

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

**SHAKER ROAD SCHOOL
SUMMARY REPORT**

**Douglas and Patricia Hicks, Co-Headmasters
Patricia Hicks, Director of Special Education**

Chairperson, Visiting Team:
Mary Anne Byrne
Education Consultant

Site Visit Conducted on January 20-21, 2010
Report Date, March 26, 2010

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I. TEAM MEMBERS

Visiting Team Members:

| NAME | PROFESSIONAL ROLE |
|------------------------------|-----------------------------------|
| Anthony Blinn | Special Education Director |
| Gretchen Cook | Coordinator of Education |
| Daniel Ferreira | Director of Special Education/LEA |
| Chairperson: Mary Anne Byrne | Education Consultant |

Building Level Team Members from Shaker Road School:

| NAME | PROFESSIONAL ROLE |
|---------------------|--|
| Amy Annable | Grades 7 & 8 Language |
| Rebecca Carter | Grades 5 & 6 Language Arts Teacher |
| Kristen Cunningham | Science Teacher |
| Dorothy Donohue | Grades 5 & 6 Math Teacher |
| Beth Drociak | 1:1 Behavior Therapist |
| Heidi Dustin | 1:1 Paraprofessional |
| Shane Guilbert-Neil | Social Studies Teacher |
| Alexander Hicks | Grades 6-8 Technology Teacher/ Grades 7 & 8 Science Teacher |
| Matthew Hicks | Assistant Head of School/ Social Studies |
| Patricia Hicks | Head of School/Director of Special Education |
| David | Parent |
| Nancy | Parent |
| Chel Illingworth | Music Teacher |
| Mary Beth Landry | Special Education Teacher |
| Cathy Linden | Math Teacher |
| Barbara Morrison | Art Teacher |
| Caryl Patten | Advocate |
| Michael Patten | Tutor |

II. INTRODUCTION

Shaker Road School is a private approved non-public school with an approved special education program in East Concord, NH that has been in operation since 1979. As a non-public school, they are approved through June, 2011 to educate students in grades K-9, ages 5 to 15. Renewed approval is being sought for the non-public program as well as for special education programs for pre-schoolers, ages 3-5, and grades K-8, ages 5-15, with any of the following disabilities: Autism, Deaf-Blindness, Developmental Delay, Hearing Impairment, Specific Learning Disability, Mental Retardation, Multiple Disabilities, Orthopedic Impairment, Other Health Impairment, Speech or Language Impairment, and Visual Impairment. They are seeking approval to provide special education services to students identified as Deaf or with Traumatic Brain Injury.

The current enrollment of Shaker Road School is 299, three of whom are students with Individualized Education Programs placed by a LEA. The capacity for students with Individualized Education Programs in grades K-8 is 15 students for school year and summer. The preschool capacity for students with Individualized Education Programs is 5 for school year and summer. * See **NEW PROGRAMS/CHANGES SEEKING APPROVAL FROM THE NHDOE, BUREAU OF SPECIAL EDUCATION** below.

Shaker Road School is fully inclusive and accessible. The school is situated on a 63 acre campus with multiple buildings, a pond, golf course, two swimming pools, camp facilities, playgrounds and playing fields. The class sizes are small with an adult-student ratio of 8:1. Most Special Education services and supports, accommodations, and modifications take place in the general education setting.

The school's mission is:

“Shaker Road School enhances its students’ natural enthusiasm for learning through positive social, physical, and academic experiences, while creating a deeper understanding of the world around them. Shaker Road School provides a community whereby all people are respected, loved and cared for, and safe from physical and emotional harm. Students are continuously challenged to recognize their self-worth and respect the diversity of others.”

All members of the Shaker Road School community personify this mission. The culture, environment, philosophy, standards and expectations at Shaker Road School are remarkable for supporting individual student needs and therefore it is a natural and successful setting for students with educational disabilities.

