

**New Hampshire Department of Education
Bureau of Special Education**

**Special Education Program Approval and
Improvement Process**

2003-2004 Year End Summary Report

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**NEW HAMPSHIRE DEPARTMENT OF EDUCATION
SPECIAL EDUCATION PROGRAM APPROVAL AND
IMPROVEMENT PROCESS
2003-2004 YEAR END SUMMARY REPORT
SEPTEMBER 2004**

INTRODUCTION

I am pleased to offer this summary report on behalf of the NHDOE Program Approval and Improvement Process Management Team. I hope that you will find it informative, and it will provide you with insight into the work of the NHDOE and SERESC as well as LEAs and Private Special Education Schools who have been involved in the varied aspects of special education program approval activities. This is the 18th year that the Southeastern Regional Education Service Center has been a collaborative partner with the NHDOE in the oversight and implementation of special education program approval. It marks my 15th year as project director, and the beginning of my 16th year in administering the approval process. As the director of the project, I have been fortunate to see unprecedented support from the field for the NHDOE Special Education Program Approval Process, due to the fact that the process has evolved from being solely compliance driven to combining compliance with school improvement, with a focus on improved student outcomes.

The report that follows is a summary of the work of the NHDOE Special Education Program Approval Management Team, our priorities, and the data collected from our work and our stakeholders. On behalf of the management team, let me say that we are proud of the work that we do and look forward to continuing to find ways to strengthen the NHDOE Special Education Program Approval and Improvement Process. We have accomplished a lot in the past 18 years, and look forward to many challenges in the future.

THE YEAR IN REVIEW:

The NHDOE Special Education Program Approval and Improvement Process Management Team is convinced that good data leads to good decisions about special education. The data found in this report is only part of an overall effort to make reliable data more available. We hope this summary provides you with an overview of the work conducted across the state of New Hampshire during the 2003-04 school year. It is important to note that the data presented in this report is based on the representative sampling of the LEAs and Private Special Education Schools visited during the 2003-04 school year.

Statistical Information, General Overview:

Total # of Sites involved in Case Study Compliance Reviews: 14

Brentwood School
Do-It School
Hear in NH
KellCo Academy
NFI Contoocook School
Odyssey School & Pace Program
SAU 21 Hampton, N Hampton, S Hampton, Hampton Falls, Winnacunnet & Seabrook
SAU 26 Merrimack School District
SAU 32 Plainfield School District
SAU 43 Newport School District
SAU 47 Jaffrey/Rindge Cooperative School District
SAU 61 Farmington School District
SAU 62 Mascoma Valley Regional School District
SAU 75 Grantham School District

Total # of Yearlong Improvement Team Sites: 11

Becket Family of Services (Becket, Mount Prospect Academy, Life Centered Learning Institute)
Burnham Brook Country Middle School
Camp E-Toh-Anee
Granite State High School
Hunter School
Nashua Children's Home
SAU 05 Oyster River School District
SAU 34 Hillsboro-Deering School District
SAU 88 Lebanon School District
Spaulding Youth Center
Strafford Learning Center

Total # of Preschool Special Needs Programs Reviewed: 13

Hear In NH
Strafford Learning Center
SAU05 Oyster River School District
SAU21 Hampton School District
SAU26 Merrimack School District
SAU32 Plainfield School District
SAU34 Hillsboro-Deering School District
SAU43 Newport School District
SAU47 Jaffrey/Rindge School District
SAU61 Farmington School District
SAU62 Mascoma School District
SAU75 Grantham School District
SAU88 Lebanon School District

Total # of Audit Visits: 5
SAU 33, Raymond School District
VASE Program, SAU 6 / 60
Birchtree Center for Children
SAU 40 Milford SAGE School
Odyssey and PACE

Total # of Applications Submitted and Reviewed for New Programs and/or Changes To Existing Approved Program: 48 (See appendix for list)
In addition, for at least 8 programs that initially applied during the 2002-03 school year, the approval process continued well into the 03-04 school year (Milford SAGE, Monroe Preschool, Milton Bright Beginnings, Haverhill King St. School, Hinsdale Circle of Friends Preschool, the Pittsfield Preschool and the Merrimack Valley Learning Center's Middle School and High School Programs.
All new program visit summary reports have been forwarded to the NHDOE.

Total # Shelter Care Facilities Visits Conducted: 3
Antrim Girls Shelter
NFI Midway Shelter
NFI North Country Shelter

Total # of James O. Compliance Reviews Conducted: 35

Total # of Visiting Team Members Utilized During the 2003-04 School Year: 171

Total # of Volunteer Building Level Team Members in Database: 499 (03-04 school year) (During 2003-2004 we made numerous phone calls to update our list, and deleted names of volunteers who no longer live or work in NH or in education.)

SERESC's proposal to the NHDOE, Bureau of Special Education, was based on three broad goals that were broken down in more specific objectives in the RFP. A summary of progress in reaching these goals is summarized below:

Goal #1: To establish an effective Special Education Program Approval and Improvement Process that would support continuous, sustainable program initiatives statewide, resulting in improved educational outcomes for students with disabilities.

As outlined in the proposal, the NHDOE Special Education Program Approval and Improvement Process has maintained an experienced team that has been responsible for the oversight of all monitoring activities. (See appendix for the names and credentials of the 2003-04 Program Approval Management Team)

In order to carry out the many aspects of program approval, the management team depends upon professionals from the field in fulfilling its mandate to conduct program approval activities. The project assistants assigned to work with the management team are responsible for maintaining the database of volunteers from the field who assist as visiting team members in the varied program approval activities. To date there are 1,227 professionals who have offered their skills and expertise as visiting team members. During

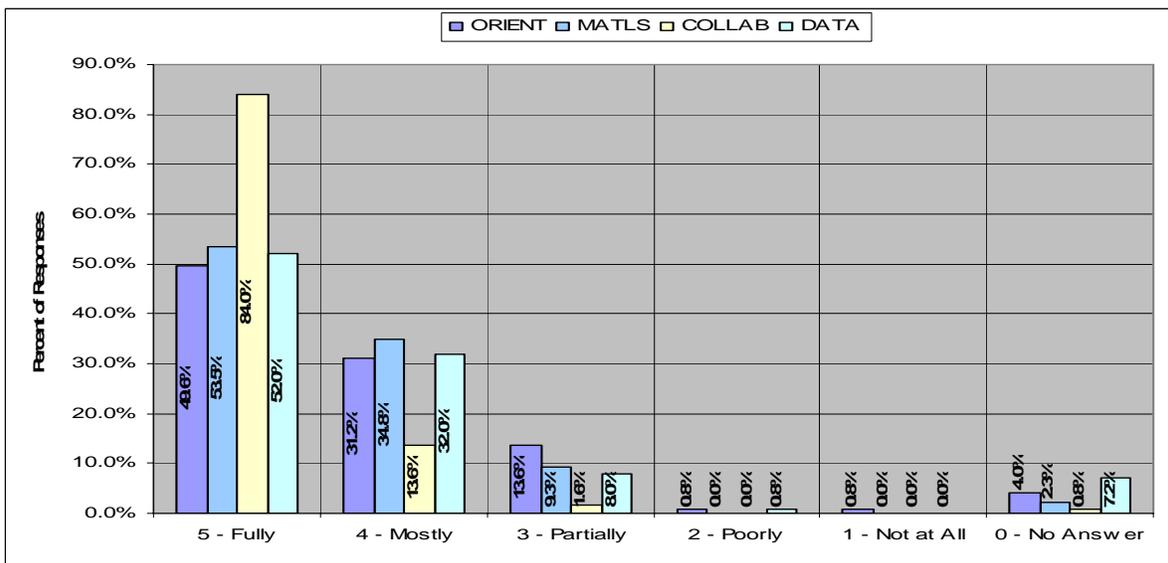
the 2003-04 school year 171 of these individuals were utilized to fill various roles ranging from serving on Case Study Compliance Reviews, to conducting focus groups, to serving on teams reviewing corrective action plans, or assisting the NHDOE and SERESC with presentations made to the field. At the start of each school year, recruitment letters are sent out to special education directors, private special education schools, principals and preschool coordinators asking for volunteers. In addition, during case study compliance reviews, volunteer forms are distributed to gain even a greater variety of expertise. (See appendix for sample letter and volunteer form).

