

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

**SAU #56**

**Somersworth and Rollinsford School District**

**SUMMARY REPORT**

**Karen Soule, Superintendent of Schools  
Robert Marquis, Director of Special Education**

Chairperson, Visiting Team:  
Jennifer Dolloff  
Education Consultant

Site Visit Conducted on February 18 & 19, 2008  
April 14, 2008

# 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. February 18-19, 2008 NHDOE Case Study Compliance Review Results
  - Parent Participation
  - Summary of Findings from the Three Focus Areas
  - Commendations
  - Issues of Significance
  - Citations of Non-compliance
  - Students with Disabilities attending Charter Schools
  - Suggestions for Program Improvement
- VI. Building Level Summary Reports
  - SEE-Somersworth Early Education Program
  - Maplewood School
  - Hilltop School
  - Rollinsford Grade School
  - Somersworth Middle School
  - Somersworth High School
- VII. Addendum: Out of District and James O Summaries

## **I. TEAM MEMBERS**

### **Visiting Team Members:**

<b>NAME</b>	<b>PROFESSIONAL ROLE</b>
Chairperson: Jennifer Dolloff	Education Consultant
Colleen Bovi	Education Consultant
Leander Corman	NH Department of Education
Jo Anne Coon	Special Education Coordinator
Lydia Cupp	Special Education Teacher
Danielle Finigan	Case Coordinator
Diane Gray	Special Education Case Manager
Esther Kennedy	Director of Student Services
Jessica Locke	Special Education Teacher
Jessica Milligan	Special Education Coordinator
Maureen Oakman	Assistant Principal/Preschool Coordinator
Susan Pleau	Director of Pupil Services
Lois-Jean Stevens	Special Education Teacher/Case Manager
Kristen Willett	Classroom Teacher
Carmen Young	Special Education Administrator

### **Building Level Team Members:**

<b>NAME</b>	<b>PROFESSIONAL ROLE</b>
Jay Roy	Principal, LEA Representative
Moira Taylor	Special Education Teacher/Case Manager
Karen Arnault	5 <sup>th</sup> and 6 <sup>th</sup> Grade Teacher
Julie Person	School Guidance Counselor
Chris Reishus	Grade 3 Teacher
Margaret Beckart	Special Education Teacher/Case Manager
Brenda Berounsky	Mainstream Coach
Lori Hess	Rehabilitative Assistant
Danielle Phipps	Grade 3 Teacher
Michele Wilson	Special Education Teacher/Dept. Chair
Michael Quigley	Special Education Teacher, SHS
Vani Krishnan	SLP
Lisa Payeur	Case Manager-Project Partnerships
Betsy Tormay	Special Education Teacher-Preschool
Deborah Yeaton	SLP
Elaine Anderson	Special Education Teacher/Case Manager
Kathy K. Clark	Case Manager/Inclusion Specialist
Carol Marshall	Special Education Teacher/Case Manager
Deborah Fournier-Johnstone	SLP
Deborah Mitchell	Case Manager
Dianne Mros	Special Education Teacher
Katherine Brennick	Classroom Teacher
Candace Small	Classroom Teacher
Donald Betz	Classroom Coach

Jeanne Sorenson  
Jerry Gregoire  
Caroline Butler  
Sheila Nelson  
Elizabeth Landry  
Julie A. Curry  
Laurie Lambert  
Mark D. Roama

Special Educator  
Principal, Hilltop School  
Principal, Maplewood School  
Kindergarten Special Ed  
Grade 2 Special Ed  
SLP  
Inclusion Facilitator  
SLP

## **II. INTRODUCTION**

School Administrative Unit (SAU) 56 is comprised of the Somersworth and Rollinsford School Districts. These districts are located in New Hampshire's Strafford County. The four schools located in the City of Somersworth include Hilltop School, Maplewood School, Somersworth Middle School and Somersworth High School. These buildings serve approximately 1803 students in preschool through grade 12. Approximately 443 of the students in Somersworth have been identified with educational disabilities. Approximately 35% of the student population in Somersworth is eligible for free and reduced lunch rates.

Rollinsford Elementary School is located in the town of Rollinsford and serves approximately 190 students in kindergarten through grade 6. Approximately 34 of these students have been identified with educational disabilities.

The Mission of the Somersworth School District is to inspire all students to excel, to develop a thirst for knowledge and to teach the essential skills necessary to be caring, contributing and responsible individuals in an ever-changing world.

The Mission of the Rollinsford Grade School is to create a partnership among families, schools and the community in which education is paramount. Within this partnership our goal is to provide challenges and opportunities that address the learners' unique qualities and abilities within a caring, nurturing and exciting atmosphere. It is expected that students will leave school as self confident individuals who: are well educated; have a passion for lifelong learning; are good citizens who contribute to the lives of their families and their community; are open-minded, with an ability to adapt to and contribute to a diverse and changing world; and forge a link throughout their lives to the future of our country and our world.

## **III. PURPOSE AND DESIGN OF THE NHDOE SPECIAL EDUCATION PROGRAM APPROVAL VISIT**

The New Hampshire Department of Education conducted a Special Education Program Approval Visit to SAU 56 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 Visit, IEPs and related documents were reviewed. During the visit, onsite team members observed classrooms in the following schools and programs:

1. Maplewood School
2. Rollinsford Grade School
3. Hilltop School
4. Somersworth Early Education Program (SEE)
5. Somersworth Middle School
6. Somersworth High School

The New Hampshire Department of Education provided a visiting team of professional educators to work collaboratively with staff during the Special Education Program Approval Visit and the related data collection activities. The NHDOE Special Education Program Approval Process provided the opportunity for the visiting and building level team members to review student IEPs of a representative sampling of the student population.

Evidence of the work conducted in-district and results related to student IEPs were gathered throughout the process, guided by the materials and templates provided by the NHDOE, Bureau of Special Education. Input was gathered from key constituents, including feedback with professional staff, parents, and administrators. The chairperson of the team summarized the collective data that resulted from the IEP presentations. This summary is included in the report that

follows, and includes identified areas of strength, areas needing improvement and citations of non-compliance that must be corrected within one year of the date of this report.

Throughout the entire review process, the visiting team worked in collaboration with the staff of SAU 56. 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**

As a result of the 2001-2002 New Hampshire Department of Education Program Approval and Improvement Process one citations of non-compliance was identified as follows:

**ED 1109.01**

One filed reviewed did not include evidence that state, local or alternative assessments were used to determine present levels of performance.

A follow-up visit was conducted during the 2002-2003 school year and indicated that the citation was effectively addressed.

**V. RESULTS OF THE FEBRUARY 2008 NHDOE SPECIAL EDUCATION PROGRAM APPROVAL VISIT**

In SAU 56, the NHDOE worked with administration in the random selection of student IEPs to ensure that there was a representative sampling of data collected from school programs throughout the district. In order to monitor whether or not special education programs are in compliance, it was essential that each IEP team be prepared to present the IEP, demonstrate evidence that the document is in compliance, and provide documentation of successful student outcomes.

**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' IEP 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 IEP presentations; and secondly, all parents of students with disabilities are surveyed and encouraged to reply. 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 February 2008 NHDOE Special Education Program Approval Visit in SAU 56. All parents of students' with disabilities in SAU 56 were surveyed.

**SUMMARY OF LEA PARENT SURVEY DATA**

SAU: 56	<b>Scale</b>	<b>3 = Completely</b>	<b>2 = Partially</b>	<b>1 = Not at all</b>
Total number of surveys sent: 18	Total # of completed surveys received: 3	Percent of response: 17		

**PRESCHOOL**

<b>ACCESS TO THE GENERAL CURRICULUM:</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>No Answer</b>
I am satisfied with my child's program and the supports that he/she receives.	2	1		
My child has opportunities to interact with non-disabled peers on a regular basis.	1	1	1	
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.	1	1	1	

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			
<b>FOR PARENTS OF HIGH SCHOOL STUDENTS:</b> My child earns credits toward a regular high school diploma in all of his/her classes.			1	
<b>TRANSITION:</b>				
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			
All of the people who are important to my child's transition were part of the planning.	1			
<b>FOR PARENTS OF STUDENTS AGE 16 OR OLDER:</b> I am satisfied with the written secondary transition plan that is in my child's IEP.				
<b>BEHAVIOR STRATEGIES AND DISCIPLINE:</b>				
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>	<b>YES 1</b>			<b>NO 2</b>
I have been involved in the development of behavior interventions, strategies and supports for my child.		1		
I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs.		1		
<b>OTHER:</b>				
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 LEA PARENT SURVEY DATA

SAU: 56	<b>Scale</b>	<b>3 = Completely</b>	<b>2 = Partially</b>	<b>1 = Not at all</b>
Total number of surveys sent: 158	Total # of completed surveys received: 19	Percent of response: 12		

### ELEMENTARY

<b>ACCESS TO THE GENERAL CURRICULUM:</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>No Answer</b>
I am satisfied with my child's program and the supports that he/she receives.	12	4	3	
My child has opportunities to interact with non-disabled peers on a regular basis.	18		1	
I am adequately informed about my child's progress.	11	6	2	
My child is informed about and encouraged to participate in school activities outside of the school day, and is offered necessary supports.	10	4	4	1
My child feels safe and secure in school and welcomed by staff and students.	16	1	2	
A variety of information (observations, test scores, school work, parent input) was used in developing my child's IEP.	17	1	1	
I am satisfied with the progress my child is making toward his/her IEP goals.	10	6	3	
<b>FOR PARENTS OF HIGH SCHOOL STUDENTS:</b> My child earns credits toward a regular high school diploma in all of his/her classes.				
<b>TRANSITION:</b>				
I am satisfied with the planning and support provided for the moves my child has made from grade to grade and school to school.	9	4		6
All of the people who are important to my child's transition were part of the planning.	10	1		8
<b>FOR PARENTS OF STUDENTS AGE 16 OR OLDER:</b> I am satisfied with the written secondary transition plan that is in my child's IEP.				