SCHOOL PROFILE

| SCHOOL DEMOGRAPHICS | 2008-09 | 2009-10 |
|---|---|----------------|
| Student Enrollment <u>as of December 1</u> | 342 | 299 |
| Do you accept out-of-state students? If so, list number from each state in 09-10 | Yes, International Students from South Korea--2 | |
| Number and Names of Sending New Hampshire LEAs (as of October 1, 2009) | Bow and Concord School Districts | |
| # of Identified Students Suspended One or More Times | 0 | 0 |
| Average Length of Stay for Students | 6 years | 6 years |
| <u>STAFF DEMOGRAPHICS</u> | | |
| Student/Teacher Ratio (as of Oct. 1) | 7:1 | 8:1 |

| | | |
|--|------------------------|------------------------|
| # of Certified Administrators | 2 | 2 |
| # of Certified Teachers | 25 | 24 |
| # of Teachers with Intern Licenses | 1 | 0 |
| # of Non-certified Teachers | 21 | 19 |
| # of Related Service Providers | 4 | 4 |
| # of Paraprofessionals | 3 | 3 |
| # of Professional Days Made Available to Staff | minimum of 2/no max | minimum of 2/no max |

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 Shaker Road School on January 20 & 21, 2010 for the purpose of reviewing the present status of programs and services made available to children and youth with educational disabilities. Program Approval Visits are conducted 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 private special education schools statewide, by focusing the attention of all educators on the following three areas of critical importance in the provision of FAPE for students with disabilities:

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

As part of this compliance review, students were randomly selected by the NHDOE prior to the visit, and staff was asked to present these case studies at the visit to determine compliance with state and federal special education rules and regulations.

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

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

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

Evidence of the work conducted and results related to student outcomes were gathered throughout the process, guided by the materials and templates provided by the NHDOE, Bureau of Special Education. Examples of evidence included student individualized education programs (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 students. In addition, classroom observations were conducted for each of the case

studies being reviewed. The collective data were summarized by the visiting and building level teams. The summaries, included in the following pages, outline identified areas of strength and areas needing improvement for the Shaker Road School.

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

Based on review of the January 27, 2005 NHDOE Special Education Program Approval Report, the following patterns were identified as needing improvement:

| Findings of Noncompliance | Status as of June, 2006 | Status as of January 20 & 21, 2010 |
|---|--------------------------------|---|
| 1. ED 1133.05 ©, (h), CFR 300.347 The LEA and Shaker Road School need to ensure that all IEPs have statements of measurable annual goals, including benchmarks or short term objectives. | Met | Not Met |

V. JANUARY 20 & 21, 2010 CASE STUDY COMPLIANCE REVIEW RESULTS

Data collection is an important part of the NHDOE Special Education Case Study Compliance Review Process. In order to monitor whether or not special education programs are in compliance in the three focus areas, and determine any root causes of problems that may be identified through the case study process, it is essential that each case study team look deeply into the data that surrounds the three primary aspects of the Case Study review. 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 private schools to determine the number and type of case studies to be prepared and presented to ensure that building teams are not inundated with much more data than they can possibly analyze, allowing them to reflect upon and generalize their newly found knowledge of their programs, practices, policies and procedures.

Two students were randomly selected for the case studies presented by Shaker Road School. The students were selected to represent grade level, disability, and gender differences. The case studies included one male and one female in 6th and 8th grades with speech/language impairment and other health impairment, and autism and speech/language impairment, respectively.

LEA SURVEYS

Private schools provide necessary options to New Hampshire students with educational disabilities. Effective partnerships with LEAs are an important part of establishing and implementing successful private special education programs that improve student outcomes. By surveying LEA perceptions of

current program(s), private schools can self assess these relationships and determine if there are areas in need of improvement. To this end, Shaker Road School distributed the LEA Survey to the contact people in all LEAs that have students currently enrolled in the school. They received a 100% response from the LEAs.

Analysis of LEA Survey Responses:

The sending LEAs report complete satisfaction with the Shaker Road School. Additional LEA comments state that teachers, staff and administration have been extremely helpful and professional. During the visit the collaborative, respectful and highly cooperative relationship between the LEA representative and Shaker Road staff and administrators was very evident.

