Special Education Program Approval Visit to SAU#36 the district has worked hard to develop a continuum of services, as evidenced by the development of new programs and the variety of students' needs currently being addressed within the SAU. Many of the case study presentations provided to the visiting team were complex and challenging students, and it was evident that school district personnel make concerted efforts to meet the individual needs of students in the general education setting whenever appropriate.

During the case study compliance review at SAU#36, the visiting team observed a high degree of collaboration between all staff at the preschool and elementary school level. This has resulted in schools that ensure that students with disabilities are being provided equal educational opportunities and full access to the general curriculum. Faculties at each of the elementary schools have an evolved approach to serving students with disabilities, as well as the non-disabled students enrolled. There are a wide array of programs and services made available to students with disabilities at the elementary school level in both academic and non-academic areas, and students with disabilities are afforded the ability to progress at their own rate. Student progress is closely monitored and reviewed regularly, through the use of a variety of formal and informal assessments.

At the high school, the visiting team raised some concern regarding access to the general curriculum as it relates to students with disabilities, specifically the lack of program supports/options and services for students. While the high school is inclusionary in design, there does not appear to be a broad range of student learning opportunities for those youth who have learning difficulties, including those with behavioral/social challenges. While the elementary schools have developed a wide range of program "options" to meet the needs of all students, this did not appear to be the situation at the high school level. The team also raised concern that there are few mechanisms in place for general education teachers, special educators and administration to work collaboratively to align resources in support of the educational needs for all students.

Transition

Transition Planning

Process: Provision of FAPE

Transition Services

Based on the March 2006 NHDOE Special Education Case Study Compliance Review, there was much evidence that transition planning does occur for students with disabilities, as well as for non-disabled students. This was more evident at the elementary schools. In general, staff and administration throughout the SAU work hard to document transition efforts, and there was evidence of involvement of parents and students. 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.

Within the preschool and elementary levels, there was documentation that transition planning was intentional and occurs on a scheduled and regular basis. Staff members demonstrate an individualized and “wrap around” philosophy with regard to implementation of transition planning, and staff is dedicated to devoting considerable time and effort to making transitions smooth and student centered. At the elementary schools there appear to be smooth and effective transitions from grade to grade and sharing of information between staff as students move to the next setting. The only exception to this is for 8th graders who are leaving to enter high school. For students 14 years and older, there are not always transition statements in IEPs and students are not always actively involved.

At the high school level much of the transition planning and process that occurs for students is informal and not always documented as required by state and federal special education regulations. Supports for transition planning are lacking and the transition process for high school students, preparing them for post secondary life experiences, is minimal at best. Staff at the high school level are not relying on best practice as it relates to transition planning, and transition planning, as part of the IEP process, does not always meet requirements as outlined in state and federal special education requirements.

Behavior Strategies and Discipline

At the elementary school level, the visiting team identified many praiseworthy examples of impressive behavior management programs and positive interventions that are being implemented for all students. This has resulted in school wide common cultures that emphasize caring and respectful learning environments. All of the necessary supports and professional development are provided to staff and administration in order to address challenging behavioral and discipline issues. In addition, several of the elementary schools are participating in the statewide PBIS (Positive Behavioral Interventions and Supports) initiative, which has proved to be an effective way to establish respectful learning cultures. The visiting team also noted that, while much behavioral data is collected, the staff and administration throughout the SAU are still working on how to best utilize behavioral data for the purpose of informing curriculum, instruction and improved student outcomes.

At the high school level the visiting team could not identify a school wide behavior program that all staff could clearly articulate. While there are school rules and clearly defined consequences for infractions, there did not appear to be an established general school wide expectation of promoting effective behavioral prevention/interventions. In addition, concern was raised regarding the inconsistent use of functional behavioral assessments; behavioral plans as part of student IEPs and the regular and ongoing review of student discipline records as it relates to students with disabilities. As a result of the case studies presented to the visiting team, it also became evident that the lack of diverse programming and non-traditional learning opportunities may also have an impact upon school wide student behaviors.

COMMENDATIONS

During the March 2006 NHDOE Case Study Compliance Review in SAU#36, it was evident that each of the schools demonstrates a high level of dedication and support to all students. The administrative leadership and school board are commended for the establishment of a vision for the SAU with the end goals being high expectations for all students. All staff express pride in their schools and in their individual work with students, parents and the community. There is an impressive atmosphere of professionalism and respect throughout the district, which is to be commended, and this atmosphere is well recognized by parents and the community at large. In the White Mountains Regional School District students appear happy and safe, and parents report satisfaction with services being provided. The district has set some high standards within their 5-year plan and the results are being seen in the schools. The following is a list of commendations identified by the visiting team that apply to the entire educational community:

- Staff and administration throughout the SAU were consistently described as caring, dedicated and skilled educators
- Special education policy and procedures have been updated and revised, and are consistently implemented throughout the SAU
- The emphasis placed on professional development has been significant and is resulting in improved instruction. Specifically the visiting team recognized the efforts being put forth to align curriculum, supports and professional development in the areas of reading and positive behavioral interventions. Professional development for staff and administration is supported, valued, encouraged and considered essential
- The School Board and communities are commended for the provision of adequate supplies, materials, technology and professional development to ensure quality services to all students
- Staff/student relationships are positive and relationships with families are strong
- Parent satisfaction, as it relates to special education, is strong
- Leadership at all levels is impressive. The school board has worked hard with the community and administration to create a clear vision for the school district
- Community support for the schools is impressive
- The Special Education Director is consistently described by special education staff as a strong leader who is very child centered and focused on improved student learning
- The low number of students placed out of district is impressive
- The development of new special education programs over the past 5 years has created many new options for students with educational disabilities
- The availability and use of technology in schools and classrooms throughout SAU #36 is impressive
- The SAU has worked hard to resolve most citations of non-compliance outlined in the March 2001 NHDOE special education program approval report

ISSUES OF SIGNIFICANCE

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

The visiting team thanks the staff and administration of SAU#36 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#36 are recognized for the time, effort and preparation in coordinating the visit. As the visiting team worked with SAU#36 staff in carrying out the varied data collection activities, they noted that there are some issues of significance that need to be addressed. These issues of significance include:

Staff Recruitment and Retention

Although not identified as a citation of noncompliance, it was noteworthy to the visiting team that SAU#36 continues to have a high rate of turnover of special education teachers. This has resulted in resources being repeatedly applied to the recruitment and hiring of new staff, and several individuals who are currently enrolled in alternative certification programs. The lack of consistent, experienced staff directly impacts the provision of services to students with disabilities, as well as adherence to special education policy and procedure. The issue of staff recruitment further impacts the district's ability to establish program strengths, continuity, and ongoing improvements. While staff recruitment and retention was identified as a concern, it should also be noted that the visiting team acknowledged that SAU#36 has recognized this as an issue and is currently providing support, professional development and mentoring in an attempt to resolve this challenge.