<b>BEHAVIOR STRATEGIES AND DISCIPLINE:</b>				
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>	<b>YES</b> <b>14</b>			<b>NO</b> <b>5</b>
I have been involved in the development of behavior interventions, strategies and supports for my child.	12	2		
I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs.	9	3	2	
<b>OTHER:</b>				
I fully participate in special education decisions regarding my child.	19			
I have been provided with a copy of the procedural safeguards (parental rights) at least once a year.	19			

**SUMMARY OF LEA PARENT SURVEY DATA**

SAU: 56	<b>Scale</b> 3 = Completely 2 = Partially 1 = Not at all
Total number of surveys sent: 142	Total # of completed surveys received: 30 Percent of response: 21

**MIDDLE**

<b>ACCESS TO THE GENERAL CURRICULUM:</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>No Answer</b>
I am satisfied with my child's program and the supports that he/she receives.	17	12	1	
My child has opportunities to interact with non-disabled peers on a regular basis.	26	4		
I am adequately informed about my child's progress.	19	9	2	
My child is informed about and encouraged to participate in school activities outside of the school day, and is offered necessary supports.	18	6	5	1
My child feels safe and secure in school and welcomed by staff and students.	16	12	2	
A variety of information (observations, test scores, school work, parent input) was used in developing my child's IEP.	23	7		
I am satisfied with the progress my child is making toward his/her IEP goals.	17	12	1	
<b>FOR PARENTS OF HIGH SCHOOL STUDENTS:</b>				
My child earns credits toward a regular high school diploma in all of his/her classes.				
<b>TRANSITION:</b>				
I am satisfied with the planning and support provided for the moves my child has made from grade to grade and school to school.	10	14	3	3
All of the people who are important to my child's transition were part of the planning.	12	10	2	6
<b>FOR PARENTS OF STUDENTS AGE 16 OR OLDER:</b>				
I am satisfied with the written secondary transition plan that is in my child's IEP.				
<b>BEHAVIOR STRATEGIES AND DISCIPLINE:</b>				
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>	<b>YES</b> <b>13</b>		<b>n/a</b> <b>1</b>	<b>NO</b> <b>16</b>
I have been involved in the development of behavior interventions, strategies and supports for my child.	11	4		15
I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs.	9	4	1	16
<b>OTHER:</b>				
I fully participate in special education decisions regarding my child.	25	3		2
I have been provided with a copy of the procedural safeguards (parental rights) at least once a year.	26	2		2

**SUMMARY OF LEA PARENT SURVEY DATA**

SAU: 56	<b>Scale</b> 3 = Completely 2 = Partially 1 = Not at all
Total number of surveys sent: 110	Total # of completed surveys received: 19
Percent of response: 17	

**HIGH SCHOOL**

<b>ACCESS TO THE GENERAL CURRICULUM:</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>No Answer</b>
I am satisfied with my child's program and the supports that he/she receives.	5	14		
My child has opportunities to interact with non-disabled peers on a regular basis.	16	2	1	
I am adequately informed about my child's progress.	8	8	3	
My child is informed about and encouraged to participate in school activities outside of the school day, and is offered necessary supports.	6	6	5	2
My child feels safe and secure in school and welcomed by staff and students.	13	6		
A variety of information (observations, test scores, school work, parent input) was used in developing my child's IEP.	13	5	1	
I am satisfied with the progress my child is making toward his/her IEP goals.	9	9	1	
<b>FOR PARENTS OF HIGH SCHOOL STUDENTS:</b>				
My child earns credits toward a regular high school diploma in all of his/her classes.	14	1	3	1
<b>TRANSITION:</b>				
I am satisfied with the planning and support provided for the moves my child has made from grade to grade and school to school.	7	9	2	1
All of the people who are important to my child's transition were part of the planning.	7	8	4	
<b>FOR PARENTS OF STUDENTS AGE 16 OR OLDER:</b>				
I am satisfied with the written secondary transition plan that is in my child's IEP.	2	6	1	
<b>BEHAVIOR STRATEGIES AND DISCIPLINE:</b>				
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>	<b>YES 11</b>			<b>NO 8</b>
I have been involved in the development of behavior interventions, strategies and supports for my child.	8	2		1
I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs.	6	4		1
<b>OTHER:</b>				
I fully participate in special education decisions regarding my child.	17	1		1
I have been provided with a copy of the procedural safeguards (parental rights) at least once a year.	16	2		1

As indicated in the Table provided, the overall rate of return on parent surveys was 16.75 %. Therefore, as noted by the Director of Special Education, Summative statements relative to strengths and weaknesses of programming are made in light of the fact that the number of parents who responded was small.

Analysis of Parent Survey Responses:

With the caveat that any summative statements relative to strengths and weaknesses are made in light of the fact that the number of parents who took the time to respond were a small percentage the following statements are offered:

**Considering the parental responses “completely” when combined with “partially” the following areas are relative strengths:**

With respect to Access to Curriculum a majority of parents (67% responded “completely”) believe their children feel safe and secure in school and are welcomed by staff and students; 79% responded “completely” that a variety of information was used in developing their child’s IEP; 86% of parents responding (“completely”) believe that their children have opportunities to interact with non-disabled peers on a regular basis; and 74% of the parents responding (completely agree) that their child earns credits toward a regular high school diploma in all of his/her courses.

With respect to Behavioral Strategies and Discipline 75% of the parents responded (completely) that they have been involved in the development of behavioral interventions, strategies and supports for their child.

**The following areas are those that appear to be in need of improvement:**

In the area of Transitions it is clear that at the high school level parents are not satisfied with the written secondary transition plan that is included in their child’s IEP. This is based upon the fact that 78% of parents of students 16 years of age or older responded “partially” or “not at all”. As a result the District may need to focus upon providing information and training to its’ special educators relative to transition planning and developing ways to communicate this aspect of the IEP to parents in a better manner. This appears to be an area that clearly needs to be **targeted**.

Additionally, in the area of Transitions, responses to the other two questions reveal that the District needs to continue to **target** planning and support from grade to grade and school to school and to ensure that the key personnel are involved in these transitional activities.

While Access to Curriculum is – overall – an area of strength given the parental the wide “range” of responses with respect to the question “I am satisfied with my child’s program and the supports that he/she receives” (50% completely agree; 44% partially agree; and 6 % do not agree at all) a clear summative statement cannot be made. Consequently it is suggested that the District may need to continue to work on developing and refining programs and supports that are available to children. Similarly, given the range of responses to the question “I am satisfied with the progress my child is making toward his/her IEP goals” (55%, 38% and 16% respectively) a clear summative statement cannot be made. It then may be suggested that the District further explore this issue so that it can be clearly understood and addressed; as it may reflect many concerns, e.g. concerns relative to measurable goals, “grading” concerns in the general education

**Findings in the Three Focus Areas**

**Access to the General Education Curriculum**

A recurring theme of access to the General Education curriculum was noted by review teams in kindergarten through grade twelve programming throughout the district. The district has clearly established a practice of including students with disabilities in nearly all curricular and extracurricular activities. Team members observed differentiated instruction strategies that enabled all students to participate and succeed in classroom activities. Strong collaboration among special and general educators appears to assist in the climate of inclusion noted throughout the district.

A need was observed for a greater percentage of typical youngsters to be included in the district preschool program in order to provide a more inclusive educational setting for students in this age group.

**Transition**

The building level compliance data summaries reflect a strong emphasis on transition planning from Early Supports and Services to preschool, from building to building and from high school to graduation. Transition planning is well documented and features strong relations ships between early supports and services and the preschool staff and from staff to staff within the district. District staff employ transition activities such as work portfolios, move-up days, open house nights, and home visits to ensure students transition appropriately from program to program. It should also be noted that the oversight and coordination of programming for students placed out of district is rigorous and provides needed supports when students re-enter the district.