SUMMARY REPORT OF SENDING LEAs

| | | |
|--|--|---------------------------|
| Name of Private School: Shaker Road School | | |
| Total number of surveys sent: 2 | Total # of completed surveys received: 2 | Percent of response: 100% |
| Number of students placed by: LEA: 3 | Court: | Parent: |

SCALE 4 STRONGLY AGREE 3 AGREE 2 DISAGREE 1 STRONGLY DISAGREE

| | 4 | 3 | 2 | 1 | No Answer |
|--|----------|----------|----------|----------|------------------|
| 1. The private school team has positive expectations for students. | 2 | | | | |
| 2. I am satisfied with the educational program at the above school. | 2 | | | | |
| 3. The school consistently follows special education rules and regulations. | 2 | | | | |
| 4. The school has an effective behavioral program (if applicable). | 2 | | | | |
| 5. I am satisfied with the related services provided by the school. | 2 | | | | |
| 6. The school implements all parts of students' IEPs. | 2 | | | | |
| 7. I feel the school provides the necessary skills to allow the student to make progress on the IEP goals. | 2 | | | | |
| 8. The school program measures academic growth. | 2 | | | | |
| 9. The school program measures behavioral growth (if applicable). | 2 | | | | |
| 10. The school completes a minimum of 3 comprehensive reports per year on each child with a disability enrolled. | 2 | | | | |
| 11. Progress reports describe the child's progress toward meeting the IEP goals, include a record of attendance, and are written in terminology understandable to the parent. | 2 | | | | |
| 12. Progress reports are provided to the LEA and to the parent of the child. | 2 | | | | |
| 13. I am satisfied with the way the school communicates students' progress. | 2 | | | | |
| 14. The school communicates effectively with parents. | 2 | | | | |
| 15. The school communicates effectively with the LEA. | 2 | | | | |
| 16. The school involves parents in decision-making. | 2 | | | | |
| 17. The school actively plans for future transition to a less restrictive placement. | 2 | | | | |
| 18. If the school finds it necessary to change or terminate placement, they notify the LEA by convening the IEP team to: review the concerns, review/revise the IEP, discuss the placement and determine if the facility can fully implement the IEP and provide FAPE. | 2 | | | | |
| 19. The school team sets meeting times that are convenient for both parents and LEA. | 2 | | | | |

| | | | | | |
|--|---|--|--|--|--|
| 20. The school has met my expectations. | 2 | | | | |
| 21. I have a good relationship with the school. | 2 | | | | |
| 22. I would enroll other students at the school. | 2 | | | | |

PARENT PARTICIPATION

One of the defining features of effective schools is strong parent/community relations and open communication. Having parents as active stakeholders 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 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 this Case Study Compliance Review.

During the visit, the outstanding relationships Shaker Road School's faculty, staff and administrator have with parents was evident. The school is family focused, supportive and exceptionally responsive to parents' wishes for the children. When asked if there was anything the parent would like to change to benefit their child in school, no desired changes were identified. This exemplified the parent attitude toward and satisfaction with the program and supports for students with disabilities at Shaker Road School

Shaker Road School's Analysis of Parent Survey Responses:

100% of the parent surveys were returned. All of them indicated complete satisfaction in each of the three focus areas (Access to the General Curriculum, Transitions, and Behavior Strategies and Discipline). Two "No Answer" responses were due to the fact that the student has no behavioral issues. Based on the survey results, it appears that the families are pleased with their students' experiences with Shaker Road School. If there were areas of concern, they would be addressed to correct the issue(s).

