

**New Hampshire Department of Education  
Bureau of Special Education  
Special Education Program Approval and Improvement  
Process**

**2006-2007 Year End Summary Report  
November 9, 2007**

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## **Section 1: Introduction**

**“If you know why, you figure out how...”**

**W. Edward Demming**

This 2006-2007 Year End Report for the New Hampshire Department of Education Special Education Program Approval and Improvement Process is intended to summarize the data that has been collected through NHDOE Special Education Program Approval monitoring activities. The document is designed to outline how the data was gathered, how it was utilized by school districts and private schools to inform their own practice, and how the data can be used to support statewide information that is needed to support the State Performance Plan.

It is important to note that this report is not intended to be a statistical statewide analysis; rather it demonstrates how LEAs and local school districts have utilized data to measure and analyze various aspects of special education programming. Results have also been used to improve school processes and strengthen student learning. Although much of this report focuses upon special education, it contains some very important information related to school improvement. The NHDOE Special Education Program Improvement and Approval Process provides a “window” into a school system, and in its own way adds to our knowledge about the general education curriculum, instruction and assessment being provided to all children in NH, including children and youth with Individual Education Plans.

In conclusion, this report, like the data collected in the school districts and private special education schools, is a means to the end: improved student learning, as well as measuring compliance and ensuring provision of FAPE. This summary report is also designed to capture the various activities that were conducted during the 2006-2007 NHDOE Special Education Program Approval Process. The report itself is divided into four sections, which are intended to outline all components of the NHDOE Special Education Program Approval and Improvement Process.

## Section 2: Goals, Objectives, Activities, Output and Outcomes

**NEW HAMPSHIRE DEPARTMENT OF EDUCATION  
SPECIAL EDUCATION PROGRAM APPROVAL AND IMPROVEMENT PROCESS  
YEAR END REPORT  
FY 2006-2007**

**Goals: The goals listed below are aligned with the requirements of the NHDOE RFP for the 2005-2007 Special Education Program Approval Process**

**Goal 1: To establish and maintain an effective New Hampshire Special Education Program Approval and Improvement Process that aligns with IDEA 2004, supports the priorities identified in the State Performance Plan (SPP) and includes an expanded parent role, to ensure that all NH children and youth with disabilities have a free appropriate public education (FAPE) in the least restrictive environment (LRE) that promotes a high quality education.**

**Goal 2: To work collaboratively with NHDOE, Bureau of Special Education and key NH Stakeholders in the design of an effective, data driven Focused Monitoring System (FMS) that includes an expanded parent role and ensures all NH children and youth with disabilities an opportunity to receive FAPE in the LRE that promotes a high quality education.**

**Goal 3: To establish and maintain an effective, accessible data collection process and system that yields statewide data obtained through the Program Approval and Improvement Process.**

**GOAL 1: To establish and maintain an effective Special Education Program Approval and Improvement Process that aligns with IDEA 2004, supports the priorities identified in the NHDOE State Performance Plan (SPP) and includes an expanded parent role, to ensure that all NH children and youth with disabilities have a free appropriate public education (FAPE) in the least restrictive environment (LRE) that promotes a high quality education.**

Project Objective	Proposed Activity	Short-Term Output	Outcomes
<p>1. Hire qualified personnel to be responsible for the project.</p> <p>2. Maintain an updated database of general and special educators, related service providers, administrators, parents, etc. for volunteer visiting team members.</p>	<p>1.1.1-1.1.3 Hire a project manager, highly qualified consultants and project assistants for management team.</p> <p>1.2.1-1.2.3 Recruit volunteers through print and electronic means; review and match skills to activities of the project and design an orientation process and materials to support members.</p> <p>1.2.4 Design a process, supporting materials and training for parent team members.</p>	<ul style="list-style-type: none"> <li>• Staffing completed for highly qualified team. (See appendix for list.)</li> <li>• 173 volunteers were utilized during the 2006-07 school year to assist in the NHDOE Case Study Compliance Review Process. (See volunteer form in appendix)</li> <li>• Orientation for volunteers is provided the first morning of each Case Study Compliance Review Visit. Before the visit, visiting team members are mailed a manual used to guide the orientation session. (Visitor Orientation Manual located in appendix)</li> <li>• Parents participated/were recruited for advisory committee and pilot sites.</li> </ul>	<ul style="list-style-type: none"> <li>• Project is effectively managed and scope of work was completed for the 2006-07 school year.</li> <li>• The 173 volunteers utilized were recruited, trained and enabled the NHDOE to effectively carry out the Special Education Case Study Compliance Review Process.</li> <li>• Volunteers were oriented to the project and have the requisite knowledge and skills to perform effectively in their roles.</li> <li>• Parents have been recruited to participate on Focused Monitoring Achievement Teams and orientation/training for the teams is ongoing.</li> </ul>

Project Objective	Proposed Activity	Short-Term Output	Outcomes
			<ul style="list-style-type: none"> <li>• Three parents are full members of the Focused Monitoring Advisory Committee. (List of FM Advisory Committee members located in appendix)</li> </ul>
<p>3. Provide high quality technical assistance, support and professional development to all NH public and approved private and charter schools as they participate in the NHDOE Special Education Program Approval and Improvement Process, including: Case Study Review, Yearlong Improvement, James O. Consent, Shelter Care Compliance, Corrective Action Process, Audit Visits, New Program Approvals, technical assistance to identified sites for intensive year long support, other monitoring, written correspondence and reports for all, capturing information on effective practices and collaborating with statewide early childhood initiatives.</p>	<p>1.3.1-1.3.2 Correspond with schools due for approval; conduct statewide information sessions in the spring with overview and explanation of the Case Study and Focused Monitoring processes.</p> <p>1.3:3 Offer Case Study technical assistance by:</p> <ul style="list-style-type: none"> <li>• Providing professional development to all site personnel to conduct/ present case studies</li> <li>• Assisting in selecting case studies</li> <li>• Developing a schedule for the process</li> <li>• Guiding Improvement Planning and the Corrective Action Process</li> </ul>	<p>On May 16, 2007 thirty-three participants attended the NHDOE Special Education Program Approval Spring Information Session for sites due to participate in Case Study Compliance Reviews in 2007-08.</p> <p>On June 14, 2007 an Information Session was held for the seven sites selected for Focused Monitoring in 2007-08.</p> <ul style="list-style-type: none"> <li>• During the 2006-2007 school year, NHDOE Case Study Compliance Reviews were conducted at 19 sites: 7 private schools and 12 SAUs. (List of sites visited is included in appendix.) Some of the 2006-07 Case Study Compliance Reviews were “Modified Visits”. Additional information on “Modified Visits” is included in this report on pages 21-22 and 34-36. For all sites, technical assistance was</li> </ul>	<ul style="list-style-type: none"> <li>• Participant satisfaction and levels of learning were evaluated. (Results of these evaluations are included in this report on pages 55-56.)</li> <li>• Materials were distributed, technical assistance provided, visits conducted, reports written and process completed.</li> </ul>

Project Objective	Proposed Activity	Short-Term Output	Outcomes
	<p>1.3.4 Offer Yearlong Process technical assistance by providing professional development in systems change and improvement planning, including:</p> <ul style="list-style-type: none"> <li>• Conducting facilitator trainings</li> <li>• Attending all Improvement Team meetings</li> <li>• Guiding Improvement Planning and Corrective Action Process</li> <li>• Distributing support funds</li> <li>• Supporting/assisting the Improvement Teams in writing reports and plans.</li> </ul>	<p>provided to the teams preparing the case studies.</p> <p>As part of the 2006-07 Special Education Program Approval activities, all SAUs were notified that, “As noted in the Bureau of Special Education Memo #14, charter schools will be monitored at the same time and in a comparable manner as all the other schools that are part of the LEA.” The Program Approval Management Team worked with the NHDOE to develop a form (included in the appendix) to use at Charter School visits and conducted the appropriate visits.</p> <ul style="list-style-type: none"> <li>• 2 Case Study sites also engaged in the Yearlong NHDOE Special Education Program Approval and Improvement Process during the 2006-07 school year, SAU 52 (Portsmouth) and Easter Seals Lancaster.</li> <li>• Technical assistance was provided to the 2 Yearlong Improvement Teams in the completion of Sliver Lite Grant Applications.</li> </ul>	<ul style="list-style-type: none"> <li>• NHDOE Program Approval Management Team Members met monthly with the 2 Yearlong Improvement Teams at their site regularly to ensure the process was successfully completed.</li> <li>• 2 Yearlong Final Reports were submitted to the NHDOE, which included improvement plans designed to enhance student outcomes and strengthen programs and</li> </ul>

Project Objective	Proposed Activity	Short-Term Output	Outcomes
	<ul style="list-style-type: none"> <li>Offering other technical assistance/support as needed.</li> </ul> <p>1.3.5 Summarize findings and write reports for all NHDOE Case Study Compliance Reviews Conducted.</p> <p>1.3.6 Review James O. Files at visits.</p>	<ul style="list-style-type: none"> <li>All reports have been submitted to the NHDOE.</li> <li>As part of the Case Study Compliance Review Process, James O File Reviews were conducted.</li> </ul>	<p>services for students with disabilities.</p> <ul style="list-style-type: none"> <li>2 Sliver Lite Applications were submitted and approved by the NHDOE, Bureau of Special Education. These Sliver Lite Grants will enable Year Long Improvement Teams to begin implementation of the goals outlined in their improvement plan. Plans are designed to enhance programs and services to students with disabilities.</li> <li>A total of 169 student records were reviewed through case studies, file review forms were completed and information summarized and included in the Case Study Compliance Review Reports. As a result of these reviews, citations of non-compliance were noted in the summary reports.</li> <li>26 James O file reviews were conducted and information included in the final Case Study Compliance Review Reports.</li> </ul>

Project Objective	Proposed Activity	Short-Term Output	Outcomes
	<p>1.3.7 Review programs and services for children and youth at shelter care facilities.</p> <p>1.3.8 Conduct and write summary reports for Corrective Action Visits conducted to sites undergoing the approval process the previous year (2005-06).</p> <p>1.3.9 Conduct and write summary reports for audit/monitoring visits during each school year, in addition to providing intensive technical assistance to sites and conducting random monitoring visits.</p>	<ul style="list-style-type: none"> <li>• Corrective Action Visits were conducted to 3 shelter care facilities.</li> <li>• During the 2006-07 School year, 29 Corrective Action Follow Up Visits were conducted at the SAUs and private special education schools that participated in the NHDOE Special Education Program Approval Process the previous year. Each site was re-visited within one year from the date on their report to assess their progress in the areas of non-compliance and suggestions for improvement.</li> </ul>	<ul style="list-style-type: none"> <li>• 3 reports were written following corrective action follow up visits to NFI Midway, NFI North and Antrim Girls' Shelter.</li> <li>• Data was collected, summarized and provided to the NHDOE on a regular basis through a Corrective Action Spreadsheet.</li> </ul> <p>1.3.9 In collaboration with the NHDOE, the management team assisted with audit visits, which were summarized and findings provided to the Bureau. In addition, technical assistance, as directed by the NHDOE Bureau of Special Education, was provided by the management team. Examples of audit visits include Kellco Academy; follow up visits to Learning Skills</p>

Project Objective	Proposed Activity	Short-Term Output	Outcomes
	<p>1.3.10 Work collaboratively with the NHDOE to provide technical assistance to all public, private and charter schools requesting approval for <u>new special education programs or changes to existing approved programs.</u></p> <p>1.3.11 Design a method to capture and disseminate effective practices identified through the NHDOE Special Education Program Approval and Improvement Process.</p> <p>1.3.12 Work collaboratively with various NHDOE Statewide Early Childhood Initiatives (e.g. PTAN, Cornerstone Project, Preschool Settings, Curriculum) in the dissemination of information and networking within the field. Included is the dissemination and oversight of CIDER Grants.</p>	<p>During the 2006-07 school year, there were 38 requests for application materials for establishment of new special education programs or changes to existing approved programs.</p>	<p>Academy, Birchtree Center, Odyssey House and the Raymond School District.</p> <p>Current status of each of the 38 programs is listed on pages 44-46 of this report.</p> <p>As a part of each application, innovative practices were collected and included in summary reports for all LEAs and private schools participating in the Program Approval Process.</p> <p>PTAN was included on the Focused Monitoring Advisory Committee, as was CEIL, NHSAA, NHASEA, NHSSA and NH Connections. In addition, individuals from such organizations were participants in the Case Study Compliance Review Process.</p>

Project Objective	Proposed Activity	Short-Term Output	Outcomes
<p>4. Design a model for communication between the Program Approval Management Team and NHDOE liaisons and consultants to ensure alignment of priorities in IDEA 2004.</p>	<p>1.4.1-1.4.2. Schedule and conduct regular meetings with the Program Approval Management Team, NHDOE and others re: corrective actions, early childhood education and other Program Approval activities; expand ongoing exchange to ensure effective communication.</p> <p>1.4.3. Management Team will attend</p> <ol style="list-style-type: none"> <li>1.) Trainings/events as requested by NHDOE</li> <li>2.) Meetings with Bureau consultants and SETAC</li> <li>3.) Quarterly Senior Management Team Meetings</li> </ol>	<ul style="list-style-type: none"> <li>• The Program Approval Management Team met twice per month during 2006-07, at which time two NHDOE Bureau of Special Education staff were in attendance.</li> <li>• 1.) During the 2006-07 school year the NHDOE Program Approval Management Team participated in several professional development activities as requested by the NHDOE. These included, but were not limited to, Quarterly Initiatives Meetings, Focused Monitoring Technical Assistance calls, stakeholder meetings, meetings with SETAC, meeting with the Bureau of Accountability, meeting with OSEP, etc.</li> <li>• 2.) During the 2006-07 school year, the Program Approval Management Team participated in 9 joint meetings with the Special Education Technical Assistance Consultants (SETAC) and the NHDOE.</li> </ul>	<ul style="list-style-type: none"> <li>• Twice monthly Program Approval Management Team meetings resulted in an ongoing open line of communication with the NHDOE, Bureau of Special Education.</li> <li>• 1. &amp; 2.) Attendance and representation at meetings assists the NHDOE in ensuring that Special Education Program Approval is linked to other statewide initiatives, that the Special Education Program Approval Process is represented as necessary, and that the field and other key professional organizations are kept abreast of the work of the Program Approval Management Team.</li> <li>2.) The purpose of these joint meetings was to share information regarding identified needs for professional development to the field, as well as networking between the NHDOE, Program Approval and SETAC. (Agendas in Appendix)</li> </ul>

Project Objective	Proposed Activity	Short-Term Output	Outcomes
	1.4.4-1.4.5 Maintain a webpage with all Program Approval information and forms and a master calendar of all Program Approval activities.	<ul style="list-style-type: none"> <li>• 3.) Nine Senior Management Team Meetings were held during 2006-07.</li> <li>• Web page with current program approval information is available to NHDOE and to the field and the master calendar is maintained and updated regularly for the Program Approval Team.</li> </ul>	<ul style="list-style-type: none"> <li>• 3.) Sr. Management Team meetings have resulted in maintaining an open line of communication with upper administration at the NHDOE, and have ensured the NHDOE is well aware of critical issues that have been identified through the Special Education Program Approval Process.</li> <li>• All NHDOE Special Education Program Approval descriptions, forms and documents are posted on the website and can be downloaded for use. The master calendar is reviewed regularly to ensure Program Approval activities do not conflict in scheduling, and to allow for easy identification of scheduled visits and professional development activities.</li> </ul>
5. Design and revise all forms and documents necessary for the implementation of the Case Study Review Process and the Yearlong Improvement Process.	1.5.1-1.5.2 Conduct a thorough review and revision of all forms annually; provide all forms in print and electronic format, including on website.	<ul style="list-style-type: none"> <li>• Forms revised and provided to the field in both electronic and print format.</li> <li>• During the 2006-07 School year, the Program Approval Management Team worked with the NHDOE in the revision of Case Study Templates.</li> </ul>	<ul style="list-style-type: none"> <li>• Case Study templates revised/updated and distributed to all 06-07 sites.</li> <li>• Documents are in compliance with NHDOE requirements for Program Approval.</li> </ul>

Project Objective	Proposed Activity	Short-Term Output	Outcomes
6. Oversee all expenditures and ensure responsible use of funds.	1.6.1 Maintain financial records 1.6.2 Review/approve all NHDOE Special Education Program Approval Process expenditures.	<ul style="list-style-type: none"> <li>• Complete financial records and appropriate use of funds.</li> </ul>	<ul style="list-style-type: none"> <li>• Funds are expended appropriately and in a timely manner.</li> </ul>

**GOAL 2: To work collaboratively with the NHDOE, Bureau of Special Education and key NH stakeholders in the design of an effective, data driven Focused Monitoring System that includes an expanded parent role and ensures all NH children and youth with disabilities an opportunity to receive a free appropriate public education (FAPE) in the least restrictive environment (LRE) that promotes a high quality education.**

Project Objective	Proposed Activity	Short-Term Output	Outcomes
<p>1. Work with local, state, regional and federal supports e.g. Northeast Regional Resource Center (NERRC), National Center on Special Education Accountability and Monitoring (NCSEAM), NHDOE, NH Connections, Content Enhancement Instructional Leadership (CEIL), Special Education Technical Assistance Center (SETAC) and Special Education Administration in the design of a Focused Monitoring System.</p>	<p>2.1.1 Continue participation in all Focused Monitoring activities including Focused Monitoring stakeholder group, conferences, meetings, and work sessions as requested by NHDOE.</p> <p>2.1.2. Work with NHDOE and 3 Focused Monitoring Pilot Sites for 2006-2007.</p>	<ul style="list-style-type: none"> <li>• Two Program Approval Management Team members participated in Focused Monitoring stakeholder group meetings. One meeting with CEIL has been conducted and future meetings scheduled. The NHDOE has been the link to NERRC and NCSEAM to share the NH Focused Monitoring materials/process. Materials have been shared with the team and the team has participated in technical assistance calls. Monthly meetings were conducted with SETAC, with updates on Focused Monitoring as a regular agenda item.</li> </ul> <p>3 Focused Monitoring Pilot Sites were selected for 2006-07: Plymouth School District, Sanborn Regional School District and Moultonborough School District.</p>	<ul style="list-style-type: none"> <li>• Participation resulted in ensuring that the management team is being provided with input from various stakeholders, and also serves as a vehicle for distribution of information related to Focused Monitoring. The information gathered from such meetings is used as part of the technical assistance provided to the field.</li> </ul> <p>Two technical assistants from the NHDOE Program Approval Team were assigned to each of the 3 pilot sites. Technical assistance was provided on site through facilitation of Achievement Team</p>

	<p>2.1.3-2.1.4. Develop and test protocols and materials for FM pilot site process</p>	<ul style="list-style-type: none"> <li>• Develop/introduce Focused Monitoring sketches, executive summary, and draft protocols.</li> <li>• Provide appropriate professional development to accompany the Focused Monitoring materials that are developed.</li> <li>• Select FM Advisory Committee and conduct an initial meeting.</li> </ul>	<p>meetings, work with the leadership of the school and facilitation of all data collection activities. Summaries of all Focused Monitoring Activities are included in the Final Report for each pilot site, submitted to the NHDOE Bureau of Special Education.</p> <p>The Focused Monitoring Process was developed, along with Tools and Templates for use with Pilot Sites. All materials are included in the FM Handbook provided to the NHDOE, Bureau of Special Education</p> <ul style="list-style-type: none"> <li>• A Focused Monitoring Advisory Committee was selected and an initial meeting held, with follow up sessions conducted throughout the 2006-07 school year. The purpose of the Advisory Committee and expectations for participation were outlined and provided to members. Throughout the year this group provided valuable insight and feedback in the development and piloting of the NHDOE Focused Monitoring Process. In addition, this advisory group was responsible for direct links to parents, administrators, teachers,</li> </ul>
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			NHDOE and other key organizations, for the purpose of dissemination of information related to Focused Monitoring.
2. Work with NHDOE and parent group representatives to identify meaningful roles for parents in the FM process and the design of materials and effective training components.	<p>With NH Connections and/or others:</p> <p>2.2.1 Develop a work plan to expand parent involvement in Program Approval activities</p> <p>2.2.2 Assist in design of related materials and training as outlined in work plan.</p>	<ul style="list-style-type: none"> <li>• Two parents representing parent organizations (NH Connections and Parent Information Center) and one parent at large were members of the advisory group.</li> <li>• Parents will be full members on Focused Monitoring Achievement Teams. Parents on the teams will be responsible for assisting in the design of future involvement of parents in Focused Monitoring.</li> </ul>	<ul style="list-style-type: none"> <li>• With two key parent organizations, NH Connections and Parent Information Center, represented on the Advisory Committee, input was gathered in the development of expanded parent representation in Focused Monitoring. In addition, NH Connections participated in the IEP Process that was piloted through Focused Monitoring.</li> <li>• Parents participating in Focused Monitoring Pilot Sites were full participants in the development of all Focused Monitoring parent activities and materials during the 2006-07 school year. In addition, they played a critical role in the Focused Monitoring data collection activities and analysis of data related to parental involvement.</li> </ul>

**Goal 3: To establish and maintain an effective, accessible data collection process and system that yields statewide data obtained through the Program Approval and Improvement Process.**

Project Objective	Proposed Activity	Short-Term Output	Outcome
<p>1. Collect data and maintain databases that support compliance with IDEA 2004 and provide information for NHDOE related to the SPP and respond to key indicators outlined in the Focused Monitoring Process.</p>	<p>3.1.1 With NHDOE, identify data to be collected related to IDEA 2004 and the SPP</p> <p>3.1.2. Report annually on patterns and trends, including incidences of noncompliance and status of corrective actions.</p>	<ul style="list-style-type: none"> <li>• Data Collection from Case Study Visits</li> <li>• Results of Follow Up Corrective Action Visits are entered into a database</li> <li>• Patterns and trends derived from collected data are reported annually.</li> </ul>	<ul style="list-style-type: none"> <li>• Data is summarized and provided to the DOE for identification of statewide trends. See the following pages in this report for data summary including patterns and trends.</li> <li>• Results of follow up Corrective Action Visits have been entered into a spreadsheet and provided to the NHDOE, Bureau of Special Education</li> <li>• Patterns and trends are noted on the following pages of this report.</li> </ul>

### **Section 3: Focused Monitoring Pilot Year**

*The Focused Monitoring goal is that all participating districts will become “achievement gap narrowing districts”.*

During the 2006-07 school year the NHDOE, Bureau of Special Education, worked with SERESC and NH school districts in the development of the Focused Monitoring Process. As identified by the NHDOE and a key stakeholder group, Focused Monitoring was designed to address a key performance indicator (KPI), which was the achievement gap that exists between students with disabilities and their non-disabled peers. As part of the development of Focused Monitoring, the NHDOE offered to NH school districts the opportunity to submit an application to participate in the development and piloting of Focused Monitoring. Five school districts submitted applications, of which 3 were selected to participate. The pilot year included an in-depth review and analysis of each district’s practices, including curriculum, instruction and assessment and the impact that those practices have on student achievement. Emphasis was placed upon the study of the achievement gap. The shared outcomes, findings and recommendations from the 3 pilot districts provided a critical foundation for the future of Focused Monitoring.