Reactions from Visiting Team Members:

Of the 171 Visiting Team Members utilized for Case Study Compliance Reviews during the 2003-04 school year, 126 or 74% of them returned reactionnaires. As indicated in the chart below, the vast majority of visiting team members indicated that they were well prepared to serve as visiting team members (training/orientation), the case study materials were appropriate, and that they worked as collaborative partners with the site being visited. The visiting team members were not able to determine if the results of the Case Study Compliance Review and the data collected would have a lasting impact on student outcomes, as they felt that would be predicting the future.

Listed below is a summary of reactions from visiting team members. See appendix for a sample copy of the reactionnaire.

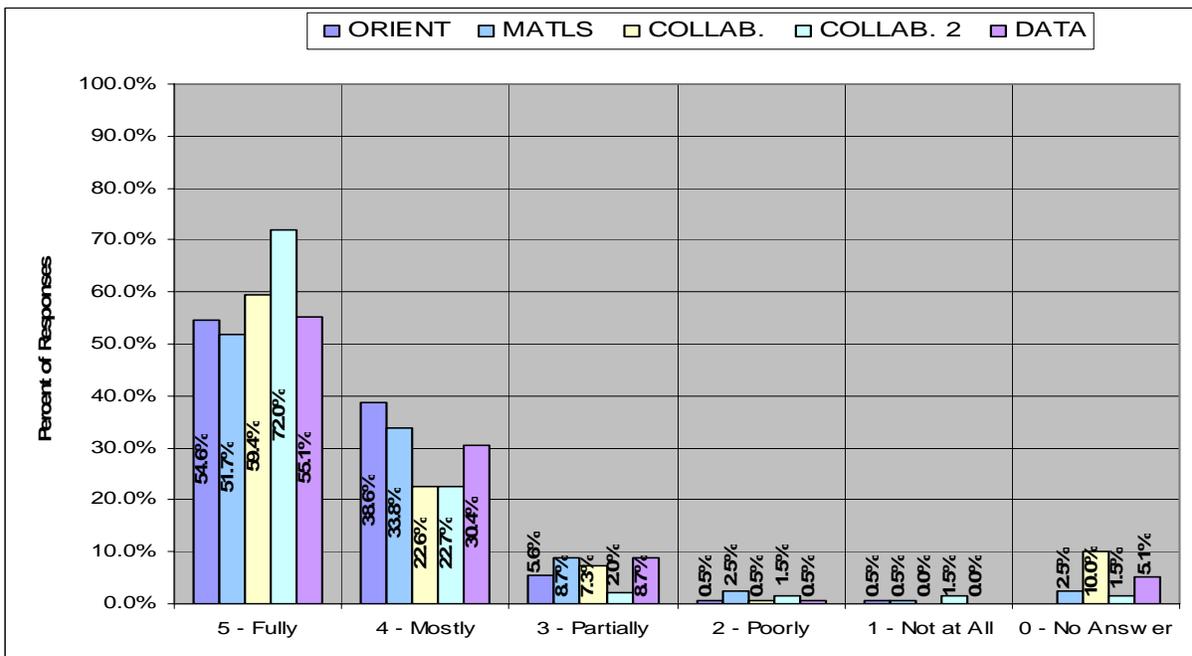
VISITING TEAM MEMBERS				
	ORIENT	MATLS	COLLAB	DATA
5 - Fully	49.6%	53.5%	84.0%	52.0%
4 - Mostly	31.2%	34.8%	13.6%	32.0%
3 - Partially	13.6%	9.3%	1.6%	8.0%
2 - Poorly	0.8%	0.0%	0.0%	0.8%
1 - Not at All	0.8%	0.0%	0.0%	0.0%
0 - No Answer	4.0%	2.3%	0.8%	7.2%
	100%	100%	100%	100%



Reactions from the Field:

As part of the Case Study Compliance Review, the NHDOE Program Approval and Improvement Team also collects data from the LEAs and private schools that have gone through the Case Study Compliance Review. Based on the feedback provided, it is evident that the staff and administration within the buildings who participated in the Case Studies indicated they were fully trained and well prepared, and that the case study materials were comprehensive. In addition, staff felt they worked collaboratively with visiting team members, although they were not able to determine if the data collected in the process would have an impact upon student outcomes. (See appendix for a sample copy of the reactionnaire.)

	BUILDING LEVEL TEAM MEMBERS				
	ORIENT	MATLS	COLLAB.	COLLAB. 2	DATA
5 - Fully	54.6%	51.7%	59.4%	72.0%	55.1%
4 - Mostly	38.6%	33.8%	22.6%	22.7%	30.4%
3 - Partially	5.6%	8.7%	7.3%	2.0%	8.7%
2 - Poorly	0.5%	2.5%	0.5%	1.5%	0.5%
1 - Not at All	0.5%	0.5%	0.0%	1.5%	0.0%
0 - No Answer		2.5%	10.0%	1.5%	5.1%
	100%	100%	100%	101%	100%



In addition to the surveys that we distributed during every Case Study Compliance Review (results summarized above), each Special Education Director was mailed a Case Study Compliance Review Reactionnaire at the conclusion of the entire process (see appendix for case study reactionnaire). We wanted to collect their reactions to and comments on the process after the report was finalized and the corrective action plan submitted. They were asked to share the reactionnaire with anyone at their SAU / private school who played a key role in the process.

To date, 19 of these responses have been collected and the results are as follows:

- 17 of the 19 respondents answered 5 (fully) or 4 (mostly) to the statement “SERESC/NHDOE provided adequate support, technical assistance and training in preparation for the Case Study Compliance Review.”
- 18 of the 19 respondents answered 5 (fully) or 4 (mostly) to the statement “There was an open line of communication with SERESC/NHDOE in providing all necessary information/documents/tools for the implementation of the Case Study Compliance Review Process.”
- 17 of the 19 respondents answered 5 (fully) or 4 (mostly) to the statement “The materials provided by the NHDOE (data collection forms, interview forms, etc) were effective in collecting data around the focus areas of Access to the General Curriculum, Transition and Behavior Strategies and Discipline.”
- 18 of the 19 respondents answered 5 (fully) or 4 (mostly) to the statement “The visiting team members assigned to work within your educational community were a helpful resource and were productive contributors to the Case Study Compliance Review.”
- All 19 respondents answered 5 (fully) or 4 (mostly) to the statement “The report summarizing the findings of the collaborative teams was helpful in targeting areas of improvement.”
- 16 of the 19 respondents answered 5 (fully) or 4 (mostly) to the statement “The corrective action/improvement plan that was developed as a result of the NHDOE Case Study Compliance Review will have a positive impact on student outcomes.”

Additional Monitoring Activities:

Other duties performed by the NHDOE Program Approval Management Team included conducting James O. Compliance Reviews, visits to Shelter Care Facilities and Audit Visits, as well as the review of all new programs or changes to existing approved programs. As in the past, a significant amount of time was spent on revision of program approval materials, including toolkits, the program approval application materials and the corrective action plan template. And, upon request, any related activities, as determined by the NHDOE, Bureau of Special Education were incorporated into the work scope. Examples of such activities include participation in: Graduation Task Force, Program Approval Rubric Committee, Secondary Transition, PTAN, Focused Monitoring Stakeholder Group, QUILT, SETAC, CARE NH, etc. By serving on such committees the management team is better able to ensure that the special education program approval process is supporting and integrating current NHDOE initiatives into program approval activities. Lastly, the management team has been responsible for working collaboratively with the NHDOE in the writing of reports, summaries, and correspondence related to all program approval activities. These documents have been provided to the NHDOE throughout the 2003-04 school year.

Goal # 2: To provide educators, families and communities with greater access to and participation in the NHDOE Special Education Program Approval and Improvement Process that:

- **Encourages cooperative problem solving by fully including the voices of parents, families, students, educators, agencies, and community members**
- **Promotes promising practices in the fields of special and general education and**
- **Offers professional development opportunities based on current research**

In order to accomplish this goal, the Program Approval Management Team was charged with several objectives. As part of their work scope, the team was responsible for collecting, documenting and recording parent input in all program approval activities and reports that have been sent to the NHDOE. During the 2003-04 school year the involvement of key stakeholders in the program approval process has been strengthened in a variety of ways. The management team has begun discussions with NH Connections and the NH Association of Special Education Administrators (NHASEA) as to how to better involve parents in Case Study Compliance Reviews. In addition, the management team has conducted quarterly professional meetings with SETAC, NHDOE Bureau of Special Education, Parent Connections, and NHASEA at which time information has been shared regarding monitoring activities and data collected.