SUMMARY OF PARENT SURVEY DATA

| | | | | |
|--|--|---------------------------|----------|------------------|
| Name of Private School: Shaker Road School | | | | |
| Total number of surveys sent: 3 | Total # of completed surveys received: 3 | Percent of response: 100% | | |
| 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 | | | |
| My child has opportunities to interact with non-disabled peers on a regular basis. | 3 | | | |
| I am adequately informed about my child's progress. | 3 | | | |

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

**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

Shaker Road School offers the full range of general education curriculum to all of their students. Students with disabilities are provided extensive supports to allow them to access the general education curriculum including modifications, accommodations and 1:1 assistance. In addition to modifying curriculum and providing accommodations, the 1:1 assistants work with the neediest students to collect and analyze data to monitor progress and inform instruction.

Extraordinary supports were evident as well. An individual reading/language art tutoring is provided for one student for 2+ hours daily. This service is a testimony to the collaborative relationship among parents and their advocate, Shaker Road School, and the sending school district who are working together to provide needed interventions for a student with unique needs.

The wide variety of activities and extracurricular opportunities that Shaker Road School provides are available to all students, with necessary supports readily available to students with disabilities.

Extensive work on mapping the curriculum has resulted in the identification of essential learnings in the various content areas. This serves to clarify expectations and enhance communication between the general and special educators.

The Developmental Reading Assessment (DRA) is used as a diagnostic tool school wide to measure students' reading skills and levels. In addition, specialized, individualized assessments such as the KeyMath and WADE are used to measure student progress for students with disabilities. (See the suggestion below for instituting school wide biannual or triannual achievement assessments in reading and math.)

Transition

Transition Planning

Process: Provision of FAPE

Transition Services

Transition planning from grade to grade is integrated into the Shaker Road School's practices such as Move Up Day. The size and organization of the school allow teachers to know all the students, in particular those who will be in their grade the following year. Additional meetings are held before the end of the school year for students with Individualized Education Programs requiring added supports, modifications, and information sharing. The opportunity for Extended School Year (ESY) is considered by the IEP Teams for students with Individualized Education Programs. Orientation for new students and continuity for returning students are provided to those participating in ESY and others who attend the summer programs. The staff and administrators are clearly invested in assuring smooth and effective transitions for their students.

Transitions to high school for students with Individualized Education Programs are purposefully planned and, for students with significant or more unique needs, include: team meetings with the sending and receiving personnel, visits, and part time attendance in the new settings to familiarize students with the new environment and expectations. For the receiving school, the visits and part time attendance provide opportunities to observe the students in the new setting.

Behavior Strategies and Discipline

Shaker Road School's behavior expectations and school wide norms are clearly defined, universally reinforced and set a tone of respect for the individual. The majority of students are role models for positive behavior. Behavior plans are developed to shape behavior and reinforce positive behavior.

Special Education Policies and Procedures and Supporting Materials

All material submitted as part of the application for program approval was examined, including: demographic data, program descriptions, Policies and Procedures Manual, Student and Parent Handbook, Faculty and Staff Handbook, personnel roster and credentials, Curriculum, Professional Development Master Plan and the Self-Study with accompanying documentation. Review and verification of these documents found them to be very comprehensive and in compliance with all the

applicable New Hampshire Rules for the Education of Students with Disabilities, effective June 30, 2008.

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

Shaker Road School is seeking approval to add Deaf and Traumatic Brain Injury to the disabilities served. Based on the review of the supporting materials including credentials of a teacher of the deaf, Case Study reviews, program visits/observations and feedback from the visiting teams during this NHDOE Program Approval process, these requested changes have been determined to meet requirements.

*In addition, clarification of capacity is being sought. The previous approval was mistakenly recorded as 35, when in fact it should have been 15 students for grades K-8, school year and summer programs; and 5 students for Preschool, school year and summer programs.

COMMENDATIONS

As a result of the observations and input from the visiting team, the following commendations are noted:

1. The Head of School/Special Education Director's leadership is exemplary.
2. Shaker Road School embodies a culture of tolerance and acceptance of individual differences.
3. The Shaker Road School is a collaborative community of dedicated educators engaged in teaching the whole child.
4. Special education programming for students is designed around individual student needs in a purposeful and meaningful way.
5. Written policies and procedures are well developed and comprehensive.
6. Parents are perceived as an integral part of Shaker Road School and treated as partners in the educational process.