#### **2006-07 Focused Monitoring Pilot Process Activities:**

- Application by district to participate in the pilot process
- Orientation and professional development provided to the selected sites
- Technical assistance and facilitation of the Focused Monitoring Process provided by the Program Approval Management Team throughout the 2006-07 school year
- Development of parent and student participation in the Focused Monitoring process
- Development of a “critical path”/calendar of the Focused Monitoring Year
  - Team Development
  - Data Identification and Gathering
  - Compliance Review
  - Data Review and Analysis
  - Determination of Findings
  - Submission of Implementation Grant to Support Action Plan
- Dissemination of the Focused Monitoring Process for the 2007-08 Selected Sites

Attached with this summary report, is the 2006-07 Focused Monitoring Notebook that was developed as a guide for the NHDOE and the 3 selected sites in the piloting of Focused Monitoring. These three districts and their Focused Monitoring “Achievement Teams” came forth to assist the NHDOE in the design, planning and piloting of Focused Monitoring, and we are especially grateful for their contributions and willingness to work as partners with the NHDOE in the development of Focused Monitoring.

As part of the NHDOE Focused Monitoring Process, the management team worked collaboratively with NHDOE and the pilot sites in the design and implementation of a compliance component. This component, the IEP Review Process, was designed to help IEP teams examine the IEP for educational benefit, as well as to ensure current school practices are compliant with federal and state requirements. The review was based on the

fact that the IEP is the foundation of the special education process, and is directly linked to student achievement. In addition to the IEP reviews that were conducted, part of the Focused Monitoring Compliance Component was the submission and review of special education policy and procedures, personnel rosters, program descriptions, and follow up on previous corrective actions. The Focused Monitoring IEP Review Data Collection Form, created for use with the 3 Pilot sites, is included in the appendix section of this report. The compliance information gathered from the Focused Monitoring Pilot Sites is included in each Achievement Team's Final Report.

**Primary Goals for Pilot Year:**

- To assist pilot districts in developing a plan to narrow the achievement gap that exists between students with disabilities and their non-disabled peers.
- To partner with 3 pilot districts in the development of a statewide model that will provide future selected FM districts with a process to identify whether or not an achievement gap exists.

**Primary Objectives for the Pilot Year:**

- To provide LEAs with support and technical assistance in the collection and analysis of data as it relates to closing the achievement gap.
- To address the achievement gap as a district wide educational issue in regard to curriculum, instruction and assessment, and not just a special education issue.
- To develop methods, tools and process to increase state, regional and local capacity to address issues directly related to improved student outcomes in narrowing the achievement gap.

The pilot school districts selected to participate in the development of Focused Monitoring were, Sanborn Regional, Plymouth and Moultonborough. Each of these districts was assigned two technical assistants from the program approval management team who were responsible for the facilitation of the following data collection activities:

- Orientation and training on all aspects of Focused Monitoring
- Development and facilitation of the achievement team
- Development of the focused monitoring year which included:
  - Essential question to be studied related to the achievement gap
  - Data Inventory and data identification to be studied
  - Data review and analysis
  - Determination of findings
  - Implementation of compliance component
  - Development of an Improvement Plan

In each of the pilot sites, the collection of relevant and meaningful data was central to the Focused Monitoring Process. Each team was expected to develop and maintain a record of data collection activities, each of which is summarized in the final reports submitted to the NHDOE.

Examples of data that was collected reviewed and analyzed within the three pilot sites are listed as follows:

- Systems readiness for change assessment
- District data (e.g. demographics, special education identification rate, number/types of school personnel, service delivery models, professional development, attendance, drop out rates, discipline data, etc.)
- Standardized assessment scores (Achievement and Aptitude)
- Individual student assessments
- Assessment of attitudes and perceptions (staff, student, parent, administration, community)
- Special education compliance (policy and procedures, review of IEPs, qualifications of staff, review of programming and documentation of student progress)

All of the data collection activities for each Focused Monitoring site were customized and guided by the Key Performance Indicator and the Essential Question that each Achievement Team developed to study during the 2006-07 school year. For each pilot site, a summary of the data, along with the improvement plan developed to address the achievement gap, has been provided to the NHDOE, Bureau of Special Education. As a result of working with the three pilot sites the following trends were identified through the data collection activities:

1. Few individuals in the districts were adequately trained to gather and analyze data or to establish and maintain data management systems.
2. Teachers do not see gathering and analyzing data as part of their jobs.
3. The districts did not have data management systems that allowed for easy access to and analysis of data.
4. Teachers have been trained to be content driven, not data oriented; process oriented, they are product driven.

## **Section 4: Case Study Compliance Review Data Collection Summary**

### **The NHDOE Case Study Compliance Review Process**

The data on the following pages was collected during the 2006-07 Case Study Compliance Reviews and Modified Case Study Compliance Reviews and from parent surveys conducted by the educational communities visited, as well as from new program applications, corrective action visits to 2005-06 sites, professional development offerings and applications for NHDOE Cider and Sliver Lite Grants.

During the 2006-07 School Year, the NHDOE conducted Case Study Reviews on a total of 169 students at 19 SAUs and private schools. Of the case studies, 120 were conducted within SAUs at the elementary, middle and high school level and 25 were conducted at private schools at the elementary, middle and high school level. The remaining 24 case studies were conducted at the preschool level, two at a private school and the rest at SAUs.

The Case Study Reviews are conducted to ensure compliance with state and federal special education rules and regulations. The reviews have evolved to emphasize partnerships with and technical assistance to LEAs and private schools, as well as job embedded professional development. This evolution provides further emphasis on the development of strong accountability systems. The aim of the Case Study Compliance Review is to ask questions and collect data around 3 target areas: Access to the General Curriculum, Transition, and Behavior Strategies and Discipline.

As part of the Case Study Compliance Review Process, the LEA or private school must also complete an application and provide documented special education policy and procedures, qualifications of staff, program descriptions and other information.

### **Modified Visits**

As directed by NHDOE, Bureau of Special Education, during the 2006-07 school year it was determined that five of the Case Study Sites would be selected to host modified visits. Modified Case Study Visits focused on a defined section of the SAU that warranted the most attention, rather than the entire SAU. The five modified sites were: SAU 35 Littleton area, SAU 42 Nashua, SAU 16 Exeter area, SAU 57 Salem and SAU 52 Portsmouth. Modified visits were conducted only during the 2006-07 school year, as the NHDOE transitioned to the Focused Monitoring Process for SAUs. Of the 169 total case studies mentioned above, 35 were conducted at modified visit sites. (Attached in the appendix is a description of the modified process.)

The first set of tables below (on pages 22-33) tally the responses gathered at the standard Case Study Compliance Reviews conducted during the 2006-07 school year, followed by tables of data gathered during the modified visits. The data was collected on the Case Study Data Collection Forms that the visiting and building level team members completed together during the visit (sample form included in appendix). Please note that the tables reflect all statements recorded by visiting and building level team members. Occasionally team members leave blank spaces on the data collection forms; consequently, the total numbers of responses vary slightly from question to question

within each table. After each set of tables there is a narrative summary of the data. The tables of data collected at the Modified Case Study Compliance Reviews may be found on pages 34-36.

## PUBLIC SCHOOL CASE STUDY REVIEW RESPONSES

K - 12

**These Responses Were Collected on the Case Study Data Collection Forms  
During the 2006-07 Case Study Compliance Reviews**

PUBLIC SCHOOLS							
<b>ACCESS TO THE GENERAL CURRICULUM STATEMENTS</b> <u>Ed. 1109.01 Elements of an IEP CFR 300.347 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 CFR 300.553 Ed. 1119.03, Full Access to District's Curricula CFR 300.24, CFR 300.347</u> <u>Ed. 1119.08, Diplomas Ed. 1107.04 (d) Qualified Examiner Ed. 1133.05 (c)(h)(k)</u> <u>CFR 300.347 Program Requirements, Content of IEP</u> <u>Ed. 1133.20 Protections Afforded to Children with Disabilities</u> <u>CFR 300.347 (a)(1)(i)</u>	<b>Total Number of Responses</b>	YES		NO		N/A	
		#	%	#	%	#	%
		Team uses multiple measures to design, implement and monitor the student's program.	95	93	98	2	2
IEP goals are written in measurable terms.	95	55	58	40	42		
Student has made progress over the past three years in IEP goals. Goal 1	93	74	80	13	14	6	6
Student has made progress over the past three years in IEP goals. Goal 2	90	65	72	12	13	13	15
Student <u>has access to</u> the general curriculum (as outlined by the district, sending district or NH frameworks.)	95	95	100				
Student <u>participates in</u> the general curriculum in a regular education setting with non-disabled peers, as appropriate, with necessary supports.	95	93	98	1	1	1	1
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.	95	92	97	1	1	2	2
Student participates appropriately in state, district and school-wide assessments.	95	87	91			8	9
Student <u>shows progress</u> in state, district and school-wide assessments.	93	72	77	12	13	9	10
Student <u>has opportunities</u> to participate in general extracurricular and other non-academic activities with necessary supports.	93	87	93	2	2	4	5
Student <u>does participate</u> in general extracurricular and other non-academic activities with necessary supports.	90	64	71	18	20	8	9
Was the student's most recent LEA evaluation, including a written summary report and meeting, held within 45 days of parental permission to test?	93	54	58	37	40	2	2

<i>For High School Students:</i>		YES		NO	
		#	%	#	%
Student is earning credits toward a regular high school diploma.	22	19	86	3	14
Student will earn an IEP diploma or a certificate of completion.	17	17	100		
Does this school / district have a clear policy for earning a high school diploma?	17	17	100		

PUBLIC SCHOOLS (continued)							
<b>TRANSITION STATEMENTS</b> <u>Ed. 1102.53, Transition Services CFR 300.29 Ed. 1107.02 CFR 300.132 Part C Transition</u> <u>Ed. 1109.01, Elements of and IEP (Transition Services) CFR 300.347 (b)(1)(2)</u> <u>20 U.S.C. 1401(34) 20 U.S.C. 1414 (d)(1)(A)(i)(VIII)(aa)(bb)(cc)</u> <u>Ed. 1109.03, IEP Team</u> <u>CFR 300.344 (b)(1) Ed. 1133.05 CFR 300.347 (b)(1)(2) Program Requirements</u>	Total Number of Responses	YES		NO			
		#	%	#	%		
		<i>For all students, respond to the following 3 statements:</i>					
Transition planning from grade to grade takes place.	93	93	100				
Transition planning from school to school takes place.	93	93	100				
Collaboration has occurred between general and special education staff in IEP development and in transition planning.	93	93	100				
<i>For middle or high school students, also respond to the following 4 statements:</i>							
Transition planning is designed as a results oriented process that promotes movement from school to the student's desired post-school goals.	43	37	86	6	14		
IEP team includes parent as part of transition planning.	45	42	93	3	7		
IEP team and process includes student as part of transition planning.	45	40	89	5	11		
IEP includes current level of performance related to transition services.	42	30	71	12	29		
<i>If the student is age 14 or older during the course of the IEP, also respond to the following 3 statements:</i>							
There is documentation that the student has been invited to attend IEP meetings.	28	25	89	3	11		
A statement of the transition service needs is included in the IEP.	28	23	82	5	18		
The statement of transition focuses on the student's course of study (e.g. vocational programming, advanced placement).	28	22	78	6	22		
<i>If the student is age 16 or older during course of the IEP, also respond to the following 11 statements:</i>							
	Total Number of Responses	YES		NO		N/A	
		#	%	#	%	#	%
Transition plan, including student's <u>measurable</u> post-high school goals, is in place.	17	8	47	9	53		

There is documentation that representatives of other agencies have been invited to IEP meetings.	16	5	31	4	25	7	44
Statement of needed transition services is presented as a coordinated set of activities.	17	15	88	2	12		
The statement of transition focuses on the student's course of study (e.g. vocational programming, advanced placement).	17	15	88	2	12		
The IEP includes a statement of needed transition services and considers instruction.	17	15	88	2	12		
The IEP includes a statement of needed transition services and considers related services.	17	14	82	2	12	1	6
The IEP includes a statement of needed transition services and considers community experiences.	17	15	88	2	12		
The IEP includes a statement of needed transition services and considers development of employment skills.	16	14	87	2	13		
The IEP includes a statement of needed transition services and considers development of daily living skills.	16	10	62	1	6	5	32
Student is informed prior to age 17 of his/her rights under IDEA.	17	15	88	2	12		
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.	15	6	40	3	20	6	40

PUBLIC SCHOOLS (continued)							
<b>BEHAVIOR STRATEGIES AND DISCIPLINE</b> <u>Ed. 1109.02 Program CFR 300.346</u> <u>Ed. 1119.11 Disciplinary Procedures</u> <u>CFR 300.519-300.529</u> <u>Ed. 1133.07 (a)(b)(c)(d)(e)</u> <u>CFR 300.510-300.529 20 U.S.C. 1415 (K)</u> <u>Child Management – Private Schools</u> <u>RSA 169-C Child Protection Act</u>	Total Number of Responses	YES		NO		N/A	
		#	%	#	%	#	%
		Data are used to determine impact of student behavior on his/her learning.	94	64	68	2	2
Has this student ever been suspended from school?	94	28	30	56	59	10	11
If appropriate, a functional behavior assessment has been conducted.	95	22	23	9	9	64	68
IEP team has addressed behaviors that are impacting student learning.	95	67	71	1	1	27	28
A behavior intervention plan has been written to address behaviors.	95	31	33	9	9	55	58
All individuals working with the student have been involved in developing behavior intervention strategies.	95	55	58	2	2	38	40
Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.	95	44	46	4	4	47	50
Results of behavior intervention strategies are evaluated and monitored.	92	50	54	2	2	40	44
A school-wide behavior intervention model exists.	87	55	63	31	36	1	1

## **Interpretation/Analysis of the SAU K-12 Data Above:**

Upon review of the data collected through the NHDOE Special Education Case Study Presentations, the following trends have been identified in SAUs (K-12):

- **Evaluations conducted within 45 days of parental permission to test:**

During the 2006-07 school year, the case studies presented in the public school setting reflected that educational communities continue to be challenged by completing special education evaluations in a timely manner. (Only 58% of the evaluations were completed within 45 days of parental permission to test.)

- **Annual Measurable Goals:**

Staff within the public school setting continue to need assistance in writing annual measurable IEP goals. (Only 58% of the IEPs reviewed contained measurable annual goals.)

- **Transition Planning:**

Staff within the public school setting continue to need assistance in writing measurable post high school goals as part of the transition plan in IEPs. (Only 47% of the transition plans reviewed as part of the Case Study Compliance Reviews included coordinated, measurable, annual IEP goals and transition services that would reasonably enable the student to meet the post-secondary goals, and only 40% of graduating students' IEPs included a summary of the student's academic achievement and functional performance and recommendations on how to assist the student in meeting his or her post-secondary goals.)

**It is important to note that several statements rated responses of 100% compliance. Statewide strengths that were noted include:**

- Student has access to the general curriculum
- School / District has a clear policy for earning a high school diploma
- Transition planning takes place from grade to grade and school to school
- Collaboration occurs between general and special educators in IEP development and transition planning

**PRIVATE SCHOOL CASE STUDY REVIEW RESPONSES**

**K - 12**

**These Responses Were Collected on the Case Study Data Collection Forms  
During the 2006-07 Case Study Compliance Reviews**

PRIVATE SCHOOLS							
<b>ACCESS TO THE GENERAL CURRICULUM STATEMENTS</b> <u>Ed. 1109.01 Elements of an IEP CFR 300.347 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 CFR 300.553 Ed. 1119.03, Full Access to District's Curricula CFR 300.24, CFR 300.347</u> <u>Ed. 1119.08, Diplomas Ed. 1107.04 (d) Qualified Examiner Ed. 1133.05 (c)(h)(k)</u> <u>CFR 300.347 Program Requirements, Content of IEP</u> <u>Ed. 1133.20 Protections Afforded to Children with Disabilities</u> <u>CFR 300.347 (a)(1)(i)</u>	Total Number of Responses	YES		NO		N/A	
		#	%	#	%	#	%
		Team uses multiple measures to design, implement and monitor the student's program.	23	23	100		
IEP goals are written in measurable terms.	22	8	36	14	64		
Student has made progress over the past three years in IEP goals. Goal 1	23	18	78			5	22
Student has made progress over the past three years in IEP goals. Goal 2	23	18	78			5	22
Student <u>has access to</u> the general curriculum (as outlined by the district, sending district or NH frameworks.)	23	19	83	4	17		
Student <u>participates in</u> the general curriculum in a regular education setting with non-disabled peers, as appropriate, with necessary supports.	23	4	17	1	5	18	78
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.	23	8	35			15	65
Student participates appropriately in state, district and school-wide assessments.	21	15	71			6	29
Student <u>shows progress</u> in state, district and school-wide assessments.	16	7	44	1	6	8	50
Student <u>has opportunities</u> to participate in general extracurricular and other non-academic activities with necessary supports.	23	21	91			2	9
Student <u>does participate</u> in general extracurricular and other non-academic activities with necessary supports.	23	16	69	3	13	4	18
Was the student's most recent LEA evaluation, including a written summary report and meeting, held within 45 days of parental permission to test?	21	14	67	2	9	5	24
<b><i>For High School Students:</i></b>	Total Number of Responses	YES		NO			
		#	%	#	%		
Student is earning credits toward a regular high school diploma.	18	15	83	3	17		
Student will earn an IEP diploma or a certificate of completion.	16	3	19	11	81		
Does this school / district have a clear policy for earning a high school diploma?	16	16	100				

**PRIVATE SCHOOLS (continued)**

<b>TRANSITION STATEMENTS</b> <u>Ed. 1102.53, Transition Services</u> <u>CFR 300.29</u> <u>Ed. 1107.02</u> <u>CFR 300.132 Part C Transition</u> <u>Ed. 1109.01, Elements of and IEP (Transition Services)</u> <u>CFR 300.347</u> <u>(b)(1)(2)</u> <u>20 U.S.C. 1401(34)</u> <u>20 U.S.C. 1414 (d)(1)(A)(i)(VIII)(aa)(bb)(cc)</u> <u>Ed.</u> <u>1109.03, IEP Team</u> <u>CFR 300.344 (b)(1)</u> <u>Ed. 1133.05</u> <u>CFR 300.347 (b)(1)(2) Program</u> <u>Requirements</u>	<b>Total Number of Responses</b>	<b>YES</b>		<b>NO</b>			
		#	%	#	%		
<b><i>For all students, respond to the following 3 statements:</i></b>							
Transition planning from grade to grade takes place.	22	19	86	3	14		
Transition planning from school to school takes place.	25	25	100				
Collaboration has occurred between general and special education staff in IEP development and in transition planning.	25	25	100				
<b><i>For middle or high school students, also respond to the following 4 statements:</i></b>							
Transition planning is designed as a results oriented process that promotes movement from school to the student's desired post-school goals.	25	24	96	1	4		
IEP team includes parent as part of transition planning.	25	25	100				
IEP team and process includes student as part of transition planning.	25	23	96	2	4		
IEP includes current level of performance related to transition services.	23	16	69	6	31		
<b><i>If the student is age 14 or older during the course of the IEP, also respond to the following 3 statements:</i></b>							
There is documentation that the student has been invited to attend IEP meetings.	20	18	90	2	10		
A statement of the transition service needs is included in the IEP.	22	20	91	2	9		
The statement of transition focuses on the student's course of study (e.g. vocational programming, advanced placement).	22	20	91	2	9		
<b><i>If the student is age 16 or older during course of the IEP, also respond to the following 11 statements:</i></b>							
Transition plan, including student's <u>measurable</u> post-high school goals, is in place.	13	4	31	9	69		
There is documentation that representatives of other agencies have been invited to IEP meetings.	12	9	75	2	17	1	8
Statement of needed transition services is presented as a coordinated set of activities.	13	10	77	3	23		
The statement of transition focuses on the student's course of study (e.g. vocational programming, advanced placement).	14	11	78	3	22		
The IEP includes a statement of needed transition services and considers instruction.	13	11	85	2	15		
The IEP includes a statement of needed transition services and considers related services.	11	9	82	2	18		
The IEP includes a statement of needed transition services and considers community experiences.	13	11	85	2	15		

The IEP includes a statement of needed transition services and considers development of employment skills.	7	7	100				
The IEP includes a statement of needed transition services and considers development of daily living skills.	12	7	58	5	42		
Student is informed prior to age 17 of his/her rights under IDEA.	6	4	67	2	33		
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.	13	13	100				

**PRIVATE SCHOOLS (continued)**

<b>BEHAVIOR STRATEGIES AND DISCIPLINE</b> <u>Ed. 1109.02 Program CFR 300.346</u> <u>Ed. 1119.11 Disciplinary Procedures</u> <u>CFR 300.519-300.529</u> <u>Ed. 1133.07 (a)(b)(c)(d)(e)</u> <u>CFR 300.510-300.529 20 U.S.C. 1415 (K)</u> <u>Child Management – Private Schools</u> <u>RSA 169-C Child Protection Act</u>	Total Number of Responses	YES		NO		N/A	
		#	%	#	%	#	%
		Data are used to determine impact of student behavior on his/her learning.	25	24	96		
Has student ever been suspended from school?	25	12	48	8	32	5	20
If appropriate, a functional behavior assessment has been conducted.	23	1	4	2	8	20	88
IEP team has addressed behaviors that are impacting student learning.	25	25	100				
A behavior intervention plan has been written to address behaviors.	25	18	72	3	12	4	16
All individuals working with the student have been involved in developing behavior intervention strategies.	25	25	100				
Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.	25	24	96			1	4
Results of behavior intervention strategies are evaluated and monitored.	25	24	96			1	4
A school-wide behavior intervention model exists.	25	25	100				

**Interpretation/Analysis of Private Special Education School Data:**

Upon review of the data collected through the NHDOE Special Education Case Study Presentations, similar trends have been identified in private schools K-12 as are listed above for the SAUs:

- **Measurable Annual Goals in IEPs:**  
A significant number of IEPs reviewed did not have measurable annual goals in the IEPs. (Only 36% of IEPs reviewed had measurable annual goals.)
- **Evaluations conducted within 45 days of parental permission to test:**  
During the 2006-07 school year, the case studies presented in the private school setting reflected that educational communities continue to be challenged by completing special education evaluations in a timely manner. (Only 67% of the

evaluations for students placed in private schools were completed by the LEA within 45 days of parental permission to test.)