## **Behavior Strategies and Discipline**

Staff members in the Somersworth School District are clearly committed to the students they serve as demonstrated by strong, caring staff to student relationships. Visiting team members noted consistently that strong levels of communication were observed during the visit among staff, students and parents. The PBIS of supports is in place in several Schools and SWISS data is collected and utilized effectively to make programming decisions. It is recommended that IEP teams provide a more formalized written documentation of behavior planning activities and functional assessments of behavior.

### **CITATIONS OF NON-COMPLIANCE IDENTIFIED AS A RESULT OF THE FEBRUARY 18-19, 2008 CASE STUDY COMPLIANCE REVIEW**

Citations of non-compliance 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. 1109.01 Elements of an IEP**

Several of the IEP's reviewed during the case study compliance review lacked measureable annual goals.

#### **ED 1107.03**

#### **ED 1125.04**

At the time of the visit there were several students with disabilities identified whose evaluation timelines had not been adhered to. Student evaluations, including a written summary report and meeting, must be held within required timelines.

### **OVERALL COMMENDATIONS**

The commendations listed below are those identified by the visiting team:

- The cooperation of the staff in all programs throughout the SAU in the NHDOE Special Education Program Approval Visit was commendable.
- Access and participation in the general education curriculum is notable.
- The staff and administration are commended for participating in and supporting the Beyond Access and Positive Behavioral Interventions and Support (PBIS) initiatives.
- The careful preparation, planning and attention from the Director of Special Education for the NHDOE Special Education Program Approval Visit was evident and resulted in a positive and productive visit.
- School staff is commended for developing a strong level of trust and communication with parents and students. Frequent and consistent communication between home and school was evident during the visit.

### **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 goal of the NHDOE Special Education Program Approval Visit is to ensure compliance with federal and state special education rules, resulting in improved outcomes for students with disabilities. The aim of the visit to SAU 56 was to focus upon the Individual Education Plans (IEPs) developed for students with disabilities at all levels. As a result of reviewing these IEPs, along with reviewing student records for several individuals placed out of district, the visiting team was able to view a “snapshot” of how well the programs were working, and conversely able to identify those areas in which programming needs further attention. The visit required dialogue and discussion on the part of the visitors and the IEP teams who were responsible for the IEP presentations. **No issues of significance were identified during the visit.**

#### **Students with Disabilities Attending Charter Schools:**

At the time of the case study February 2008, there were no students with disabilities currently enrolled in charter schools. For this reason no review was conducted.

### **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 and program suggestions for improvement are listed below and in the Building Level Case Study Data Summary Reports, pp. 11-39.** It should be noted that in the Building Level Data Summary Report, any suggestion made by a visiting team member that is actually a citation of non-compliance, has an asterisk (\*) before it, and it is also listed above with the citations of non-compliance.

1. Continued professional development is suggested in the use of data as related to special education, specifically in the writing of measurable goals in IEPs and in the quarterly measurements of student progress.
2. In order to best meet the needs of preschool students with disabilities, continue to explore ways to move the preschool program into an elementary school where access to nondisabled peers will increase and a playground will be available.
3. Adopt and utilize a preschool curriculum.
4. Continue efforts to ensure that the facilities for each school provide learning environments that are clean, healthy, and safe. Several of the schools in the SAU do not appear to meet facility requirements and are sorely in need of additional space. Program development, particularly in the area programming for students with autism spectrum disorders and preschool, is on hold pending additional space.

**IV. BUILDING LEVEL SUMMARY REPORTS**

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

School:	SAU: 56	Date: February 18-19, 2008
Programs: SEE- Somersworth Early Education		Number of Cases Reviewed: 1
Recorder/Summarizer: Maureen Oakman		

**COLLABORATIVE TEAM MEMBERS**

Name: Betsy Tormay	<u>Building Level</u> or Visiting (circle one)
Name: Deborah Yeaton	<u>Building Level</u> or Visiting (circle one)
Name: Maureen Oakman	Building Level or <u>Visiting</u> (circle one)
Name: Colleen Bovi	Building Level or <u>Visiting</u> (circle one)

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.**

**ACCESS TO THE GENERAL CURRICULUM STATEMENTS**

**Ed. 1109.01 Elements of an IEP CFR 300.320 Content of IEP**  
**Ed. 1109.05, Implementation of IEP 20 U.S.C. 1414 (d)**  
**Ed. 1115.07, Ed 1119.01(f) Provision of Non-Academic Services/Settings**  
**CFR 300.320(a) CFR 300.34 Ed. 1119.03, Full Access to District's Curricula**  
**Ed. 1107.04 (d) Qualified Examiner**  
**Ed. 1133.05 (c)(h)(k) CFR 300.320 Program Requirements**  
**Ed. 1133.20 Protections Afforded to Children with Disabilities**  
**CFR 300.320(a)(1)(ii)** “. . .for preschool children, as appropriate, how the disability affects the child's participation in appropriate activities;)”  
**CFR 300.320(a)(4)(iii)** “To be educated and participate with other children with disabilities and non disabled children”

**Filled in with the  
combined number  
of times a  
statement is  
marked on all  
Data Collection  
Forms for this  
school or building**

		YES	NO	N/A	
A1.) Is there a written general education curriculum in place for preschoolers?			1		
A2.) Does the curriculum incorporate social/emotional skills?				1	
A3.) Has this student made progress in social/emotional skills?		1			
A4.) Does the curriculum incorporate early language/communication skills?				1	
A5.) Has this student made progress in early language/communication skills?		1			
A6.) Does the curriculum incorporate pre-reading skills?				1	
A7.) Has this student made progress in pre-reading skills?		1			
A8.) Does this student have access to appropriate preschool activities?		1			
A9.) Does this student have opportunities to interact with non-disabled peers to the maximum extent appropriate on a regular basis, as part of the educational program?		1			
A10.) Did this student participate in an assessment as part of the Preschool Special Education Outcomes Measurement System?			1		
A11.) Was this student's most recent individual evaluation (initial or reevaluation), including a written summary report and meeting, held within 45 days of parental permission to test? <b>If not, was it due to</b> (check all that apply):		1			
a. Extension in Place	b. Lack of Qualified Personnel: Psychologist Educator Other Related Services	c. Evaluation Not Completed in Time	d. Summary Report Not Written in Time	e. Meeting Not Held in Time	f. Other
		<b>YES</b>	<b>NO</b>	<b>N/A</b>	
A12.) Did the IEP team meet to create the IEP within 30 calendar days of eligibility?		1			
A13.) Was an IEP fully developed and signed by the student's third birthday?		1			
A14.) Are this student's IEP goals written in measurable terms?		1			

<b>Access Strengths</b>	<b>Access Suggestions for Improvement</b>
<ul style="list-style-type: none"> <li>• There is access to typical peers.</li> <li>• Collaboration for students with neighboring programs (Head Start, Somersworth Early Learning Center) is evident.</li> <li>• The team models collaboration and works with parents.</li> <li>• There is a transdisciplinary model for preschool.</li> <li>• Individualized instruction methods are a strength.</li> <li>• The Preschool Outcome Measurement System is utilized for all new students.</li> </ul>	<ul style="list-style-type: none"> <li>• Consider adopting and utilizing a curriculum.</li> <li>• Investigate further options for access to typical children.</li> </ul>

## SUMMARY OF BUILDING LEVEL DATA

<b>TRANSITION STATEMENTS</b>				<b>Filled in with the combined number of times a statement is marked on all Data Collection Forms for this school or building</b>		
<u>Ed. 1107.02. (h) Process; Provision of FAPE CFR 300.124 Part C Transition</u> <u>Ed. 1109.01 Elements of an IEP (Transition Services)</u> <u>Ed. 1109.03. IEP Team CFR 300.321 and 300.321(f)</u> <u>CFR 300.322 (b) Parent Participation</u> This includes movement from (a) Early Supports and Services (ESS) to preschool, and b) pre-school to elementary school.				<b>YES</b>	<b>NO</b>	<b>N/A</b>
T1.) Transition planning from ESS to preschool takes place.				1		
T2.) Transition planning from preschool to kindergarten or 1 <sup>st</sup> grade takes place.				1		
T3.) District staff participated in a transition planning conference arranged by ESS and this transition planning conference occurred at least 90 days before the student's third birthday. <b>If not, was it due to:</b> (check all that apply)				1		
a. Meeting Not Held In Time	b. Staff Didn't Understand The Process	c. Communication Breakdown Between School And Early Supports And Services Agency	d. Student Moved Into The District After This Time Period			
e. Student Not Referred Prior To 90 Days	f. Parent / School Communication Breakdown	e. Other				
				<b>YES</b>	<b>NO</b>	<b>NA</b>
T4.) Team around transition includes parents.				1		
T5.) Team around transition includes appropriate agencies.				1		
T6.) Services agreed on in the IEP began by the time specified in the IEP.				1		
T7.) Early Supports and Services provided the school or district with initial information prior to 90 days.				1		
T8.) Early Supports and Services evaluation information was shared with the school or district.				1		
<b>Transition Strengths</b>			<b>Suggestions for Improvement</b>			
<ul style="list-style-type: none"> <li>There is a strong relationship between Early Supports &amp; Services and the district.</li> <li>There is a Child Find Coordinator.</li> <li>Information is shared with all team members.</li> <li>All information is shared between preschool and Maplewood School.</li> </ul>						