FINDINGS OF NONCOMPLIANCE IDENTIFIED AS A RESULT OF THE JANUARY 20 & 21, 2010 CASE STUDY COMPLIANCE REVIEW

Findings 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. Findings 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 findings of non-compliance 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.**

Child Specific Findings of Noncompliance to Be Addressed by Both the LEA and Private School Setting:

ED#1109.01 (a) (1) (i); CRF # 300.320 (a) (2) (i)

Not all annual goals were written in measurable terms.

Responsible LEA: Bow (SAU #67)

Program Specific Findings of Noncompliance to Be Addressed by the Private School Setting
No program specific findings were identified during this NHDOE Program Approval visit

SUGGESTIONS FOR PROGRAM-WIDE IMPROVEMENT

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

1. In addition to the school wide use of the Developmental Reading Assessment (DRA), consider investigating the use of a school wide measure of individual student learning in math and reading. Administrated one or more times a year, this type of assessment is useful for evaluating both program and instructional effectiveness.
2. Consider establishing structured and regularly scheduled collaboration time to enhance communication and coordination among classroom teachers, special educators and support personnel.

VI. BUILDING LEVEL SUMMARY REPORTS

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

| | | |
|------------------------------------|-----------------------------|--|
| School: Shaker Road School | Date: 1/20&21/10 | |
| Programs: Preschool thru 9 | Number of Cases Reviewed: 2 | How many of the reviewed students are age 16+? 0 |
| Recorder/Summarizer: Anthony Blinn | | |

CLEARLY PRINT NAMES OF ALL COLLABORATIVE TEAM MEMBERS

| | |
|---------------------------|----------------|
| Name: Amy Annable | Building Level |
| Name: Rebecca Carter | Building Level |
| Name: Kristen Cunningham | Building Level |
| Name: Dorothy Donohue | Building Level |
| Name: Beth Drociak | Building Level |
| Name: Heidi Dustin | Building Level |
| Name: Shane Guilbert-Neil | Building Level |
| Name: Alexander Hicks | Building Level |
| Name: Matthew Hicks | Building Level |
| Name: Patricia Hicks | Building Level |
| Name: David Holden | Building Level |
| Name: Nancy Holden | Building Level |
| Name: Chel Illingworth | Building Level |
| Name: Mary Beth Landry | Building Level |
| Name: Cathy Linden | Building Level |
| Name: Barbara Morrison | Building Level |
| Name: Caryl Patten | Building Level |
| Name: Michael Patten | Building Level |
| Name: Anthony Blinn | Visiting |
| Name: Gretchen Cook | Visiting |
| Name: Daniel Ferreira | Visiting |
| Name: Mary Anne Byrne | Visiting |