Oversight and Coordination of Special Education Services

As a result of the March 2006 visit to SAU#36, concern was raised regarding the processes in place for the supervision and oversight of special education at the building level. While the current administrative structure calls for "joint" supervision of special education teachers as a shared responsibility between the special education director and the principal, this is not always happening in a meaningful and consistent manner. In addition, as a result of this visit, it became apparent that it is not clear who supervises paraprofessionals, and their roles and responsibilities are not clearly defined. It was also noted that in some schools the oversight and supervision of the special education services, and coordination of the special education process, has little to no active involvement from the general education administration. A consistent theme identified by the visiting team was the need for a more integrated approach at the building level to the oversight of special education. This would require more building level leadership, collaborative planning between general and special education and integration of resources. SAU#36 is strongly encouraged to work toward a single, well-integrated system that connects general, remedial and special education through common leadership and decision-making at the building level.

Established and Effective Communication Systems

Closely related to the oversight and coordination of special education is the need for a clear and consistent mechanism for communication between the SAU office and the schools. The issue of effective communication was an area of concern raised by the visiting team. As a result of the March 2006 visit, the visiting team identified the need for improved communication among building level staff, between staff and administration, and between schools and the central office, as it relates to all aspects of special education. From this brief visit to SAU#36 there appears to be a need for improved systems for internal communication and collaborative decision-making as it relates to special education. If not addressed, this breakdown in the communication system could result in an educational system that is not effectively meeting the needs of all learners.

Transition Planning

At the high school level additional attention needs to be given to transition efforts, including the involvement of parents, students and outside agencies. While the team recognized that some transition processes are in place for some students with disabilities, the planning is not always intentional, and does not always provide a "wrap around approach" to ensure all necessary supports are in place in preparing students for post secondary experiences. As a result of the March 2006 visit, the visiting team identified the need for a clear process for transition planning for high school students. This should include developing student goals, evaluating progress toward the goals, including relevant agencies and addressing academic, social and functional needs.

Behavioral Interventions/Supports

As outlined earlier in this report, concern was raised by the visiting team regarding the need for improved school wide behavioral interventions at the secondary level. While White Mountains Regional High School is commended for engaging in the Aspirations Program, and looking at what aspires students to learn, this may not address some of the significant school wide behavioral issues that surface on a regular basis. In looking at improving behavioral interventions at WMRHS, staff and administration might want to take a critical look at the systems, supports and services currently in place, and whether or not any data is being collected to determine the effectiveness of such services. In addition, at the high school level, there does not appear to be a useful data collection system in place that tracks student behaviors, and informs staff and administration.

CITATIONS OF NONCOMPLIANCE IDENTIFIED AS A RESULT OF THE MARCH 2006 CASE STUDY COMPLIANCE REVIEW

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

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

ED# 1102.05 Transition Planning

For students age 16 and older with disabilities, IEPs must have all required transition plan documentation.

ED# 1109.01 Elements of an IEP

All IEPs must include measurable annual goals

ED #1107.05 Evaluation Summary Report

For one student placed out of district, the file lacked a current evaluation summary report. SAU#36 needs to ensure that all students have such reports on file.

20 USCA B 1414 (a) (9) Transition From Part C to Preschool Program

No IEP or IFSP in place and agreed upon by the team by preschool child's third birthday.

SUGGESTIONS FOR PROGRAM 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.15-61.** 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 in the citations of noncompliance box.

1. Foster systemic discussion regarding the need for improved internal communication as it relates to special education.
2. Continually examine the high rate of staff turnover as it relates to special education, and how to resolve the issue.
3. Develop clear structures and procedures for the oversight and supervision of special education at the building level.
4. Establish some concrete goals to address the issues of significance outlined in this report, and in doing so ensure the opportunity for staff to participate in the development of these goals.

VI. BUILDING LEVEL SUMMARY REPORTS

USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT

PRESCHOOL BUILDING LEVEL CASE STUDY DATA SUMMARY

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

SAU: 36	School: Lancaster Elementary	Date: 3/13/06
Programs: Preschool		Number of Cases Reviewed: 1

Recorder/Summarizer: Karen Hood / Nancy D'Agostino

Collaborative Team Members:

Name: Karen W. Hood	Building Level or <u>Visiting</u>
Name: Jackie Garneau	<u>Building Level</u> or Visiting
Name: Marie Fay	<u>Building Level</u> or Visiting
Name: Jane Bergeron-Beaulieu	Building Level or <u>Visiting</u>
Name: Kathy Nelson	<u>Building Level</u> or Visiting
Name: Nancy D'Agostino	Building Level or <u>Visiting</u>

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

SUMMARIZE YOUR BUILDING LEVEL DATA

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

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

ACCESS TO THE GENERAL CURRICULUM

Strengths	Suggestions for Improvement
<ol style="list-style-type: none">1. There is full inclusion in the preschool with ratios of children with and without disabilities running better than 50/50.2. The preschool team has the Harcourt Brace Trophy reading program and some preschoolers have begun reading.3. The occupational therapist (OT) and speech pathologist (SLP) provide inclusive programming in the classroom. Pull out services are limited to those that are best done in a quieter space or with additional equipment.4. The preschool is across the hall from the kindergarten classroom.5. The preschool newsletters explain what they are doing in class and why. This allows families to carry the learning over into the home via conversation, choice of books at the library or activities.6. The SLP has a station for center choice time. This allows her to work with small groups. Skills found in IEPs are addressed as well as areas of concern for children that may or may not be identified.7. Next year the OT will do centers. It will not be a choice.8. Currently OT is imbedded into the classroom to stretch services to a wider range of children.9. There is handwriting in the classroom from 1st grade up. The preschool has adopted the music portion of Hand Writing Without Tears to begin establishing common language and fine motor skills for later grades to build on.	<ol style="list-style-type: none">1. It is recommended the district look at increasing the length of time preschoolers attend class. This is especially true for the 4 and 5 year olds. Currently the staff is not able to accomplish curriculum in a manner or pace that is appropriate for preschoolers.2. The SAU is strongly encouraged to provide time for the Jefferson and Lancaster preschool teams to work collaboratively on further developing the curriculum. The team should look at the newly released “New Hampshire Learning Curriculum Guidelines and Preschool Child Outcomes for Young Children with Disabilities Ages 3-5” and the “New Hampshire Early Learning Guidelines”.