**• Transition Planning:**

Based on the case study presentations, a significant number of transition plans lacked required components: evidence of measurable post high school goals, statements of needed transition services and evidence of student being informed prior to age 17 of his/her rights under IDEA.

**Several statements rated responses of 100% compliance, including:**

- Team uses multiple measures to design, implement and monitor the student’s program.
- Transition planning from school to school takes place.
- Collaboration has occurred between general and special education staff in IEP development and in transition planning.
- IEP team includes parent as part of transition planning.
- 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.
- IEP team has addressed behaviors that are impacting student learning.
- All individuals working with the student have been involved in developing behavior intervention strategies.
- A school-wide behavior intervention model exists.

**PUBLIC PRESCHOOL CASE STUDY REVIEW RESPONSES**  
**These Responses Were Collected on the Case Study Data Collection Forms**  
**During the 2006-07 Case Study Compliance Reviews**

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 Ed1119.01 (f) Provision of Non-Academic Services/Settings CFR 300.320 (a) CFR 300.34 Ed. 1119.03, Full Access to District’s Curricula Ed. 1119.08 Diplomas Ed. 1107.04 (d) Qualified Examiner Ed. 1133.05 (c)(h)(k) CFR 300.320 Program Requirements, Content of IEP Ed. 1133.20 Protections Afforded to Children with Disabilities CFR 300.320(a)(1)(i) “... general curriculum (i.e., the same curriculum as for nondisabled children)” CFR 300.320(a)(4)(iii) “To be educated and participate with other children with disabilities and non disabled children”	Total Number of Responses	YES		NO		NA	
		#	%	#	%	#	%
		Is there a written general education curriculum in place for preschoolers?	11	11	100		
Does the curriculum incorporate social/emotional skills?	11	11	100				
Has this student made progress in social/emotional skills?	11	10	91	1	9		
Does the curriculum incorporate early language/communication skills?	11	11	100				
Has this student made progress in early language/communication skills?	11	10	91	1	9		
Does the curriculum incorporate pre-reading skills?	11	11	100				
Has this student made progress in pre-reading skills?	11	10	91	1	9		
Does this student have access to appropriate preschool activities?	11	11	100				

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?	11	11	100				
Did this student participate in an assessment as part of the Preschool Special Education Outcomes Measurement System?	11					11	100
Was the student's most recent evaluation, (initial or re-evaluation) including a written summary report and meeting, held within 45 days of parental permission to test?	11	7	64	4	36		
Did the IEP team meet to create the IEP within 30 calendar days of eligibility?	11	10	91	1	9		
Was and IEP fully developed and signed by the student's third birthday?	11	4	36	3	28	4	36
Are this student's IEP goals written in measurable terms?	10	6	60			4	40

**PUBLIC PRESCHOOL (continued)**

<b>TRANSITION STATEMENTS</b> <u>Ed. 1102.53, Transition Services CFR 300.29</u> <u>Ed. 1109.01, Elements of an IEP (Transition Services) CFR 300.347 (b)(1)(2)</u> <u>Ed. 1109.03, IEP Team CFR 300.344 (b)(1)</u>	<b>Total Number of Responses</b>	<b>YES</b>		<b>NO</b>		<b>N/A</b>	
		#	%	#	%	#	%
		Transition planning from ESS to preschool takes place.	11	6	55		
Transition planning from preschool to kindergarten or 1st grade takes place.	11	10	91			1	9
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.	11	3	27	3	27	5	45
IEP Team around transition includes parents.	11	11	100				
IEP Team around transition includes appropriate agencies.	11	11	100				
Services agreed on in the IEP began by the time specified in the IEP.	11	11	100				
Early Supports and Services provided the school or district with initial information prior to 90 days.	11	5	45	2	18	4	36
Early Supports and Services evaluation information was shared with the school or district.	11	7	64	1	9	3	27

**PUBLIC PRESCHOOL (continued)**

<b>BEHAVIOR STRATEGIES AND DISCIPLINE</b> <u>Ed. 1109.02 Program CFR 300.346</u> <u>Ed. 1119.11 Disciplinary Procedures CFR 300.519-300.529</u> <u>Ed. 1133.07 (a)(b)(c)(d)(e) CFR 300.510-300.529</u> <u>Child Management – Private Schools</u> <u>RSA 169-C Child Protection Act</u>	<b>Total Number of Responses</b>	<b>YES</b>		<b>NO</b>		<b>N/A</b>	
		#	%	#	%	#	%
		Data are used to determine impact of student behavior on his/her learning.	11	9	82		
Has this student ever been suspended from school?	11	2	18	7	63	2	18
A functional behavior assessment has been conducted.	11	3	27			8	73
IEP team has addressed behaviors that are impacting student learning.	11	9	82			2	18
A behavior intervention plan has been written to address behaviors.	11	3	27	1	9	7	64
All individuals working with the student have been involved in developing behavior intervention strategies.	11	8	73			3	27

Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.	11	6	55			5	45
Results of behavior intervention strategies are evaluated and monitored.	11	8	73				27

**PRIVATE PRESCHOOL CASE STUDY REVIEW RESPONSES**  
**These Responses Were Collected on the Case Study Data Collection Forms**  
**During the 2006-07 Case Study Compliance Reviews**

**PRIVATE PRESCHOOL**

<b>ACCESS TO THE GENERAL CURRICULUM STATEMENTS</b> <u>Ed. 1109.01 Elements of and IEP CFR 300.347 Ed. 1109.05, Implementation of IEP</u> <u>Ed. 1115.07, Provision of Non-Academic Services CFR 300.306</u> <u>Ed. 1119.03, Full Access to District's Curricula CFR 300.24, CFR 300.347</u> <u>Ed. 1119.08, Diplomas CFR 300.347(a)(1)(i) CFR 300.347 (a)(1)(iii)</u>	<b>Total Number of Responses</b>	<b>YES</b>		<b>NO</b>		<b>N/A</b>	
		#	%	#	%	#	%
		Is there a written general education curriculum in place for preschoolers?	2	2	100		
Does the curriculum incorporate social/emotional skills?	2	2	100				
Has this student made progress in social/emotional skills?	2	2	100				
Does the curriculum incorporate early language/communication skills?	2	2	100				
Has this student made progress in early language/communication skills?	2	2	100				
Does the curriculum incorporate pre-reading skills?	2	2	100				
Has this student made progress in pre-reading skills?	2	2	100				
Does this student have access to appropriate preschool activities?	2	2	100				
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?	2	2	100				
Did this student participate in an assessment as part of the Preschool Special Education Outcomes Measurement System?	2					2	100
Was the student's most recent evaluation, (initial or re-evaluation) including a written summary report and meeting, held within 45 days of parental permission to test?	2	2	100				
Did the IEP team meet to create the IEP within 30 calendar days of eligibility?	2	2	100				
Was and IEP fully developed and signed by the student's third birthday?	2	2	100				
Are this student's IEP goals written in measurable terms?	2			2	100		

**PRIVATE PRESCHOOL (continued)**

<b>TRANSITION STATEMENTS</b> <u>Ed. 1102.53, Transition Services CFR 300.29</u> <u>Ed. 1109.01, Elements of an IEP (Transition Services) CFR 300.347 (b)(1)(2)</u> <u>Ed. 1109.03, IEP Team CFR 300.344 (b)(1)</u>	<b>Total Number of Responses</b>	<b>YES</b>		<b>NO</b>		<b>NA</b>	
		#	%	#	%	#	%
		Transition planning from ESS to preschool takes place.	2	2	100		

Transition planning from preschool to kindergarten or 1st grade takes place.	2	2	100				
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.	2			1	50	1	50
IEP Team around transition includes parents.	2	2	100				
IEP Team around transition includes appropriate agencies.	2	2	100				
Services agreed on in the IEP began by the time specified in the IEP.	2	2	100				
Early Supports and Services provided the school or district with initial information prior to 90 days.	2	1	50			1	50
Early Supports and Services evaluation information was shared with the school or district.	2	1	50			1	50

**PRIVATE PRESCHOOL (continued)**

<b>BEHAVIOR STRATEGIES AND DISCIPLINE</b> <u>Ed. 1109.02 Program CFR 300.346</u> <u>Ed. 1119.11 Disciplinary Procedures</u> <u>CFR 300.519-300.529</u> <u>Ed. 1133.07 (a)(b)(c)(d)(e)</u> <u>CFR 300.510-300.529</u> <u>Child Management – Private Schools</u> <u>RSA 169-C Child Protection Act</u>	<b>Total Number of Responses</b>	<b>YES</b>		<b>NO</b>		<b>N/A</b>	
		<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>
		Data are used to determine impact of student behavior on his/her learning.	2				
Has this student ever been suspended from school?	2			1	50	1	50
If appropriate, a functional behavior assessment has been conducted.	2					2	100
IEP team has addressed behaviors that are impacting student learning.	2	1	50			1	50
A behavior intervention plan has been written to address behaviors.	2					2	100
All individuals working with the student have been involved in developing behavior intervention strategies.	2	1	50			1	50
Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.	2	1	50			1	50
Results of behavior intervention strategies are evaluated and monitored.	2	1	50			1	50

**Interpretation/Analysis of Preschool Program Data:**

Based on the preschool case study presentations, the following trends were identified as needing attention:

- **Evaluations conducted within 45 days of parental permission:**

The data indicates that staff working with preschoolers are challenged by completing special education evaluations in a timely manner. (Only 64% of the public school evaluations that were conducted on preschoolers were completed within 45 days of parental permission to test.)

- **Measurable Annual Goals in IEP:**

As with the data reflected in the K-12 population of students, staff at the preschool level are also challenged by writing measurable annual goals in IEPs. (Only 60% of the preschool IEPs reviewed had annual goals written in measurable terms.)

A number of transition statements were answered with NA, typically because the child moved to the district after their 3<sup>rd</sup> birthday.

**Positive Trends in the Data:**

A large number of preschool statements were found to have 100% compliance, including those bulleted below:

- Is there a written general education curriculum in place for preschoolers?
- Does this student have access to appropriate preschool activities?
- 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?
- IEP Team around transition includes parents.
- IEP Team around transition includes appropriate agencies.
- Services agreed on in the IEP began by the time specified in the IEP.

**MODIFIED CASE STUDY REVIEW RESPONSES**

**K - 12**

**These Responses Were Collected on the Case Study Data Collection Forms  
During the 2006-07 Modified Case Study Compliance Reviews**

<b>ELEMENTARY DATA</b>							
<b>ACCESS TO THE GENERAL CURRICULUM STATEMENTS</b>	<b>Total Number of Responses</b>	<b>YES</b>		<b>NO</b>		<b>N/A</b>	
		<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>
IEP goals are written in measurable terms.	3			3	100		
Student <u>has access to</u> the general curriculum (as outlined by the district, sending district or NH frameworks).	3	3	100				
Student <u>participates</u> appropriately in state, district and school-wide assessments.	3	2	67			1	33
Student <u>has opportunities</u> to participate in general extracurricular and other non-academic activities with necessary supports.	3	3	100				
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?	3	2	67	1	33		

**ELEMENTARY (continued)**

<b>TRANSITION STATEMENTS</b>	<b>Total Number of Responses</b>	<b>YES</b>		<b>NO</b>	
		<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>
Collaboration has occurred between general and special education staff in IEP development and in transition planning.	3	3	100		

**ELEMENTARY (continued)**

<b>BEHAVIOR STRATEGIES AND DISCIPLINE STATEMENTS</b>	<b>Total Number of Responses</b>	<b>YES</b>		<b>NO</b>		<b>N/A</b>	
		<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>
Has this student ever been suspended from school?	3			3	100		
If appropriate, a functional behavior assessment has been conducted.	3	1	33			2	67
IEP team has addressed behaviors that are impacting student learning.	3	2	67			1	33
A behavior intervention plan has been written to address behaviors.	3	1	33			2	67

MIDDLE/HIGH SCHOOL DATA							
ACCESS TO THE GENERAL CURRICULUM STATEMENTS	Total Number of Responses	YES		NO		N/A	
		#	%	#	%	#	%
IEP goals are written in measurable terms.	21	7	33	14	67		
Student <u>has access to</u> the general curriculum (as outlined by the district, sending district or NH frameworks).	21	21	100				
Student <u>participates</u> appropriately in state, district and school-wide assessments.	21	21	100				
Student <u>has opportunities</u> to participate in general extracurricular and other non-academic activities with necessary supports.	20	20	100				
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?	17	5	29	12	71		

**MIDDLE/HIGH SCHOOL (continued)**

TRANSITION STATEMENTS	Total Number of Responses	YES		NO		N/A	
		#	%	#	%	#	%
IEP team includes parents as part of transition planning.	20	18	90			2	10
IEP team and process includes student as part of transition planning.	18	14	78			4	22
IEP includes current level of performance related to transition services.	17	8	47	6	35	3	18
There is documentation that the student has been invited to attend IEP meetings.	17	9	53	5	29	3	18
The statement of transition focuses on the student's course of study (e.g. vocational programming, advanced placement).	17	12	71	2	12	3	18
Transition plan, including student's <u>measurable</u> post-high school goals, is in place.	6	2	33	4	67		
Statement of needed transition services is presented as a coordinated set of activities.	6	4	67	2	33		

**MIDDLE/HIGH SCHOOL (continued)**

BEHAVIOR STRATEGIES AND DISCIPLINE	Total Number of Responses	YES		NO		N/A	
		#	%	#	%	#	%
Has this student ever been suspended from school?	21	5	24	14	67	2	9
If appropriate, a functional behavior assessment has been conducted.	19			3	16	16	84
IEP team has addressed behaviors that are impacting student learning.	19	8	42	2	11	9	47
A behavior intervention plan has been written to address behaviors.	20	2	10	5	25	13	65

PRESCHOOL DATA							
ACCESS TO THE GENERAL CURRICULUM STATEMENTS	Total Number of Responses	YES		NO		N/A	
		#	%	#	%	#	%
Is there a written general education curriculum in place for preschoolers?	11	9	82	2	18		
Does this student have access to appropriate preschool activities?	11	11	100				
Was the student's most recent LEA evaluation, including a written summary report and meeting, held within 45 days of parental permission to test?	11	8	73	2	18	1	9
Did the IEP team meet to create the IEP within 30 calendar days of eligibility?	11	9	82			2	18
Was and IEP fully developed and signed by the student's third birthday?	11	8	73	1	9	2	18
Are this student's IEP goals written in measurable terms?	11	3	27	8	73		

**PRESCHOOL (continued)**

TRANSITION STATEMENTS	Total Number of Responses	YES		NO		N/A	
		#	%	#	%	#	%
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.	11	6	55	1	9	4	36
IEP team involved in transition includes parents.	11	11	100				
IEP team involved in transition includes appropriate agencies.	11	9	82			2	18
Services agreed on in the IEP began by the time specified in the IEP.	11	10	91			1	9

**PRESCHOOL (continued)**

BEHAVIOR STRATEGIES AND DISCIPLINE	Total Number of Responses	YES		NO		N/A	
		#	%	#	%	#	%
Has this student ever been suspended from school?	11			10	91	1	9
If appropriate, a functional behavior assessment has been conducted.	11			1	9	10	91
A behavior intervention plan has been written to address behaviors.	11	1	9			10	91

**Interpretation/Analysis of Modified Visit Data:**

The data from the Modified Case Study Reviews conducted during 2006-07 is similar to the data from the standard Case Study Compliance Reviews. Again, low points were measurable annual goals in IEPs (only 29%) and evaluations completed within 45 days (only 48%), as well as in the area of transitions. High points were access to general curriculum and students having opportunities to participate in extracurricular activities (both at 100%).

**Data Collected on Citations of Non-Compliance During the 2006-2007 Case Study Compliance Review Process:**

The following is a table of the 2006-2007 sites and their citations. Details of the citations are included in each site's Case Study Compliance Review Report. Electronic copies of the reports are available at the NHDOE and through the Program Approval Management Team.

**ALL 2006-2007 SITES, PRESCHOOL – GRADE 12  
AND THEIR CITATIONS OF NON-COMPLIANCE**

<b>SITE NAME</b>	<b>TYPE - SAU / PRIVATE</b>	<b>REPORT DATE</b>	<b>CITATION</b>	<b>ED #</b>
<b>Becket</b>	private	2/1/2007	Full Access & Program Requirements	Ed 1109.03 Ed 1133.05
			Assessment	Ed 1133.05
			Program Requirements	Ed 1133.05
			Personnel	Ed 1133.08
			Program Requirements	Ed 1133.05
			Transfer of Rights	CFR 300.347 ( c)
			Performance Summary	CFR 300.305 (e)(2)(3)
			IEP goals	Ed 1109.01
			Facilities	Ed 1133.13 (B)
			Meetings	Ed 1102.28
<b>Cedarcrest</b>	private		NO CITATIONS	
<b>Contoocook School</b>	private	4/9/2007	IEP-goals	Ed 1109.01
<b>Conway</b>	SAU 09	2/12/2007	IEP-goals	Ed 1109.01
			IEP-performance	Ed 1109.01
			IEP-transition needs	Ed 1109.01
			IEP-focus on course of study	Ed 1109.01
			Evaluation timeline	Ed 1125.04
			Age 16 Goals	20 U.S.C. 1414(d)(1) (AQ)(i)(I)(VIII)
			Handicap Accessible	Ed 1119.06
			IEP by age 3	Ed 1115.01
			OOD/James O	CFR 300.347 (b)(l)
			OOD/James O	Ed 1109.01( c)+E35
OOD/James O	Ed 1109.01(e)			
OOD/James O	Ed 1109.01 CFR 300.347(a)(3)			
<b>Easter Seals-Lancaster</b>	private	2/28/2007	IEP goals	Ed 1109.01
			Access to Curricula	Ed 1119.08
			Evaluations	Ed 1107.03 & Ed 1125.04
			Transition Planning	Ed 1102.53 CFR 300.29

<b>Epping</b>	SAU 14	6/18/2007	Transition	Ed 1102.53
			Process; FAPE-transition to preschool	Ed 1107.02 300.132
			Evaluation Timeline	Ed 1107.04
			IEP goals	Ed 1109.01
			IEP Team	Ed 1109.03 CFR 300.344 (a)(7)
<b>Exeter</b>	SAU 16	4/11/2007	Full Access to Curricula	Ed 1119.03 CFR 300.320(a)CFR300.34
			Process; FAPE-transition to preschool	Ed 1107.02
			IEP goals	Ed 1109.01
			IEP Team Membership	Ed 1115.03 34CFR 300.344(a)(7)
<b>Granite Hill</b>	private	4/24/2007	IEP goals	Ed 1109.01
			IEP Content – Student Rights	CFR 300.347
			Credits toward Diploma	Ed 1119.08
<b>Hillsboro/Deering</b>	SAU 34	5/18/2007	Required IEP Compliance	Ed 1119.01( c) 300.347 (3)(ii)
			OOD/James O	1107.01 and 1107.04(d)
			OOD/James O	1109.01 (a)
<b>Hollis</b>	SAU 41	3/21/2007	Special Ed. Process	Ed 1106.01
			Transition	Ed 1102.53 CFR 300.43
			IEP Preschool	Ed 1109.01(a), CFR 300.320
<b>Hunter</b>	private	4/6/2007	Personnel	Ed 1133.05
			IEP goals	Ed 1109.01
			Facilities	Ed 1133.13 and Ed 306.6
			Full Access	Ed 1119.03
			James O	Ed 1109.01
<b>Keene</b>	SAU 29	2/21/2007	IEP goals	Ed 1109.01
			Transition Goals	20 U.S.C.1414 (d)(1)(AQ)(i)(I)(VIII)
			Transition Planning	20 U.S.C.1414 (d)(1)(A)(i)(VIII)
			IEP Team	Ed 1109.03
			IEP Rights	Ed 1109.01
			LEA Summary	Ed 34 CFR 300.305(e)(3)
			Evaluation Timeline	Ed1125.04
			Discipline Procedures	Ed 1119.11
			Spec. Ed. Process/Sequence	Ed 1106
			OOD/James O	Ed 1109.01
			OOD/James O	Ed 1107.01
			OOD/James O	Ed 1107.05

<b>Littleton</b>	SAU 35	4/23/2007	Facilities	Ed 1119.06
			Diploma/Grad. Policy	Ed 1119.08
			Transition	Ed 1119.01 34 CFR 300.320
			Determination of Ed. Disabilities	Ed 1107.01
			IEP Goals	Ed 1109.01
			Establish Ed. Program	Ed 1119.02
			Personnel	Ed 1119.07
			LEA Policies & Procedures	Ed 1129.02
			OOD File	Ed 1107.01
			OOD File	Ed 1115.02
			OOD File	Ed 1130.03 &Ed 1130.04
<b>Nashua</b>	SAU 42	2/9/2007	Full Access to Curricula	Ed 1119.03 CFR 300.26
			LRE Placement	Ed 1115.01 and Ed 1115.06
			Equipment & Materials	Ed 1119.04
			Diploma/Grad. Policy	Ed 1119.08
			Disciplinary Procedures	Ed 1119.11
			Alternative Placements	Ed 1115.04
			Special Education Process/Sequence	Ed 1106.01
			Criteria for Approval	Ed 1129.02
			IEP, Accountability, Monitoring	Ed 1109.01, Ed 1109.09 & Ed 1109.10
			IEP Transition Services	Ed 1109.01 CFR 347
			Determination of Ed. Disabilities	Ed 1107.01
			Child Find Responsibilities	Ed 1103.01 (c )1,2
			IEP Team Composition	Ed 1109.01 CFR 347
			Evaluation Team Meeting	Ed 1107.04 (c )
			Parental Rights	Ed 1123.05 CFR 300.572
			Curricula	Ed 1119.03
<b>Newport/Croydon/Sunapee</b>	SAU 43	3/26/2007	Sp. Ed. Process & Sequence	Ed 1106.01
			Facilities	Ed 1119.06 & Ed 307.07
			Curricula	Ed 1119.03
			Personnel	Ed 1119.07
			IEP goals	Ed 1109.01(a)
			IEP development, review	Ed 1109.02 CFR 300.343 (c )(1)
			Transition	Ed 1102.53
			Evaluation Timeline	Ed 1107.04 (d)
			Determination of Ed. Disabilities	Ed 1107.01 (c )
<b>Portsmouth</b>	SAU 52	4/17/2007	IEP goals	Ed 1109.01
			IEP Team	Ed 1102.28

			Determination of Ed. Disabilities	Ed 1107.01
			Evaluation Requirements	Ed 1107.06
			Transition	Ed 111901.01 34 CFR 300.320(b) and (c )
<b>RSEC</b>	private	5/23/2007	IEP goals	Ed 1109.01(a) CFR 300.320
			Transition Planning	20U.S.C.1414(d)(1)(AQ)(i)(I)(VIII)
			James O	Ed 1113.02 (b)
			Age of Majority Rights	34 CFR 300.320 (c )
<b>Salem</b>	SAU 57	4/10/2007	IEP goals	Ed 1109.01 CFR 300.347 (a)(3)
<b>Winnisquam</b>	SAU 59	3/20/2007	IEP goals	Ed 1109.01
			Transition Planning	20U.S.C.1414(d)(1)(AQ)(i)(I)(VIII)
			Transition Plan	34CFR300.321(b)(1)
			Evaluation	Ed 1125.04
			IEP by 3rd birthday	Ed 1109.08
			Process; FAPE-transition to preschool	Ed 1107.02 34CFR 300.132

## **Parent Input Gathered from the 2006-07 Case Study Compliance Reviews**

As part of the NHDOE Special Education Case Study Compliance Review, feedback from parents is gathered. This is done in several ways. The parent of the case study being presented is encouraged to take part in the Case Study Presentation and that parent is also interviewed by the visiting team. In addition, all LEAs and/or private special education schools being visited are required to survey parents. This survey has been designed by the Program Approval Management Team and must be sent to all parents who have a child with a disability.