Parent Involvement:

In regard to specific parent involvement in program approval activities, the management team has the responsibility of collecting, documenting and recording input from parents. As in the past, parents are involved with Case Study Compliance Reviews, and during 2003-04 approximately 160 parents were personally interviewed. Due to the personal and private nature of the interviews, the detailed responses are not summarized in reports, however an overall summary of patterns and trends is always included in the Case Study Compliance Review Final Report. In addition to the parent interviews during the Case Study Presentations, each LEA and private school visited during the 2003-04 school year was required to gather additional information regarding parent satisfaction, which was summarized and included in either the yearlong improvement reports or the Case Study Compliance Reviews. It is important to note that each LEA and private school was provided with a sample parent survey to distribute, however each site was given the option to customize the survey, or design their own, therefore making it difficult to summarize and report statewide data regarding parent feedback. While information was gathered and summarized in all the 2003-04 program approval reports, the tools and data collection methods varied and were summarized and reported in differing formats, making it difficult to identify accurate statewide patterns or trends. During the 2004-05 school year, all sites visited will be required to use a standardized parent survey that has been designed by the NHDOE Program Approval Management Team. It should also be noted that in addition to parental input through the Case Study Compliance Review, parents are encouraged to participate as team members in the yearlong improvement process.

Professional Development Offerings:

In working with the 2003-04 LEAs and private schools going through the NHDOE Special Education Program Approval Process, the management team was responsible for many professional development offerings, which included state wide trainings, professional development at the district/private school level and ongoing technical assistance from the management team.

Listed below is a sampling of the professional development opportunities offered by the NHDOE Program Approval and Improvement Management Team:

PARTICIPANT REACTIONS

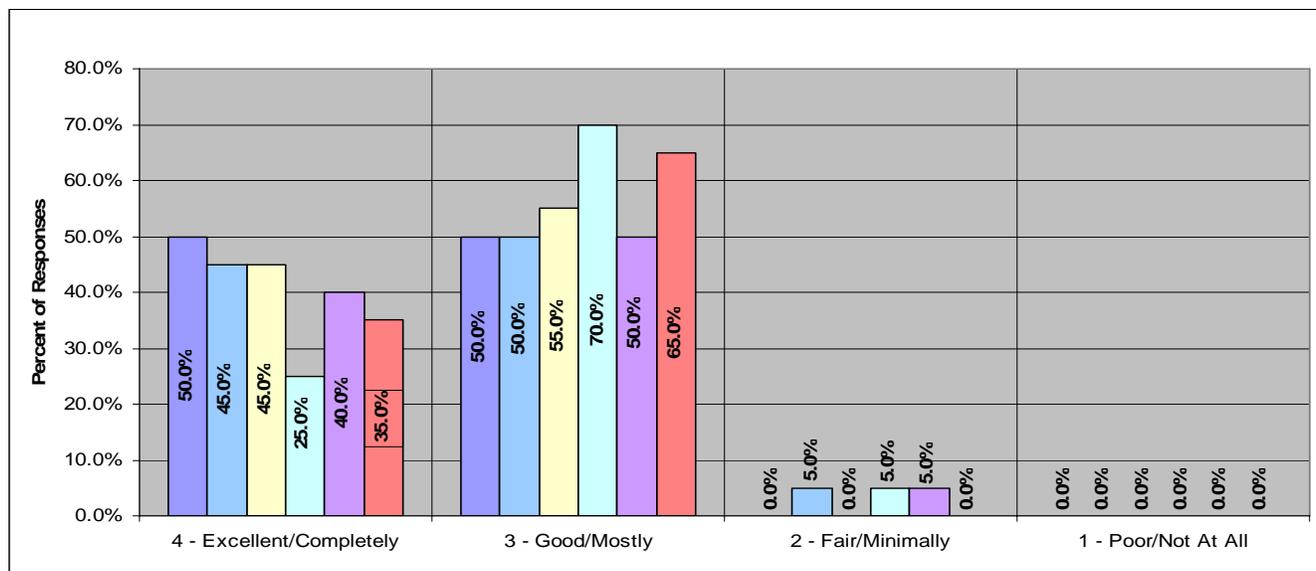
Spring Orientation Trainings:

March 25, 2004 SERESC

March 29, 2004 Common Man Inn Plymouth, NH

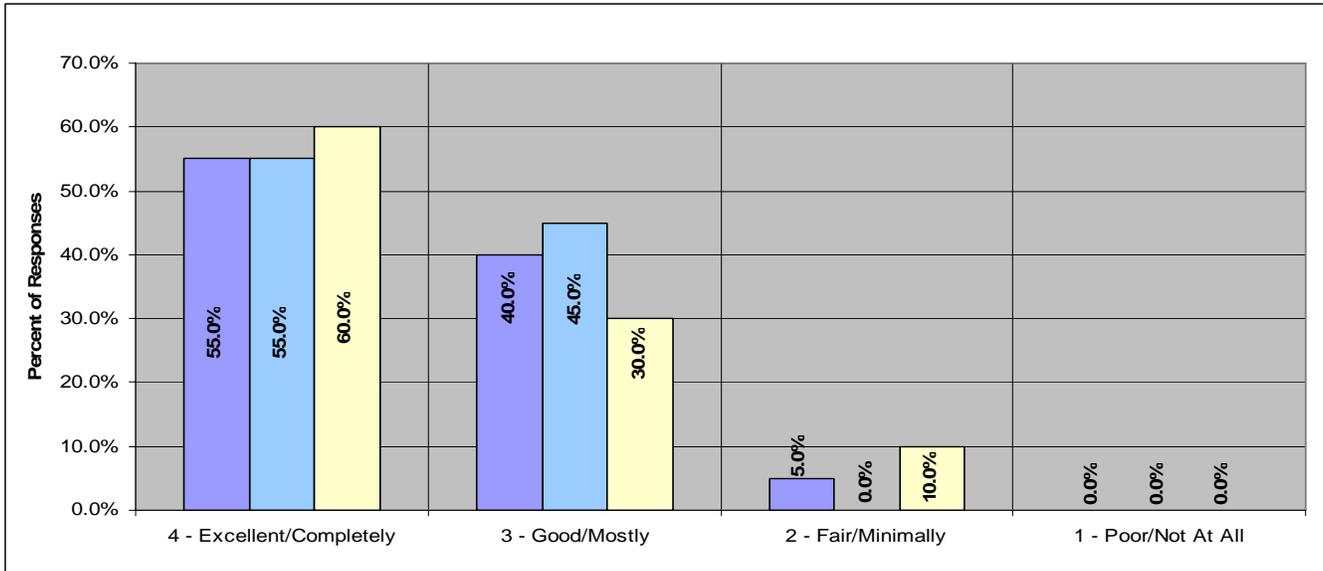
PLYMOUTH ORIENTATION Spring 04 - Training Content and Materials

	The Purpose/Goals of the training were clearly defined	The content of the training reflected the stated goals	The goals of the training were accomplished	Based on this training, I have the information I need for the next steps in the NHDOE Program Approval and Improvement Process	The materials used were appropriate and helpful	If I were to assess my learning at this training session, I would rate it as
4 - Excellent/ Completely	50.0%	45.0%	45.0%	25.0%	45.0%	35.0%
3 - Good/Mostly	50.0%	50.0%	55.0%	70.0%	50.0%	65.0%
2 - Fair/Minimally	0.0%	5.0%	0.0%	5.0%	5.0%	0.0%
1 - Poor/Not At All	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	100%	100%	100%	100%	100%	100%