SUMMARIZE YOUR BUILDING LEVEL DATA

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

TRANSITION STATEMENTS					
Ed .1102.53, Transition Services CFR 300.29 Ed. 1109.01, Elements of an IEP (Transition Services) CFR 300.347 (b) (1) (2) Ed. 1109.03, IEP Team CFR 300.344 (b) (1) This includes movement from (a) Early Supports and Services (ESS) to preschool, b) pre-school to elementary school, (c) age 14 or younger, or (d) age 16 or older, as well as from grade to grade and school to school.				YES	NO
Transition planning from ESS to preschool takes place.					1 N/A
Transition planning from preschool to kindergarten or 1 st grade takes place.				1	
District staff participated in a transition planning conference arranged by ESS and this transition planning conference occurred at least 90 days before the student's third birthday. If not, was it due to: (check all that apply)					1 N/A
Meeting Not Held In Time	Staff Didn't Understand The Process	Communication Breakdown Between School And Early Supports And Services Agency	Student Moved Into The District After This Time Period		
Student Not Referred Prior To 90 Days	Parent / School Communication Breakdown		Other		
				YES	NO
Team around transition includes parents.				1	
Team around transition includes appropriate agencies.				1	
Services agreed on in the IEP began by the time specified in the IEP.				1	
Early Supports and Services provided the school or district with initial information prior to 90 days.					1 N/A
Early Supports and Services evaluation information was shared with the school or district.					1 N/A
Strengths		Suggestions for Improvement			
<ol style="list-style-type: none"> 1. Transitions are individualized to meet the needs of each preschooler with a disability. 2. There is a good connection and collaboration between the preschool and kindergarten teams. 3. The proximity of the preschool to the kindergarten allows the preschoolers to become familiar with the kindergarten staff and the classroom. 4. Third grade students act as buddies in the preschool classroom. 5. The preschool is housed in the rear of the building. Eighth graders assist the preschoolers as they navigate the busy hallway during arrival and dismissal times. This has aided in the eighth graders' understanding of preschoolers both with and without disabilities, as well as eased the fears of preschoolers concerning the large number of "big" people in the hallway. 6. Life Skills students have come to the classroom to read. 7. The summer school early childhood educator came to the preschool to sign with the children and ease the transition for some. 		<ol style="list-style-type: none"> 1. It is strongly recommended that the preschool team continue their efforts to develop strong connections with Early Supports and Services (ESS) to insure smooth and timely transitions. Consideration should be given to ways that reports and IFSPs from ESS can be transmitted in a more seamless manner. 2. * The preschool team needs to develop a system for working with children that meets the legal requirements around IEPs/ placements while also respecting the district's need to gather sufficient data to develop an appropriate IEP. <p>* This is a citation</p>			

SUMMARY OF BUILDING LEVEL STRENGTHS AND SUGGESTIONS FOR IMPROVEMENT

Strengths	Suggestions for Improvement
<ol style="list-style-type: none">1. The preschool is accepted as part of the school.2. The teacher and her assistant work seamlessly as a team.3. The bus for the children with disabilities will stop and pick up children without disabilities if they are on the route. This allows the children with disabilities to feel more included and vice versa.4. The bus driver knows the preschoolers very well and works as part of the team sharing concerns that may show up on the ride.5. The preschool has computers, appropriate equipment and a space that is adequate for the program's needs.6. The Preschool Coordinator/teacher is proactive in getting the help the team needs to provide services to children.7. There is a true team feeling and effort.	<p>The district is strongly encouraged to provide the necessary time for the preschool coordinator to attend the Preschool Technical Assistance Network (PTAN) meetings.</p>

USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT
PRESCHOOL BUILDING LEVEL CASE STUDY DATA SUMMARY
 NEW HAMPSHIRE DEPARTMENT OF EDUCATION
 SPECIAL EDUCATION PROGRAM APPROVAL AND IMPROVEMENT PROCESS

SAU: 36	School: Jefferson Elementary	Date: 3/14/06
Programs: Preschool		Number of Cases Reviewed: 1
Recorder/Summarizer: Karen Hood		

Collaborative Team Members:

Name: Karen Hood	Building Level or <u>Visiting</u>
Name: Bonnie Blanchette	<u>Building Level</u> or Visiting
Name: Brenda Cole-Bergeron	<u>Building Level</u> or Visiting
Name: Nancy D'Agostino	Building Level or <u>Visiting</u>
Name: Sherri Gregory	<u>Building Level</u> or Visiting

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

SUMMARIZE YOUR BUILDING LEVEL DATA

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

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

ACCESS TO THE GENERAL CURRICULUM

Strengths	Suggestions for Improvement
<ol style="list-style-type: none">1. The preschool curriculum uses part of the Harcourt Trophies Reading Program and Hand Writing Without Tears Program.2. The Paraprofessional is primarily assigned to one child but is flexible and works with other children as needed.3. The preschool staff has input into preschool purchases.4. The Occupational Therapist and Speech Pathologist work in the room in whole group, small group and individual settings.	<ol style="list-style-type: none">1. Although the district has pieces of curriculums that support literacy and handwriting, it is strongly recommended they develop a formalized curriculum that includes social/emotional, motor and math components.2. As the preschool team continues to receive increased numbers of referrals for students who come from complex family backgrounds, the staff, students and families might benefit from additional consultation from guidance/counseling components currently available in the SAU.3. The Second Step / social curriculum or a similar one may be helpful to investigate.4. * The preschool team needs to seek training in writing measurable goals and developing IEPs in a timely manner that does not include Diagnostic Placements.5. The team is encouraged to look at outcome data to determine the impact of programming on the children.

* This is a citation

SUMMARIZE YOUR BUILDING LEVEL DATA

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

TRANSITION STATEMENTS					
Ed .1102.53, Transition Services CFR 300.29 Ed. 1109.01, Elements of an IEP (Transition Services) CFR 300.347 (b) (1) (2) Ed. 1109.03, IEP Team CFR 300.344 (b) (1)				YES	NO
This includes movement from (a) Early Supports and Services (ESS) to preschool, b) pre-school to elementary school, (c) age 14 or younger, or (d) age 16 or older, as well as from grade to grade and school to school.					
Transition planning from ESS to preschool takes place.					1 N/A
Transition planning from preschool to kindergarten or 1 st grade takes place.				1	
District staff participated in a transition planning conference arranged by ESS and this transition planning conference occurred at least 90 days before the student's third birthday. If not, was it due to: (check all that apply)					1 N/A
Meeting Not Held In Time	Staff Didn't Understand The Process	Communication Breakdown Between School And Early Supports And Services Agency	Student Moved Into The District After This Time Period		
Student Not Referred Prior To 90 Days	Parent / School Communication Breakdown		Other Student referred after 3 rd birthday & SLP out on medical.		
				YES	NO
Team around transition includes parents.				1	
Team around transition includes appropriate agencies.				1	
Services agreed on in the IEP began by the time specified in the IEP.				1	
Early Supports and Services provided the school or district with initial information prior to 90 days.					1 N/A
Early Supports and Services evaluation information was shared with the school or district.					1 N/A
Strengths			Suggestions for Improvement		
<ol style="list-style-type: none"> 1. There is flexibility around programming for families. Options include 2 day programming as well as 4 day and 5 day programming. In addition the schedule calls for a whole day program for one child. 2. There is a kindergarten step-up day. 3. Summer programming meetings are held by April and when possible the IEP meeting and summer meeting happen at the same time. 			<ol style="list-style-type: none"> 1. Currently, summer programming is held at a different school with different OT, SLP and teacher. The district may want to look at ways to bring some continuity to the program for children attending Jefferson during the school year. 2. It is recommended that the District provide a written transition plan for children entering and exiting the preschool program, and that this be provided to staff and families. 3. As the preschool works toward becoming part of the elementary school community, it may want to look into the availability of accessing the school library. 		