Survey results for 2006-07 have been summarized and analyzed and the results are included below for the State Performance Plan (SPP). Copies of complete results for each site visited are included in the individual site final reports. A total of 5,159 parent surveys were distributed as part of the Special Education Program Approval Process and 1,575 were completed and returned, for a 31% response rate overall.

### **Parent Survey Responses 2006-2007**

<b>SAU Parent Survey Responses, K-12</b>									
<b>Question</b>	<b>Total # of Responses</b>	<b>Completely</b>	<b>%</b>	<b>Partially</b>	<b>%</b>	<b>Not at all</b>	<b>%</b>	<b>No Answer</b>	<b>%</b>
I am adequately informed about my child's progress	1368	856	63%	410	30%	87	6%	15	1%
A variety of information (observations, test scores, school work, parent input) was used in developing my child's IEP	1376	1184	86%	157	11%	21	2%	14	1%
I have been involved in the development of behavior interventions, strategies and supports for my child.	1083	546	50%	149	14%	21	2%	367	34%
I fully participate in special education decisions regarding my child.	1356	1205	89%	102	8%	11	1%	38	3%
I have been provided with a copy of the procedural safeguards (parental rights) at least once a year.	1351	1272	94%	31	2%	7	1%	41	3%
All of the people who are important to my child's transition were part of the planning.	1329	878	66%	220	17%	46	3%	185	14%

Private School Parent Survey Responses, K-12									
Question	Total # of Responses	Completely	%	Partially	%	Not at all	%	No Answer	%
I am adequately informed about my child's progress	82	61	74%	15	18%	6	7%	0	0
A variety of information (observations, test scores, school work, parent input) was used in developing my child's IEP	109	98	90%	6	6%	1	0	4	4%
I have been involved in the development of behavior interventions, strategies and supports for my child.	106	63	59%	20	19%	1	1%	22	21%
I fully participate in special education decisions regarding my child.	109	95	87%	7	6%	2	2%	5	5%
I have been provided with a copy of the procedural safeguards (parental rights) at least once a year.	109	98	90%	2	2%	1	1%	8	7%
All of the people who are important to my child's transition were part of the planning.	105	83	79%	13	12%	2	2%	7	7%

SAU Parent Survey Responses for Preschool									
Question	Total # of Responses	Completely	%	Partially	%	Not at all	%	No Answer	%
I am adequately informed about my child's progress	77	51	66%	20	26%	3	4%	3	4%
A variety of information (observations, test scores, school work, parent input) was used in developing my child's IEP	78	70	90%	6	8%	0	0	2	2%
I have been involved in the development of behavior interventions, strategies and supports for my child.	49	28	57%	7	14%	1	2%	13	27%
I fully participate in special education decisions regarding my child.	77	70	91%	3	4%	0	0%	4	5%
I have been provided with a copy of the procedural safeguards (parental rights) at least once a year.	77	75	97%	0	0%	0	0%	2	3%
All of the people who are important to my child's transition were part of the planning.	73	40	55%	3	4%	1	1%	29	40%

Private School Parent Survey Responses for Preschool									
Question	Total # of Responses	Completely	%	Partially	%	Not at all	%	No Answer	%
I am adequately informed about my child's progress	5	5	100%						
A variety of information (observations, test scores, school work, parent input) was used in developing my child's IEP	5	4	80%					1	20%
I have been involved in the development of behavior interventions, strategies and supports for my child.	5	3	60%	1	20%			1	20%
I fully participate in special education decisions regarding my child.	5	5	100%						
I have been provided with a copy of the procedural safeguards (parental rights) at least once a year.	5	5	100%						
All of the people who are important to my child's transition were part of the planning.	5	2	40%	1	20%			2	40%

### Interpretation/Analysis of Parent Survey Data:

In looking at the survey results, the majority of parents report a high satisfaction with some special education services. In regard to their participation in decision making as related to the special education process 87-100% of parents answered they were “completely” satisfied; in regard to parents being informed of their rights 90-100% of parents answered “completely”; in regard to a variety of information being used in developing IEPs 80-90% of parents answered “completely”.

There is much less parental satisfaction with being informed of their child’s progress (In SAUs only 63-74% of parents answered they were “completely” satisfied) and with all of the people who are important to the child’s transition being part of the planning (only 40-79% of preschool parents answered “completely”).

## NHDOE Special Education Program Approval Visits To New Programs

As part of the NHDOE Special Education Program Approval Process, the Program Approval Management Team works with the Bureau of Special Education in the oversight and coordination of application materials for new special education programs. This includes logging requests for application materials, distribution of the application materials, technical assistance to the field in the completion of the materials, review and response to completed applications, as well as scheduling and conducting visits and writing summary reports. During the 2006-07 school year, there were 38 requests for application materials for establishment of new special education programs. Listed below is a summary of all requests, along with the status of the application materials.

Requests for New Program Approvals						
SAU #	School or District Name	Program Name	Request Type	Received Application	Date Approved	Approved Through
	Strafford Learning Center	ACCESS	New self-contained program	7/7/2006	* Closure Letter Sent	
SAU 34	Hillsboro-Deering School District	High School Alternative Program	Add at-risk students	7/10/2006	Approved as part of the overall 06-07 approval of SAU 34	
SAU 34	Hillsboro-Deering School District	Elementary School Alternative Program	New Program	7/10/2006		
SAU 34	Hillsboro-Deering School District	Elementary School Life Skills Program	New Program	7/10/2006		
SAU 28	Windham School District	Windham Middle School - Self Contained, Language Based	New Program	7/28/2006	9/20/06	6/30/10
SAU 19	Goffstown School District	Glen Lake Preschool & Kindergarten	Relocate Preschool & Kindergarten from Bartlett Elementary to Glen Lake School	8/14/2006	4/20/07	6/30/08
SAU 12	Londonderry Early Education Program	F.R.I.E.N.D.S. II Program at Matthew Thornton School	New program	8/21/2006	9/19/06	6/30/08
	Odyssey House, Inc		Increase Capacity by 1 day student	8/23/2006	10/9/06	6/30/08
	Cascade Academy (Eckerd Youth Alternatives)	Cascade Academy	Open an alt school program in Berlin (middle/high)	8/23/2006	8/22/07	6/30/09
	Seacoast Learning Collaborative	Add a 2nd classroom and increase ages for current DD Program	Change of program	9/7/2006	10/9/07	6/30/09
	NH Youth Detention Services Unit		Approve new facility built at YDC in Manchester & increase capacity	10/30/2006	1/17/07	6/30/08
	NH Youth Development Center		New facility & increase capacity	10/30/2006	12/12/06	6/30/10
	Monarch School of New England		Rearranging student groups at 2 sites by age	12/6/2006	4/12/07	6/30/08

Requests for New Program Approvals (continued)						
SAU #	School or District Name	Program Name	Request Type	Received Application	Date Approved	Approved Through
SAU 38	Monadnock Regional School District	PUPS Program (Proactive Understanding Positive Supports)	New program at Mt. Caesar School, K-3	12/13/2006	Approval denied by the NHDOE, 7-12-07	
SAU 34	Hillsboro-Deering School District	Middle School Alternative Education Resource Room	Change from self-contained to resource rm	1/9/2007	Approved as part of overall 06-07 approval of SAU 34	
SAU 34	Hillsboro-Deering School District	Preschool	Change from self-contained to modified regular	1/10/2007		
	Lakeview Neuro-Rehabilitation Center	Lakeview School	Increase High School Capacity	1/17/2007	In Process	
SAU 42	Nashua School District	Academy of Learning and Technology (ALT)	Alternative middle/high school	1/18/2007	In Process	
SAU 23	Haverhill School District	Functional Skills Program	Name change - formerly FINE Program	1/18/2007	4/12/07	6/30/08
	Granite Hill School		Relocate Vocational Programs	1/25/2007	4/12/07	6/30/08
SAU 61	Farmington/Middleton School Districts	Farmington Learning Academy	New Program	1/31/2007	In Process	
SAU 81	Hudson School District	Preschool Program at Nottingham West	Relocate from Hills Garrison to Nottingham W	2/6/2007	4/20/07	6/30/08
SAU 81	Hudson School District	PDD/Autism Program	Former Pre-K Program is now Elementary (@Nottingham West)	2/6/2007	4/20/07	6/30/08
	Regional Services & Education Center, Inc.	The Summit School	Add OHI to disabilities served	2/20/2007	Approved as part of overall 06-07 approval of RSEC	
	Bradford School	Extension of Contoocook School	New Program	3/5/2007	4/18/07	6/30/08
SAU 65	James House Preschool	Speech Only Preschool Program	New Program	3/12/2007	8/20/07	6/30/08
SAU 74	Barrington School District	SNAPS Program (Specific Needs Alternative Programming for Students)	New High School Program located at the Middle School	3/19/2007	In Process	
	Odyssey House, Inc and PACE		Relocate to new building & add day program called The Recovery Program	4/5/2007	5/17/07	6/30/08
	Wolfeboro Area Children's Center	Preschool Special Needs	Increase Capacity from 12 to 14	4/9/2007	4/20/07	6/30/08
	Eckerd Youth Alternatives, Inc.	Diamond Pond Academy	Decrease enrollment by ½ student – Not accepted by NHDOE	5/16/2007	Not Approved	
SAU 53	Allenstown School District	Pride Program Armand R. Dupont School	Change in admission criteria for existing program	5/16/2007	NHDOE Determined no approval necessary	
	Camp Connect - Easter Seals NH	Camp Connect @ Riddle Brook School, Bedford	New Program	5/29/2007	Close out letter mailed 10-11-07 – Application process never completed	

Requests for New Program Approvals (continued)						
SAU #	School or District Name	Program Name	Request Type	Received Application	Date Approved	Approved Through
	Birchtree Center		Add grades 9 & 10 – later amended to grade 9 only	5/22/2007	(grade 9) 10-6-06	6-30-07
	The Birchtree Center		Name change to The Birchtree Center (from Birchtree Center for Children)	2/21/2007	4/12/07	6/30/08
SAU 30	Laconia School District	Preschool	2nd Preschool Program	6/5/2007	In Process	
	Seacoast Learning Collaborative	Seacoast Academy	Add summer program	6/15/2007	8/31/07	6/30/09
	Antrim Girls Shelter		Eliminate ESY & Summer Program from approval	6/15/2007	8/20/07	6/30/09
	Wediko Children's Services		Decrease Capacity	6/22/2007	9/04/07	6/30/08

\* Sites applying for approval of new programs or changes to existing approved programs have one year to complete the application process. Several sites were still working through the process as of the date of this report. Any sites that sent an initial inquiry but did not follow through with additional information for one year were sent a letter saying their application was considered closed.

**Follow Up Corrective Action Visits To 2005-06 Sites**

During the 2006-07 school year, the NHDOE Program Approval Management Team was responsible for conducting corrective action follow-up visits to all SAUs and private schools that participated in Case Study Compliance Reviews in 2005-2006. The purpose of these visits was to determine the status of citations of non-compliance that were outlined in their final reports and corrective action plans. At these follow up visits, the Program Approval Management Team was responsible for meeting with key leadership to review the citations, the goals set forth to address the citations, the evidence that addressed the citations and determining the status of the citations as met or not met. These visits to each site were due to be conducted within 1 year from the date on the SAU or private school report.

CORRECTIVE ACTION SITE NAME	REPORT DATE	DATE OF FOLLOW UP VISIT	CITATION	ED #	MET/ NOT MET	WITHIN 1 YR	TOTAL # OF CITATIONS	TOTAL MET	TOTAL NOT MET
<b>Children Unlimited</b>	8/24/2006	6/14/07	IEP	Ed 1109.01	Not Met		2	0	2
			Facilities	Ed 1133.13	Not Met				
<b>Clearway HS</b>	4/24/2006	4/13/2007	IEP	Ed 1109.01	Not Met		3	1	2
			Transition	Ed 1102.53	Met	Yes			
			Personnel	Ed 1133.08	Not Met				
<b>Lakeview Learning Center</b>	6/3/006	3/28/2007	IEP	Ed 1190.01	Met	Yes	2	2	0
			Facilities	Ed 1133.13	Met	Yes			
<b>Parker Academy</b>	6/28/2006	7/26/2007	Governance	Ed 1133.03	Met		3	2	1
			IEP	Ed 1109.01	Met				
			Consultants	Ed 1119.08	Not Met				
<b>Pine Haven</b>	8/25/2006	5/31/2007	IEP Team	Ed 1109.03	Met	yes	6	6	0
			IEP	Ed 1109.01	Met	No			
			Equal Ed Opportunities & Full Access	Ed 1119.08 CFR 300.304 CFR 300.24 CFR 300.347	Met	Yes			
			Administration	Ed 1133.04	Met	No			
			Program Requirements	Ed 1133.05 (c)(d)(e)(h)(l)	Met	Yes			
			Transition Planning	Ed 1102.53 CFR 300.29	Met	Yes			
<b>Prospect Mt HS</b>	7/25/2006	7/16/2007	No Citations				0		

CORRECTIVE ACTION SITE NAME	REPORT DATE	DATE OF FOLLOW UP VISIT	CITATION	ED #	MET/ NOT MET	WITHIN 1 YR	TOTAL # OF CITATIONS	TOTAL MET	TOTAL NOT MET
Seacoast Learning Collaborative	2/27/2006	12/19/2006	Access to the General Curriculum	Ed 1109.03 (a) & Ed 1133.05 (h)	Not Met		8	7	1
			Assessment	Ed 1133.05 (l)	Met	Yes			
			Personnel & Program Requirements	Ed 1133.05 (k) & Ed 1133.08 (a)	Met	Yes			
			IEP	Ed 1119.01	Met	Yes			
			Transition	Ed 1102.53 & Ed 1109.01(a)	Met	Yes			
			Administration	Ed 1133.04 (b)	Met	Yes			
			Facilities	Ed 1133.13 (g)	Met	Yes			
			Facilities	Ed 1133.13 (d)	Met	Yes			
SAU 3 Berlin	7/28/2006	6/20/2007	Facilities	Ed 306.06 & Ed 403.01	Not Met		15	11	4
			Determination of Eligibility	Ed 1107.01	Not Met				
			IEP	Ed 1109.01	Not Met				
			Diplomas	Ed 1119.08	Met	Yes			
			OOD File	Ed 1109.01	Met	Yes			
			James O Files	Ed 1107.02 (d)	Met	Yes			
			"	Ed 1107.03 (l)	Met	Yes			
			"	Ed 1107.01	Met	Yes			
			"	CFR 300.347 (a) (2)	Not Met				
			"	CFR 300.347 (b) (1)	Met	Yes			
			"	CFR 300.347 (c)	Met	Yes			
			"	CFR 300.309 (a) (2)	Met	Yes			
			"	Ed 1109.01	Met	Yes			
			"	Ed 1107.04	Met	Yes			
"	CFR 300.347 (a) (5)	Met	Yes						

CORRECTIVE ACTION SITE NAME	REPORT DATE	DATE OF FOLLOW UP VISIT	CITATION	ED #	MET/ NOT MET	WITHIN 1 YR	TOTAL # OF CITATIONS	TOTAL MET	TOTAL NOT MET
<b>SAU 7 Colebrook</b>	8/29/2006	8/24/07	Determination of Disabilities	Ed 1107.01(c)	Not Met		15	10	5
			Provision of FAPE	Ed 1107.02(h) CFR 300.132(b)	Met	Yes			
			Evaluation Timelines	Ed 1107.04(d)	Met	Yes			
			Evaluation Requirements	Ed 1107.06	Met	Yes			
			IEP Elements	Ed 1109.01(a) CFR 300.347 (a, b, 1 & 2)	Not Met				
			IEP Team	Ed 1109.03 CFR 300.344	Met	Yes			
			IEP Monitoring and Evaluation	Ed 1109.10	Met	Yes			
			Vocational Ed	Ed 1113	Met	Yes			
			LRE	Ed 1115.01 Ed 1115.02 CFR 300.550-300.553	Met	Yes			
			Full Access	Ed 1119.03 CRF 300.24 CFR 300.347	Not Met				
			Personnel Standards	Ed 1119.07(a) CFR 300.23 CFR 300.136	Not Met				
			Diplomas	Ed 119.08	Met	Yes			
			Policies & Procedures	Ed 1129.01(b)	Not Met				
			Pre-placement and Placement Review Procedures	Ed 1130.03	Met	Yes			
			Emergency Placement	Ed 1130.04(a)(b)	Met	yes			
<b>S AU 08 Concord</b>	6/5/2006	4/4/2007	IEP	Ed 1119.01	Met	Yes	7	6	1
			IEP	Ed 1119.01	Met	Yes			
			IEP	Ed 1119.01	Met	Yes			
			IEP	Ed 1119.02	Met	Yes			
			Diploma	Ed 1119.08	Met	Yes			
			Policy and Procedures	Ed 1100	Not Met				
			Diploma	Ed 1119.08	Met	Yes			
<b>SAU 82 Chester</b>	4/26/2006	5/11/2007	IEP	Ed 1109.01	Met	Yes	1	1	0

CORRECTIVE ACTION SITE NAME	REPORT DATE	DATE OF FOLLOW UP VISIT	CITATION	ED #	MET/ NOT MET	WITHIN 1 YR	TOTAL # OF CITATIONS	TOTAL MET	TOTAL NOT MET
SAU 83 Fremont	8/21/2006	8/21/07	IEP	Ed 1109.01	Met	yes	1	1	0
SAU 25 Bedford	5/22/2006	6/11/2007	No Citations				0		
SAU 30 Laconia	6/19/2006	6/5/2007	IEP	Ed 1109.01	Not Met		3	0	3
			Discipline	Ed 1119.11	Not Met				
			Diplomas	Ed 1119.08	Not Met				
SAU 31 Newmarket	6/20/2006	7/11/07	IEP	Ed 1107.07	Met		2	2	0
			IEP	Ed 1109.02	Met				
SAU 36 White Mountains	5/17/2006	5/3/2007	Transition	Ed 1102.05	Met	Yes	4	4	0
			IEP	Ed 1109.01	Met	Yes			
			Evaluation	Ed 1107.05	Met	Yes			
			Transition	20 USCA B 1414	Met	Yes			
SAU 40 Milford	6/27/2006	5/25/2007	Operation of Programs	Ed 1119.03	Met	Yes	8	8	0
			Qualifications of Service Providers	Ed 1119.07	Met	Yes			
			IEP	Ed 1109.01	Met	Yes			
			Transition	Ed 1102.53	Met	Yes			
			Transition	Ed 1109.01	Met	Yes			
			IEP	Ed 1109.03	Met	Yes			
			From James O / OOD	CFR 300.347(a)(4)	Met	Yes			
			From James O / OOD	Ed 1109.01 & CFR 300.347(a)(3)	Met	Yes			
SAU 44 Northwood, Nottingham, Strafford	7/28/2006	5/23/2007	Policy & Procedures	Ed 1106.01	Met	Yes	5	3	2
			Evaluation & Determination	Ed 1107.01(a)(c)(d) & 1107.06 1119.07 & CFR 300.347	Not Met				
			IEP	Ed 1109.01(a)(b) (1&2) CFR 300.347	Not Met				
			Placement	Ed 1115.02	Met	Yes			
			James O	Ed 1130.03 & Ed 1130.04	Met	Yes			