## SUMMARY OF BUILDING LEVEL DATA

<b>BEHAVIOR STRATEGIES AND DISCIPLINE</b>		<b>Filled in with the combined number of times a statement is marked on all Data Collection Forms for this school or building</b>		
<u>Ed. 1109.02 Program</u> <u>Ed. 1119.11 Disciplinary Procedures</u> <u>Ed. 1133.07 (a) (b) (c) (d) (e)</u> <u>20 U.S.C. 1415 (K)</u> <u>Child Management – Private Schools</u>	<u>CFR 300.324</u> <u>CFR 300.530-300.536</u> <u>CFR 300.530-300.536</u> <u>RSA 169-C Child Protection Act</u>	YES	NO	N/A
B1.) Data are used to determine impact of student behavior on his/her learning.				1
B2.) Has this student ever been suspended from school?			1	
B3.) If yes, for how many days?				
B4.) A functional behavior assessment has been conducted.				1
B5.) IEP team has addressed behaviors that are impacting student learning.				1
B6.) A behavior intervention plan has been written to address behaviors.				1
B7.) All individuals working with the student have been involved in developing behavior intervention strategies.				1
B8.) Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.		1		
B9.) Results of behavior intervention strategies are evaluated and monitored.		1		
<b>Strengths</b>		<b>Suggestions for Improvement</b>		
<ul style="list-style-type: none"> <li>• By its very nature, preschool is a time for learning behavior strategies; Positive Behavior Intervention Services (PBIS) terms are used in everyday communications.</li> <li>• Behavior plans are individualized.</li> <li>• High staff to student ratio is evident and appropriate for preschool children.</li> <li>• Collaboration of staff helps to build a strong community of learners (parents included).</li> </ul>				

### Summary of Building Level Strengths and Suggestions

<b>Strengths</b>	<b>Suggestions for Improvement</b>
<ul style="list-style-type: none"> <li>• A common language is utilized in programming for students with behavioral needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Ideally in both schools, preschool should be housed in elementary building to ease transitions to kindergarten.</li> <li>• Consider upgrade of computers and wireless access.</li> <li>• Provide preschool students with greater access to a playground.</li> <li>• Equipment updates and new supplies would be beneficial.</li> </ul>

**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: Maplewood School	SAU: 56	Date: February 18-19,2008
Programs: Inclusionary	Number of Cases Reviewed: 3	
Recorder/Summarizer: Mark Roama		

**COLLABORATIVE TEAM MEMBERS**

Name: Colleen Bovi	<u>Building Level</u> or <u>Visiting</u> (circle one)
Name: Maureen Oakman	<u>Building Level</u> or <u>Visiting</u> (circle one)
Name: Jessica Milligan	<u>Building Level</u> or <u>Visiting</u> (circle one)
Name: Leander Corman	<u>Building Level</u> or <u>Visiting</u> (circle one)
Name: Caroline Butler	<u>Building Level</u> or <u>Visiting</u> (circle one)
Name: Sheila Nelson	<u>Building Level</u> or <u>Visiting</u> (circle one)
Name: Elizabeth Landry	<u>Building Level</u> or <u>Visiting</u> (circle one)
Name: Julii Curz	<u>Building Level</u> or <u>Visiting</u> (circle one)
Name: Laurie Lambert	<u>Building Level</u> or <u>Visiting</u> (circle one)
Name: Mark Roama	<u>Building Level</u> or <u>Visiting</u> (circle one)

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.**

<b>ACCESS TO THE GENERAL CURRICULUM STATEMENTS</b>					Filled in with the combined <u>number</u> of times a statement is marked on all Data Collection Forms for this school or building		
<u>Ed. 1109.01 Elements of an IEP CFR 300.320 Content of IEP</u> <u>Ed. 1109.05, Implementation of IEP 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. 1119.03, Full Access to District's Curricula</u> <u>Ed. 1119.08, Diplomas</u> <u>Ed. 1107.04 (d) Qualified Examiner</u> <u>Ed. 1133.05 (c)(h)(k) CFR 300.320 Program Requirements, Content of IEP</u> <u>Ed. 1133.20 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	N/A
A1.) Team uses multiple measures to design, implement and monitor the student's program.					3		
A2.) All IEP goals are written in measurable terms.					1	2	
A3.) Student has made progress over the past three years in IEP goals. Goal 1					3		
A4.) Student has made progress over the past three years in IEP goals. Goal 2					2		1
A5.) Student <u>has access to</u> the general curriculum (as outlined by the district, sending district or NH frameworks.)					3		
A6.) Student <u>participates in</u> the general curriculum <u>in a regular education setting with non-disabled peers</u> , as appropriate, with necessary supports.					3		
A7.) When <u>participating in a regular education setting with non-disabled peers</u> with necessary supports, student <u>has made progress in</u> the general curriculum.					3		
A8.) Student <u>participates</u> appropriately in state, district and school-wide assessments.					3		
A9.) Student <u>shows progress</u> in state, district and school-wide assessments.					3		
A10.) Student <u>has opportunities</u> to participate in general extracurricular and other non-academic activities with necessary supports.					3		
A11.) Student <u>does participate</u> in general extracurricular and other non-academic activities with necessary supports.					3		
A12.) Was the student's most recent individual evaluation (initial or reevaluation), including a written summary report and meeting, held within 45 days of parental permission to test? <b>If not, was it due to:</b> (check all that apply)					2	1	
<b>a.)</b> Extension in Place <b>X</b>	<b>b.)</b> Lack of Qualified Personnel ___Psychologist ___Educator ___Related Services ___Other	<b>c.)</b> Evaluation Not Completed in Time	<b>d.)</b> Summary Report Not Written in Time	<b>e.)</b> Meeting Not Held in Time <b>X</b>	<b>f.)</b> Other		
<b>For High School Students:</b>					<b>YES</b>	<b>NO</b>	
A13.) Student is earning credits toward a regular high school diploma.							
A14.) <i>IF YES:</i> within 4 years?							
A15.) Student will earn an IEP diploma or a certificate of competency.							
A16.) <i>IF YES:</i> within 4 years?							
A17.) Does this school or district have a clear policy for earning a high school diploma?							

Access Strengths	Access Suggestions for Improvement
<ul style="list-style-type: none"> <li>• Inclusion philosophy is accommodated and supported in general curriculum and classroom.</li> <li>• Assessments are varied and strong and serve a variety of purposes.</li> <li>• Special Education structure is commendable- educators are assigned to grade levels.</li> <li>• Staff know students and care about them.</li> <li>• Collaboration between regular education and special education is strong.</li> <li>• Having 2 Speech Language Pathologists on permanent fulltime staff is positive.</li> <li>• Students are seen as students first: not demarcated as regular vs. Special Education.</li> <li>• Student /Staff ratio is a strength.</li> </ul>	<ul style="list-style-type: none"> <li>• *Provide professional development in the area of IEP goal development. Assist staff in utilizing assessment to develop measureable goals and present levels.</li> <li>• Use mentoring (peer) to improve IEP goal writing.</li> <li>• Consider a person (Special Ed Coordinator-Building level) to oversee goal access and completion.</li> </ul> <p>*This is a citation</p>

## TRANSITION STATEMENTS

Ed .1102.53 Transition Services CFR 300.43  
Ed. 1107.02 Process; Provision of FAPE CFR 300.124 Part C Transition  
Ed. 1109.01, Elements of an IEP (Transition Services)  
CFR 300.320(a)(7)(b) 20 U.S.C. 1402 (34)  
20 U.S.C. 1414 (d)(1)(A) and (d)(6)  
Ed. 1109.03, IEP Team CFR 300.320(b) Ed. 1133.05

This includes movement from (a) Early Supports and Services (ESS) to preschool, (b) preschool to elementary school, or (c) age 16 or older, as well as from grade to grade and school to school.

Filled in with the  
combined number of  
times a statement is  
marked on all Data  
Collection Forms for  
this school or building

**YES**

**NO**

**If the student is under age 16, answer the following 3 statements only: (If the student is 16 or over, skip to question 4.)**

T1.) Transition planning from grade to grade takes place.

3

T2.) Transition planning from school to school takes place.

3

T3.) Collaboration has occurred between general and special education staff in IEP development and in transition planning.

3

**If the student is age 16 or older during the course of the IEP answer all of the following statements (do not answer the 3 statements above):**

T4.) Transition planning is designed as a results oriented process that promotes movement from school to the student's desired post-school goals.

T5.) IEP team includes parent as part of transition planning.

T6.) IEP team and process includes student as part of transition planning.