SUMMARIZE YOUR BUILDING LEVEL DATA

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

<u>BEHAVIOR STRATEGIES AND DISCIPLINE</u>		YES	NO	N/A
Ed. 1109.02 Program	CFR 300.346			
Ed. 1119.11 Disciplinary Procedures	CFR 300.519-300.529			
Ed. 1133.07 (a) (b) (c) (d) (e)	CFR 300.510-300.529			
Child Management – Private Schools	RSA 169-C Child Protection Act			
Data are used to determine impact of student behavior on his/her learning.		1		
Has this student ever been suspended from school?			1	
If yes, for how many days?		1		
A functional behavior assessment has been conducted.		1		
IEP team has addressed behaviors that are impacting student learning.		1		
A behavior intervention plan has been written to address behaviors.		1		
All individuals working with the student have been involved in developing behavior intervention strategies.		1		
Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.		1		
Results of behavior intervention strategies are evaluated and monitored.		1		
Strengths	Suggestions for Improvement			
<ol style="list-style-type: none"> 1. The preschool team provides consistency in programming and expectations for children. 2. Children who need time to calm or need a quiet spot have access to the “Thinking Chair”. 3. Materials from the PECS program are available to support children’s communication needs. 4. Sign language is used with some children to express needs. 5. A sensory box and deep pressure activities are available for children who need them. 6. Services available to the preschool include consultation from an Autism Specialist, Special Educator, School Psychologist, Diagnostic Prescriptive Teacher, Assistive Technology person, Occupational Therapist, Speech Pathologist and others as needed. 7. There is a behavior management plan available to staff. The preschool paraprofessional is on the district’s new PBIS team. 	<p>The team is encouraged to look at the use of puppets, plays and modeling as way to reinforce the Positive Behavioral Interventions and Supports that is implemented throughout the school.</p>			

SUMMARY OF BUILDING LEVEL STRENGTHS AND SUGGESTIONS FOR IMPROVEMENT

Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> 1. The district allows nondisabled preschool peers to ride the bus with the preschoolers with disabilities if they live on the bus route. 2. The preschool is an integral part of the school community 3. Parents and families are involved in the program and supported by staff. 	<ol style="list-style-type: none"> 1. The district is strongly encouraged to look at the scheduling of the preschool classes. Currently two days of the week the PM class arrives as the AM class is leaving. This does not allow staff time to communicate around students or programming from the morning class prior to starting the second. 2. The district is encouraged to provide time for the preschool coordinator/teacher to attend Preschool Technical Assistance Network (PTAN) meetings. 3. The district needs to look at ways to develop a collaborative relationship between the Lancaster and Jefferson preschool teams. 4. Technology is an issue. Currently, access to the electronic special education forms is not easy and is very slow. At times the staff are unable to connect to the internet, and not able to access the necessary forms. The district needs to look at ways to improve technology connections. 5. The preschool teacher is encouraged to meet with the appropriate person and work out her professional development hours. 6. The administration may want to give serious consideration to further conversations with the central office regarding supervision of the preschool program. This includes staff, paraprofessionals, necessary access to technology, budgeting etc. 7. As the school works to include the preschool students into their building, it is recommended they develop clear guidelines as to the preschool's involvement in such things as school concerts, assemblies, progress reports, parent conferences and other school wide activities.

USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT

BUILDING LEVEL CASE STUDY DATA SUMMARY

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

SAU: 36	School: Jefferson Elementary School	Date: 3/14/06
Programs:		Number of Cases Reviewed: 1
Recorder/Summarizer: Kyla Welch		

Collaborative Team Members:

Name: Kyla Welch	Building Level or <u>Visiting</u>
Name: Kelly Mask	Building Level or <u>Visiting</u>
Name: Kathryn York	Building Level or <u>Visiting</u>
Name: Sherri Gregory	<u>Building Level</u> or Visiting
Name: Kathy Nelson	<u>Building Level</u> or Visiting
Name: Corrine MacDonald	<u>Building Level</u> or Visiting

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

SUMMARY OF BUILDING LEVEL DATA

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

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

Access to the General Curriculum

Strengths

1. There is a full inclusion program at Jefferson Elementary.
2. There are adequate resources in the classrooms: computers, texts, materials etc.
3. Student/staff ratio is impressive.
4. Staff are skilled and able to modify and accommodate for all students.
5. Students with disabilities participate in all aspects of the curriculum offerings.
6. Staff/family relationships are strong.

Suggestions for Improvement

1. Dial up connection makes it hard to access the IEP software and to have classroom access.
2. Staff and administration need to give serious consideration to additional nursing and counseling services.

SUMMARY OF BUILDING LEVEL DATA

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

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

Transition

Strengths

1. There are consistent teacher conversations from year to year re: students who are transitioning.
2. The E-buddies program is successful.
3. Students typically have the same case manager for multiple years.
4. The district-wide BBQ is an important part of the school culture, and assists in transitions for all students.
5. Schedules are posted, and the structured environment allows for smooth transitions.
6. Longevity of staff ensures smooth transitions for students and families.

Suggestions for Improvement

1. Planning for class to class transitions (5th to 6th) could be strengthened.
2. Improved planning for transition to Lancaster Elementary should be considered.
3. Communication between Jefferson and Lancaster Elementary, as well as with parents needs to be strengthened.
4. As students with disabilities leave Jefferson, they should begin to take part in transition planning.
5. Involve parents in the transition to Lancaster. This might include parent training/awareness, connections with other families, written information, etc.

SUMMARY OF BUILDING LEVEL DATA

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

<u>BEHAVIOR STRATEGIES AND DISCIPLINE</u>			YES	NO	N/A
Ed. 1109.02 Program	CFR 300.346				
Ed. 1119.11 Disciplinary Procedures	CFR 300.519-300.529				
Ed. 1133.07 (a) (b) (c) (d) (e)	CFR 300.510-300.529				
20 U.S.C. 1415 (K)					
Child Management – Private Schools	RSA 169-C Child Protection Act				
Data are used to determine impact of student behavior on his/her learning.			1		
Has this student ever been suspended from school?			1		
If yes, for how many days?					
If appropriate, a functional behavior assessment has been conducted.			1		
IEP team has addressed behaviors that are impacting student learning.					1
A behavior intervention plan has been written to address behaviors.					1
All individuals working with the student have been involved in developing behavior intervention strategies.					1
Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.		1			
Results of behavior intervention strategies are evaluated and monitored.					1
A school-wide behavior intervention model exists.			1		
Strengths	Suggestions for Improvement				
<ol style="list-style-type: none"> 1. There are consistent positive behavioral expectations at the school. 2. “Performance Hall” that recognizes student accomplishments is impressive. 3. Lunch with the Principal is motivating for students. 4. Once a month meetings with the District Social Worker assists with positive behavioral expectations. 	<ol style="list-style-type: none"> 1. Data is collected, but not utilized for decision making as it relates to student behaviors. Staff may want to address this. 2. Continue to work toward implementation of PBIS, SWIS and target team. 				