CORRECTIVE ACTION SITE NAME	REPORT DATE	DATE OF FOLLOW UP VISIT	CITATION	ED #	MET/ NOT MET	WITHIN 1 YR	TOTAL # OF CITATIONS	TOTAL MET	TOTAL NOT MET
SAU 53 Pembroke	6/14/2006	9/17/07	IEP	Ed 1109.01 & CFR 300.347(a)(2)	Met		6	6	0
			IEP	Ed 1109.04 & CFR 300.345(3)(ii)	Met				
			Diplomas	Ed 1119.08	Met				
			Evaluation Process	Ed 1107.04(d)	Met				
			Transition	Ed 1109.01 & CFR 300.347(a)(2)	Met				
			Facilities	Ed 1119.06	Met				
SAU 55 Timberlane	6/6/2006	6/7/2006	No Citations				0		
SAU 55 Hampstead	2/28/2006	1/19/2007	IEP	Ed 1109.01(a)(2)	met	Yes	2	2	0
			Qualified Examiners	Ed 1107.04(d)	met	Yes			
SAU 66 Hopkinton	6/6/2006	4/25/2007	Diplomas	Ed 1119.08	Met	Yes	1	1	0
SAU 67 Bow	2/28/2006	4/4/2007	IEP	Ed 1109.01(a)	Met	Yes	4	4	0
			Team Composition	Ed 1107.01 & CFR 300.534	Met	Yes			
			Evaluations	Ed 1107.04(d)	Met	Yes			
			IEP	CFR 300.345(a)(ii)	Met	Yes			
SAU 68 Lin-Wood	5/26/2006	5/22/2007	Process	Ed 1106.01	Not Met		4	2	2
			Diplomas	Ed 1119.08	Met	Yes			
			Curricula	Ed 1119.03(c)	Not Met				
			IEP	Ed 1119.01	Met	Yes			
SAU 70 Hanover	8/17/2006	5/5/2007	IEP	Ed 1109.01 & CFR 300.347(a)(2)	Met	Yes	4	4	0
		Completed 5th citation 7/07	Team Composition	Ed 1107.01(l)	Met	Yes			
			Age 16	Ed 1109.04 CFR 300.345(a) (3) (ii)	Met	Yes			
			Diplomas	Ed 1119.08	met	Yes			
SAU 73 Gilford	4/11/2006	4/13/2007	IEP	Ed 1109.01(a)	Met	Yes	1	1	0

CORRECTIVE ACTION SITE NAME	REPORT DATE	DATE OF FOLLOW UP VISIT	CITATION	ED #	MET/ NOT MET	WITHIN 1 YR	TOTAL # OF CITATIONS	TOTAL MET	TOTAL NOT MET
SAU 74 Barrington	1/20/2006	12/18/2006	IEP	Ed 1109.01(a)	Met	Yes	1	1	0
SAU 76 Lyme	3/10/2006	3/30/2007	IEP	Ed 1109.01(a)	Met	Yes	1	1	0
SAU 79 Gilmanton	7/10/2006	6/19/07	IEP	Ed 1107.07	Met	Yes	7	6	1
			Communication	Ed 1100.01 & Ed 1102.13	Met	Yes			
			Personnel	Ed 1119.07	Not Met				
			Qualified Examiners	Ed 1107.04(d)	Met	Yes			
			Evaluation	Ed 1107.01	Met	Yes			
			IEP	Ed 1109.01	Met	Yes			
			Transition	Ed 1109.01	Met	Yes			
<b>Shelters:</b>									
Antrim Girls' Shelter	6/5/2006	5/24/2007	Equal Educational Opportunities	Ed. 1133.05	Met	Yes	1	1	0
NFI North Shelter	5/17/2006	5/29/2007	Equal Educational Opportunities	Ed. 1109.08 Ed. 1119.03	Not Met		2	1	1
			Diplomas	Ed. 1119.08	Met	Yes			
NFI Midway Shelter	5/22/2006	5/14/2007	Equal Educational Opportunities	ED 1133.05	Met	Yes	1	1	0

**Interpretation/Analysis of Data Collected From Follow up Corrective Action Visits:**

From the follow up corrective action visits conducted, it is clear that the majority of LEAs and private special education schools have worked hard to meet most citations of non-compliance. The citations that were not met tended to be systemic issues that could not be easily resolved within one year.

In the sites where several citations of non-compliance were not met, the NHDOE, Bureau of Special Education, under the direction of Sarah Fox, continued with follow up technical assistance and monitoring of corrective actions. When requested, additional support was provided by the Program Approval Management Team.

**Data Gathered From Reactionnaires Distributed at the NHDOE Special Education Program Approval Process Trainings / Professional Development Offerings**

As part of the NHDOE Program Approval and Improvement Process, feedback is gathered at all professional development /training sessions. Below is a summary of the data collected:

**1. Feedback/Reactions from staff at the Building Level who developed and presented the 2006-07 case studies:**

Upon completion of the Case Study Compliance Review, all staff who presented the Case Studies were asked to provide feedback regarding the process. (See appendix for reactionnaire.) Below is a summary of the reactions that were submitted.

<b>Building Level Team Member Responses</b>	<b>Total Number of Responses</b>	<b>Fully</b>	<b>%</b>	<b>Mostly</b>	<b>%</b>	<b>Partially</b>	<b>%</b>	<b>Poorly/ Not at all</b>	<b>%</b>
The NHDOE/SERESC technical Assistance/support in preparation for the Program Approval visit was valuable:	144	87	60%	49	34%	4	6%	0	
The materials provided for this Program Approval Visit were appropriate and useful:	144	91	63%	51	35%	2	2%	0	
<i>Using the same Likert Scale as above, indicate the degree to which each of the following participated in data collection for the visit.</i>									
Parents:	141	62	44%	30	21%	44	31%	5	4%
Related Service Providers	140	77	55%	32	23%	20	14%	11	8%
Administrators:	145	89	61%	30	21%	44	31%	5	4%
General Educators:	139	87	63%	26	19%	19	14%	7	4%
Students:	122	61	50%	24	20%	29	24%	8	6%
This visit added to my knowledge of special education rules and regulations:	139	62	45%	47	34%	28	20%	2	1%
I will use ideas/information from this visit in my professional practice:	142	82	58%	44	31%	13	9%	3	2%
The review of student outcome data in the Case Study Process increased my knowledge of the effectiveness of my educational community's programs and services:	138	81	59%	39	28%	17	12%	1	1%

**Interpretation/Analysis of Data Collected:**

Generally speaking, the results indicate that staff embraced the process and the opportunity for self assessment. The Case Study Compliance Review allowed staff to identify areas of strength and weaknesses in their own practice as well as finding it to be a valuable professional learning experience.

**2. Feedback Reactions from the Individuals Who Served as Visiting Team Members for the 2006-07 Case Study Compliance Reviews:**

A concluding activity of the 2-day Case Study Compliance Review is to gather feedback from those individuals who served as visiting team members. (See appendix for copy of reactionaire.) Below is a summary of the reactions that were submitted.

<b>Visiting Level Team Member Responses</b>	<b>Total Number of Responses</b>	<b>Fully</b>	<b>%</b>	<b>Mostly</b>	<b>%</b>	<b>Partially</b>	<b>%</b>	<b>Poorly / Not at all</b>	<b>%</b>
<i>The orientation by the Technical assistant on the first morning of the visit helped me to understand . . .</i>									
How to use the forms:	122	70	57%	37	30%	12	10%	3	2%
The collaborative nature of the process:	125	99	79%	22	18%	4	3%	0	
The focus in the case study on measuring student progress toward IEP goals:	125	81	65%	40	32%	4	3%	0	
The materials provided for this compliance review were appropriate and useful:	125	86	69%	36	29%	3	2%	0	
<i>The following process of summarizing the data was effective . . .</i>									
Completing the Building Level summary form:	113	77	68%	33	29%	2	2%	1	1%
The discussion at the "Report Out":	103	69	67%	29	28%	5	5%	0	
This visit added to my knowledge of special education rules and regulations:	120	71	60%	33	27%	10	8%	6	5%
I will bring new ideas/information from this visit back to my school/classroom:	120	89	74%	23	19%	7	6%	1	1%

**Interpretation/Analysis of Data Collected**

The results indicate that the materials provided to them were clear and helpful. Most visiting team members found that the process added to their special education knowledge and provided ideas/information they could bring back to their classrooms.

### 3. Feedback/Reactions from Spring Information Sessions:

The NHDOE and the Program Approval Management Team conducted two spring information sessions in 2007 for sites due to participate in Program Approval Visits during 2007-2008. The Case Study Compliance Review sites were invited to an information session held on May 16, 2007 and the Focused Monitoring sites were invited to an information session held on June 14, 2007. The purpose of these sessions was to provide overviews of each process. Below is a summary of the feedback that was collected from the individuals who attended.

**NHDOE Program Approval and Improvement Process  
Spring Information Session for 2007-08 Case Study Compliance Review Sites  
May 16, 2007**

<b>Question</b>	<b>Total number of responses</b>	<b>Excellent/ Completely</b>	<b>%</b>	<b>Good/ Mostly</b>	<b>%</b>	<b>Fair/ Minimally</b>	<b>%</b>	<b>Poor/ Not At All</b>	<b>%</b>
The Purpose/goals of the training were clearly defined	19	19	100%						
The Content of the training reflected the stated goals	19	18	95%	1	5%				
The goals of the training were accomplished	19	17	90%	1	5%	1	5%		
Based on this training, I have the information I need to take the next steps in the NHDOE Program Approval and Improvement Process	19	14	74%	4	21%	1	5%		
The materials used were appropriate and helpful	19	15	79%	4	21%				
If I were to assess my learning at this training session, I would rate it as	15	9	60%	6	40%				
The presenters were knowledgeable about the content	19	18	95%	1	5%				
The presenters were clear and easy to understand	19	17	90%	2	10%				
The balance between presentation and participant involvement was appropriate	19	16	84%	3	16%				
Overall, I would rate this training as	18	16	89%	2	11%				

**NHDOE Program Approval and Improvement Process  
Spring Information Session for 2007-08 Focused Monitoring Sites  
June 14, 2007**

Question	Total number of responses	Excellent/ Completely	%	Good/ Mostly	%	Fair/ Minimally	%	Poor/ Not At All	%
The Purpose/goals of the training were clearly defined	6	6	100%						
The Content of the training reflected the stated goals	6	6	100%						
The goals of the training were accomplished	6	6	100%						
Based on this training, I have the information I need to take the next steps in the NHDOE Program Approval and Improvement Process	6	3	50%	2	33%	1	17%		
The materials used were appropriate and helpful	6	5	83%	1	17%				
If I were to assess my learning at this training session, I would rate it as	6	5	83%	1	17%				
The presenters were knowledgeable about the content	6	5	83%	1	17%				
The presenters were clear and easy to understand	6	6	100%						
The balance between presentation and participant involvement was appropriate	6	5	83%	1	17%				
Overall, I would rate this training as	6	5	83%	1	17%				

**Interpretation/Analysis of the Data:**

The attendees at the May 16<sup>th</sup> Case Study Compliance Review Information Session were very satisfied with the event, rating every category between 95% and 100% either “good” or “excellent”. The attendees at the June 14<sup>th</sup> Focused Monitoring Information Session were almost as satisfied, with only one category receiving a reply of “fair” and all others rated “good” or “excellent”. In both surveys the statement “Based on this training, I have the information I need to take the next steps in the NHDOE Program Approval and Improvement Process” received a response of “fair” from one respondent, with all others responding “good” or “excellent”.

**Program Approval Sites Eligible for Sliver Lite Grants 2006-07**

For those sites participating in the NHDOE Special Education Year Long Program Approval and Improvement Process, the NHDOE offers follow up improvement monies in the form of “Sliver Lite” Grants. These grants are intended to support and address the goals that were identified and approved by the NHDOE in the site Improvement Plan. All goals are developed as a result of the yearlong study and data collection activities. Each grant is reviewed by the NHDOE, Bureau of Special Education and, once approved, followed by an award of grant monies.

SAU #	District or Private School	Essential Questions Studied During 06-07
	<b>Easter Seals Lancaster</b>	How can we consistently use best practices and outcome data to create and implement comprehensive, student-centered, transition plans?
<b>52</b>	<b>Portsmouth School District</b>	What barriers exist that keep us from supporting students with Autism Spectrum Disorders effectively each day? What are the best practices that support ASD students in school settings along with increasing student outcomes? What Barriers may prevent this population from achieving?

**Preschool Technical Assistance in the NHDOE Special Education Program Approval Process and Continuous Improvement and Development of Educational Resources (Cider) Grant Information**

As part the NHDOE Special Education Program Approval Process, technical assistance is offered to preschool special needs programs that are participating in Case Study Compliance Reviews. Specifically, technical assistance is provided in the planning and preparation of case studies and data collection. In addition, at each Case Study Compliance Review the preschool representative from the NHDOE Special Education Program Approval Team is present to assist the visiting team and summarize the preschool findings for inclusion in the final report.

**Program Approval Sites Eligible for CIDER Grants 2006-2007**

The NHDOE, Bureau of Special Education, offers additional support to preschool special education programs the year they participate in the Special Education Program Approval Process. Preschool programs are offered the opportunity to apply for mini grants to address areas of programming that were identified as needing improvement. These mini grants are called "Cider" Grants (Continuous Improvement and Development of Educational Resources), and all preschool sites participating in the Special Education Program Approval Process may submit an application for these funds, which, during the 2006-07 school year, were \$1,500.00. As noted in the summary below, all but one site took the opportunity to apply for the mini grant, and most were granted their funding. The chart that follows is a summary of the preschool sites visited as part of the 2006-07 NHDOE Case Study Compliance Review Process, along with the topic of the grant that was approved by the NHDOE Bureau of Special Education.

<b>SAU</b>	<b>Districts</b>	<b>* Process</b>	<b>Date Reviewed</b>	<b>Date Approved</b>	<b>Visit Date</b>	<b>Topic of Grant</b>
9	Conway	CS	n/a	n/a	December 7-8	Moving forward with a proposal that was submitted with an extension in timeframe.
14	Epping	CS			March 14-15	Not able to submit within the extension timeframe.
16	Exeter	M	6/11/07	July 2007	Jan 30-31	Provide a two-day Picture Exchange Communication System (PECS) training for staff, support staff and parents
17	Sanborn	FM	6/29/07	July 2007	May 2, 3 & 8	Improve preschool students' access to appropriate technology and software that support cognitive development, particularly in areas of pre-literacy and early reading and language concepts
29	Keene	CS	6/11/07	Pending Requested Clarifications	Feb 21 - 22	Acquire toys and augmentative communication equipment for students with low-incidence handicaps

30	Laconia	CS	6/11/07	6/11/07	A 2006 site applying late	Expand newly written science curriculum though the acquisition of materials that integrate science and literacy
34	Hillsboro	CS	6/11/07	6/11/07	Feb 12-13	Encourage literacy development through the acquisition of preschool literacy assessment and early literacy take home packs
35	White Mountain	M	6/11/07	6/11/07	November 7-8	Acquire an appropriate assessment tool for gathering information about preschool students' outcomes and training for preschool teachers
41	Hollis 50% of SAU grant	CS	6/11/07	6/11/07	March 21-22	Develop a parent lending library and a "Parent Information Series" to further strengthen relationships between families and school
41	Brookline 50% of SAU grant	CS	6/22/07	Pending Requested Clarifications	March 21-22	Develop a bridge between Sunrise Preschool personnel and the Brookline District relative to educational and behavioral best practices
42	Nashua	M	6/11/07	6/11/07	Dec. 4-5	Expand the current program designed to serve preschool students with Autism Spectrum Disorders
43	Newport, Croyden, Sunapee	CS	6/11/07	6/11/07	March 26-27	Develop and share information with parents and preschool teachers about activities that can promote motor skill development
45	Moultonborough	FM	12/06	12/06	April 4-5	Focus on literacy and enhancing resources for school and home
48	Plymouth	FM	6/11/07	6/11/07	May 17	Facilitate access to the curriculum for all preschool students through the provision of sensory and communication supports and equipment, increasing the participation of all children.
52	Portsmouth	YL	6/11/07	Pending Requested Clarifications	April 17 - 18	Provide professional development and consultation to staff at the elementary school on Autism as children transition into kindergarten from preschool.
57	Salem	M	6/11/07	6/11/07	Feb. 6-7	Finance the costs affiliated with providing monthly presenters for the SAU's newly formed Preschool Parental Support Group.
59	Winnisquam	CS	6/11/07	Pending Requested Clarifications	Jan 23-24	Phase 1 would be to acquire a new assessment tool for identification of three year olds. Phase 2 would be to fund Handwriting without Tears Program.
P/29	Cedarcrest	CS	6/11/07	Pending Requested Clarifications	March 6-7	Provide students with access to curriculum with the assistance of technology, including switches, adapted toys and materials
P/39	RSEC/Sunrise	CS	6/11/07	Pending Requested Clarifications	March 20-21	Staff development day to address team building, communication styles, positive discipline techniques and curriculum updating

\* CS – Case Study Site  
M – Modified Case Study

FM – Focused Monitoring Pilot Site  
P/# - Private School / SAU supporting the grant

YL – Year Long Site

## **Appendix**

1. Management Team List
2. 2006-2007 Special Education Program Approval Sites
3. Volunteer Form
4. Visitor Orientation Manual
5. Building Level Case Study Data Summary Form
6. Reactionnaires for Visiting and Building Level Team Members
7. Modified Visit Overview
8. IEP Review Form For Charter Schools
9. Dates for Meetings
10. Focused Monitoring Networking Session Agendas (4)
11. Spring Orientation Agendas (2)
12. SETAC/NHDOE Joint Meeting Agendas (9)
13. Focused Monitoring Advisory Committee Member List and Meeting Dates
14. Focused Monitoring Overview
15. Focused Monitoring Pilot Site “Roadmap” (Timeline)
16. Focused Monitoring IEP Review Data Collection Form

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

**NHDOE SPECIAL EDUCATION PROGRAM APPROVAL AND IMPROVEMENT PROCESS  
TECHNICAL ASSISTANCE PROVIDERS**

**2006-2007**

<p><b>Barbara D. Cohen, Ed.D</b> Education Consultant NH Department of Education Telephone: 603-271-3771 Fax: 603-271-1099 Email: bcohen@ed.state.nh.us</p>	<p><b>Sarah Fox</b> Education Consultant NH Department of Education Telephone: 603-271-3776 Fax: 603-271-1099 Email: sfox@ed.state.nh.us</p>	<p><b>Jane Bergeron-Beaulieu, M.Ed.</b> Education Consultant SERESC Telephone: 603-206-6800 Fax: 603-434-3891 Email: jbergero@seresc.net</p>
<p><b>Maryclare Heffernan, M.Ed</b> Education Consultant SERESC Telephone: 603-206-6800 Fax: 603-434-3891 Email: mheffern@seresc.net</p>	<p><b>Richard Ayers, Ed. D.</b> Education Consultant SERESC Telephone: 603-206-6886 Fax: 603-434-3891 Email: rayers@seresc.net</p>	<p><b>Richard Lates, Ed.D.</b> Education Consultant SERESC Telephone: 603-465-7456 Fax: 603-434-3891 Email: rlates@charter.net</p>
<p><b>Nancy D'Agostino, M.Ed</b> Education Consultant SERESC Telephone: 603-206-6800 Fax: 603-434-3891 Email: ndagosti@seresc.net</p>	<p><b>Mary Anne Byrne, M.Ed</b> Education Consultant SERESC Telephone: 603-206-6800 Fax: 603-434-3891 Email: mabyrne@seresc.net</p>	<p><b>Jennifer Dolloff, M.Ed, C.A.G.S</b> Education Consultant SERESC Telephone: 603-206-6800 Fax: 603-434-3891 Email: jendolloff@charter.net</p>
<b>PROJECT ASSISTANTS</b>		
<p><b>Faye O'Neill</b> Phone: 603-206-6827 Fax: 603-434-3891 Email: faye@seresc.net</p>	<p><b>Michelle Thomas</b> Phone: 603-206-6874 Fax: 603-434-3891 Email: michelle@seresc.net</p>	
<b>MAILING ADDRESSES</b>		
<p align="center"><b>SERESC</b> 29 Commerce Dr. Bedford, NH 03110</p>	<p align="center"><b>NH Department of Education</b> Bureau of Special Education State Office Park South 101 Pleasant Street Concord, NH 03301</p>	

**Case Study and Modified Case Study Sites  
2006-2007**

<b>SAU #</b>	<b>Case Study Sites</b>	<b>Method</b>	<b>Dates</b>	<b>Technical Assistant</b>
09	Conway	Case Study	December 7-8	Dick Lates
14	Epping	Case Study	March 14-15	Maryclare Heffernan
16	Exeter & Exeter Cooperative	Modified Case Study	January 30-31	Maryclare Heffernan
29	Keene	Case Study	February 21-22	Dick Lates & Jen Dolloff
34	Hillsboro-Deering	Case Study	February 12-13	Mary Anne Byrne
35	Littleton	Modified Case Study	Nov. 7-8	Mary Anne Byrne
41	Hollis/Brookline	Case Study	March 21-22	Dick Ayers, Jane Bergeron-Beaulieu
42	Nashua	Modified Case Study	Dec. 4-5	Jane Bergeron-Beaulieu
43	Newport, Croydon, Sunapee	Case Study	March 26-27	Jane Bergeron-Beaulieu
52	Portsmouth	Yearlong/Modified Case Study	April 17-18	Maryclare Heffernan
57	Salem	Modified Case Study	Feb. 6-7	Jen Dolloff
59	Winnisquam	Case Study	Jan. 23-24	Dick Lates
Private	Becket Family of Services	Case Study	Nov. 15-16	Jane Bergeron-Beaulieu
Private	Cedarcrest Center	Case Study	March 6-7	Jen Dolloff
Private	Easter Seals - Lancaster	Yearlong	Nov. 30-Dec. 1	Jen Dolloff
Private	Granite Hill School	Case Study	April 24-25	Maryclare Heffernan
Private	Hunter School	Case Study	April 5-6	Jane Bergeron-Beaulieu
Private	NFI Contoocook School	Case Study	January 30-31	Mary Anne Byrne
Private	Regional Services and Education Center (RSEC)	Case Study	March 20-21	Mary Anne Byrne

**Focused Monitoring Pilot Sites  
2006-2007**

<b>SAU #</b>	<b>School District</b>	<b>Technical Assistants</b>
17	Sanborn Regional	Richard Lates, Jennifer Dolloff
45	Moultonborough	Maryclare Heffernan, Mary Anne Byrne
48	Plymouth	Jane Bergeron-Beaulieu, Richard Ayers

# SPECIAL EDUCATION PROGRAM APPROVAL TEAM VOLUNTEER FORM

**MAIL, FAX OR EMAIL COMPLETED FORM TO FAYE OR MICHELLE AT SERESC:  
 29 Commerce Dr. Bedford, NH 03110    FAX 603-434-3891  
[faye@seresc.net](mailto:faye@seresc.net) or [michelle@seresc.net](mailto:michelle@seresc.net)**

**Please type or print clearly**

Name:	Position:
School:	Town:
SAU #:	Work Phone:

Mail will be sent to your home address. An e-mail address will give us a quick and easy way to contact you. Your home phone number is needed only for snow-day cancellations or other last minute problems regarding a visit. All of this information will be kept in our database and **not shared** with anyone.