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

| <u>ACCESS TO THE GENERAL CURRICULUM STATEMENTS</u> | | | | | Fill in the combined <u>number</u> of times a statement is marked on all Data Collection Forms for this school or building | | |
|---|--|--------------------------------------|--|------------------------------|--|-----------|----|
| <u>Ed. 1109.01 Elements of an IEP</u> <u>CFR 300.320 Content of IEP</u> <u>Ed. 1109.05 Implementation of IEP</u> <u>20 U.S.C. 1414 (d)</u> <u>Ed. 1115.07 Ed 1119.01(f) Provision of Non-Academic Services/Settings</u> <u>CFR 300.320(a) CFR 300.34 Ed. 1113.08 Full Access to District's Curricula</u> <u>Ed. 1113.13 Diplomas</u> <u>Ed. 1107.04 (d) Qualified Examiner</u> <u>Ed. 1119 Protections Afforded to Children with Disabilities</u> <u>CFR 300.320(a)(1)(i)</u> “. . . general curriculum (i.e. ,the same curriculum as for nondisabled children)” <u>CFR 300.320(a)(4)(iii)</u> “To be educated and participate with other children with disabilities and non disabled children” | | | | | | YES | NO |
| A1.) Team uses multiple measures to design, implement and monitor the student’s program. | | | | | 2 | | |
| A2.) All IEP goals are written in measurable terms. | | | | | | 2 | |
| A3.) Student’s IEP has at least one functional goal. | | | | | 2 | | |
| A4.) Student has made progress over the past three years in IEP goals. Goal 1 | | | | | 2 | | |
| A5.) Student has made progress over the past three years in IEP goals. Goal 2 | | | | | 2 | | |
| A6.) Student <u>has access to</u> the general curriculum (as outlined by the district, sending district or NH frameworks.) | | | | | 2 | | |
| A7.) Student <u>participates in</u> the general curriculum <u>in a regular education setting with non-disabled peers</u> , as appropriate, with necessary supports. | | | | | 2 | | |
| A8.) When <u>participating in a regular education setting with non-disabled peers</u> with necessary supports, student <u>has made progress in the general curriculum</u> . | | | | | 2 | | |
| A9.) Student <u>participates</u> appropriately in state, district and school-wide assessments. | | | | | 2 | | |
| A10.) Student <u>shows progress</u> in state, district and school-wide assessments. | | | | | 2 | | |
| A11.) Student <u>has opportunities</u> to participate in general extracurricular and other non-academic activities with necessary supports. | | | | | 2 | | |
| A12.) Student <u>does participate</u> in general extracurricular and other non-academic activities with necessary supports. | | | | | 2 | | |
| A13.) Was the student’s most recent individual evaluation (initial or reevaluation), including a written summary report and meeting, held within 45 days of parental permission to test? If not, was it due to: (check all that apply) | | | | | 2 | | |
| a.) Extension in Place | b.) Lack of Qualified Personnel ___ Psychologist ___ Educator ___ Related Services ___ Other | c.) Evaluation Not Completed in Time | d.) Summary Report Not Written in Time | e.) Meeting Not Held in Time | f.) Other | | |
| For High School Students: | | | | | YES | NO | |
| A14.) Student is earning credits toward a regular high school diploma. | | | | | | | |
| A15.) <i>IF YES:</i> within 4 years? | | | | | | | |
| A16.) Student will earn an IEP diploma or a certificate of competency. | | | | | | | |
| A17.) <i>IF YES:</i> within 4 years? | | | | | | | |
| A18.) Does this school or district have a clear policy for earning a high school diploma? | | | | | | | |

| Access Strengths | Access Suggestions for Improvement |
|---|---|
| <ol style="list-style-type: none"> 1. Shaker Road School provides a rigorous academic program. 2. There are many opportunities for students to experience hands on learning. 3. Field learning opportunities are built into the school year. 4. Peer groups are organized as a strategy to support a variety of learners. 5. Performance-based assessments are incorporated into the curriculum to ensure application and demonstration of learned skills in a differentiated manner. 6. Technology use is integrated across the curriculum. 7. Staff is willing to utilize FM listening systems in the classroom. 8. Shaker Road School has equipment and qualified staff to support the above technology. 9. Thematic units are utilized which allows for curriculum integration and inclusive planning. 10. The schedule is flexible to allow for collaboration. 11. Collaborative teaming occurs among specialists, related service providers, classroom teachers, administrators and paraprofessionals. 12. Modifications are purposeful and considered essential learning elements of the curriculum as they apply to individual learner's needs. | <ol style="list-style-type: none"> 1. In collaboration with the sending LEA, consider the criteria for alternative assessment to determine eligibility for one of the students reviewed. 2. In the area of assessment, consider investigating options for school-wide, summative assessments (i.e. NWEA, MAP) to measure individual student learning in core content areas and to evaluate program and instructional effectiveness. |