T7.) IEP includes current level of performance related to transition services.

T8.) There is documentation that the student has been invited to attend IEP meetings.

T9.) A statement of the transition service needs is included in the IEP.

T10.) The statement of transition focuses on the student's course of study (e.g. vocational programming, advanced placement).

T11.) Transition plan includes coordinated, measurable, annual IEP goals and includes transition services that will reasonably enable the student to meet the post-secondary goals.

T12.) Statement of needed transition services is presented as a coordinated set of activities.

T13.) The statement of transition focuses on the student's course of study (e.g. vocational programming, advanced placement).

T14.) The IEP includes a statement of needed transition services and considers instruction.

T15.) The IEP includes a statement of needed transition services and considers community experiences.

T16.) The IEP includes a statement of needed transition services and considers development of employment skills.

T17.) Student is informed prior to age 17 of his/her rights under IDEA.

### Transition Strengths

### Transition Suggestions for Improvement

Transition planning and documentation are exceptional.

<b><u>BEHAVIOR STRATEGIES AND DISCIPLINE</u></b>		<b>Filled in with the combined number of times a statement is marked on all Data Collection Forms for this school or building</b>		
<b><u>Ed. 1109.02 Program</u></b>	<b><u>CFR 300.324</u></b>			
<b><u>Ed. 1119.11 Disciplinary Procedures</u></b>	<b><u>CFR 300.530-300.536</u></b>			
<b><u>Ed. 1133.07 (a) (b) (c) (d) (e)</u></b>	<b><u>CFR 300.530-300.536</u></b>			
<b><u>20 U.S.C. 1415 (K)</u></b>				
<b><u>Child Management – Private Schools</u></b>	<b><u>RSA 169-C Child Protection Act</u></b>			
		<b>YES</b>	<b>NO</b>	<b>N/A</b>
B1.) Data are used to determine impact of student behavior on his/her learning.		2		1
B2.) Has this student ever been suspended from school?			2	1
B3.) If yes, for how many days?				
B4.) If appropriate, a functional behavior assessment has been conducted.				1
B5.) IEP team has addressed behaviors that are impacting student learning.				1
B6.) A behavior intervention plan has been written to address behaviors.				1
B7.) All individuals working with the student have been involved in developing behavior intervention strategies.				1
B8.) Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.		3		
B9.) Results of behavior intervention strategies are evaluated and monitored.		3		
B10.) A school-wide behavior intervention model exists.		3		
<b>Behavior Strategy Strengths</b>		<b>Behavior Strategy Suggestions for Improvement</b>		
Use of Positive Behavioral Interventions and Supports (PBIS ) and length of program are strengths.				

### Summary of Building Level Strengths and Suggestions

<b>Strengths</b>	<b>Suggestions for Improvement</b>
<ul style="list-style-type: none"> <li>• Principal is actively involved and supported.</li> <li>• Kids love coming to school.</li> <li>• Parent relationships are strong and some come in on days off.</li> <li>• There is strong community involvement: PTA, Interns, Foster Grandparents.</li> <li>• There is a Mentoring Program.</li> <li>• Child Study Teams (CST) are in place.</li> <li>• PBIS for behavioral support is used.</li> <li>• Best Schools Leadership is used.</li> <li>• Transition Plans are positive.</li> <li>• Inclusion Facilitator is involved.</li> <li>• Data Assessments are utilized.</li> </ul>	<ul style="list-style-type: none"> <li>• Consider increased use of data teams.</li> <li>• *Offer Professional Development for writing measureable goals (technical assistance state can provide).</li> <li>• Bring SEE program into an elementary school building (in planning).</li> <li>• Mentoring program should be evaluated.</li> <li>• Consider instructional space for preschool and elementary as a primary focus for the district.</li> </ul> <p>*This is a citation</p>

**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: Hilltop School	SAU: 56	Date: February 18-19,2008
Programs:	Number of Cases Reviewed: 2	
Recorder/Summarizer: Lydia Cupp & Joanne Crevoiserat-Coon		

**COLLABORATIVE TEAM MEMBERS**

Name: Lydia Cupp	Building Level	or	<u>Visiting</u> (circle one)
Name: Joanne Crevoiserat-Coon	Building Level	or	<u>Visiting</u> (circle one)
Name: Diane Inros	<u>Building Level</u>	or	Visiting (circle one)
Name: Amy Landers	<u>Building Level</u>	or	Visiting (circle one)
Name: Katherine Brennick	<u>Building Level</u>	or	Visiting (circle one)
Name: Candace Small	<u>Building Level</u>	or	Visiting (circle one)
Name: Donald Betz	<u>Building Level</u>	or	Visiting (circle one)
Name: Jeanne Sorenson	<u>Building Level</u>	or	Visiting (circle one)
Name: Jerry Gregoire	<u>Building Level</u>	or	Visiting (circle one)

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.**

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

<b>Access Strengths</b>	<b>Access Suggestions for Improvement</b>
<ul style="list-style-type: none"> <li>• Teams are collaborative.</li> <li>• Everyone is involved with planning.</li> <li>• Students spend most of their time in the classroom.</li> <li>• Coaches and supports are present in the classroom.</li> <li>• Teachers are very cooperative and give plans ahead of time.</li> </ul>	<ul style="list-style-type: none"> <li>• Schedule more time for general and special educators to consult and collaborate.</li> </ul>

**TRANSITION STATEMENTS**

**Ed .1102.53 Transition Services CFR 300.43**  
**Ed. 1107.02 Process; Provision of FAPE CFR 300.124 Part C Transition**  
**Ed. 1109.01, Elements of an IEP (Transition Services)**  
**CFR 300.320(a)(7)(b) 20 U.S.C. 1402 (34)**  
**20 U.S.C. 1414 (d)(1)(A) and (d)(6)**  
**Ed. 1109.03, IEP Team CFR 300.320(b) Ed. 1133.05**

This includes movement from (a) Early Supports and Services (ESS) to preschool, (b) preschool to elementary school, or (c) age 16 or older, as well as from grade to grade and school to school.

Filled in with the  
combined number of  
times a statement is  
marked on all Data  
Collection Forms for  
this school or building

**YES**

**NO**

**If the student is under age 16, answer the following 3 statements only: (If the student is 16 or over, skip to question 4.)**

T1.) Transition planning from grade to grade takes place.

2

T2.) Transition planning from school to school takes place.

2

T3.) Collaboration has occurred between general and special education staff in IEP development and in transition planning.

2

**Transition Strengths**

- Teachers make work portfolios for the next teachers.
- Classroom teachers place students for next year.
- Grade 1 visits/kindergarten, observations are done prior to transition.
- Whole school has move up day in the spring.

**Transition Suggestions for Improvement**

- Send more comprehensive portfolios of work samples to next teachers.

<b><u>BEHAVIOR STRATEGIES AND DISCIPLINE</u></b>		<b>Filled in with the combined number of times a statement is marked on all Data Collection Forms for this school or building</b>		
<u>Ed. 1109.02 Program</u> <u>CFR 300.324</u> <u>Ed. 1119.11 Disciplinary Procedures</u> <u>CFR 300.530-300.536</u> <u>Ed. 1133.07 (a) (b) (c) (d) (e)</u> <u>CFR 300.530-300.536</u> <u>20 U.S.C. 1415 (K)</u> <u>Child Management – Private Schools</u> <u>RSA 169-C Child Protection Act</u>		YES	NO	N/A
B1.) Data are used to determine impact of student behavior on his/her learning.		2		
B2.) Has this student ever been suspended from school?			2	
B3.) If yes, for how many days?		2		
B4.) If appropriate, a functional behavior assessment has been conducted.		2		
B5.) IEP team has addressed behaviors that are impacting student learning.		2		
B6.) A behavior intervention plan has been written to address behaviors.		1		1
B7.) All individuals working with the student have been involved in developing behavior intervention strategies.		1		1
B8.) Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.		1		1
B9.) Results of behavior intervention strategies are evaluated and monitored.		1		1
B10.) A school-wide behavior intervention model exists.		2		
<b>Behavior Strategy Strengths</b>		<b>Behavior Strategy Suggestions for Improvement</b>		
<ul style="list-style-type: none"> <li>• Use of PBIS school wide is in place.</li> <li>• Collaborative approach has helped to manage behaviors.</li> <li>• Individual plans/implementations are evident in the classrooms. They are a part of the student's day.</li> <li>• Staff development opportunities are available for coaches and staff.</li> </ul>		<ul style="list-style-type: none"> <li>• Consider additional time to implement behavior plans.</li> </ul>		

### Summary of Building Level Strengths and Suggestions

<b>Strengths</b>	<b>Suggestions for Improvement</b>
<ul style="list-style-type: none"> <li>• PBIS is in place, staff work together to solve problems.</li> <li>• Staff implements many transition activities for all students.</li> <li>• Everyone is involved in planning and providing accommodations.</li> <li>• Supports are present in the classroom.</li> <li>• Team collaborates with parents and administration frequently.</li> <li>• Classroom teachers plan ahead to help with accommodations.</li> <li>• Collaboration between all members of the team helps students be successful in the general curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• Consider more time for help with curriculum access and implementation of behavior plans.</li> <li>• Pass along more work samples between buildings and grades.</li> </ul>