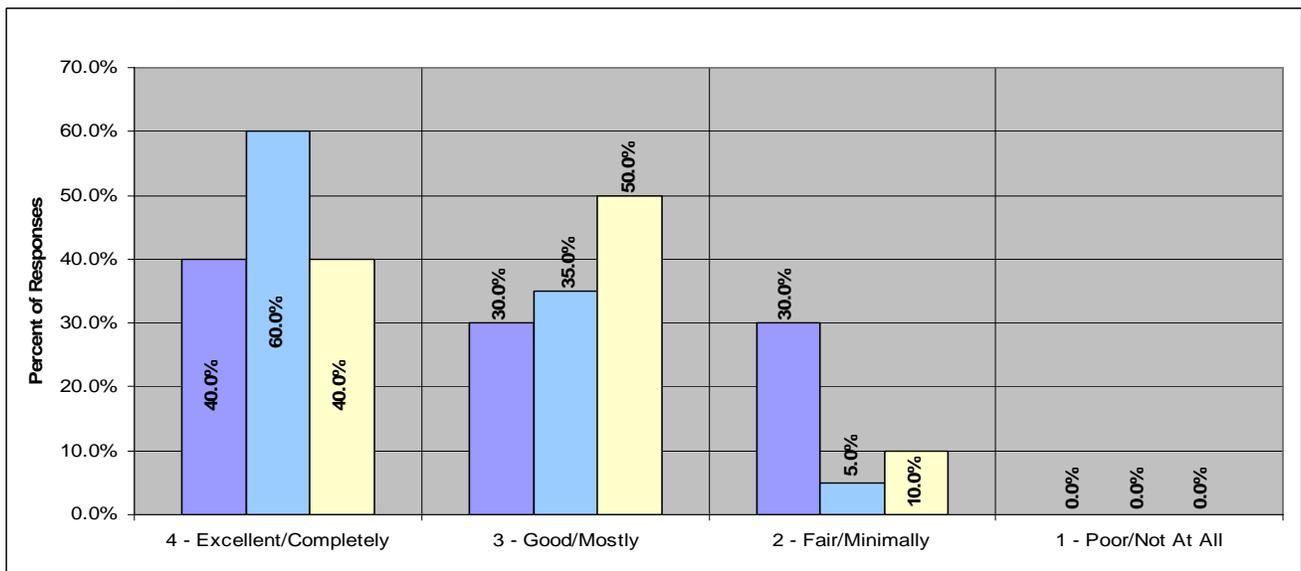
PLYMOUTH ORIENTATION Spring 04 - Training Delivery

	The presenters were knowledgeable about the content	The presenters were clear and easy to understand	The balance between presentation and participant involvement was appropriate
4 - Excellent/ Completely	55.0%	55.0%	60.0%
3 - Good/ Mostly	40.0%	45.0%	30.0%
2 - Fair/ Minimally	5.0%	0.0%	10.0%
1 - Poor/ Not At All	0.0%	0.0%	0.0%
	100%	100%	100%



PLYMOUTH ORIENTATION Spring 04 - Facilities

	The room/setting was comfortable	The refreshments and service were satisfactory	The technology that was available improved the quality of the presentation
4 – Excellent/ Completely	40.0%	60.0%	40.0%
3 - Good/ Mostly	30.0%	35.0%	50.0%
2 - Fair/ Minimally	30.0%	5.0%	10.0%
1 - Poor/ Not At All	0.0%	0.0%	0.0%
	100%	100%	100%



Facilitator Networking Sessions (03-04):

August 19, 2003 Facilitating the Journey

September 26, 2003 Mobilizing the Improvement Team: Successful Beginnings

November 20, 2003 Using and Understanding Data to Link to School Improvement

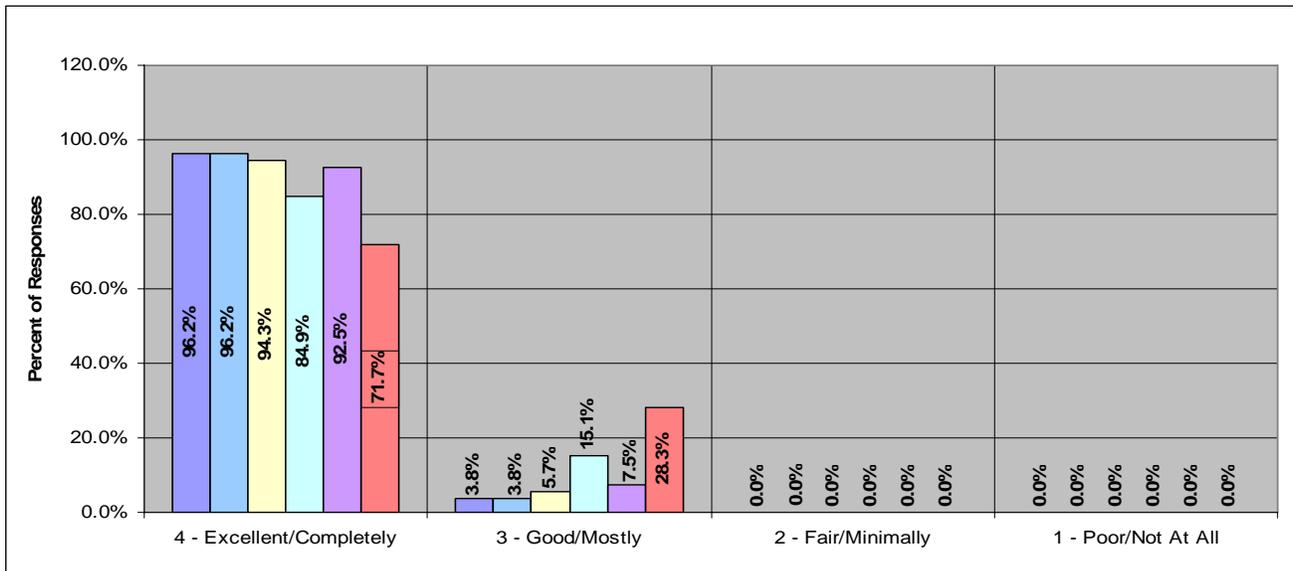
February 4, 2004 Guiding the Improvement Team Through Data Analysis

April 14, 2004 The Home Stretch...Writing the Final Report

(See sample reactionnaire in the appendix.)

FACILITATOR NETWORKING SESSION 03-04 - Training Content and Materials

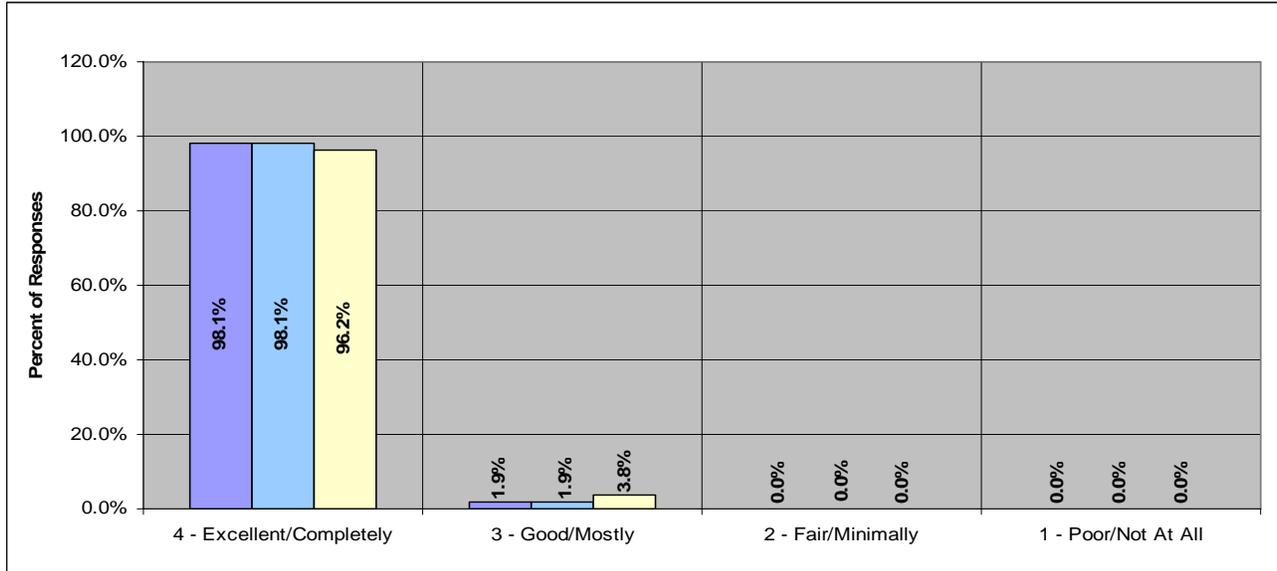
	The Purpose/ Goals of the training were clearly defined	The content of the training reflected the stated goals	The goals of the training were accomplished	Based on this training, I have the information I need the next steps in the NHDOE Program Approval and Improvement Process	The materials used were appropriate and helpful	If I were to assess my learning at this training session, I would rate it as
4 - Excellent/ Completely	96.2%	96.2%	94.3%	84.9%	92.5%	71.7%
3 - Good/Mostly	3.8%	3.8%	5.7%	15.1%	7.5%	28.3%
2 - Fair/Minimally	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
1 - Poor/Not At All	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
All	100%	100%	100%	100%	100%	100%