| <u>TRANSITION STATEMENTS</u> | | Fill in the combined <u>number</u> of times a statement is marked on all Data Collection Forms for this school or building | | |
|---|--|---|-----------|------------|
| <u>Ed. 1102 Transition Services CFR 300.43</u> <u>Ed. 1106 Process; Provision of FAPE CFR 300.124 Part C Transition</u> <u>Ed. 1109.01 Elements of an IEP (Transition Services)</u> <u>CFR 300.320(a)(7)(b) 20 U.S.C. 1402 (34)</u> <u>20 U.S.C. 1414 (d)(1)(A) and (d)(6)</u> <u>Ed. 1103 IEP Team CFR 300.320(b)</u> This includes movement from (a) Early Supports and Services (ESS) to preschool, (b) preschool to elementary school, or (c) age 16 or older, as well as from grade to grade and school to school. | | YES | NO | |
| T1.) | Transition planning from grade to grade takes place. | 2 | | |
| T2.) | Transition planning from school to school takes place. | 2 | | |
| T3.) | Collaboration has occurred between general and special education staff in IEP development and in transition planning. | 2 | | |
| T4.) | For a student who will turn age 14 during the IEP service period (or younger if determined appropriate by the IEP team), does the IEP include a statement of the transition service needs that focuses on the student's course of study, such as participation in advanced-placement courses or a vocational education program? Ed 1109.01 (10) | 1 | | |
| For students under age 16, answer only the first 4 statements above. Then skip to the next page. If the student is age 16 or older during the course of the IEP, answer all statements on this page. | | | | |
| T5.) | Transition planning is designed as a results oriented process that promotes movement from school to the student's desired post-school goals. | | | |
| T6.) | IEP team includes parent as part of transition planning. | | | |
| T7.) | IEP team and process includes student as part of transition planning. | | | |
| T8.) | IEP includes current level of performance related to transition services. | | | |
| T9.) | There is documentation that the student has been invited to attend IEP meetings. | | | |
| T10.) | A statement of the transition service needs is included in the IEP. | | | |
| T11.) | The statement of transition service needs focuses on the student's course of study (e.g. vocational programming, advanced placement). | | | |
| T12.) | Transition plan includes coordinated, <u>measurable</u> , annual IEP goals and includes transition services that will reasonably enable the student to meet the post-secondary goals. <i>(required data for federal statistics purposes)</i> | | | |
| T13.) | Statement of needed transition services is presented as a coordinated set of activities. | | | |
| T14.) | The IEP includes a statement of needed transition services and considers instruction. | | | |
| T15.) | The IEP includes a statement of needed transition services and considers community experiences. | | | |
| T16.) | The IEP includes a statement of needed transition services and considers development of employment skills. | | | |
| T17.) | Student is informed prior to age 17 of his/her rights under IDEA. | | | |
| Only the following 4 statements may be answered N/A if appropriate. <u>All statements above must be answered Yes or No.</u> | | YES | NO | N/A |
| T18.) | There is documentation that representatives of other agencies have been invited to IEP meetings. | | | |
| T19.) | The IEP includes a statement of needed transition services and considers related services. | | | |

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| T20.) The IEP includes a statement of needed transition services and considers development of daily living skills. | | | |
| T21.) If the student is preparing to graduate this year, there is a summary of the student's academic achievement and functional performance , which includes recommendations on how to assist the student in meeting his or her post-secondary goals. | | | |

| Transition Strengths | Transition Suggestions for Improvement |
|--|--|
| <ol style="list-style-type: none"> 1. Teachers know who their incoming students are before the end of the school year/for "Move Up Day". 2. "Move Up Day" allows students and families an opportunity to preview the next year's setting. 3. Additional meetings are held before the end of the school year for students requiring added supports, modifications and information sharing. 4. The small school environment (300) allows all staff to have knowledge of all students and students to know all staff. This eases transitions from grade to grade. 5. School facilities are available to students during vacation and before and after school/school care. 6. The opportunity for Extended School Year provides orientation for new students and continuity for returning students. 7. There is an option to stay for 9th grade for students requiring additional transition time before leaving Shaker Road School. 8. Consistent Communication from Leadership to staff allow for decreased staff stress which in turn decreases student stress. 9. Process for handling parental requests for student placement is smooth. 10. Meeting with parents to discuss transition out of Shaker Road starts in 7th grade to gain understanding of the high school options. 11. Forward thinking about the "big" picture for students is evident. 12. Various high schools visit Shaker Road School so students can learn about schools. Staff gives students the opportunity to practice for school interviews. 13. Alumni come back to visit the school to reassure students by discussing their transitions. 14. The staff and administrators are clearly invested in assuring smooth and effective transitions for their students. | |