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: Rollinsford Grade School	SAU: 56	Date: February 18-19, 2008
Programs: Grade 3, Grade 6 Resource Room		Number of Cases Reviewed: 2
Recorder/Summarizer: Lois Stevens		

**COLLABORATIVE TEAM MEMBERS**

Name: Jay Roy	<u>Building Level</u> or Visiting (circle one)
Name: Moira Taylor	<u>Building Level</u> or Visiting (circle one)
Name: Karen Arnault	<u>Building Level</u> or Visiting (circle one)
Name: Julie Person	<u>Building Level</u> or Visiting (circle one)
Name: Chris Reishus	<u>Building Level</u> or Visiting (circle one)
Name: Margaret Beckart	<u>Building Level</u> or Visiting (circle one)
Name: Brenda Barounsky	<u>Building Level</u> or Visiting (circle one)
Name: Lori Hess	<u>Building Level</u> or Visiting (circle one)
Name: Susan Pleau	Building Level or <u>Visiting</u> (circle one)
Name: Lois Jean Stevens	Building Level or <u>Visiting</u> (circle one)
Name: Danielle Phipps	<u>Building Level</u> or Visiting (circle one)

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

## SUMMARY OF BUILDING LEVEL DATA

<b>ACCESS TO THE GENERAL CURRICULUM STATEMENTS</b>						<b>Filled in with the combined number of times a statement is marked on all Data Collection Forms for this school or building</b>						
<b>Ed. 1109.01 Elements of an IEP CFR 300.320 Content of IEP</b> <b>Ed. 1109.05, Implementation of IEP 20 U.S.C. 1414 (d)</b> <b>Ed. 1115.07, Ed 1119.01(f) Provision of Non-Academic Services/Settings</b> <b>CFR 300.320(a) CFR 300.34 Ed. 1119.03, Full Access to District's Curricula</b> <b>Ed. 1119.08, Diplomas</b> <b>Ed. 1107.04 (d) Qualified Examiner</b> <b>Ed. 1133.05 (c)(h)(k) CFR 300.320 Program Requirements, Content of IEP</b> <b>Ed. 1133.20 Protections Afforded to Children with Disabilities</b> <b>CFR 300.320(a)(1)(i)</b> ". . . general curriculum (i.e. ,the same curriculum as for nondisabled children)" <b>CFR 300.320(a)(4)(iii)</b> "To be educated and participate with other children with disabilities and non disabled children"						YES	NO	N/A				
A1.) Team uses multiple measures to design, implement and monitor the student's program.						2						
A2.) All IEP goals are written in measurable terms.						2						
A3.) Student has made progress over the past three years in IEP goals. Goal 1						2						
A4.) Student has made progress over the past three years in IEP goals. Goal 2						2						
A5.) Student <u>has access to</u> the general curriculum (as outlined by the district, sending district or NH frameworks.)						2						
A6.) Student <u>participates in</u> the general curriculum <u>in a regular education setting with non-disabled peers</u> , as appropriate, with necessary supports.						2						
A7.) When <u>participating in a regular education setting with non-disabled peers</u> with necessary supports, student <u>has made progress</u> in the general curriculum.						2						
A8.) Student <u>participates</u> appropriately in state, district and school-wide assessments.						2						
A9.) Student <u>shows progress</u> in state, district and school-wide assessments.						2						
A10.) Student <u>has opportunities</u> to participate in general extracurricular and other non-academic activities with necessary supports.						2						
A11.) Student <u>does participate</u> in general extracurricular and other non-academic activities with necessary supports.						2						
A12.) Was the student's most recent individual evaluation (initial or reevaluation), including a written summary report and meeting, held within 45 days of parental permission to test? <b>If not, was it due to:</b> (check all that apply)						1	1					
a.) Extension in Place	b.) Lack of Qualified Personnel ___Psychologist ___Educator ___Related Services ___Other	c.) Evaluation Not Completed in Time	d.) Summary Report Not Written in Time	e.) Meeting Not Held in Time-3 days late	f.) Other							
<b>For High School Students:</b>						<b>YES</b>				<b>NO</b>		
A13.) Student is earning credits toward a regular high school diploma.												
A14.) <i>IF YES:</i> within 4 years?												
A15.) Student will earn an IEP diploma or a certificate of competency.												
A16.) <i>IF YES:</i> within 4 years?												
A17.) Does this school or district have a clear policy for earning a high school diploma?												

Access Strengths	Access Suggestions for Improvement
<p>The following are seen as Access Strengths:</p> <ul style="list-style-type: none"> <li>• Longevity of faculty/staff</li> <li>• Collaboration</li> <li>• Consistency</li> <li>• Approachability (feeling comfortable)</li> <li>• Experienced Staff</li> <li>• Small school community</li> <li>• Inclusion of all students</li> <li>• Depth of understanding</li> <li>• Follow through</li> <li>• Caring, patient faculty/staff towards each other and students</li> <li>• Connect with Kids</li> <li>• Before &amp; After School program</li> <li>• Intramural sports</li> <li>• Drama</li> <li>• Reading Tutor/ Title I</li> </ul>	<ul style="list-style-type: none"> <li>• Consider additional building space for classrooms, gym, halls for specials and related services.</li> <li>• Resource/Conference Room needs a space for confidentiality.</li> <li>• Quiet testing environments would be beneficial.</li> <li>• Additional staff would be helpful i.e. at present library/nurse combined and math tutor/specialist not available.</li> <li>• Computer/technology could use updating. Computer lab would be optional.</li> <li>• Training for technology would be beneficial.</li> <li>• Benefits, including training, for education assistants would strengthen the program.</li> </ul>

## SUMMARIZE YOUR BUILDING LEVEL DATA

<b><u>TRANSITION STATEMENTS</u></b>		<b>Filled in with the combined <u>number</u> of times a statement is marked on all Data Collection Forms for this school or building</b>	
<p><b><u>Ed .1102.53 Transition Services CFR 300.43</u></b>  <b><u>Ed. 1107.02 Process; Provision of FAPE CFR 300.124 Part C Transition</u></b>  <b><u>Ed. 1109.01, Elements of an IEP (Transition Services)</u></b>  <b><u>CFR 300.320(a)(7)(b) 20 U.S.C. 1402 (34)</u></b>  <b><u>20 U.S.C. 1414 (d)(1)(A) and (d)(6)</u></b>  <b><u>Ed. 1109.03, IEP Team CFR 300.320(b) Ed. 1133.05</u></b>                      This includes movement from (a) Early Supports and Services (ESS) to preschool, (b) preschool to elementary school, or (c) age 16 or older, as well as from grade to grade and school to school.</p>		<b>YES</b>	<b>NO</b>
<b>If the student is under age 16, answer the following 3 statements only: (If the student is 16 or over, skip to question 4.)</b>			
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	
<b>Transition Strengths</b>		<b>Transition Suggestions for Improvement</b>	
<ul style="list-style-type: none"> <li>• Kindergarten Open House is held with preschoolers visiting and attending meetings.</li> <li>• Home visits are conducted.</li> <li>• Letters are sent home.</li> <li>• Students visit future placements as part of the transition process in grades 1-6.</li> <li>• Transition plans are strong for grades 6-7.</li> <li>• Middle school principal, asst. principal and guidance visit before transition.</li> <li>• Special Education comes to observe and assist with transition.</li> <li>• Extra visits are available.</li> <li>• Communication and parent involvement is strong.</li> <li>• Guidance groups meet and have planning discussions.</li> </ul>		<ul style="list-style-type: none"> <li>• It would be helpful for students to know class and grade changes earlier, especially grades 6-7 who found out 2 weeks before school began.</li> <li>• Transition to the new classroom before summer would be helpful.</li> <li>• Meeting the new teacher and classmates before summer would be beneficial.</li> </ul>	