Home Address, City, Zip:	
Home Phone:	Email : (work or home)
Certifications:	

Have you served on a NHDOE Special Education Program Approval and Improvement Team before?  
Yes
No

Travel Restrictions:
Other Comments or Restrictions:

**WHEN YOU ARE ASKED TO BE PART OF A TEAM, PLEASE LET US KNOW IMMEDIATELY IF THERE IS ANY CONFLICT OF INTEREST (SUCH AS PREVIOUS EMPLOYMENT IN THAT DISTRICT OR CHILDREN OF YOUR OWN IN THAT SCHOOL)**

**Briefly explain any additional information about your skills that you feel would be valuable to the Team:**




# VISITOR ORIENTATION MANUAL

## New Hampshire Department of Education Special Education Case Study Compliance Review

2006-2007

NH Department of Education  
Bureau of Special Education  
101 Pleasant Street, Concord, NH 03301  
603-271-3494 [www.ed.state.nh.us](http://www.ed.state.nh.us)



Southeastern Regional Education Service Center, Inc.  
29 Commerce Drive, Bedford NH 03110-6835  
603-206-6800 [www.seresc.net](http://www.seresc.net)



<p style="text-align:center"><b>VISITOR ORIENTATION MANUAL</b> NEW HAMPSHIRE DEPARTMENT OF EDUCATION SPECIAL EDUCATION CASE STUDY COMPLIANCE REVIEW</p>
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## ***Introduction***

Thank you for volunteering to serve on a Special Education Case Study Compliance Review Visiting Team. We hope that you will find this experience to be as professionally and personally rewarding as it is intended to be. Serving on a visiting team is very important work, for you will be helping a New Hampshire school district or private school improve its services to children.

This orientation manual is intended to provide you with background information on the Case Study Compliance Review Process prior to the scheduled visit. In previous years, the entire visitor orientation occurred at the beginning of the first day of the visit, leaving very little time for clarification and questions. Also, so much information was provided during the brief visitor orientation, that visitors often forgot specific instructions when the time came to participate in certain activities and complete certain forms. It is our hope that you will read this manual and the enclosed forms, bring them with you to the visit and come to the visit prepared with questions that will make your participation more meaningful for you and your hosts.

### **What is the Role of SERESC?**

The SERESC agency (Southeastern Regional Education Service Center, Inc.) holds a contract with the New Hampshire Department of Education to administer the Special Education Program Approval Process. SERESC/NHDOE Special Education Program Approval Management Team consultants work together to administer the process, and one member of the team is assigned to chair each Case Study Compliance Review. The chair serves as technical assistant to the school or district undergoing program approval and helps the staff in that school or district prepare for the visit.

### **How Has the Program Approval Process Changed?**

Five years ago, the Department of Education changed the compliance visit component of the program approval process from that of a file review to a more in-depth review of a school or district's special education practice. Instead of asking the members of a visiting team to inspect randomly selected files of students with educational disabilities, the visitors are now asked to participate collaboratively with host practitioners in a comprehensive review of special education programming within the school or district. The overall purpose of the visit has shifted from a compliance check to a process of continuous improvement. The host school/district is engaged primarily in a self-assessment of its work, and the role of the visiting team is to validate the host's findings and provide clarification and feedback.

### **What is a Case Study?**

Case studies now represent the essence or heart of the review process. They tell the visitors about the work being done for students with educational disabilities by the staff in the organization. The host school or district special education staff selects several student cases in each building which reflect a cross-section of programs offered and students served. For each student case selected, a team of special educators, general educators and related service providers prepares a portfolio that tells the student's educational story. The team gathers evidence to answer specific questions about the individual student and the work done by the school or district to support that student. The team then analyzes this evidence and prepares a student profile to provide the visiting team a snapshot of the student's educational experience. In advance of the visit, the case study team members will prepare a case study presentation for the visiting team members assigned to a particular building. During the visit, this presentation will be followed by a discussion about the case between the presenters and the visitors and a review of the student profile and the evidence prepared by the case study team in the data collection sheet. The discussion is intended to fill in any gaps in the student's story and to provide clarification when necessary. These are very rich discussions from which all participants deepen their understanding of

the student and the quality of the work being done to support that student. All adults who work with this student should take part in the development of the case study presentation and, if at all possible, participate in the case study presentation.

### **What is a Focused Review?**

A focused review permits the Department of Education to leverage its impact for change and improvement within schools and school districts statewide, by focusing the attention of all educators on three key areas of critical importance in the education of students with disabilities. The three areas that the Department of Education has determined to be in need of improvement by LEAs and private schools statewide are:

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

In their case study presentations, case study teams will demonstrate evidence of their practice and compliance with state and federal special education rules and regulations in these key areas. If, during your visit, you should encounter an issue of non-compliance or a suggestion for improvement that is outside the scope of the focus areas, you should note it and be sure to include it in the final building summary of the visit.

**Access to the General Curriculum:** As a result of IDEA 2004 Amendments to the Special Education Law, students are guaranteed access to the general curriculum in the least restrictive learning environment. This means that identified students are entitled to access to the same curriculum standards as their non-disabled peers, and, to the maximum extent possible, they are entitled to instruction within the same setting as their non-disabled peers.

**Transition:** Transition points in a student's educational experience occur frequently and require careful planning so as not to interrupt the student's progress. Additionally, state and federal special education rules and regulations require documentation of transition planning at key points in the special education process. During the Case Study Compliance Review Process, educators are asked to examine their preparation for and documentation of the transitions of identified students leaving Early Supports and Services; entering school; moving from grade to grade, program to program, or school to school; leaving school and entering adult life. Student attendance at such team meetings will also be reviewed.

**Behavior Strategies and Discipline:** Behaviors by a student with educational disabilities that affect his/her ability to learn require positive intervention strategies and supports, and thus specialized staff training and planning, in order for the student to function successfully in the least restrictive environment. The case study process examines the procedures, strategies, training, planning and supports provided to students with educational disabilities who are in need of them. Interviews with administrators will elicit information about the host system's philosophy, policies and procedures with regard to behavior interventions and discipline practice.

### **In What Ways is the Case Study Compliance Review a Collaborative Process?**

During the preparation of the case studies, the evidence gathering process involves all school or district personnel who work with that student. Special and general educators, related service personnel, parents, students and paraprofessionals meet together to respond to the questions on the Data Collection Form provided to them prior to the visit. General educators are required to participate in the case study presentations as time and schedules permit. This collaboration reinforces the common planning and teamwork between general and special educators that is required in order for a student with educational disabilities to succeed in a regular classroom setting.

The Case Study Compliance Review is also structured to promote collaboration between the host personnel and the visiting team members. During all review activities – case study presentations and discussions, classroom observations, and interviews – host personnel and visitors work together as a collaborative team. In this way, interviewees are made more comfortable and host personnel feel that they are actively involved in the review process. They are part of the reviewing process rather than the subjects of an external inspection.

## What Does the Two-Day Schedule Consist of?

### **Orientation**

All visiting team members will first meet as a group with the Superintendent or Executive Director and representative teachers and administrators from each school building in a central location to receive instructions about the visit schedule and procedures. The Superintendent and the Director of Special Education or the Executive Director will provide an overview of the school or district's programming, demographics, last program approval visit, improvement plan, corrective actions taken and other pertinent information. The Chair of the visit will review the packet of documents that you will receive at the orientation, and will answer any questions you may have after reading this manual. The orientation will take about an hour, after which you will follow a host representative to the building you will be visiting. Typically, two or three visitors will be assigned to each building.

### **Tour**

Upon your arrival, your host will provide you with a brief tour of the building, in order to acquaint you with the school environment.

### **Case Study Presentation**

You will next attend the first of several case study presentations which will tell you the story of a particular student, selected by the host staff, to illustrate the extent of services provided that student by the school. The presentation will provide evidence regarding the student's progress over the course of his/her schooling and the student's IEP. You will receive a copy of the Data Collection Form, including the student profile, with responses to a series of questions relating to the three focus areas and information about other aspects of the student's school life. You will be given an opportunity to ask questions about the student's programming and to clarify any questions you have about the evidence collected on the student by the staff.

The case study presentation and follow-up discussion will take about one hour to complete. You will then either listen to another case study presentation, observe the first case study student in class or interview that student's parent(s). Time will also be allocated in the schedule for the visiting team to review the materials presented to you. School district staff will prepare as many as 3 case studies per building, representing the continuum of services provided in the building. The case study presentations are the heart of the 2-day visit and provide the context for your feedback as a visitor. Visitors are encouraged to raise clarifying questions as part of the presentation, such as:

- **What are \_\_\_\_\_'s academic strengths? Weaknesses?**
- **Describe \_\_\_\_\_'s academic progress since s/he was identified as having an educational disability.**
- **How does \_\_\_\_\_ react to a change in his/her program, teacher, schedule?**
- **Does \_\_\_\_\_ have any close friends at school?**
- **Does \_\_\_\_\_ attend and participate in his/her IEP meetings? (if a middle or high school student)**
- **What program changes would you like to see for \_\_\_\_\_?**
- **What have you learned from working with \_\_\_\_\_?**
- **How does \_\_\_\_\_'s behavior impact school performance?**

At the conclusion of each case study presentation, the presenters and visitors will reach consensus on the level of service being provided to the student in each focus area.

### **Interviews**

You and your visitor colleagues will interview the parents of the students of each case study prepared by your hosts. You will also interview the student (if appropriate) and the building leadership. Teacher and related service personnel interviews have now been replaced by the case study discussion. It is expected that host staff members will accompany you and participate with you in each of the interviews you conduct. Included in this packet are the interview forms for each of these interviews. Please use the forms only as guides, and do not feel obligated to get responses to every question. Rephrase the questions as necessary to fit the flow of the conversation. Your most important consideration in the interviews will be the comfort level of the parent and the student. The interviews should each take about ½ hour, and you should try to adhere to what will be a tight and full 2-day schedule.

### **Classroom Observations**

You will be asked to observe the student of each case study within the classroom setting. Prior to the observation, please be sure to review the student's IEP. You will find a form in this packet to assist you in taking notes on your classroom observation. Once again, this is intended only as a guide, and you should not feel limited by the questions raised in the form. Your purpose in the observation is to observe the student and the supports s/he is receiving, his/her interaction with peers, his/her level of engagement, etc. in as unobtrusive a manner as possible.

### **Building Level Compliance Data Summary**

Finally, you, your visitor colleagues and some members of your host staff will collaborate in completing the Building Level Compliance Data Summary. This meeting will take place after lunch on the second day of your visit, and the form will probably require 1½ hours to complete. In this summary report you will attempt to make generalizations about the special education services being provided to educationally disabled students in each of the three focus areas and across the several case studies. Since this document, along with the summaries from the other buildings, will provide the basis for the report prepared by the Chair of the Case Study Compliance Review, it is very important that the summary be prepared with care and with the full involvement of all participants in the meeting. Information from classroom observations and interviews needs to be shared and integrated into the building summary. We suggest that you keep this report in mind throughout your 2-day visit, and keep a running list of observed strengths and possible suggestions for improvements to bring to the discussion at this summary meeting.

***The person actually completing the Building Summary document for the collaborative team should be careful to write legibly in complete, clear sentences so that the Chair of the visit can convey the correct meaning in the final report.***

### **Chair Interviews**

During the time that you are occupied with case study presentations, classroom observations and interviews, the Chair will interview the Superintendent of Schools or Executive Director, a School Board member and the Director of Special Education to obtain a district/school-wide perspective. S/he will also review selected files of out-of district placements and selected James O. files.

### **Visit Summary**

After completing the building summary, and as the final activity of your visit, you will return to a central location with all the other visitors (and as many of the host staff as are able to attend) to report on your building summary. One member of your collaborative team (visitors and host staff) will be asked to provide a brief oral report on the your team's findings – building strengths and suggestions for improvement.

### **Confidentiality**

In order to protect the confidentiality of each of the students involved in the case studies, we ask that all forms and school data – observation, interview and portfolio information – be placed in a single envelope with the school's name on it. A coordinator from each building will be responsible for collecting this paperwork and giving it to the Chair at the conclusion of the visit.

### **Other Forms**

You will be asked to turn in a mileage form to compensate you for your travel during the visit and a reactionnaire form to provide us with feedback on ways to improve the program approval process.

### **Professional Development**

In the packet you will receive at the visit, you will find a professional development clock-hour certificate to credit you for your participation time.

### **Final Report**

The Chair will use the collected data in the building envelopes to prepare a final report on the visit. A draft of this report will be sent to the Director of Special Education for questions and corrections, and a final report will then be sent to the Special Education Bureau of the NH Department of Education. The State Director of Special Education will issue an approval letter to the host school or district for a specific time period of up to five years.

## **Enclosed Forms**

Included with this manual for your review are the following forms, which will be used in the Case Study Compliance Review Process:

- **Sample Completed Data Collection Form**
- **Sample Completed Building Summary Form**
- **Classroom Observation Form**
- **Parent, Student and Leadership Interview Forms**

## **Many Thanks**

The NH Department of Education Special Education and Program Approval staff want to express our thanks to you for your willingness to participate in this very important work on behalf of students with educational disabilities. Your gift of professional and personal time is going to help a private school or school district to improve its delivery of special education services. We hope that you will benefit personally and professionally from this experience by learning new approaches from your colleagues and by hearing the rich stories of how students are being served in another location. We are looking forward to working with you to improve special education in New Hampshire.

**Please Bring This Manual And All Of The Program Approval Forms  
With You To The Orientation.**

**USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT**

**BUILDING LEVEL CASE STUDY DATA SUMMARY**

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

SAU:	School:	Date:
Programs:		Number of Cases Reviewed:
Recorder/Summarizer:		

PRINT NAMES OF ALL COLLABORATIVE TEAM MEMBERS CLEARLY

Name:	Position:	Building Level	or	Visiting (circle one)
Name:	Position:	Building Level	or	Visiting (circle one)
Name:	Position:	Building Level	or	Visiting (circle one)
Name:	Position:	Building Level	or	Visiting (circle one)
Name:	Position:	Building Level	or	Visiting (circle one)
Name:	Position:	Building Level	or	Visiting (circle one)
Name:	Position:	Building Level	or	Visiting (circle one)
Name:	Position:	Building Level	or	Visiting (circle one)
Name:	Position:	Building Level	or	Visiting (circle one)
Name:	Position:	Building Level	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.**

## SUMMARIZE YOUR BUILDING LEVEL DATA

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

<b><u>ACCESS TO THE GENERAL CURRICULUM STATEMENTS</u></b>							
<b>Ed. 1109.01 Elements of an IEP</b> <b>CFR 300.320 Content of IEP</b> <b>Ed. 1109.05, Implementation of IEP</b> <b>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>
Team uses multiple measures to design, implement and monitor the student's program.							
IEP goals are written in measurable terms.							
Student has made progress over the past three years in IEP goals. Goal 1							
Student has made progress over the past three years in IEP goals. Goal 2							
Student <u>has access to</u> the general curriculum (as outlined by the district, sending district or NH frameworks.)							
Student <u>participates in</u> the general curriculum <u>in a regular education setting with non-disabled peers</u> , as appropriate, with necessary supports.							
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.							
Student participates appropriately in state, district and school-wide assessments.							
Student <u>shows progress</u> in state, district and school-wide assessments.							
Student <u>has opportunities</u> to participate in general extracurricular and other non-academic activities with necessary supports.							
Student <u>does participate</u> in general extracurricular and other non-academic activities with necessary supports.							
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)							
Extension in Place	Lack of Qualified Personnel —Psychologist —Educator —Related Services —Other	Evaluation Not Completed in Time	Summary Report Not Written in Time	Meeting Not Held in Time	Other		
<b><i>For High School Students:</i></b>					<b>YES</b>	<b>NO</b>	
Student is earning credits toward a regular high school diploma.							
<i>IF YES:</i> within 4 years?							
Student will earn an IEP diploma or a certificate of competency.							
<i>IF YES:</i> within 4 years?							
Does this school / district have a clear policy for earning a high school diploma?							

<b>Access Strengths</b>	<b>Access Suggestions for Improvement</b>

## SUMMARIZE YOUR BUILDING LEVEL DATA

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

<b><u>TRANSITION STATEMENTS</u></b>			
<b>Ed. 1102.53 Transition Services CFR 300.43</b> <b>Ed. 1107.02 Process; Provision of FAPE CFR 300.124 Part C Transition</b> <b>Ed. 1109.01, Elements of an IEP (Transition Services)</b> <b>CFR 300.320(a)(7)(b) 20 U.S.C. 1402 (34)</b> <b>20 U.S.C. 1414 (d)(1)(A) and (d)(6)</b> <b>Ed. 1109.03, IEP Team CFR 300.320(b) Ed. 1133.05</b> This includes movement from (a) Early Supports and Services (ESS) to preschool, b) preschool to elementary school, (c) age 14 or younger, or (d) age 16 or older, as well as from grade to grade and school to school.	<b>YES</b>	<b>NO</b>	
<b>For all students, respond to the following 3 statements:</b>			
Transition planning from grade to grade takes place.			
Transition planning from school to school takes place.			
Collaboration has occurred between general and special education staff in IEP development and in transition planning.			
<b>For middle or high school students, <u>also</u> respond to the following 4 statements:</b>			
Transition planning is designed as a results oriented process that promotes movement from school to the student's desired post-school goals.			
IEP team includes parent as part of transition planning.			
IEP team and process includes student as part of transition planning.			
IEP includes current level of performance related to transition services.			
<b>If the student is age 14 or older during the course of the IEP, <u>also</u> respond to the following 3 statements:</b>			
There is documentation that the student has been invited to attend IEP meetings.			
A statement of the transition service needs is included in the IEP.			
The statement of transition focuses on the student's course of study (e.g. vocational programming, advanced placement).			
<b>If the student is age 16 or older during course of the IEP, <u>also</u> respond to the following 11 statements:</b>	<b>YES</b>	<b>NO</b>	<b>N/A</b>
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.			
There is documentation that representatives of other agencies have been invited to IEP meetings.			
Statement of needed transition services is presented as a coordinated set of activities.			
The statement of transition focuses on the student's course of study (e.g. vocational programming, advanced placement).			
The IEP includes a statement of needed transition services and considers instruction.			
The IEP includes a statement of needed transition services and considers related services.			
The IEP includes a statement of needed transition services and considers community experiences.			
The IEP includes a statement of needed transition services and considers development of employment skills.			
The IEP includes a statement of needed transition services and considers development of daily living skills.			
Student is informed prior to age 17 of his/her rights under IDEA.			
If the student is preparing to graduate this year, there is a summary of the student's <b>academic achievement and functional performance</b> , which includes recommendations on how to assist the student in meeting his or her post-secondary goals.			

**Transition Strengths**

**Transition Suggestions for Improvement**

**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

**YES**

**NO**

**N/A**

Data are used to determine impact of student behavior on his/her learning.

Has this student ever been suspended from school?

If yes, for how many days?

If appropriate, a functional behavior assessment has been conducted.

IEP team has addressed behaviors that are impacting student learning.

A behavior intervention plan has been written to address behaviors.

All individuals working with the student have been involved in developing behavior intervention strategies.

Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.

Results of behavior intervention strategies are evaluated and monitored.

A school-wide behavior intervention model exists.

**Behavior Strategy Strengths**

**Behavior Strategy Suggestions for Improvement**

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

**NHDOE SPECIAL EDUCATION PROGRAM APPROVAL AND IMPROVEMENT  
PROCESS  
CASE STUDY COMPLIANCE REVIEW  
VISITING TEAM MEMBER REACTIONAIRE**

Within each category, please respond to the statements using the following Likert Scale:

- (4)** Fully            **(3)** Mostly            **(2)** Partially            **(1)** Poorly/Not at all

**ORIENTATION**

The orientation by the Technical Assistant on the 1st morning of the visit helped me understand . . .

How to use the forms: \_\_\_\_\_

The collaborative nature of the process: \_\_\_\_\_

The focus in the case study on measuring student progress toward IEP goals: \_\_\_\_\_

*Comments/Suggestions:* \_\_\_\_\_

**MATERIALS**

The materials provided for this compliance review were appropriate and useful: \_\_\_\_\_

*Comments/Suggestions:* \_\_\_\_\_

**SUMMARY OF DATA:**

The following process of summarizing the data was effective . . .