| <u>BEHAVIOR STRATEGIES AND DISCIPLINE</u> | | Fill in the combined <u>number</u> of times a statement is marked on all Data Collection Forms for this school or building | | |
|--|--|--|----|-----|
| <u>Ed. 1109 Program</u> <u>CFR 300.324</u> <u>Ed. 1124 Disciplinary Procedures</u> <u>CFR 300.530-300.536</u> <u>20 U.S.C. 1415 (K)</u> <u>Child Management – Private Schools</u> <u>RSA 169-C Child Protection Act</u> | | YES | NO | N/A |
| B1.) Data are used to determine impact of student behavior on his/her learning. | | 2 | | |
| B2.) Has this student ever been suspended from school? | | | 2 | |
| B3.) If yes, for how many days? | | | | |
| B4.) If appropriate, a functional behavior assessment has been conducted. | | 1 | | N/A |
| B5.) IEP team has addressed behaviors that are impacting student learning. | | 2 | | |
| B6.) A behavior intervention plan has been written to address behaviors. | | 2 | | |
| B7.) All individuals working with the student have been involved in developing behavior intervention strategies. | | 2 | | |
| B8.) Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate. | | 2 | | |
| B9.) Results of behavior intervention strategies are evaluated and monitored. | | 2 | | |
| B10.) A school-wide behavior intervention model exists. | | 2 | | |
| Behavior Strategy Strengths | | Behavior Strategy Suggestions for Improvement | | |
| <ol style="list-style-type: none"> 1. There is a quiet, calm learning environment in all the buildings and around the entire campus. 2. The culture and climate of the classrooms are very respectful and “goal” focused. 3. The general classroom management practices support positive student behavior. 4. There is an “Advisory” at each grade level to promote personal relationships and support pro-social behaviors. | | <ol style="list-style-type: none"> 1. Provide training on classroom behavior and learning management specific to disabilities as needed. 2. Utilize the different versions of Functional Behavior Analysis (short verses long form) to determine and target behaviors. | | |

Please use this page to summarize the building level strengths and suggestions. At the report-out, the visiting team members will be asked to provide a brief overview of the building they visited. This summary will be the basis for that overview.

| Strengths | Suggestions for Improvement |
|--|---|
| <ol style="list-style-type: none"> 1. A high level of respect and trust was apparent between leadership and faculty. 2. Positive and ongoing communication between leadership and faculty allow for low stress level of the staff. 3. There is a very positive culture and climate in the school. 4. The staff was welcoming as the visiting team toured classrooms. 5. Shaker Road School has clean, well-lit and well-equipped facilities. 6. The staff is committed to addressing the needs of the whole student. 7. Shaker Road School has a strong, collaborative relationship with “sending” school districts. 8. Parent involvement is notably strong. 9. The staff hiring procedure includes current and former parents that have had children in the school. 10. The school uses Edline to post assignments and grades. 11. All personnel demonstrated a willingness to try new things to benefit the students. 12. Shared responsibility for all aspects of the school’s operation was evident. (They even have a snow shoveling team!) 13. There are many fine arts opportunities (music, arts, language) for all students. 14. The curriculum mapping process exhibits the school’s reflective practices. 15. Several staff members are coaches for extracurricular teams as well. 16. Parent satisfaction with Shaker Road School was evident; when asked if there was anything that should be changed, he affirmed the program and had no suggestions for improvement. | <ol style="list-style-type: none"> 1. Consider establishing structured and regularly scheduled collaboration time to enhance communication and coordination among classroom teachers, special educators and support personnel. |