<b>BEHAVIOR STRATEGIES AND DISCIPLINE</b>		<b>Filled in with the combined number of times a statement is marked on all Data Collection Forms for this school or building</b>		
<u>Ed. 1109.02 Program</u> <u>CFR 300.324</u> <u>Ed. 1119.11 Disciplinary Procedures</u> <u>CFR 300.530-300.536</u> <u>Ed. 1133.07 (a) (b) (c) (d) (e)</u> <u>CFR 300.530-300.536</u> <u>20 U.S.C. 1415 (K)</u> <u>Child Management – Private Schools</u> <u>RSA 169-C Child Protection Act</u>		<b>YES</b>	<b>NO</b>	<b>N/A</b>
B1.) Data are used to determine impact of student behavior on his/her learning.		1		1
B2.) Has this student ever been suspended from school?		1	1	
B3.) If yes, for how many days?		1		
B4.) If appropriate, a functional behavior assessment has been conducted.				2
B5.) IEP team has addressed behaviors that are impacting student learning.		1		1
B6.) A behavior intervention plan has been written to address behaviors.		1		1
B7.) All individuals working with the student have been involved in developing behavior intervention strategies.		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	
<b>Behavior Strategy Strengths</b>		<b>Behavior Strategy Suggestions for Improvement</b>		
<ul style="list-style-type: none"> <li>• There is a consistent, school wide approach.</li> <li>• There is communication between the classroom and the principal.</li> <li>• More In House issues are dealt with than Out.</li> <li>• Communication to staff, parents and students is strong.</li> <li>• Parents acknowledge behavior expectations.</li> <li>• No physical issues are allowed.</li> <li>• Investigations take place in school.</li> </ul>		<ul style="list-style-type: none"> <li>• More time is needed to evaluate data.</li> <li>• Systems are needed to assist in collecting and evaluating data.</li> <li>• A discipline area would be helpful to go to de-brief or de-escalate.</li> <li>• Consistent workshop days for faculty and assistants would be beneficial.</li> </ul>		

### Summary of Building Level Strengths and Suggestions

<b>Strengths</b>	<b>Suggestions for Improvement</b>
<ul style="list-style-type: none"> <li>• There are individualized Behavior charts.</li> <li>• Data collection is conducted.</li> <li>• The Guidance Department is involved and very accessible and approachable.</li> <li>• The Classrooms decide what the needs are.</li> <li>• There is building wide support.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a structure for reviewing and analyzing district and student based behavioral data.</li> </ul>

**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: Somersworth Middle	SAU: 56	Date: February 18-19,2008
Programs:		Number of Cases Reviewed: 3
Recorder/Summarizer:		

**COLLABORATIVE TEAM MEMBERS**

Name: Diane Gray	Building Level	or	<u>Visiting</u> (circle one)
Name: Jessica Locke	Building Level	or	<u>Visiting</u> (circle one)
Name: Elaine Anderson	<u>Building Level</u>	or	Visiting (circle one)
Name: Kathy K. Clark	<u>Building Level</u>	or	Visiting (circle one)
Name: Carol Marshall	<u>Building Level</u>	or	Visiting (circle one)
Name: Kristin Willett	Building Level	or	<u>Visiting</u> (circle one)
Name: Deborah Fournier-Johnstone	<u>Building Level</u>	or	Visiting (circle one)
Name: Deborah Mitchell	<u>Building Level</u>	or	Visiting (circle one)

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.**

<b>ACCESS TO THE GENERAL CURRICULUM STATEMENTS</b>					Filled in with the combined <u>number</u> of times a statement is marked on all Data Collection Forms for this school or building			
<b>Ed. 1109.01 Elements of an IEP CFR 300.320 Content of IEP</b> <b>Ed. 1109.05, Implementation of IEP 20 U.S.C. 1414 (d)</b> <b>Ed. 1115.07, Ed 1119.01(f) Provision of Non-Academic Services/Settings</b> <b>CFR 300.320(a) CFR 300.34 Ed. 1119.03, Full Access to District's Curricula</b> <b>Ed. 1119.08, Diplomas</b> <b>Ed. 1107.04 (d) Qualified Examiner</b> <b>Ed. 1133.05 (c)(h)(k) CFR 300.320 Program Requirements, Content of IEP</b> <b>Ed. 1133.20 Protections Afforded to Children with Disabilities</b> <b>CFR 300.320(a)(1)(i)</b> ". . . general curriculum (i.e. ,the same curriculum as for nondisabled children)" <b>CFR 300.320(a)(4)(iii)</b> "To be educated and participate with other children with disabilities and non disabled children"					<b>YES</b>	<b>NO</b>	<b>N/A</b>	
A1.) Team uses multiple measures to design, implement and monitor the student's program.					3			
A2.) All IEP goals are written in measurable terms.					3			
A3.) Student has made progress over the past three years in IEP goals. Goal 1					3			
A4.) Student has made progress over the past three years in IEP goals. Goal 2					3			
A5.) Student <u>has access to</u> the general curriculum (as outlined by the district, sending district or NH frameworks.)					3			
A6.) Student <u>participates in</u> the general curriculum <u>in a regular education setting with non-disabled peers</u> , as appropriate, with necessary supports.					3			
A7.) When <u>participating in a regular education setting with non-disabled peers</u> with necessary supports, student <u>has made progress in</u> the general curriculum.					3			
A8.) Student <u>participates</u> appropriately in state, district and school-wide assessments.					3			
A9.) Student <u>shows progress</u> in state, district and school-wide assessments.					3			
A10.) Student <u>has opportunities</u> to participate in general extracurricular and other non-academic activities with necessary supports.					3			
A11.) Student <u>does participate</u> in general extracurricular and other non-academic activities with necessary supports.					2	1		
A12.) Was the student's most recent individual evaluation (initial or reevaluation), including a written summary report and meeting, held within 45 days of parental permission to test? <b>If not, was it due to:</b> (check all that apply)					2	1		
c.) Extension in Place 1	b.) Lack of Qualified Personnel ___1___ Psychologist___ Educator ___Related Services ___Other	c.) Evaluation Not Completed in Time 1	d.) Summary Report Not Written in Time 1	e.) Meeting Not Held in Time 1	f.) Other			
<b>For High School Students:</b>					<b>YES</b>	<b>NO</b>		
A13.) Student is earning credits toward a regular high school diploma.								
A14.) <i>IF YES:</i> within 4 years?								
A15.) Student will earn an IEP diploma or a certificate of competency.								
A16.) <i>IF YES:</i> within 4 years?								
A17.) Does this school or district have a clear policy for earning a high school diploma?								

<b>Access Strengths</b>	<b>Access Suggestions for Improvement</b>
<ul style="list-style-type: none"><li>• All students have access to the general curriculum.</li><li>• There is collaboration between general and special education.</li><li>• Goals and objectives are measureable and attainable.</li><li>• Students show progress within testing.</li><li>• Students all have access and accommodations for extracurricular activities.</li></ul>	<ul style="list-style-type: none"><li>• Consider more paraprofessional staff.</li><li>• It appears more academic special education space is needed.</li><li>• Consider telephone access in each resource room.</li><li>• District accommodations for testing should apply towards MAPS (Special Ed staff should have access to passwords to pause test for breaks.)</li><li>• Each Special Ed teacher would benefit from their own computer to complete paperwork and monitor student progress.</li></ul>

**TRANSITION STATEMENTS**

**Ed. 1102.53 Transition Services CFR 300.43**  
**Ed. 1107.02 Process; Provision of FAPE CFR 300.124 Part C Transition**  
**Ed. 1109.01, Elements of an IEP (Transition Services)**  
**CFR 300.320(a)(7)(b) 20 U.S.C. 1402 (34)**  
**20 U.S.C. 1414 (d)(1)(A) and (d)(6)**  
**Ed. 1109.03, IEP Team CFR 300.320(b) Ed. 1133.05**

This includes movement from (a) Early Supports and Services (ESS) to preschool, (b) preschool to elementary school, or (c) age 16 or older, as well as from grade to grade and school to school.

**Filled in with the combined number of times a statement is marked on all Data Collection Forms for this school or building**

**YES**

**NO**

**If the student is under age 16, answer the following 3 statements only: (If the student is 16 or over, skip to question 4.)**

T1.) Transition planning from grade to grade takes place.

3

T2.) Transition planning from school to school takes place.

3

T3.) Collaboration has occurred between general and special education staff in IEP development and in transition planning.

3

**If the student is age 16 or older during the course of the IEP answer all of the following statements (do not answer the 3 statements above):**

**Transition Strengths**

- Ample opportunities are there for students to visit SMS and SHS for transition as related to programming.
- There is collaboration between elementary to SMS and SMS to SHS.
- There are grade to grade transitions not just for really involved students.
- Tours and question and answer sessions are conducted.

**Transition Suggestions for Improvement**

- Step Up Day for students would be beneficial.
- Consider High School staff to come and observe 8<sup>th</sup> grade special education students.

**BEHAVIOR STRATEGIES AND DISCIPLINE**

Ed. 1109.02 Program                      CFR 300.324  
Ed. 1119.11 Disciplinary Procedures    CFR 300.530-300.536  
Ed. 1133.07 (a) (b) (c) (d) (e)        CFR 300.530-300.536  
20 U.S.C. 1415 (K)  
Child Management – Private Schools    RSA 169-C Child Protection Act

**Filled in with the combined  
number of times a  
statement is marked on all  
Data Collection Forms for  
this school or building**

	YES	NO	N/A
B1.) Data are used to determine impact of student behavior on his/her learning.	3		
B2.) Has this student ever been suspended from school?		3	
B3.) If yes, for how many days?			
B4.) If appropriate, a functional behavior assessment has been conducted.			3
B5.) IEP team has addressed behaviors that are impacting student learning.			3
B6.) A behavior intervention plan has been written to address behaviors.			3
B7.) All individuals working with the student have been involved in developing behavior intervention strategies.			3
B8.) Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.			3
B9.) Results of behavior intervention strategies are evaluated and monitored.			3
B10.) A school-wide behavior intervention model exists.			