SUMMARY OF BUILDING LEVEL STRENGTHS AND SUGGESTIONS FOR IMPROVEMENT

Strengths	Suggestions for Improvement
<ol style="list-style-type: none">1. The small school atmosphere and close staff create a wonderful learning environment.2. Longevity of staff is impressive.3. Positive school culture is evident.4. There is strong community support and involvement.5. Strong communication with parents/community is evident.6. Leadership is strong, which has built up the staff morale.7. Staff are skilled, talented and dedicated.	<ol style="list-style-type: none">1. Transition planning from K to 1, grade to grade, and school to school could be strengthened.2. More planning time for teachers is needed.3. The school would benefit from a full-time special education teacher.4. Access to more services, including nurse, guidance, reading/math specialist and behavior specialist would benefit students.5. Implementation of PBIS and SWIS should be considered.6. Staff may want to consider tolerance/diversity training for students, faculty and families.

USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT

BUILDING LEVEL CASE STUDY DATA SUMMARY

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

SAU: 36	School: Lancaster Elementary School	Date: 3/14/06
Programs: Resource Room and Modified Regular		Number of Cases Reviewed: 2
Recorder/Summarizer: Deborah Walker		

Collaborative Team Members:

Name: Deborah Walker	Building Level or <u>Visiting</u>
Name: Michael Ort	Building Level or <u>Visiting</u>
Name: Nancy Tuite	Building Level or <u>Visiting</u>
Name: Janet Foryan	Building Level or <u>Visiting</u>
Name: Shelli Roberts	<u>Building Level</u> or Visiting
Name: Tonja Gilmore	<u>Building Level</u> or Visiting
Name: Shawn Wilkinson	<u>Building Level</u> or Visiting
Name: Ellie Emery	<u>Building Level</u> or Visiting
Name: Richard Hartford	<u>Building Level</u> or Visiting

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

SUMMARY OF BUILDING LEVEL DATA

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

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

Access to the General Curriculum

Strengths

1. Most students are included in the general curriculum for all classes.
2. Students with disabilities take advantage of afterschool activities and participate successfully.
3. Parents can have access to student grades on Power Grade online.
4. Students with disabilities are often on the honor roll and/or are students of the month.
5. Teachers are skilled and can accommodate for all students.
6. Smart Boards are used as an instructional tool.
7. Alpha Smarts are available to assist students in accessing the general curriculum.
8. Auditory Trainer for hearing impaired student has ensured full participation in the general curriculum.

Suggestions for Improvement

Staff would benefit from ongoing training in the writing of annual measurable goals in IEPs.

SUMMARY OF BUILDING LEVEL DATA

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

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

Transition

Strengths

1. Although not documented in IEP, transition planning does take place for students as they leave 8th grade and enroll at the high school.
2. VARK test to determine learning style assists staff in meeting individual needs.
3. Career exploration assessments are utilized with students.
4. Students have the opportunity to enroll in Tech Ed courses at the high school.
5. Collaboration between general and special educators makes transition planning successful.
6. "Move-Up" day assists students as they transition from grade to grade.
7. Teachers have developed a "grade to grade" report that is shared with receiving teacher.

Suggestions for Improvement

1. IEPs for students age 14 and older should include transition statement.
2. Consider documenting all of the transition supports that are made available to all students.

SUMMARY OF BUILDING LEVEL DATA

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

<u>BEHAVIOR STRATEGIES AND DISCIPLINE</u>			YES	NO	N/A
Ed. 1109.02 Program	CFR 300.346				
Ed. 1119.11 Disciplinary Procedures	CFR 300.519-300.529				
Ed. 1133.07 (a) (b) (c) (d) (e)	CFR 300.510-300.529				
20 U.S.C. 1415 (K)					
Child Management – Private Schools	RSA 169-C Child Protection Act				
Data are used to determine impact of student behavior on his/her learning.		2			
Has this student ever been suspended from school?			2		
If yes, for how many days?					
If appropriate, a functional behavior assessment has been conducted.					2
IEP team has addressed behaviors that are impacting student learning.		1			1
A behavior intervention plan has been written to address behaviors.					2
All individuals working with the student have been involved in developing behavior intervention strategies.		1			1
Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.		1			1
Results of behavior intervention strategies are evaluated and monitored.		2			
A school-wide behavior intervention model exists.		2			
Strengths	Suggestions for Improvement				
<ol style="list-style-type: none"> 1. The use of Positive Behavioral Interventions and Supports (PBIS) seems to have gotten off to a successful start. 2. The use of SWIS Data System will be helpful to staff, students and parents. 3. The Student Support Center provides assistance to all students and provides a safe learning environment. 4. Staff have been provided with extensive professional development in the area of autism and challenging behaviors. 5. Collaboration between general and special educators ensures consistency and structure in positive behavior management school wide. 					

SUMMARY OF BUILDING LEVEL STRENGTHS AND SUGGESTIONS FOR IMPROVEMENT

Strengths	Suggestions for Improvement
<ol style="list-style-type: none">1. The environment within the school is child centered.2. Parent involvement / support is strong.3. The facility is well maintained and staff/student ratio is appropriate.4. All staff work hard to meet the needs of all students.5. The building administration supports special educators.6. Students with disabilities are included in all aspects of the school community.	

USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT

BUILDING LEVEL CASE STUDY DATA SUMMARY

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

SAU: 36	School: Dalton Elementary School	Date: 3/14/06
Programs: North Country C.L.A.S.S. (NCC)		Number of Cases Reviewed: 1
Recorder/Summarizer: Kelly Mask		

Collaborative Team Members:

Name: Kyla Welch	Building Level or <u>Visiting</u>
Name: Kelly Mask	Building Level or <u>Visiting</u>
Name: Kathryn York	Building Level or <u>Visiting</u>
Name: Beth Morris	<u>Building Level</u> or Visiting
Name: Sue Rouillard	<u>Building Level</u> or Visiting
Name: Jeanine Joiner-Libby	<u>Building Level</u> or Visiting
Name: Gretchen Fink	<u>Building Level</u> or Visiting

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

SUMMARY OF BUILDING LEVEL DATA

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

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

Access to the General Curriculum

Strengths

1. There is strong consultation from SAU staff regarding curriculum in academic content.
2. Students have access to school district programs and activities.
3. There is a positive environment and positive language heard throughout the school.
4. All staff involved have been CPI trained and are skilled in de-escalation techniques.
5. Staff and students are involved with district initiatives.
6. Staff meetings focus on expectations for differentiated instruction.
7. The IEP template used is clear and concise.