Completing the Building Level Summary Form \_\_\_\_\_

The discussion at the “Report Out” \_\_\_\_\_

*Comments/Suggestions:* \_\_\_\_\_

**PROFESSIONAL DEVELOPMENT:**

This visit added to my knowledge of special education rules and regulations: \_\_\_\_\_

I will bring new ideas/information from this visit back to my school / classroom: \_\_\_\_\_

*Comments/Suggestions:* \_\_\_\_\_

**School Visited:** \_\_\_\_\_ **Grade Level:** \_\_\_\_\_ **Date:** \_\_\_\_\_

\_\_\_\_\_

NHDOE SPECIAL EDUCATION PROGRAM APPROVAL AND IMPROVEMENT  
PROCESS CASE STUDY COMPLIANCE REVIEW  
BUILDING LEVEL TEAM MEMBER REACTIONAIRE

Within each category, please respond to the statements using the following Likert Scale:

**(4)** Fully            **(3)** Mostly            **(2)** Partially            **(1)** Poorly/Not at all

**PREPARATION FOR CASE STUDY VISIT**

The NHDOE/SERESC technical assistance/support in preparation for the Program Approval Visit was valuable: \_\_\_\_\_

*Comments/Suggestions:*

**MATERIALS**

The materials provided for this Program Approval Visit were appropriate and useful: \_\_\_\_\_

*Comments/Suggestions:*

**COLLABORATION**

Using the same Likert Scale as above, indicate the degree to which each of the following participated in data collection for the visit:

Parents	_____
Related Service Providers	_____
Administrators	_____
General Educators	_____
Students	_____

*Comments/Suggestions:*

**PROFESSIONAL DEVELOPMENT**

This visit added to my knowledge of special education rules and regulations: \_\_\_\_\_

I will use ideas/information from this visit in my professional practice: \_\_\_\_\_

The review of student outcome data in the Case Study Process increased my knowledge of the effectiveness of my educational community's programs and services: \_\_\_\_\_

*Comments/Suggestions:*

**School:** \_\_\_\_\_ **Grade Level:** \_\_\_\_\_ **Date:** \_\_\_\_\_

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

*The Mission Of Special Education Program Approval Is:  
To Improve Educational Results For All Children, Youth And Their Families*

## **MODIFIED SPECIAL EDUCATION PROGRAM APPROVAL VISIT OUTLINE OF EXPECTATIONS**

### **INTENDED OUTCOMES FOR MODIFIED PROGRAM APPROVAL VISIT:**

- To obtain profile and demographics/mission and beliefs from the SAU
- To review available data as related to special education compliance
- To gather input and feedback from meetings with parents, students, staff and administration regarding scope of services made available to students with disabilities
- To acknowledge progress that has been made on citations of noncompliance from previous program approval visit
- To review IEPs and evidence of student progress, using a random selection process
- To visit selected schools in the SAU to observe special education programs and current initiatives

### ***INTRODUCTION***

The New Hampshire Department of Education “Modified Special Education Program Approval Visit” is a process that blends some of the elements of the Case Study Compliance Review with a traditional review of student IEPs. As the NHDOE, Bureau of Special Education, transitions to a new monitoring system, it is necessary to modify some of the current program approval activities scheduled for the 2006-07 school year. During the modified visit, the NHDOE will work in partnership with the SAU to review a designated number of randomly selected IEPs for the purpose of verifying compliance with state and federal special education rules and regulations, and to determine student status as related to successful outcomes. In order to accomplish this modified program approval process, there will be visits to selected schools/special education programs and a combination of quantitative and qualitative data will be reviewed. These will include student IEPs and feedback from leadership, parents, students and staff, along with review of data submitted with the application packet.

The result of the visit will be a report, which will provide feedback to the SAU regarding areas of strengths and weaknesses identified during the visit, as well as any citations of noncompliance that may have been identified. In addition, the NHDOE hopes that the visit, and the results outlined in the report, will help advance best practice and assist staff, administration, and parents in strengthening programs and services for students with disabilities.

**THE PROCESS FOR MODIFIED NHDOE SPECIAL EDUCATION PROGRAM APPROVAL VISITS WILL INCLUDE THE FOLLOWING COMPONENTS:**

1. Pre-Visit(s) To the SAU To Accomplish the Following:
  - a. Review with administration the purpose and expectations of the visit
  - b. Determine which schools will be visited
  - c. Provide technical assistance in the development of the visit, including date(s) and schedule
  - d. Review application and required materials for submission, including the parent survey
  - e. Conduct Out of District File Review and James O File Review; set date(s)
  - f. Random selection of IEPs to be reviewed
  
2. Submission of NHDOE Special Education Program Approval Application
  - a. Assurances
  - b. Program Descriptions
  - c. Personnel Roster
  - d. Status of Corrective Actions from Previous Reports
  - e. Outline of Administrative Structure within the SAU
  - f. Mission and Beliefs
  - g. SAU Demographics
  - h. Parent Survey
  - i. Submission of Special Education LEA Plan that Contains Policy and Procedure
  
3. Requests for Approval of New Programs:

If applicable, completed forms requesting approval for new special education programs and/or changes to existing approved special education programs
  
4. Data Review: The following data will be reviewed by the Technical Assistant and the administration of the SAU:
  - a. Compliance data
  - b. Complaint information
  - c. Critical calls received at the NHDOE
  - d. Other relevant data: (discipline, state assessments, drop out rate, etc)
  - e. Building/District generated information provided
  
5. On-Site Visitation

Possible activities to consider:

  - Visit pre-selected schools and review IEPs with fully constituted IEP teams who provide services to the students.
  - Visit new programs, if applicable.
  - Meet with School Board representatives, Superintendent, Special Education Director/Coordinators, etc
  - Meet with representatives from each school visited for de-brief
  - Gather information on innovative practices/programs

6. Written Report Drafted and Sent to LEA for Review with Validation Form
  - Purpose of the Modified Visit
  - Introduction
  - Profile of District
  - Description of Monitoring Activities
  - Review of New Programs (if applicable)
  - Status of Corrective Actions from Previous Visits
  - Parent Involvement
  - Findings SAU Wide:
    - Commendations
    - Issues of Significance, if applicable
    - Citations of Noncompliance
    - Suggestions for Improvement
  
7. Validation Process Completed
  
8. Corrective Action Plan Developed and Submitted
  
9. Corrective Action Plan Reviewed/Approved
  
10. NHDOE Determines Approval Status



<b>ACCESS TO THE GENERAL CURRICULUM STATEMENTS</b>					<b>YES</b>	<b>NO</b>	<b>N/A</b>
IEP goals are written in measurable terms.							
Student <u>has access to</u> the general curriculum (as outlined by the district, sending district or NH frameworks.)							
Student is receiving special education and related services as outlined in the IEP.							
Student <u>participates</u> appropriately in state, district and school-wide assessments.							
Student <u>has opportunities to</u> participate in general extracurricular and other non-academic activities with necessary supports.							
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)							
Extension in Place	Lack of Qualified Personnel Psychologist, Educator Related Services, Other	Evaluation Not Completed in Time	Summary Report Not Written in Time	Meeting Not Held in Time	Other		
<b>TRANSITION STATEMENTS</b>					<b>YES</b>	<b>NO</b>	
IEP team includes parents as part of transition planning.							
IEP team and process includes student as part of transition planning.							
IEP includes current level of performance related to transition services.							
There is documentation that the student has been invited to attend IEP meetings.							
The statement of transition focuses on the student's course of study (e.g. vocational programming, advanced placement).							
<b>If the student is age 16 or older during the course of the IEP, <u>also</u> answer the following 2 statements:</b>							
Transition plan, including student's <u>measurable</u> post-high school goals, is in place.							
Statement of needed transition services is presented as a coordinated set of activities.							
<b>BEHAVIOR STRATEGIES AND DISCIPLINE STATEMENTS</b>					<b>YES</b>	<b>NO</b>	<b>N/A</b>
Has this student ever been suspended from school?							
If yes, for how many days?							
If appropriate, a functional behavior assessment has been conducted.							
IEP team has addressed behaviors that are impacting student learning.							
A behavior intervention plan has been written to address behaviors.							

<b>CITATIONS OF NON-COMPLIANCE IDENTIFIED</b>	<b>ADDITIONAL COMMENTS (Strengths, Questions, Concerns)</b>

## Meeting Dates

### **Dates of Senior Management Meetings**

August 3, 2006	September 7, 2006	October 5, 2006
December 7, 2006	January 18, 2007	February 14, 2007
March 12, 2007	May 14, 2007	June 28, 2007

### **Dates of Management Team Meetings**

(Including twice monthly meetings, summer sessions to revise documents, meetings to plan/revise details of Focused Monitoring process and meetings to plan Facilitator and Orientation Sessions)

July 5, 2006	July 6, 2006	July 12-14, 2006
July 17, 2006	July 24-26, 2006	July 31, 2006
August 2, 2006	August 14, 2006	August 17, 2006
August 28, 2006	September 6, 2006	September 11, 2006
September 13-14, 2006	September 25, 2006	October 11, 2006
October 16, 2006	October 23, 2006	October 30, 2006
November 13, 2006	November 21, 2006	November 27, 2006
December 11-12, 2006	January 8, 2007	January 19, 2007
January 22, 2007	February 5, 2007	February 19, 2007
February 27, 2007	March 19, 2007	March 29, 2007
April 2, 2007	April 16, 2007	April 23, 2007
April 30, 2007	May 7, 2007	May 10, 2007
May 15, 2007	May 21-22, 2007	May 30, 2007
June 4, 2007	June 6-8, 2007	June 18, 2007

### **Dates of Focused Monitoring Pilot Site Networking Sessions**

(Agendas on following pages)

July 6, 2006  
August 24, 2006  
October 25, 2006  
December 6, 2006  
February 8, 2007  
April 11, 2007

### **Dates of Spring Information Sessions**

(Agendas on following pages)

May 16, 2007 for Case Study  
June 14, 2007 for Focused Monitoring

### **Dates of Meetings with SETAC**

July 17, 2006	September 12, 2006	October 10, 2006
November 14, 2006	December 12, 2006	January 23, 2007
February 13, 2007	March 13, 2007	May 15, 2007

**Agendas from 6 Focused Monitoring Pilot Site Networking Sessions**



**New Hampshire Department of Education  
Special Education Program Approval and Improvement Process  
Initial Meeting  
Focused Monitoring Pilot Sites  
Learning Together: Let's Begin to Talk About the "Achievement Gap"  
July 6, 2006  
8:30 am – 12:00 pm  
SERESC**

***"Cultivating A Culture of Collective Responsibility"***

8:30 Greet, Eat and Meet

9:00 Time to Begin!

Welcome and Introductions (Jane)

Let's Begin With the End in Mind...Goals for the Day.. (Jane)

Participants Will . . .

- Leave with a clear expectation of the role of the "achievement team"
- Network and participate in discussion/sharing regarding existing student data systems, how information is used, why are you here today, where do you want to end up, etc.
- Leave with an understanding of "Achievement Team" composition and key messages to relay to potential team members.
- Leave with a basic understanding of the suggested "timeline" for the pilot year, and suggested benchmark activities.
- Leave with a clear understanding of the NHDOE Expectations for Pilot Sites, and that their own expectations will be heard and incorporated into the pilot year.

9:10 Opening Activity:

Using a Pictorial Representation to Lead the Conversation (Dick)

- Why are you here?
- Where are you now?
- Where are you going?
- How do you track student progress and utilize student data?



9:55 Focused Monitoring Sketches...Key Points and Benefits (MC)

10:15 Let's Stretch...

10:25 Achieving Results By Building Partnerships...(MAB)  
Networks of Inquiry - Pilots Sites, NHDOE, and SERESC, all learning from one another.

11:00 Balancing the Pilot Year...Some Suggested Benchmarks to Plan For...(JBB)



11:15 Effective Recruitment of your Achievement Team... (Jen)

Tips To Consider

Finding "Jack and Jill"

How to seek potential achievement team members

Who should be included?

Bringing Parent Involvement to a new level

Key messages for potential team members

11:50 Let's Wrap Things Up (Barbara)

Did we accomplish our goals?

Don't forget August 24, 2006 meeting for your achievement team

Questions/concerns?

Your feedback please!

12:00 Let's Eat!!



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

*The Mission Of Special Education Program Approval Is:  
To Improve Educational Results For All Children, Youth And Their Families*

**FOCUSED MONITORING PILOT SITE KICK OFF EVENT  
“CHARTING THE COURSE OF THE ACHIEVEMENT TEAM”**

**August 24, 2006**  
8:30 am – 12:00 pm  
SERESC

8:30 Greet, Eat, and Meet...Enjoy the Continental Breakfast

9:00 Welcome, Introductions...and “Laser Talk”



9:10 Here’s What We Hope To Accomplish Today:

- To provide an overview of focused monitoring and sense of purpose for achievement teams and role of the technical assistant
- To participate in self assessment regarding readiness for systems change
- To consider data management capacity in each pilot and their readiness to use data to make decisions
- To provide an overview of the contents of the Focused Monitoring Notebook

What are the questions you want answered today?

9:15 Focused Monitoring Overview/Context and Role of the Technical Assistant  
***What Do You Need To Know More About?***

10:00 Let’s Get Some Baseline Data.... Focused Monitoring Self Assessment

10:15 Quick Break

10:30 Sorting Types of Data

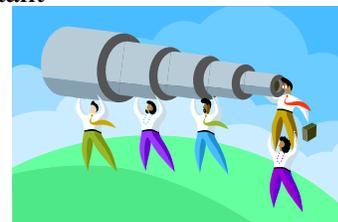
10:45 Results of Self Assessment

11:00 Using/Managing Data to Make Informed Decisions

11:45 Did We Meet Our Goals?  
Distribution of Notebooks  
Questions/Concerns?  
Reactions Please



12:00 Enjoy Lunch



**NHDOE Special Education Program Approval and Improvement Process  
Focused Monitoring Pilot Site Networking Session**

**October 25, 2006**

**9:00 am – 12:00 pm**

**SERESC**



*The Mission Of Special Education Program Approval Is:*

*To Improve Educational Results For All Children, Youth And Their Families*

**“Narrowing the Gap: It’s Everyone’s Responsibility!”**

**8:30 Enjoy the Continental Breakfast**

**9:00 Welcome, Introductions and Quick Opening Activity....”Cool Quotes”**

Here’s What We Hope to Accomplish Today:

- To introduce and reinforce the importance of professional learning communities and the impact upon student achievement.
- To develop an understanding of the growth model as it compares to the attainment model currently used in many educational settings.
- To share the progress of each Focused Monitoring Achievement Team.
- Are there additional questions you would like to have addressed?

**9:20 Building A Professional Learning Community: The Impact Upon Student Achievement: Ossipee Central School**

**10:15 Let’s Stretch**

**10:30 Achievement Team Updates and Networking....(NHDOE FOCUSED MONITORING 2006-2007RECORD OF ACHIEVEMENT TEAM PROCESS)**

- Essential Questions
- Successes/Challenges
- Mission/Beliefs
- Possible Data Sources



**11:00 Using Index Scores to Illustrate A Growth Model: Moultonborough School District**

**11:45 It’s A Wrap...**

Did we accomplish our goals?

Any additional questions?

For the December 6<sup>th</sup> Networking Session, please be thinking about:

- Expanded Parent Involvement
- Compliance as it Relates to Education Benefit

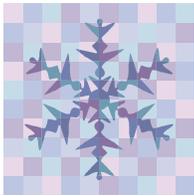
Your Reactions Please!!

**12:00 Let’s Eat!**



**NHDOE Special Education Program Approval and Improvement Process  
Focused Monitoring Pilot Site Networking Session**

**December 6, 2006  
8:30 am - 11:30 pm  
SERESC**



*The Mission Of Special Education Program Approval Is:  
To Improve Educational Results For All Children, Youth And Their Families*

**8:00 Breakfast**

**8:30- 8:40 Welcome and Introductions**

Here's what we hope to accomplish today:

1. To share updates from the three pilot sites.
2. To design the Focused Monitoring Compliance Component.
3. To introduce a critical path model toward completion of the final report.

**8:40 - 9:00 Updates from FM Pilot Sites on:**

1. Data Analysis
2. Parental Involvement
3. Student Involvement
4. Anticipated Impact on District

**9:00- 9:15 Overview of Systems Thinking for School Districts; The process for creating change.**

**9: 15- 10:15 New thinking about Compliance and Corrective Action Plan/Improvement Plan.**

**10:15- 10:30 Break**

**10:30- 10:45 Introduction to the Critical Path Model**

**10:45-11:15 Overview of the final report**

**11:15 It's a Wrap:**

Did we accomplish our goals

For February 8<sup>th</sup> Session:

- o Expanded Parent Development
- o What are your training goals for February 8<sup>th</sup>?

Your reactions please!



**11:30 Let's eat!**

**New Hampshire Department of Education  
Special Education Program Approval and Improvement Process  
Focused Monitoring Pilot Site Networking Session**

**“Creating a Culture of Collective Responsibility”**

**February 8, 2007  
8:30 – 11:30 am  
SERESC**



**AGENDA**

8:00 **Enjoy the Continental Breakfast**

8:30 **Welcome**

**Anticipated Outcomes for Today's Session**

- To provide an opportunity for pilot sites to network and learn from one another
- To provide pilot sites with further clarification on compliance component of focused monitoring
- To provide an overview of required components of achievement team summary report and grant application for improvement plan monies
- Other?

8:45 **Updates From Pilot Sites**

- ◆ Achievement Team activities:

Critical Path Document, including expanded parent and student involvement and sharing of sample documents

9:15 **Focused Monitoring Compliance Component**

- Process
- Field testing

10:30 Time to stretch....

10:45 **Achievement Team Summary Report**

- Purpose
- Content
- Discretionary grant application process

11:15 **It's A Wrap...**

- ❖ Questions/concerns?
- ❖ Did we accomplish our goals? .... Your reactions please!
- ❖ Reminders...
- ❖ Achievement Team monies: \$500.00
- ❖ Next Networking Session: April 11, 8:30-11:30 @ SERESC
- ❖ NHASEA Conference March 16<sup>th</sup>
- ❖ May 10, 2007 Spring Information Session...Save the date!
- ❖ Anything else???

11:30 **Lunch is Served**

**New Hampshire Department of Education  
Special Education Program Approval and Improvement Process  
Focused Monitoring Pilot Site Networking Session**

**“Creating a Culture of Collective Responsibility”**

**April 11, 2007  
8:30 – 11:30 am  
SERESC**

**AGENDA**

**8:00 Enjoy The Continental Breakfast**

**8:30 Welcome**

**Anticipated Outcomes for Today’s Session**

- To provide an opportunity for pilot sites to network, and learn from one another
- To provide technical assistance and clarification in writing the final report/improvement plan
- To capture the insights of the leadership team (lessons learned) as related to the Focused Monitoring Pilot Year
- Other?

**8:40 Updates From Achievement Teams/Sharing of Sample Documents**

- Critical Path Document
- Initial Findings/Emerging Trends in Data Collected By Achievement Teams
- Possible Improvement Plan Goals

**9:20 Report Writing: Content/Improvement Planning Process**

**10:20 Let’s Stretch**

**10:30 Chalk Talk:**

What Advice Can You Offer to the 2007-08 Focused Monitoring Targeted Sites?

**11:15 It’s A Wrap...**

- Reminder: May 10<sup>th</sup>...
- Did We Accomplish Our Goals?
- Questions/Concerns?
- Your Reactions Please!
- Anything Else?

**11:30 Adjourn...And Enjoy Lunch**



## **Agendas from 2 Spring Information Sessions**

# **New Hampshire Department Of Education**

## **Bureau Of Special Education**

### **Special Education Program Approval And Improvement Process**

*The Mission Of Special Education Program Approval Is:  
To Improve Educational Results For All Children, Youth And Their Families*

## **Spring Information Session**

### **“Cultivating A Culture of Collective Responsibility”**

**May 16, 2007**

**SERESC**



- 9:00 Register, Greet, Eat and Meet...Enjoy the Continental Breakfast
- 9:30 Welcome, Introductions and Opening Activity: “Inspiring Quotes”
- 9:50 Let’s Begin With the End in Mind...Here’s What We Hope to Accomplish Today...
- Provide an Overview of The NHDOE Case Study Compliance Review Process
  - Anything Else?
- 9:55 New Hampshire Department of Education, Program Approval and Improvement Process:
- Mission and Beliefs
- 10:00 New Hampshire Department of Education, Program Approval and Improvement Process:
- What We Know About the Case Study Compliance Review
  - Your Questions...?
- 10:30 Let’s Take A Break
- 10:45 Powerful Ideas...Lessons Learned From the Field
- Becket Family of Services
  - Contoocook School
- 11:20 Your Questions Please...
- 11:30 Wrap Up and Next Steps
- Did We Accomplish Our Goal? (MAB)
  - Web-Site Information
  - Follow up From Today’s Session
  - Further Questions?
  - Your Reactions, Please
- 11:45 Enjoy Lunch





**New Hampshire Department of Education  
Program Approval and Improvement Process  
Focused Monitoring Information Session  
June 14, 2007 9:00 – 11:00 am SERESC**



The Mission of Special Education Program Approval is:  
To Improve Educational Results for All Children, Youth and their Families

**AGENDA**

**9:00 Welcome, and Introductions**

**Our Goal for This Morning . . .**

To provide attendees with an overview of the NHDOE Special Education Focused Monitoring Process, including but not limited to:

- Potential benefits of Focused Monitoring
- Lessons learned from the 2006-07 Focused Monitoring Pilot Sites
- Description of possible Focused Monitoring Data Collection Activities, including Special Education Compliance/IEP Review Process
- Connections to state and district initiatives
- Available Technical Assistance
- Available Technical Assistance and information on “Next Steps”
- Provide answers to your initial questions regarding Focused Monitoring
- Anything else?

**9:15 Chalk Talk...**

What do you know about Focused Monitoring?

What opportunities could the process bring to your district?

What are your questions/concerns?