Behavior Strategy Strengths	Behavior Strategy Suggestions for Improvement
<ul style="list-style-type: none"> <li>• Availability of School Wide information Systems (SWIS) data is helpful.</li> <li>• Special Education staff are willing and able to design effective behavior plans to address student needs.</li> </ul>	<ul style="list-style-type: none"> <li>• There could be more consistent follow through on consequences.</li> <li>• Consider more access to phone and email (in Resource) to contact parents in regard to issues.</li> </ul>

**Summary of Building Level Strengths and Suggestions**

Strengths	Suggestions for Improvement
<ul style="list-style-type: none"> <li>• Transitions from building to building and grade level to grade level are a strength.</li> <li>• Special Education Student access to the general curriculum is positive.</li> <li>• Student access to extracurricular activities is beneficial.</li> <li>• Goals and objectives are measureable and attainable.</li> <li>• Parents appear pleased and supportive of the services given to their children.</li> <li>• Students feel happy and safe at Somersworth Middle School.</li> </ul>	<ul style="list-style-type: none"> <li>• Consider phones in resource rooms.</li> <li>• Computers for Special Educators would be beneficial.</li> <li>• Additional academic space would help special educators for pull out, testing, meetings, etc.</li> <li>• Consider additional paraprofessional staff.</li> </ul>

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: Somersworth/Rollinsford High School

SAU: 56

Date: February 18-19,2008

Programs:

Number of Cases Reviewed: 3

Recorder/Summarizer:

**COLLABORATIVE TEAM MEMBERS**

Name: Carmen Young	Building Level or <u>Visiting</u> (circle one)
Name: Esther Kennedy	Building Level or <u>Visiting</u> (circle one)
Name: Danielle Finigan	Building Level or <u>Visiting</u> (circle one)
Name: Michele Wilson	Building Level or <u>Visiting</u> (circle one)
Name: Michael Quigley	<u>Building Level</u> or Visiting (circle one)
Name: Vani Krishnan	<u>Building Level</u> or Visiting (circle one)
Name: Lisa Payeur	<u>Building Level</u> or Visiting (circle one)

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

## SUMMARY OF BUILDING LEVEL DATA

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

<b>Access Strengths</b>	<b>Access Suggestions for Improvement</b>
<ul style="list-style-type: none"><li>• Students have access to and participate in the general education curriculum.</li><li>• Positive relationships between staff and students are evident.</li></ul>	<ul style="list-style-type: none"><li>• Consider additional training for short-term objectives and data collection.</li><li>• *Monitoring the 45 day timeline for evaluations is seen as a need.</li></ul> <p>*This is a citation</p>

## TRANSITION STATEMENTS

**Ed .1102.53 Transition Services CFR 300.43**  
**Ed. 1107.02 Process; Provision of FAPE CFR 300.124 Part C Transition**  
**Ed. 1109.01, Elements of an IEP (Transition Services)**

**CFR 300.320(a)(7)(b) 20 U.S.C. 1402 (34)**  
**20 U.S.C. 1414 (d)(1)(A) and (d)(6)**

**Ed. 1109.03, IEP Team CFR 300.320(b) Ed. 1133.05**

This includes movement from (a) Early Supports and Services (ESS) to preschool, (b) preschool to elementary school, or (c) age 16 or older, as well as from grade to grade and school to school.

**Filled in with the  
combined number of  
times a statement is  
marked on all Data  
Collection Forms for  
this school or  
building**

**YES**

**NO**

**If the student is age 16 or older during the course of the IEP answer all of the following statements (do not answer the 3 statements above):**

T4.) Transition planning is designed as a results oriented process that promotes movement from school to the student's desired post-school goals.	2	1	
T5.) IEP team includes parent as part of transition planning.	3		
T6.) IEP team and process includes student as part of transition planning.	3		
T7.) IEP includes current level of performance related to transition services.	3		
T8.) There is documentation that the student has been invited to attend IEP meetings.	3		
T9.) A statement of the transition service needs is included in the IEP.	3		
T10.) The statement of transition focuses on the student's course of study (e.g. vocational programming, advanced placement).	2	1	
T11.) Transition plan includes coordinated, <u>measurable</u> , annual IEP goals and includes transition services that will reasonably enable the student to meet the post-secondary goals.		3	
T12.) Statement of needed transition services is presented as a coordinated set of activities.	2	1	
T13.) The statement of transition focuses on the student's course of study (e.g. vocational programming, advanced placement).	3		
T14.) The IEP includes a statement of needed transition services and considers instruction.	3		
T15.) The IEP includes a statement of needed transition services and considers community experiences.	3		
T16.) The IEP includes a statement of needed transition services and considers development of employment skills.	3		
T17.) Student is informed prior to age 17 of his/her rights under IDEA.			
<b>Only the following 4 statements may be answered N/A if appropriate. All statements above must be answered Yes or No.</b>	<b>YES</b>	<b>NO</b>	<b>N/A</b>
T18.) There is documentation that representatives of other agencies have been invited to IEP meetings.	1	1	1
T19.) The IEP includes a statement of needed transition services and considers related services.	2	1	
T20.) The IEP includes a statement of needed transition services and considers development of daily living skills.	2		1
T21.) If the student is preparing to graduate this year, there is a summary of the student's <b>academic achievement and functional performance</b> , which includes recommendations on how to assist the student in meeting his or her post-secondary goals.	1	1	1

### Transition Strengths

- Transition planning is personalized for families and students.
- There is collaboration between team members.
- There is evident parent and student involvement.

### Transition Suggestions for Improvement

- More data collection needed.
- Additional training around statements for IEPs would be helpful.

## SUMMARY OF BUILDING LEVEL DATA

<b>BEHAVIOR STRATEGIES AND DISCIPLINE</b>		Filled in with the combined number of times a statement is marked on all Data Collection Forms for this school or building		
<u>Ed. 1109.02 Program</u> <u>CFR 300.324</u> <u>Ed. 1119.11 Disciplinary Procedures</u> <u>CFR 300.530-300.536</u> <u>Ed. 1133.07 (a) (b) (c) (d) (e)</u> <u>CFR 300.530-300.536</u> <u>20 U.S.C. 1415 (K)</u> <u>Child Management – Private Schools</u> <u>RSA 169-C Child Protection Act</u>		YES	NO	N/A
B1.) Data are used to determine impact of student behavior on his/her learning.		2		1
B2.) Has this student ever been suspended from school?		1	2	
B3.) If yes, for how many days?		11		
B4.) If appropriate, a functional behavior assessment has been conducted.		1	1	1
B5.) IEP team has addressed behaviors that are impacting student learning.			1	2
B6.) A behavior intervention plan has been written to address behaviors.		2	1	
B7.) All individuals working with the student have been involved in developing behavior intervention strategies.		1	1	1
B8.) Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.		1	1	1
B9.) Results of behavior intervention strategies are evaluated and monitored.		1	1	1
B10.) A school-wide behavior intervention model exists.		3		
Behavior Strategy Strengths		Behavior Strategy Suggestions for Improvement		
<ul style="list-style-type: none"> <li>• PBIS and SWIS data are in place.</li> <li>• Teams have regularly scheduled Functional Behavior Assessment (FBA) meetings on Wednesdays.</li> <li>• There is involvement with outside agencies.</li> </ul>		<ul style="list-style-type: none"> <li>• IEP team needs to be involved in behavior plan documentation.</li> </ul>		

### Summary of Building Level Strengths and Suggestions

Strengths	Suggestions for Improvement
<ul style="list-style-type: none"> <li>• Strong relationships between staff and students are evident.</li> <li>• Adequate access and participation in general curriculum is seen.</li> <li>• Collaboration among team members is strong.</li> <li>• PBIS &amp; SWIS are used.</li> <li>• Involvement with outside agencies, wraparound and community partners is beneficial.</li> </ul>	<p>Consider training for the following:</p> <ul style="list-style-type: none"> <li>• Writing team minutes</li> <li>• Documentation of decisions</li> <li>• Data collection</li> <li>• *Measureable goals and objectives</li> </ul> <p style="text-align: center;">*This is a citation</p>

## **VI.**

### **Out of District and James O. file reviews**

**Number of files reviewed:** 3

Two out of district files and one James O. Monitoring Program file was reviewed as part of this visit.

#### **Commendations:**

The three files reviewed were well organized and complete, and the Special Education Liaison and Director of Special Education demonstrated a thorough, in-depth knowledge of the students and placements involved. Contents of the students' files, IEPs, Evaluations and team records were reviewed in this process.

#### **Citations of Non-compliance:**

There were no citations of non-compliance in the files reviewed.