FACILITATOR NETWORKING SESSION 03-04 - Training Delivery

The presenters were knowledgeable about the content	The presenters were clear and easy to understand	The balance between presentation and participant involvement was appropriate
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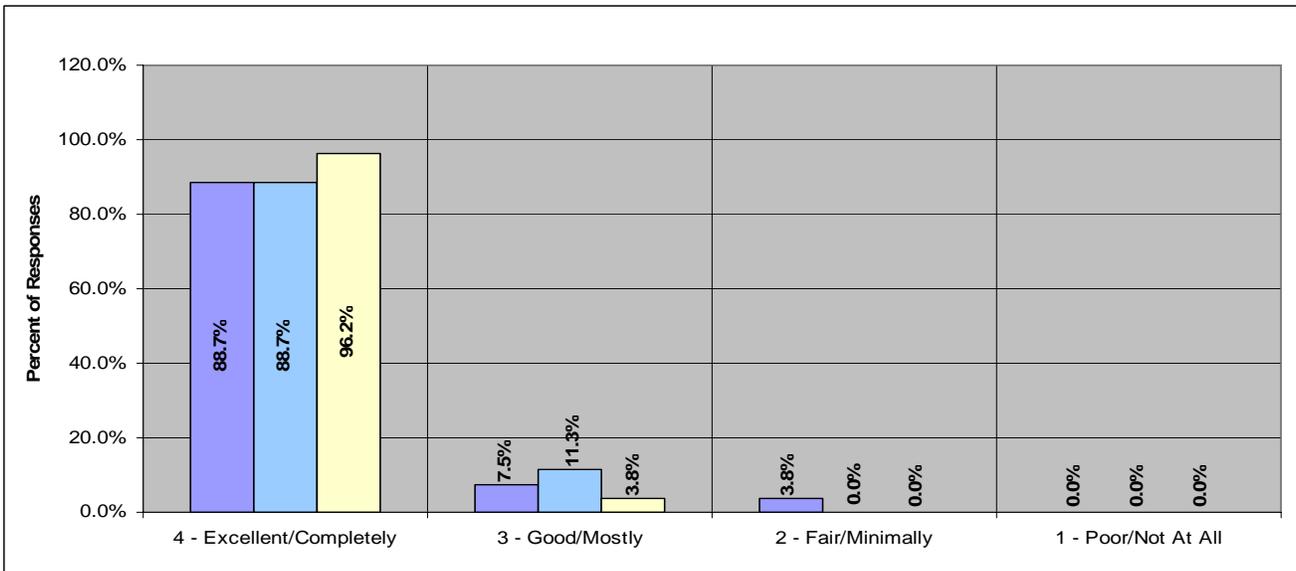
4 - Excellent/Completely	98.1%	98.1%	96.2%
3 - Good/Mostly	1.9%	1.9%	3.8%
2 - Fair/Minimally	0.0%	0.0%	0.0%
1 - Poor/Not At All	0.0%	0.0%	0.0%
	100%	100%	100%



FACILITATOR NETWORKING SESSION 03-04 - Facilities

The room/setting was comfortable	The refreshments and service were satisfactory	The technology that was available improved the quality of the presentation
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4 - Excellent/Completely	88.7%	88.7%	96.2%
3 - Good/Mostly	7.5%	11.3%	3.8%
2 - Fair/Minimally	3.8%	0.0%	0.0%
1 - Poor/Not At All	0.0%	0.0%	0.0%
	100%	100%	100%



Joint Professional Development Meetings:

December 9, 2003
February 24, 2004
May 25, 2004

During the 2003-2004 school year, the management team worked collaboratively with SETAC and the NHDOE, Bureau of Special Education to design agendas for these daylong meetings. The NHDOE did not distribute evaluation forms at these sessions.

Other Professional Development Activities:

The management team conducted over 30 Case Study Compliance Review training sessions at the district/private school level, to ensure that the field was well prepared to use the data collection documents for the case studies, and ready to present them to the visiting team. (See appendix for documents used during these trainings: Building Level Manual, Case Study Presentation page and Countdown to Case Study Compliance Review.)

Lastly, the program approval management team has acted as technical assistants and networking professionals in the field to one another in the sharing of promising practices, development of policy and procedures, and establishment of new programs. Having the opportunity to visit virtually every educational community in the state of NH allows the management team to observe and learn about many effective practices that should be shared with others statewide. At this time there is no formal mechanism to utilize in this networking; however, during the 2004-05 school year, the management team will begin to collect, in a database, some of the promising practices that have been identified as a result of special education program approval visits.

Goal #3: To design a comprehensive data collection system for the NHDOE Special Education Program Approval and Improvement Process. The data gathered will provide a reliable method to identify statewide patterns of program strengths, issues of significance, and areas in need of improvement. This data will be available for use by the NHDOE to inform the process of educational improvements.

The Program Approval Management Team has made great strides in working toward more efficient ways to gather and analyze data. We have developed several databases including summarizing compliance data from each Case Study Compliance Review and corrective actions, summaries of all reactionnaires collected from stakeholders, as well as narrative comments that have been collected from the field. During the 2003-04 school year, the management team also collected demographic data that can be stored and analyzed over time. This year the following statewide trends were identified as a result of the review of demographic data:

Upon review of the demographic data submitted by LEAs, it became evident that there could be a correlation between resources available and citations of noncompliance. What the demographic data revealed is that the three districts, Hillsboro-Deering, Farmington and Newport, with significant issues of noncompliance also have above state average number of students on free and reduced lunch.

N.H. Average Free and Reduced Lunch: 17.31%

Farmington: 32%

Newport: 35.5%

Hillsboro-Deering: 24.4%

To support this, the per pupil expenditure is also below the state average in two of these LEAs.

N.H. State Average Per Pupil Expenditure: \$7,233.00

Hillsboro-Deering per pupil expenditure: \$5,993.88

Farmington per pupil expenditure: \$5,880.11

Newport per pupil expenditure: \$7,790.51

These resource poor districts also have an above average number of students identified as educationally disabled, and there is high turnover of staff and leadership within these LEAs.

Percentage of student's with disabilities:

Hillsboro-Deering: 24.4%

Newport: 16%

Farmington: 32%

Upon review of the demographic data provided by private schools, the following trends were identified:

- Staff recruitment and retention for five of the schools visited has been problematic. A high percentage of the teachers employed in these facilities are enrolled in alternative IV certification programs. Once the teachers are certified, they leave the private school.
- Although not reported under demographic data, administrators in private schools indicated that teacher salaries are not competitive with local LEAs.
- Private special education schools in NH are educating some of the most challenging students in our state and they have the least qualified staff.

As part of goal #3, The Program Approval Management Team was also responsible for looking at the data collected through the Case Study Compliance Reviews. In order to accomplish this, the data summarized in each school visited, (related to the three focus areas: Access to the General Curriculum, Transition, Behavior and Discipline) was reviewed and analyzed.