Suggestions for Improvement

1. Students would benefit from increased interactions with non-disabled peers.
2. Staff would benefit from professional development in writing measurable annual goals in IEPs.
3. While the North Country CLASS Program provides quality programs, students and staff are quite isolated. Currently there is only one female student enrolled and she has no opportunity for interaction with girls her age. Additionally, because all staff are females, there are no male role models available for the boys enrolled in the program. The District may want to discuss how to best address these issues.

SUMMARY OF BUILDING LEVEL DATA

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

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

Transition

Strengths

1. District-wide transition meetings are held.
2. Events for 8th graders transitioning to high school include: Buddy System, Step-Up Day and open houses.
3. Meetings with parents are frequent.
4. Bi-weekly meetings with out-of-district LEAs are commendable.
5. There is full participation in IEP/transition meetings by internal and external teams.

Suggestions for Improvement

1. Transitions between grades and back to sending schools could be strengthened.
2. Address student concerns, including academic failure, accessing help when needed and using appropriate coping techniques learned.
3. Staff and administration may want to track data on the success rate of students who leave NCC, especially those who leave and enroll at White Mountains Regional High School.
4. Staff and administration need to pay careful attention to the feedback and perception of 8th graders as they leave NCC and enter the high school setting.

SUMMARY OF BUILDING LEVEL DATA

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

<u>BEHAVIOR STRATEGIES AND DISCIPLINE</u>			YES	NO	N/A
Ed. 1109.02 Program	CFR 300.346				
Ed. 1119.11 Disciplinary Procedures	CFR 300.519-300.529				
Ed. 1133.07 (a) (b) (c) (d) (e)	CFR 300.510-300.529				
20 U.S.C. 1415 (K)					
Child Management – Private Schools	RSA 169-C Child Protection Act				
Data are used to determine impact of student behavior on his/her learning.		1			
Has this student ever been suspended from school?		1			
If yes, for how many days?		1			
If appropriate, a functional behavior assessment has been conducted.		1			
IEP team has addressed behaviors that are impacting student learning.		1			
A behavior intervention plan has been written to address behaviors.		1			
All individuals working with the student have been involved in developing behavior intervention strategies.		1			
Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.		1			
Results of behavior intervention strategies are evaluated and monitored.		1			
A school-wide behavior intervention model exists.		1			
Strengths	Suggestions for Improvement				
<ol style="list-style-type: none"> 1. The behavior strategy in place is consistent and strong, including: <ul style="list-style-type: none"> ♦ Token system ♦ Behavioral modifications rubric ♦ Use of suspensions only as a last resort 2. Documented data is used to make objective discipline decisions, which are easier for students to understand. 3. All staff are trained in CPI. 4. The philosophy in the building is that all staff are responsible for all students. 	<p>Communication with general education teachers at White Mountains Regional High School and with parents needs to be strengthened.</p>				

SUMMARY OF BUILDING LEVEL STRENGTHS AND SUGGESTIONS FOR IMPROVEMENT

Strengths	Suggestions for Improvement
<ol style="list-style-type: none">1. School culture is caring and positive.2. Staff are skilled and supportive of students.3. The small environment allows for individualization.4. There are clear behavioral expectations and consequences.5. There is strong communication between staff and families.6. Staff rapport and teamwork is impressive.	<ol style="list-style-type: none">1. Technology needs to be addressed. The dial-up internet connection does not always work.2. Isolation from the community makes Life Skills activities difficult.3. Staff need to consider moving the “time out” area to a more inconspicuous location.4. The existing facility has many exits, making it easy for students to “run”. While the facility is spacious, the SAU may want to take a critical look at the “isolated” environment of this program and whether or not students enrolled do have full access to equal educational opportunities and interaction with non-disabled peers.

USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT

BUILDING LEVEL CASE STUDY DATA SUMMARY

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

SAU: 36	School: Whitefield Elementary School	Date: 3/14/06
Programs: Modified Regular and Resource Room		Number of Cases Reviewed: 2
Recorder/Summarizer: Cynthia White		

Collaborative Team Members:

Name: Vergil Grant	Building Level or <u>Visiting</u>
Name: Thomas Donahue	Building Level or <u>Visiting</u>
Name: Cynthia White	Building Level or <u>Visiting</u>
Name: Christine Forest	<u>Building Level</u> or Visiting
Name: Ellen Turcotte	<u>Building Level</u> or Visiting
Name: Kimberly Read	<u>Building Level</u> or Visiting
Name: Cate Diblasi	<u>Building Level</u> or Visiting
Name: Michael Cronin	<u>Building Level</u> or Visiting
Name: Rosanna Brasca	<u>Building Level</u> or Visiting
Name: Kathy Nelson	<u>Building Level</u> or Visiting
Name: Theresa Richardson	<u>Building Level</u> or Visiting

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

SUMMARY OF BUILDING LEVEL DATA

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

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

Access to the General Curriculum

Strengths

1. Teachers work well together. General education teachers accommodate for all students.
2. Teachers meet once a week to discuss and review students' work and progress.
3. Enthusiasm is evident.
4. There is strong communication between all staff and families.
5. Power School as a data collection tool allows teachers to access and review student data.
6. The Student Support Center allows all children access to academic support.
7. Implementation of universal behavioral expectations through PBIS has been successful.
8. All students access the three-tier reading model.
9. The support provided from paraprofessionals in the general education setting is a critical component for students with disabilities.

Suggestions for Improvement

Staff and administration should take a critical look at the amount of time the students spend in the Life Skills Program, and determine if they could be spending a greater amount of time in the general education curriculum.

SUMMARY OF BUILDING LEVEL DATA

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

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

Transition

Strengths

Suggestions for Improvement

1. Within this K-8 community teachers have open communication and share information on a regular basis.
2. Universal behavioral expectations assist in smooth transitions from grade to grade.
3. Parents are actively involved in the transition process.
4. The 8th grade students in the Life Skills Program visit the high school regularly during the spring prior to enrollment.
5. As students with disabilities transition to the next grade level, case managers discuss the students with general educators to determine best classroom placement.