**10:00 Let's Answer Your Questions/Concerns**

**10:30 What Additional Information Do You Need To Know Today?**

**10:45 NHDOE Focused Monitoring PowerPoint, NHASEA Presentation  
(June 15, 2007, NHASEA Meeting)**

**10:55 Next Steps . . .**

- Schedule a time to meet with your Technical Assistants
- Be thinking about Achievement Team composition
- Important dates and times to plan ahead . . .
  - **July 30, 1:00 – 3:00 PM Focused Monitoring Introductory Meeting**
- Focused Monitoring networking sessions:
  - **Tuesday, Oct. 23, 9:00-12:00**
  - **Tuesday, Jan. 22, 9:00-12:00**
  - **Tuesday, Mar. 18, 9:00-12:00**

**Your Reactions Please . . .**

**11:00 Adjourn**

## **Agendas From 9 Joint Professional Development Sessions with NHDOE and SETAC**



**Joint Professional Development Meeting**  
**SETAC, NHDOE and Special Education**  
**Program Approval Management Team**  
**July 17, 2006**  
**Granite State College**  
**Concord**  
**1:00 – 4:00 pm**

**AGENDA**

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**1:00 Welcome and Assignment of Team Member Roles**

Facilitator	Recorder
Timekeeper	Process Observer

Review of Minutes May 9, 2006 Meeting and action/to do Items

**1:15 Focused Monitoring Discussion**

Updates on:

- Site selection
- Advisory group
- Potential role of SETAC in FM Pilot Sites
- Next Steps

**1:45 SETAC restructuring**

Update on current status of SETAC restructuring plan

**2:15 Let's Break**

**2:30 Old Business**

Update from committee on System Change Models

**3:00 Updates:**

Innovative Practices

NHDOE update

Management Team updates

SETAC updates

**3:45 Wrap Up . . .**

- Review Action Items From Today's Meeting
- Possible Agenda Items for September Meeting
- "Moment of Zen"...What Have You Learned Today?"
- Report Out From Process Observer

**4:00 Adjourn**

**Joint Professional Development Meeting**  
**SETAC and NHDOE Special Education Program Approval Management Team**  
**September 12, 2006**  
**Granite State College**  
**Concord**  
**1:00 - 4:00 pm**

- 1:00 Welcome, and Assignment of Team Member Roles  
Facilitator Recorder  
Timekeeper Process Observer
- 1:10 Review of Minutes: July 17th Meeting/Action Items
- 1:15 Quick Review: Purpose/Outcome of Meetings
- 1:20 Updates  
NHDOE  
SETAC  
Program Approval Management Team
- 1:45: Writing of IEPs: Professional Development being Provided to the Field
- 2:30 Quick Break
- 2:40 Focused Monitoring Update
- 3:15 Modified Program Approval Visits: Nashua, Salem, Littleton, Exeter
- 3:30 Systems Change and Sustainability
- 3:45 Time To Wrap Up...  
Review Action Items From Today's Meeting  
Possible Agenda Items for October Meeting  
Anything Else for Discussion?  
Moment of Zen...What Did We Learn Today, and What Impact Does This Have  
Upon Our Work?  
Report Out From Process Observer
- 4:00 Adjourn



## Joint Professional Development Meeting

SETAC, NHDOE and Special Education  
Program Approval Management Team

October 10, 2006

Granite State College

Concord

1:00 – 4:00 pm

### AGENDA

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**1:00 Welcome and Assignment of Team Member Roles**

Facilitator

Recorder

Timekeeper

Process Observer

Review of Minutes September 12, 2006 Meeting and Action Items

**1:15 CBM Professional Development Offering**

**2:00 Discussion of Action Items: September 12<sup>th</sup> Meeting:**

- Charter Schools
- System Change and Sustainability

**2:45 Let's Break**

**3:00 Updates**

- Innovative Practices
- NHDOE Update
- Management Team Update
- SETAC Update

**3:30 Old Business:**

**Any Old Business?**

**3:45 Wrap Up...**

- Review Action Items From Today's Meeting
- Possible Agenda Items for November 14<sup>th</sup> Meeting
- "Moment of Zen"...What Have We Learned Today, and What Impact Does it Have Upon our Work?"
- Report Out From Process Observer

**4:00 Adjourn**





## Joint Professional Development Meeting

### SETAC, NHDOE and Special Education Program Approval Management Team Joint Professional Development Meeting

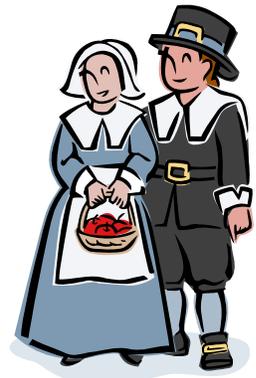
November 14, 2006  
Granite State College

Concord

1:00 – 4:00 pm

#### AGENDA

- 1:00 Welcome and Assignment of Team Member Roles:  
Facilitator Recorder  
Timekeeper Process Observer
- 1:10: Review of Minutes/Status of Action Items From October 10th Meeting
- 1:20 Professional Development Offering: Systems Change and Sustainability
- 2:00 Updates
- Innovative Practices
  - NHDOE Updates
  - SETAC Updates
  - Management Team Updates
- 3:00 Old Business:  
Charter Schools  
Other
- 3:15 New Business  
Project Evaluation
- 3:30 Time to Wrap Up
- Review of Action Items
  - Possible Agenda Items for December 12th Meeting
  - "Moment of Zen"...What Have We Learned Today, And What Impact Does This Have Upon Our Work?
  - Report Out From Process Observer



**Joint Professional Development Meeting**  
**SETAC, NHDOE, and Special Education Program Approval Management Team**  
**December 12, 2006**  
**Granite State College**  
**Concord 1:00 - 4:00 pm**

Agenda:

1:00 Welcome and Assignment of Roles:

Facilitator	Recorder
Timekeeper	Process Observer

1:10 Review Minutes/Status of Action Items from November 14th meeting

1:20 Professional Development Offering: New Thinking, Corrective Action Planning

2:00 Updates

- NHDOE
- SETAC
- Program Approval Management Team

2:45 Miscellaneous Topics:

- Charter Schools
- System Change and Sustainability
- Literacy Debate

3:45 Time to Wrap UP

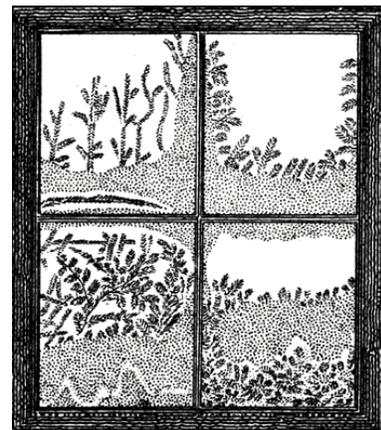
- Review of Action Items/Decisions
- Possible Agenda Items for Next Meeting
- Moment of Zen...What did we learn today, and what impact does this have upon our work?
- Report Out From the Process Observer

4:00 Adjourn

## Joint Professional Development Meeting

**SETAC, NHDOE, and Special Education Program Approval  
Management Team  
January 23, 2007  
Granite State College  
Concord NH  
1:00 – 4:00 pm**

- 1:00 Welcome and Assignment of Team Member Roles  
Facilitator Recorder  
Timekeeper Process Observer
- 1:10 Review Minutes/Action Items from December 12<sup>th</sup> meeting
- 1:20 Professional Development Offering:  
System Change and Sustainability...Dick Lates, Article Discussion
- 2:00 Charter Schools: Memo #14 and Conversation with Roberta Tenney
- 2:30 Literacy Task Force Report
- 3:00 Updates
- Innovative Practices
  - NHDOE Updates
  - SETAC Updates
  - Management Team Updates
- 3:45 Time to Wrap Up...
- Review Action Items
  - “Moment of Zen”...What have we learned today, and what impact does this have upon our work?
  - Agenda Items for The February 13<sup>th</sup> Meeting
  - Report Out From the Process Observer
  - Anything Else?
- 4:00 Adjourn



## **Joint Professional Development Meeting**

### **SETAC, NHDOE, and Special Education Program Approval Management Team February 13, 2007 Granite State College Concord NH 1:00 – 4:00 pm**

- 1:00 Welcome and Assignment of Team Member Roles  
Facilitator Recorder  
Timekeeper Process Observer
- 1:10 Review Minutes/Action Items from January 23rd meeting
- Review Revisions to Minutes from December Meeting
- 1:20 Professional Development Offering:  
System Change and Sustainability...Dick Lates, Article Discussion
- 2:00 Updates
- Innovative Practices
  - NHDOE Updates
  - SETAC Updates
  - Management Team Updates
- 2:45 Focused Monitoring Compliance Component
- 3:15 Time to Wrap Up...
- Review Action Items
  - “Moment of Zen”...What have we learned today, and what impact does this have upon our work?
  - Agenda items for the February 13<sup>th</sup> meeting
  - Report out from the process observer
  - Anything else?
- 4:00 Adjourn

**Joint Professional Development Meeting**  
**SETAC, NHDOE, Special Education Program Approval Management Team**  
**March 13, 2007**  
**Granite State College**  
**Concord NH**  
**1:00 – 4:00 pm**



Agenda

1:00 Welcome and Assignment of Team Member Roles

Facilitator	Process Observer
Timekeeper	Recorder

1:10 Review Minutes/Action Items February 13<sup>th</sup> meeting

1:20 Professional Development Article Discussion: *How to Bring Our Schools Out of the 20<sup>th</sup> Century*

2:00 Updates

- Innovative Practices
- NHDOE Updates
- SETAC Updates
- Management Team Updates

3:00 Focused Monitoring Updates

- Stakeholder Meeting
- Compliance Component: IEP Review Form
- Other

3:30 Time to Wrap Up:

- Review Action Items From Today's Meeting
- Agenda Items for April 10<sup>th</sup> Meeting
- Moment of Zen
- Report Out From the Process Observer
- Anything Else?

4:00 Adjourn



**Joint Professional Development Meeting**  
**SETAC, NHDOE, Special Education Program Approval Management Team**  
**May 15, 2007 1:00 – 4:00 pm**  
**Granite State College**  
**Concord NH**

**1:00 Welcome and Assignment of Team Member Roles**

Facilitator	Recorder
Timekeeper	Process Observer

**1:10 Review Minutes/Action Items from Previous Meeting**

**1:20 Professional Development Discussion**

“Learning to Be Human” ...discussion of paper written by Dick Lates

**2:00 Updates**

- Innovative Practices
- NHDOE Updates
- SETAC Updates
- Management Team Updates

**2:45 Focused Monitoring: Progress To Date**

**3:00 Other Items?**

**3:30 Time to Wrap Up...**

- Review of Action Items
- “Moment of Zen”...What Did We Learn Today, And What Impact Does This Have Upon Our Work?
- Agenda Items for June Meeting
- Report Out From Process Observer
- Anything Else?

**3:45 Adjourn**



***Focused Monitoring Advisory Committee 2006-2007***

<b>First Name</b>	<b>Last Name</b>	<b>Role</b>
Alan	Pardy	NHASEA
Michael	Hopkins	Superintendent, SAU 54
Martha	Miller	Teacher
Helene	Bickford	Director of Curriculum, Instruction and Assessment
Mary	Heath	Deputy Commissioner
Paul	Ford	Principal
Kathy	Cuddy-Egbert	Director of Spec. Ed
Lindsay	Morin	Special Education Teacher
Dawne	Altemus	Parent
Howard	Muscott	Higher Ed
Bonnie	Dunham	Parent Consultant
Richard	Nannicelli	Principal
Joan	Izen	PTAN
Carolyn	Woodman	CEIL & Autism
Eric	Mann	PBIS
Jonas	Taub	Technical Assistant, NHDOE
Sandra	Plocharczyk	Special Education Support Center Director, NH School Administrators Association
Mariellen	MacKay	NH Connections

**Focused Monitoring Advisory Committee Meeting Dates**

August 17, 2006  
October 25, 2006  
December 6, 2006  
February 8, 2007  
April 11, 2007

## Overview of Focused Monitoring

- The purpose/goal on the federal level is accountability.
- NCLB and IDEA intersect and provide a look at what progress is being made in regard to Special Education.
- On the state level a representative group of stakeholders looked at indicators of success for children in order to determine the Key Performance Indicator (KPI).
- The State Performance Plan (SPP) was used by the Stakeholder Group to guide their work.
  - Key Performance Indicator (KPI) and the Achievement Gap (between students with disabilities and their non-disabled peers) was determined by this group of stakeholders.
- The current Cyclical Approach used by the NHDOE in reviewing special education programs in local school districts will most likely be phased out.
- The NHDOE is working with SERESC in developing cohort groups of school districts for data review.
- Those districts with the greatest potential for growth, in relation to the KPI, will be identified from each cohort group.
- The NHDOE is working on the development of a desk audit model, for all other districts that are not identified as a Focused Monitoring Site.
- The NHDOE is also considering identifying a district, whose data does indicate a very narrow achievement gap. The purpose of this would be to share expertise with those districts that have a significant achievement gap.

*New Hampshire Department of Education  
Special Education Program Approval and Improvement Process*

***Focused Monitoring, Pilot Site Roadmap***  
“Putting the Achievement Team in the Drivers Seat”

The use of this roadmap/timeline is intended to help the Achievement Team plan the upcoming pilot year, and to make everyone aware of important stops along the way. As your Achievement Team begins the NHDOE Special Education Focused Monitoring journey, it will be essential that the team consider the following road map/timeline:

**July 6th:** Initial Pilot Site Meeting - Learning Together: Let’s Begin to Talk About the “Achievement Gap”

**August 24th:** Focused Monitoring “Kick Off” with Pilot Site Achievement Teams!  
Focused Monitoring Toolkit, outlining expectations, will be distributed.

**September-October:** Achievement Team work begins under the guidance of the technical assistants assigned to work with your educational community. Tasks may include: review of mission and beliefs, assessment of system readiness, perceptions, instructional reform, review of essential question, possible data sources, identifying and prioritizing achievement indicators, etc.

**October 25<sup>th</sup>:** Achievement Team Leadership Networking Session  
Key leaders of the Achievement Team will come together at SERESC for professional development and networking.

**November-December:** Achievement Teams continue work with technical assistants assigned to your educational community. Achievement Team activities might include a data carousel, review of root cause analysis tools, forming hypotheses, and data collection/analysis to prove/disprove hypotheses.

**December 6<sup>th</sup>:** Achievement Team Leadership Networking Session  
Key leaders of the Achievement Team will come together at SERESC for professional development and networking

**January-February:** Achievement Team will be responsible for analyzing all data collected and generating findings

**February 8<sup>th</sup>:** Achievement Team Leadership Networking Session  
Key leaders of the Achievement Team will come together at SERESC for professional development and networking

**March:** Achievement Teams will be responsible for developing improvement plan/goals and implementation timeline.

**April:** Achievement Team will be responsible for writing the summary report, and outlining findings and improvement plan.

**April 11<sup>th</sup>:** Achievement Team Networking Session  
Key leaders of the Achievement Team will come together at SERESC for professional development and networking.

**May 10<sup>th</sup>:** Representation from each Achievement Team will be asked to participate in an “Orientation” for the 2007-08 NHDOE Special Education Focused Monitoring Sites.

USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT  
**FOCUSED MONITORING IEP REVIEW**  
**DATA COLLECTION FORM**  
 NEW HAMPSHIRE DEPARTMENT OF EDUCATION  
 SPECIAL EDUCATION PROGRAM APPROVAL AND IMPROVEMENT PROCESS

Student:	DOB:	Disability:	School:
District:		Grade:	Date:

**PRINT NAMES OF ALL COLLABORATIVE TEAM MEMBERS CLEARLY**

Name:	Position:	Building Level or Visiting (circle one)
Name:	Position:	Building Level or Visiting (circle one)
Name:	Position:	Building Level or Visiting (circle one)
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Name:	Position:	Building Level or Visiting (circle one)

The NHDOE Special Education Focused Monitoring Process examines systems and student outcomes with the purposes of increasing understanding of: the overall context of the school, the general and special education processes and procedures and individual student performance, resulting in an improvement plan.

The IEP Review Data Collection Form is designed to help teams examine the IEP for educational benefit and compliance and is based on the belief that the IEP is the core of the special education process. A well crafted, collaborative IEP can serve to ensure educational benefit for students with disabilities.

To assure that an IEP is reasonably calculated to provide educational benefit, it must support a student's access to the general education curriculum. The identified needs must be prioritized and the impact of the disability on the student's performance in the general education classroom must be clearly defined. Goals, objectives/benchmarks, accommodations/modifications and the type and amount of services must align with the student's needs in order for him/her to learn and validly demonstrate this knowledge. Ongoing, purposeful measurement of progress must be conducted and reported to track progress in the plan/program.

Ultimately, Teams should be able to conclude whether the IEP contains the required elements, if it is reasonably calculated to provide educational benefit and whether the IEP is useful, understandable to a broad audience, and a helpful tool in understanding the child's disability, its impact, and how the school will address this impact.

**PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE/PROFILE**

1. Identify and list the sources used to assess the student's current levels of academic achievement and functional performance (e.g. initial or most recent evaluations, performance on state and district wide assessments, classroom based measures, etc.)

2. In view of the above, list the student's strengths, interests and academic, developmental and functional needs.

3. Describe how parent concerns for improving the student's education are addressed in the IEP.

4. How does the student's disability affect the student's involvement and progress in:

- the general education curriculum (e.g. grade level expectations, district curriculum)?
- non-academic areas (e.g. social, behavioral, attention, extracurricular activities)?



**MEASURING PROGRESS**

1. Describe how the student's progress toward meeting annual goals will be measured in terms of the following:
  - What is being measured
  - What is the criteria
  - When will the measurement occur (schedule)
  - How and where will it be measured
  - Who will collect the data
  - What is the schedule for reporting the progress

2. Demonstrate that the progress updates provide specific, meaningful, and understandable information on a child's progress that is easily understood by a broad audience including student, parents and teachers.

3. If the student did not make periodic/ yearly progress, how was the IEP revised?

## ACCOMMODATIONS AND MODIFICATIONS

1. *Accommodations are instructional and/or environmental supports and services to help the student access the general education curriculum/program and/or to validly demonstrate learning. They do not fundamentally alter expectations or standards in instructional level, content or performance criteria.*

Given the student's stated impact/needs, **provide examples** of an instructional accommodation and an environmental accommodation that are most critical to enabling the student to access the general education curriculum and that are written in a manner that are useful to the general education teacher (e.g. jargon free).

2. *Modifications are specially designed instruction that changes the general education curriculum content or standards and what is expected of the student in order for the student to make effective progress. They fundamentally alter expectations or standards in instructional level, content or performance criteria.*

Given the student's stated impact/needs, **provide an example** of a modification that is most critical to enabling the student to make effective progress and that is written in a manner that is useful to the general education teacher.

3. Provide evidence that demonstrates how the implementation of **accommodations/modifications** is monitored.

**SPECIAL EDUCATION AND RELATED SERVICES**

<p>1. Do the services in the IEP address all the child's needs?          •If not, which areas are not addressed and why?</p>	
<p>2. Describe how the implementation of <b>special education and related services</b> is documented and monitored.</p>	

<b>PLACEMENT</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>	<b>Comments</b>
<p>1. If the student is a preschooler, is he/she educated with typically developing peers?          • If yes, what is the ratio of students with and without disabilities?</p>				ratio
<p>2. Check the educational environment below in which the student is placed. Please select one.</p>				
<p>• regular class 80% or more of the day? (modified regular setting)</p>				
<p>• regular class 40% to 79% of the day? (resource room setting)</p>				
<p>• regular class 39% or less of the day? (self-contained setting)</p>				
<p>• separate school/program?</p>				
<p>3. Will the student be removed from the general education classroom at any time? If yes, explain why the removal is considered critical to the student's program.</p>				

**THREE YEAR IEP REVIEW**

**Student's Name** \_\_\_\_\_ **Grade** \_\_\_\_\_  
**District** \_\_\_\_\_ **Site** \_\_\_\_\_ **Date** \_\_\_\_\_

**Reviewer(s)**

**Current IEP**

**IEP dates** \_\_\_\_\_

1. Identify the area(s) where this student is not proficient on the most recent NECAP.

- Is this area(s) an identified need in the student's present level of performance/profile? If so, what was the present level(s) of performance?
- If not, the questions below do not apply. However what would you do to further explore the reasons for poor state assessment results?
- What are your hypotheses related to this student's poor performance on state assessments?

2. Is there a measurable annual goal(s), objectives/benchmarks addressing this area?

3. Are there accommodations/modifications related to this area?

4. Are there special education, related services and/or supports provided in this area(s)?

5. Using data, and compared to the present level of performance, describe the progress the student made in this area(s) to date.

**Last Year's IEP**

**IEP dates** \_\_\_\_\_

**Grade(s)** \_\_\_\_\_

1. Was the above area(s) an identified need in this IEP? If so, what was the present level(s) of performance?  
Was the student proficient in this area(s) on the NECAP this year?

2. Is there a measurable annual goal(s), objectives/benchmarks addressing this area?

3. Are there accommodations/modifications related to this area?

4. Are there special education, related services and/or supports provided in this area(s)?

5. Using data, and compared to the present level of performance, describe the progress the student made in this area(s).

<u>IEP dates</u>	<u>IEP Two Years Ago</u>	<u>Grade(s)</u>
<p>1. Was the above area(s) an identified need in this IEP? If so, what was the present level(s) of performance?</p> <p>Was the student proficient in this area(s) on the NECAP this year? Y/N</p>		
<p>2. Is there a measurable annual goal(s), objectives/benchmarks addressing this area?</p>		
<p>3. Are there accommodations/modifications related to this area?</p>		
<p>4. Are there special education, related services and/or supports provided in this area(s)?</p>		
<p>5. Using data, and compared to the present level of performance, describe the progress the student made in this area(s).</p>		

CONCLUSIONS	YES	NO
<p>Is the area(s) in which the student was not proficient on the NECAP an identified need in the present levels of performance?</p> <ul style="list-style-type: none"> <li>▪ Explain</li> </ul>		
<p>Is this area(s) addressed by appropriate goals and, if appropriate, objectives/benchmarks?</p> <ul style="list-style-type: none"> <li>▪ Explain</li> </ul>		
<p>Do the services support the goals and objectives?</p> <ul style="list-style-type: none"> <li>▪ Explain</li> </ul>		
<p>Did the student make yearly progress?</p> <ul style="list-style-type: none"> <li>▪ Explain</li> </ul>		
<p>If the student did not make progress, were the goals and objectives changed in the next IEP to assist the student to make progress?</p> <ul style="list-style-type: none"> <li>▪ Explain</li> </ul>		
<p>Were sufficient services provided to ensure that the student would make progress?</p> <ul style="list-style-type: none"> <li>▪ Explain</li> </ul>		
<p>Considering the answers to each of the above, were you able to assess the degree to which the IEPs were designed to provide educational benefit in this area(s)?</p> <ul style="list-style-type: none"> <li>▪ Explain</li> </ul>		
<p>How has this process informed future plans for this student's IEP?</p> <ul style="list-style-type: none"> <li>▪ Explain</li> </ul>		

**Related to IEP development/process, progress monitoring and services:**

**Strengths**

**Suggestions**

**Related to the overall education system:**

**Strengths**

**Suggestions**