Public Schools: 129 Case Studies Conducted:

Public Schools									
ACCESS TO THE GENERAL CURRICULUM QUESTIONS	Total Number of Files Reviewed	No Access		Partial Access		Full Access		N/A	
	129	#	%	#	%	#	%	#	%
Team uses multiple measures to design, implement and monitor the student's program.	127	0		6	5%	121	95%	0	
Student has access to the general curriculum (as outlined by the district, sending district or NH frameworks.)	129	0		13	10%	116	90%	0	
Student has opportunities to interact with non-disabled peers on a regular basis.	129	0		8	6%	121	94%	0	
Student has access to the general curriculum in a regular education setting with non-disabled peers.	128	0		19	15%	109	85%	0	
Student participates and progresses in the general curriculum in a regular education setting with non-disabled peers with necessary supports.	129	0		21	16%	106	82%	2	2%
Student participates appropriately in state, district and school-wide assessments.	127	2	1.5%	5	4.9%	109	85.8%	11	8.6%
Student has opportunities to participate in extracurricular and other non-academic activities with necessary supports.	127	1	1%	5	4%	116	91.3%	5	3.9%
Student participates in general extracurricular and other non-academic activities with necessary supports.	125	4	3.2%	21	16.8%	92	73.6%	8	6.4%

Public Schools									
TRANSITION STATEMENTS	Total Number of Files Reviewed	No Evidence		Partial or Informal Documentation (e.g. meeting minutes)		Complete or Formal Documentation (e.g. age 16 four areas)		N/A	
		#	%	#	%	#	%	#	%
Transition planning from grade to grade takes place.	129	3	2.3%	72	55.8%	51	39.5%	3	2.3%
Transition planning from school to school takes place.	128	4	3.1%	37	28.9%	70	54.6%	17	13.2%
Team around transition includes parents.	129			49	37.9%	79	61.2%	1	1%
Team around transition includes appropriate agencies.	129			20	15.5%	44	34.1%	65	50.3%
Transition planning occurs 90 days prior to child's 3 rd birthday.	121	5	4%			14	11.5%	102	84.2%
By age 14 student participates in transition planning.	127	4	3.1%	3	2.3%	32	25.1%	88	69.2%
By age 16 transition plan addresses instruction, community, employment and daily life skills.	127			3	2.3%	23	18.1%	101	79.5%
Student is informed prior to age 17 of his/her rights under IDEA.	121	5	4.1%	6	4.9%	13	10.7%	97	80.1%
District has implemented a process to evaluate the success of a student's transition plan.	129	42	32.5%	44	34.1%	17	13.1%	26	20.1%
Team, including student as appropriate, regularly assesses success of transition plan.	129	30	23.2%	36	27.9%	29	22.4%	34	26.3%

Public Schools									
BEHAVIOR STRATEGIES AND DISCIPLINE	Total Number of Files Reviewed	No Access		Partial or Informal Documentation		Complete or Formal Documentation		N/A	
		#	%	#	%	#	%	#	%
Data are used to determine impact of student behavior on his/her learning.	129	3	2.3%	33	25.5%	69	53.4%	24	18.6%
IEP team has addressed behaviors that are impacting student learning.	129	1	1%	13	10%	87	67.4%	28	21.7%
All individuals working with the student have been involved in developing behavior intervention strategies.	129	4	3%	17	13.1%	81	62.7%	27	20.9%
Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.	129	4	3%	24	18.6%	64	49.6%	37	28.6%
Results of behavior intervention strategies are evaluated and monitored.	128	4	3%	17	13.2%	76	59.3%	31	24.2%
Student's overall participation in classroom, school-wide and extracurricular activities has increased.	126	5	4%	15	11.9%	77	61.1%	29	23%
Student has improved relationships with peers and adults in the school community.	123	5	4%	28	22.7%	65	52.8%	25	20.3%

Private Schools 35 Case Studies Conducted:

Private Schools									
ACCESS TO THE GENERAL CURRICULUM QUESTIONS	Total Number of Files Reviewed	No Access		Partial Access		Full Access		N/A	
	35	#	%	#	%	#	%	#	%
Team uses multiple measures to design, implement and monitor the student's program.	33	0		11	33.3%	22	66%	0	
Student has access to the general curriculum (as outlined by the district, sending district or NH frameworks.)	35	1	2.8%	16	45.7%	18	51.4%	0	
Student has opportunities to interact with non-disabled peers on a regular basis.	32	9	28.1%	15	46.8%	8	25%	0	
Student has access to the general curriculum in a regular education setting with non-disabled peers.	32	17	53.1%	5	15.6%	7	21.8%	3	9.3%
Student participates and progresses in the general curriculum in a regular education setting with non-disabled peers with necessary supports.	32	19	59.3%	5	15.6%	5	15.6%	3	9.3%
Student participates appropriately in state, district and school-wide assessments.	34	5	14.7%			28	82.3%	1	2.9%
Student has opportunities to participate in extracurricular and other non-academic activities with necessary supports.	35	4	11.4%	2	5.7%	28	80%	1	2.8%
Student participates in general extracurricular and other non-academic activities with necessary supports.	35	6	17.1%	7	20%	21	60%	1	2.8%

Private Schools									
TRANSITION STATEMENTS	Total Number of Files Reviewed	No Evidence		Partial or Informal Documentation (e.g. meeting minutes)		Complete or Formal Documentation (e.g. age 16 four areas)		N/A	
		#	%	#	%	#	%	#	%
Transition planning from grade to grade takes place.	35	3	8.5%	11	31.4%	18	51.4%	3	8.5%
Transition planning from school to school takes place.	35	0		9	25.7%	20	57.1%	6	17.1%
Team around transition includes parents.	35	0		5	14.2%	26	74.2%	4	11.4%
Team around transition includes appropriate agencies.	35	4	11.4%	5	14.2%	25	71.4%	1	2.8%
Transition planning occurs 90 days prior to child's 3 rd birthday.	35	1	2.8%	2	5.7%	3	8.5%	29	82.8%
By age 14 student participates in transition planning.	31	4	12.9%	2	6.4%	13	41.9%	12	38.7%
By age 16 transition plan addresses instruction, community, employment and daily life skills.	35	0		7	20%	9	25.7%	19	54.2%
Student is informed prior to age 17 of his/her rights under IDEA.	33	1	3%	2	6%	6	18.1%	24	72.7%
District has implemented a process to evaluate the success of a student's transition plan.	35	8	22.8%	11	31.4%	10	28.5%	5	14.2%
Team, including student as appropriate, regularly assesses success of transition plan.	33	7	21.2%	6	18.1%	11	33.3%	9	27.2%

Private Schools									
BEHAVIOR STRATEGIES AND DISCIPLINE	Total Number of Files Reviewed	No Evidence		Partial or Informal Documentation		Complete or Formal Documentation		N/A	
		#	%	#	%	#	%	#	%
Data are used to determine impact of student behavior on his/her learning.	35	0		6	17.1%	28	80%	1	2.8%
IEP team has addressed behaviors that are impacting student learning.	35	0		4	11.4%	29	82.8%	2	5.7%
All individuals working with the student have been involved in developing behavior strategies.	34	0		6	17.6%	26	76.4%	2	5.8%
Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.	35	0		14	40%	19	54.2%	2	5.7%
Results of behavior intervention strategies are evaluated and monitored.	35	0		5	14.2%	28	80%	2	5.7%
Student's overall participation in classroom, school-wide and extracurricular activities has increased.	35	0		7	20%	25	71.4%	3	8.5%
Student has improved relationships with peers and adults in the school community.	35	2	5.7%	7	20%	25	71.4%	1	2.8%

PATTERNS AND TRENDS OF NONCOMPLIANCE IDENTIFIED THROUGH CASE STUDY COMPLIANCE REVIEWS:

LEAs:

Granite State High School:

ED1119.07 Personnel Standards

CFR300.23 Qualified Personnel

ED1109.05 Evidence of IEP Implementation

ED1109.09 IEP Accountability

Granite State High School currently has 5 positions vacant, which results in limited course offerings. The existing staff members are repeatedly trying to teach or fill in for multiple positions. The lack of staff directly impacts the provision of services to students with disabilities as well as adherence with special education policies and procedures, and the interagency agreement. As a result of the June 2004 Granite State High School visit it became apparent that the issue of vacant teaching and administrative positions further impacts the school's ability to provide access to the core curriculum as described in the interagency agreement. Within the department of corrections, the staff shortages and chronic lack of funds has sometimes forced Granite State High School to shutdown for days, or weeks at a time. From January 2004- June 2004 there have been eight full day closures at Granite State High School, two half- day closures, and 16 partial day closures. When such shutdowns occur, services for inmates with disabilities, are not provided as outlined in their IEPs. As a result of the vacant positions, current staff members are teaching in content areas in which they hold no certification. Because of this IEPs are not always being implemented as outlined.