SUMMARY OF BUILDING LEVEL DATA

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

<u>BEHAVIOR STRATEGIES AND DISCIPLINE</u>			YES	NO	N/A
Ed. 1109.02 Program	CFR 300.346				
Ed. 1119.11 Disciplinary Procedures	CFR 300.519-300.529				
Ed. 1133.07 (a) (b) (c) (d) (e)	CFR 300.510-300.529				
20 U.S.C. 1415 (K)					
Child Management – Private Schools	RSA 169-C Child Protection Act				
Data are used to determine impact of student behavior on his/her learning.		2			
Has this student ever been suspended from school?			2		
If yes, for how many days?					
If appropriate, a functional behavior assessment has been conducted.					2
IEP team has addressed behaviors that are impacting student learning.		2			
A behavior intervention plan has been written to address behaviors.		1			1
All individuals working with the student have been involved in developing behavior intervention strategies.		2			
Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.		2			
Results of behavior intervention strategies are evaluated and monitored.		2			
A school-wide behavior intervention model exists.		2			
Strengths	Suggestions for Improvement				
<ol style="list-style-type: none"> 1. Positive Behavioral Interventions and Supports (PBIS) has had a positive influence on the school culture. 2. The Advisory Program positively impacts student behaviors. 3. The Student Support Center is a successful model for all students. 4. There are many ways in which students are recognized for positive behaviors. 	<p>Currently, there are a significant number of students from Whitefield Elementary School who exhibit challenging behaviors who have been placed at the North Country CLASS Program. Staff and administration may want to take a critical look at why this is happening, and what efforts are made to successfully transition students back to Whitefield Elementary School.</p>				

SUMMARY OF BUILDING LEVEL STRENGTHS AND SUGGESTIONS FOR IMPROVEMENT

Strengths	Suggestions for Improvement
<ol style="list-style-type: none">1. The use of school-wide behavioral data collection is impressive.2. The Life Skills Program is strong.3. The availability of the Wilson and Edmark Reading Programs allow for alternative options.4. Available staff development for Differentiated Instruction is impressive.5. The core reading program with 3-tiers and monitoring and intervention has been successful.6. The Title I Math Program is strong.7. The Literacy Intervention Specialist is a great resource.8. The use of laptops as instructional tools is impressive.9. The Handwriting Without Tears Program assists all students.10. Teacher collaboration and integration of related services is evident.11. Staff were well prepared for the NHDOE Case Study Compliance Review.	<ol style="list-style-type: none">1. Limited instructional space is an issue. Students were observed receiving services in hallways, which can be distracting and negatively impact student performance.2. It is suggested that special educators meet as a school-wide team, as well as regularly with other special educators in the SAU.3. Staff and administration may want to consider thinking about the development of preschool programming in Whitefield, so students with disabilities do not have to travel.

USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT

BUILDING LEVEL CASE STUDY DATA SUMMARY

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

SAU: 36

School: **White Mountains Regional High School**

Date: 3/14/06

Programs:

Number of Cases Reviewed: 2

Recorder/Summarizer

Collaborative Team Members:

Name: Kelly Noland	Building Level or <u>Visiting</u>
Name: Moira Bundschun	<u>Building Level</u> or Visiting
Name: Cynthia Willey	<u>Building Level</u> or Visiting
Name: Margaret Dubois	<u>Building Level</u> or Visiting
Name: James Burt	<u>Building Level</u> or Visiting
Name: Gretchen Cook	Building Level or <u>Visiting</u>
Name: Jessica Forbes	<u>Building Level</u> or Visiting
Name: Kelly Renaud	<u>Building Level</u> or Visiting
Name: Mark Peabody	<u>Building Level</u> or Visiting
Name: Karen Money	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

Ed. 1109.01 Elements of an IEP CFR 300.347 Content of IEP
Ed. 1109.05, Implementation of IEP 20 U.S.C. 1414 (d)
Ed. 1115.07, Ed 1119.01(f) Provision of Non-Academic Services/Settings CFR 300.553 Ed. 1119.03, Full Access to District's Curricula
CFR 300.24, CFR 300.347 Ed. 1119.08, Diplomas
Ed. 1107.04 (d) Qualified Examiner
Ed. 1133.05 (c)(h)(k) CFR 300.347 Program Requirements, Content of IEP
Ed. 1133.20 Protections Afforded to Children with Disabilities
CFR 300.347(a) (1) (i) ". . . general curriculum (i.e. ,the same curriculum as for nondisabled children)" CFR 300.347 (a) (3) (iii) "To be educated and participate with other children with disabilities and non disabled children"

	YES	NO	N/A						
Team uses multiple measures to design, implement and monitor the student's program.	2								
IEP goals are written in measurable terms.	1	1							
Student has made progress over the past three years in IEP goals. Goal 1	2								
Student has made progress over the past three years in IEP goals. Goal 2	1		1						
Student <u>has access to</u> the general curriculum (as outlined by the district, sending district or NH frameworks.)	2								
Student <u>participates in</u> the general curriculum in a regular education setting with non-disabled peers, as appropriate, with necessary supports.	2								
When participating in a regular education setting with non-disabled peers with necessary supports, student <u>has made progress in</u> the general curriculum.	2								
Student participates appropriately in state, district and school-wide assessments.	2								
Student <u>shows progress</u> in state, district and school-wide assessments.	2								
Student <u>has opportunities</u> to participate in general extracurricular and other non-academic activities with necessary supports.	2								
Student <u>does participate</u> in general extracurricular and other non-academic activities with necessary supports.	2								
Was the student's most recent LEA evaluation, including a written summary report and meeting, held within 45 days of parental permission to test? If not, was it due to: (check all that apply)	2								
<table border="1" style="width:100%; border-collapse: collapse;"> <tr> <td style="width:15%;">Extension in Place</td> <td style="width:20%;">Lack of Qualified Personnel Psychologist Educator Related Services Other</td> <td style="width:15%;">Evaluation Not Completed in Time</td> <td style="width:15%;">Summary Report Not Written in Time</td> <td style="width:15%;">Meeting Not Held in Time</td> <td style="width:20%;">Other</td> </tr> </table>	Extension in Place	Lack of Qualified Personnel Psychologist Educator Related Services Other	Evaluation Not Completed in Time	Summary Report Not Written in Time	Meeting Not Held in Time	Other			
Extension in Place	Lack of Qualified Personnel Psychologist Educator Related Services Other	Evaluation Not Completed in Time	Summary Report Not Written in Time	Meeting Not Held in Time	Other				
For High School Students:	YES	NO	NA						
Student is earning credits toward a regular high school diploma.	2								
<i>IF YES:</i> within 4 years?	2								
Student will earn an IEP diploma or a certificate of competency.		2							
<i>IF YES:</i> within 4 years?		2							
Does this school / district have a clear policy for earning a high school diploma?	2								

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

Access to the General Curriculum

Strengths

- 1. Inclusion model allows most students to participate in the general education setting.
- 2. Vocational education offerings are impressive.
- 3. Staff/student ratio is impressive.

Suggestions for Improvement

- 1. Professional development is needed to assist general education staff with modifying and accommodating for students with disabilities.
- 2. Collaboration and common planning time is needed for general education and special education teachers.
- 3. * Special education staff would benefit from professional development in writing of measurable annual goals for IEPs. All IEPs do not currently have measurable annual goals.
- 4. Staff and administration need to take a critical look at whether or not there is a full continuum of services available to students with disabilities at the high school level.