ED1106.01 Special Education Process Sequence

The visiting team found that there is a need for the updating and refinement of existing special education practices and procedures. As a result of the June 2004 Case Study Compliance Review, several oversights were identified in the special education process. The team also unanimously agreed that there has been little formalized professional development to familiarize the general education staff with special education policy, procedures, state special education rules and the special education process as it relates to inmates with disabilities and the interagency agreement. In reviewing student records what the team saw was a dedicated group of educators trying hard to implement adequate special education programs, and a lack of documentation that the provisions of IDEA, RSA 186-C and the interagency agreement are being met. There were numerous special education procedural oversights identified by the visiting team, which are outlined in section IV, Special Education File Review, of this report. Based on two inmate special education records reviewed, patterns of inconsistency in compliance with basic special education requirements raise significant concern. The legal implications of noncompliance with special education rules and regulations cannot be understated. It should also be noted that as a result of the June 2004 NHDOE Special Education Case Study Compliance Review, the visiting team raised several questions and significant concern regarding special education compliance, and the provision of special education services at the State Prison for Women in Goffstown, as well as the State Prison for Men in Laconia and Berlin. All of these facilities fall under the interagency agreement. As such, the visiting team determined that the NHDOE, Bureau of Special Education, should seriously consider conducting an in-depth review of the programming and services made available to inmates with disabilities in Goffstown, Laconia, and Berlin.

Established an Effective Communication System

Although not a citation of noncompliance, the visiting team raised significant concern regarding the systems in place for internal communication and collaborative decision-making as it relates to educational programming at Granite State High School and The Department of Corrections. In visiting Granite State High School, it became apparent that the education department functions quite separately from the Department of Corrections upper administration. There are weaknesses in the flow of communication at all levels, from upper level department of corrections administration to the administration at Granite State High School, between administration at GSHS and staff and between the staff themselves. Both the staff and administration interviewed raised concerns about the communication between Granite State High School and the Department of Corrections. The issue of communication relates significantly to a lack of shared agency-wide educational philosophies, a set of common beliefs, a mission and long-term strategic plan. The visiting team identified a systemic breakdown in communication and collaboration that is essential for effective educational programming for inmates and staff performance.

ED500 Certification Standards for Educational Personnel

Written Plan for Professional Development

The interviews with the staff and administration revealed that there are multiple and varied training opportunities offered at Granite State High School, many of which are required as a Department of Corrections Employee. The educational staff and administration have limited resources and time available for professional development as it relates to curriculum, instruction and assessment, and teachers report that most of the time they are responsible for the payment of professional development opportunities related to teacher certification. As a result, the visiting team has identified this as an issue of significance. While the Granite State High School Administration encourages the staff to participate in course work and workshops, the result has been professional development that is autonomous, based on individual teachers, and few are linked to the professional development master plan or a set of educational goals for Granite State High School. This has resulted in a menu of professional development offerings that are pulling staff in various directions. Serious consideration needs to be given to a more focused, sustained and long-term plan for professional development that is focused on improved student performance. Currently the professional development opportunities offered to the staff has little to no direct link to the Professional Development Master Plan.

ED1119.07 Personnel Standards

CFR300.23 Qualified Personnel

Currently the individual serving the role of library media specialist does not hold certification in this area, and the individual responsible for instruction of ESL students has not held teaching certification for much of the 2003-04 school year. In addition, a special education teacher was responsible for teaching math courses but holds no certification in math. There is also no special educator endorsed in the areas of learning disabilities or mental retardation. The position of director of education, and director of special education are vacant and are “frozen” positions as is the director of vocational education.

ED1119.04 Equipment, Materials and Technology

Currently there is no computer or e-mail access for the acting education director/special education director. A computer and e-mail account has been issued to the newly appointed Acting Administrator of Programs, who has recently been transferred from the Laconia site. In the fall of 2003, the server for the computer used by the staff at Granite State High School failed and was not repaired for three months. There are still no funds available to hire anyone to maintain the server, and as a result Granite State High School was relying on a teacher to learn to maintain the system. This individual died in December 2003 and

therefore Granite State High School continues to be without technical support. It was the consensus of the visiting team that the administration and staff at Granite State High School must have access to e-mail for the purpose of communicating with DOC and DOE administration, as well as the LEAs who might have the required documentation regarding inmates with disabilities. It was also noted that teachers need to have access to the Internet as a resource for curriculum, instruction and assessment of inmates.

ED1107.01 Determination of Eligibility and Placement

Student records lacked evidence of an appropriately composed IEP evaluation team, and that a variety of assessment tools were used, and one file lacked current evaluation information.

ED1107.04 Qualified Examiners

ED1107.05 Evaluation Reports

Student records lacked evidence that evaluations had been conducted within 45 days, and both files lacked current evaluation summary reports.

ED1107.06 Evaluation Requirements for Children with Specific Learning Disabilities

Student records lacked evidence of a current LD summary report and classroom observation.

ED113.01 Vocational Assessments

Student records lacked evidence of vocational assessments.

ED1109.04 Written Notice of Meeting

Student records lacked evidence that inmates had been provided with notice of an IEP meeting that included transition planning.

ED1109.01 Elements of an IEP

Student records lacked current IEPs, and the existing documents were missing a variety of essential components.

ED1109.03 IEP Team Composition

Student records lacked evidence of appropriately composed IEP teams.

ED1109.11 IEP Progress

Student records reviewed lacked evidence of monitoring the IEP Progress.

ED1123.04 Confidentiality and Procedural Safeguards

There was no public listing of the names and positions of those employees who have access to personally identifiable information. In addition, it was noted that past practice has been that inmates working in the school office have been responsible for filing and assisting with the maintenance of student records that have personally identifiable information.

ED1125.03 Written Prior Notice

Student records lacked evidence of written prior notice.

SAU05 Oyster River School District:

ED1119.06

ED306.06 Facilities

The district must ensure that facilities include properly designed specialized spaces to accommodate students with physical disabilities and comply with state and local fire and safety requirements for the safe evacuation of students in an emergency.

SAU21 Hampton, N Hampton, S Hampton, Hampton Falls, Seabrook and Winnacunnet School Districts:

ED1109.01 CFR300.347 Content of IEP

(a) 3 (ii) Each district should review their IEP forms to assure that there is “a statement about how the student will participate with other disabled or non-disabled students in extracurricular and other nonacademic activities”. Although this was not noted by visiting team members for students placed in district programs, all three out-of-district files were lacking in a statement required under Ed 1109.01.

(2) All IEP forms should contain a specific statement of measurable annual goals, including benchmarks or short term objectives.

ED1115.06 CFR300.552 Least Restrictive Environment

Each district should review its out-of-district files to assure that the consideration of moving back toward a Less Restrictive Environment (LRE) is not only discussed, but that a transition plan for doing that is developed.

Out of District:

ED1109.01 (CFR 300.347(a)3(ii))

No statement re: how the student will participate in extracurricular and other nonacademic activities with other disabled or non-disabled students

At the high school, the following compliance issues were noted:

ED1119.08

No clear statement of how the student will earn graduation credits toward regular diploma (2 files)

ED1115.06 (CFR 300.552)

No evidence that LRE is discussed with plan or transition to less restrictive environment (1 file)

SAU26 Merrimack School District:

No citations.

Out of District Citations:

ED1109.01

One file lacked a 16 year old transition statement in the student’s IEP.

ED1109.03

Two files did not show proper composition of IEP team, lacking documentation of an EH certified member.

ED1113.01

In one file consideration of vocational education was not documented.

ED1115.06

Two files did not show evidence of annual determination of Least Restrictive Environment.

CFR 300.347(a)3(ii)

One file showed no statement of student’s participation in non-academic activities with non-disabled peers in his/her IEP.

SAU32 Plainfield School District:

No citations. No Out-Of-District citations.