* This is a citation

SUMMARY OF BUILDING LEVEL DATA

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

<u>TRANSITION STATEMENTS</u>			
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Transition planning from grade to grade takes place.	2		
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Collaboration has occurred between general and special education staff in IEP development and in transition planning.	2		
For middle or high school students, <u>also</u> respond to the following 4 statements:			
Transition planning is designed as a results oriented process that promotes movement from school to the student's desired post-school goals.			2
IEP team includes parent as part of transition planning.	2		
IEP team and process includes student as part of transition planning.	2		
IEP includes current level of performance related to transition services.	1		1
If the student is age 14 or older during the course of the IEP, <u>also</u> respond to the following 3 statements:			
There is documentation that the student has been invited to attend IEP meetings.	2		
A statement of the transition service needs is included in the IEP.	2		
The statement of transition focuses on the student's course of study (e.g. vocational programming, advanced placement).	2		
If the student is age 16 or older during course of the IEP, <u>also</u> respond to the following 11 statements:			
Transition plan, including student's <u>measurable</u> post-high school goals, is in place.		1	
There is documentation that representatives of other agencies have been invited to IEP meetings.	1		
Statement of needed transition services is presented as a coordinated set of activities.	1		
The statement of transition focuses on the student's course of study (e.g. vocational programming, advanced placement).	1		
The IEP includes a statement of needed transition services and considers instruction.	1		
The IEP includes a statement of needed transition services and considers related services.	1		
The IEP includes a statement of needed transition services and considers community experiences.	1		
The IEP includes a statement of needed transition services and considers development of employment skills.	1		
The IEP includes a statement of needed transition services and considers development of daily living skills.			1
Student is informed prior to age 17 of his/her rights under IDEA.	1		
If the student is preparing to graduate this year, there is a summary of the student's academic achievement and functional performance , which includes recommendations on how to assist the student in meeting his or her post-secondary goals.	1		

Transition

Strengths

1. There is access to Vocational Rehabilitation in transition planning and the Vocation Evaluator / DPT is available to assist in transition planning.
2. Available vocational programming assists students as they plan for their future.
3. Students are encouraged to use vocational programming to explore career options.
4. Staff members know students and work toward their best interests in the future.

Suggestions for Improvement

1. Staff need to ensure all transition forms address the required components of transition planning.
2. Staff would benefit from additional professional development opportunities related to transition planning.
3. Maximize internal resources (e.g. strengthening communication with Vocational Director).
4. Explore possibility of a school-to-work coordinator.
5. Consider ongoing meetings with general education teachers who will serve students with disabilities, to help them understand student needs and modification requirements.
6. Network with other high schools to observe successful transition processes.

SUMMARY OF BUILDING LEVEL DATA

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

<u>BEHAVIOR STRATEGIES AND DISCIPLINE</u>			YES	NO	N/A
Ed. 1109.02 Program	CFR 300.346				
Ed. 1119.11 Disciplinary Procedures	CFR 300.519-300.529				
Ed. 1133.07 (a) (b) (c) (d) (e)	CFR 300.510-300.529				
20 U.S.C. 1415 (K)					
Child Management – Private Schools	RSA 169-C Child Protection Act				
Data are used to determine impact of student behavior on his/her learning.				2	
Has this student ever been suspended from school?		2			
If yes, for how many days?		2			
If appropriate, a functional behavior assessment has been conducted.				1	1
IEP team has addressed behaviors that are impacting student learning.		1			1
A behavior intervention plan has been written to address behaviors.					2
All individuals working with the student have been involved in developing behavior intervention strategies.					2
Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.					2
Results of behavior intervention strategies are evaluated and monitored.					2
A school-wide behavior intervention model exists.				2	
Strengths	Suggestions for Improvement				
<p>Case managers provide support and interventions for students as needed.</p>	<ol style="list-style-type: none"> 1. Explore the possibility of a Student Support Center at the High School. 2. Improved communication is needed between general education teachers and case managers in regard to behavior. 3. A school-wide positive behavior management system is suggested. 4. Staff and administration need to strengthen use of data as it relates to student behaviors. 				

SUMMARY OF BUILDING LEVEL STRENGTHS AND SUGGESTIONS FOR IMPROVEMENT

Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> 1. Staff are caring and skilled. 2. Community supports are available. 3. Staff are dedicated to support of students with disabilities. 4. Vocational Program options are impressive. 5. There has been strong progress toward the new service delivery model, given rather recent changes from self-contained to inclusion model. 6. Technology availability and use (with at least some students) is strong. 7. Parent involvement is evident. 	<ol style="list-style-type: none"> 1. For incoming students, there needs to be a clear bridge, planned out, between PBIS and Aspirations. 2. In order to increase the continuum of services, especially for the EH/At-risk population, staff and administrators will need to consider space issues. Building-wide creativity of space use is needed, not just “special education space”. Cooperation, led by administrators, and thinking “out of the box” to create optional use of space is needed. 3. Decrease distractions in the classrooms where students go for specialized assistance. 4. Teachers/case managers would like laptops to increase efficiency in keeping up with paperwork. 5. Training / professional development is strongly suggested for coaches and others who may work with students with disabilities.

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

ADDENDUM

Out-of-District File Review

SAU #36

Date: March 2006

Reviewer: Jane Bergeron-Beaulieu
Marie Fay

<p style="text-align: center;">ADDENDUM Out-of-District File Review</p>

SAU #36

Number of Files Reviewed: 1

COMMENDATIONS

SAU#36 has worked hard over the past 5 years to develop programs to meet the needs of many students who might have been placed out of district.

The Special Education Director closely monitors students placed out of district.

The number of students placed is quite low.

The Special Education Director maintains an open line of communication with the outside facilities where students are placed, and also has a good working relationship with families.

CITATIONS OF NONCOMPLIANCE

No citations of noncompliance identified.

ADDENDUM

JAMES O. MONITORING PROGRAM

SAU #36

Student File Review

Case Study Document

Reimbursement Claim Form

Case Study Addendum Form

Date: March 2006

Reviewer: Jane Bergeron-Beaulieu
Marie Fay

ADDENDUM
JAMES O. MONITORING PROGRAM

SAU #36

Number of files reviewed: 1

COMMENDATIONS:

The school district has a strong working relationship with the court system.
The school district closely monitors students with disabilities who are court involved.
The Special Education Director takes a personal interest in the students and advocates for their individual needs as outlined by the special education IEP Team.

CITATIONS OF NONCOMPLIANCE:

ED 1107.05 Evaluation Summary

File was missing 3-year Evaluation Summary Report.

SAU 36 INNOVATIVE PRACTICES

Lancaster School:

Student Support Center (instituted in preparation for joining Cohort IV PBIS)

Whitefield Elementary School:

PBIS

White Mountains Regional High School:

- ♦ Life-Skills PE class, incorporating general education students as tutors
- ♦ Life Skills Culinary Arts Class
- ♦ Professional Responsibilities – A collaboration of The Alliance for Community Supports, Inc, The Parent Information Center, Granite State Independent Living and CARE NH

District-Wide:

- ♦ Three-Tiered Reading Literacy Model
- ♦ Eight credit graduate course called Scientifically Based Reading Research and Instruction, offered by the District through Granite State College
- ♦ Pilot for Temporary Support Assistance (TSA)

Detailed descriptions of all listed programs are available upon request.