SAU34 Hillsboro-Deering:

ED1109.05 CFR 300.342 Implementation of IEPs

ED1119.03 CFR 300.26 CFR 300.347 Full Access to the District's Curriculum

ED1119.08 CFR 300.304 Equal Education Opportunity

ED1115.04 Continuum of Alternative Placements

1. The Hillsboro-Deering School District should articulate their philosophy and beliefs around service delivery models and work to provide a continuum of services for all disabilities. The purpose should be to provide consistency in the types and quality of delivery of programs and services at all levels so that all students have the opportunity to access the general education curriculum to the maximum extent possible.
2. Policy needs to be written defining the awarding of high school credits and diplomas to students with disabilities.
3. Improve data collection/ assessment in order to design, monitor and modify programs. A comprehensive system needs to be developed and implemented to obtain contributions of students, parents and regular educators when developing the IEPs.
4. IEPs should reflect the needs of the individual student. Goals need to be measurable, attainable and clearly stated.
5. So that IEPs are fully implemented, regular educators should be aware of the contents of IEPs and training should be provided in how to differentiate instruction. Special educators should receive training in teaching methods and specialized curriculum.
6. Provide system-wide training in modifying curriculum and instructional accommodations.

ED1102.53 CFR 300.29 Transition Planning

ED1107.02 CFR 300.347 (b) (1) Process: Provision of FAPE

ED1109.01 CFR 300.132 Transition Services

7. Provide resources for and develop and implement transition processes, procedures and documentation, in particular, from school-to-school, school-to-post-school and program-to-program.

ED1133.05 (l) CFR 300.347 (a) (5) RSA 193-C

8. Develop a system wide (preschool to grade 12) positive approach to behavior intervention, including positive strategies and responses to shape student behavior.

ED1106.01 Special Education Process

ED1103.01 Child Find, Responsibilities of the LEA

ED1107.02 Process; Provision of FAPE

9. The procedures and policy manual needs to be revised and submitted to the NHDOE for review. Provide training to assure effective implementation of the newly revised processes. Train staff and monitor and enforce the Special Education reporting requirements.

ED1119.07 Personnel Standards

ED1119.01 (d) Required IEP Compliance

10. Employ certified staff in special education positions. Also, the assignment of Special Educators to classroom content teaching in areas for which they are not certified is in violation of Personnel Standards and serves to erode their roles as case managers and teachers of their students with disabilities.

11. Provide sufficient related service personnel needed to comply with IEP service requirements.

ED1123.01 (c) Confidentiality Requirements, 300.572 (a) Safeguards

12. Purchase sufficient numbers of file cabinets needed to safely secure students' confidential records.
13. Complete file conversion/organization and maintenance.

SAU43 Newport School District:

ED1109.05 CFR300.342 Implementation of IEPs

ED1115.07 CFR300.306 Provision of Non-Academic Services

ED1119.03 CFR300.26 CFR 300.347 Full Access to the District's Curriculum

ED1119.08 CFR300.304 Equal Education Opportunity

Generally, students in SAU# 43 have full access to the general curriculum. The district is moving toward full inclusion, and has provided a continuum of services to meet the needs of all children with disabilities. However, the SAU needs to ensure that students enrolled in SNAP have full access to the general curriculum. Through the case study compliance review, not all case studies presented provided full evidence of this.

ED1102.53 CFR300.29 Transition Planning

ED1107.02 CFR300.347 (b) (1) Process: Provision of FAPE

ED1109.01 CFR300.132 Transition Services

Based on the review of the building level summary reports, the visiting team found that required transition planning at the Newport Middle/Senior High School was not fully documented. Specific examples included no evidence in the areas of transition planning beginning at the age of 14, informing students of their rights prior to reaching the age of 17, and evaluation of the success of transition planning. In addition the visiting team reported that communication between the middle and high school programs was not consistent and not documented.

ED1119.01 Required IEP Compliance; Programming in appropriate learning environments

Although the visiting team identified no specific citations in regard to behavior management, it became evident that the following areas warrant further attention: improved communication between all behavioral programs and general education, behavioral intervention strategies used by each program and training made available to staff, as well as staff qualifications.

ED1106.01 Special Education Process

ED1103.01 Child Find, Responsibilities of the LEA

All policies and procedures were reviewed to ensure compliance with both state and federal rules and regulations. The following citations in this area are noted:

CFR300.504 (a) (2)- A copy of the **procedural safeguards** available to parents of a child with a disability must be given to parents, at a minimum, upon each notification of an IEP meeting. A review of files and questions to building staff indicates that this is not happening. Parents' rights need to be sent with the meeting notice.

ED1103.01 (CFE300.125)- Child Find- Although SAU# 43 has a process for Child Find and the process is clearly outlined in the Special Education Manual, Child Find activities are not being completed, with the exception of the preschool program. The preschool program has followed the process of advertising, contacting doctors, social service agencies and preschool programs and "seeking out" preschool age children in the SAU towns. A possible reason this hasn't happened at all schools is because the special education administrator is new this year and might not have been aware of the responsibility for Child Find. According to the regulations, the LEA must annually contact representatives of private schools and social service agencies within its jurisdiction to

identify and evaluate all children who might be children with disabilities. Also, the LEA "shall annually disseminate information which describes its Child Find program".

ED1107.01 CFR300.536 – Re-evaluation

Each public agency shall ensure that a re-evaluation of each child is conducted at least once every three years. At the time of the visit to the SAU, approximately 26 students with disabilities (out of the 121 students) at Newport Middle/High School were identified in SPEDIS as out of compliance due to outdated evaluations.

ED1109.10 Monitoring and annual evaluation of IEPs

The LEA must annually conduct at, or near, the end of the term of each IEP a meeting for the purpose of assessing the effectiveness of the present plan and to design a new IEP, including extended school year services when appropriate.

Of the 121 special needs students at Newport Middle/High School, 26 were out of compliance at the time of the visit. Some were out of compliance for IEP and placement but most (17) were out of compliance either because assessments were missing or because evaluations were not current (within three years). There is only one person, a school psychologist, at the Middle/High School who is doing required testing and that person is overwhelmed by the number of evaluations needed. In addition, there is one person at this level who is a qualified examiner for vocational assessments. This situation needs to be addressed so that all children with disabilities are receiving FAPE.

ED1107.01 CFR300.534-Determination of Disability

For determination of eligibility, the composition of the IEP team shall also include: a teacher certified in each area of suspected disability. In a number of files reviewed, including out-of-district files, the eligibility team was not multidisciplinary. There was not a teacher certified in the area of (suspected) disability.

ED1133.05 (k) Program Requirements

All personnel providing services to children with disabilities shall be qualified as required under 34 CFR and 34 CFR 300.136.

There are four special education teachers in SAU# 43 who are not certified. Of these four, one is certified in another state and the other three do not hold certification.

ED 306.06 (a) and (b) - School Facilities

Areas of concern in terms of school facilities were noted in several buildings, as follows:

SNAP Program at Newport Middle/High School- The visiting team raised significant concern regarding the modular building, which houses the SNAP Program. Specifically, there is a ramp to the entrance with a step up into the building, which is approximately six inches, not allowing a wheelchair to enter. There is no restroom in the building so students have to go outside and enter the high school building to use the facilities there. The program has no access to water, other than a water cooler in the hallway. In addition, the team questioned the location, safety and appropriateness of the "time out" area. In the high school side of the building the "time out" area is a closet with a half door, with room only for a small chair and there are shelves full of materials (i.e. games, books, etc.) in that area.

Kindergarten program at Croydon- This program is located in a large spacious room in the town hall, next door to the Croydon Elementary School. The program is entered by wide steps leading up to the entrance at the front of the building, however, the building is accessible by a ramp on the side of the building, which enters into the town clerk's office. A section of the large room is partitioned off for the kindergarten program's instructional space. Unfortunately this space is partially on the stage of the town hall, so the children go up and down stairs for their various activities. This program would not be accessible for a child in a wheelchair.

Sunapee Central Elementary School- This is a wonderful old building with many bright spaces. However, there are concerns in terms of providing appropriate spaces for instruction. The children walk down the hill to the town gymnasium for physical education activities. There is a portable building outside the elementary school, which is used for music and art classes. While there is room for two full day kindergarten programs and a large spacious room for occupational therapy and activities for an autistic child, there are not appropriate spaces for testing or for working with individual or small groups of children. There are little nooks and crannies set aside for these activities (closets, space on the stage, partitioned off space in the library, etc.), but these spaces don't meet standards.

Richards Elementary School- While the staff at Richards Elementary School has been very creative in finding space for their many activities, there continues to be space issues at this school. For example, a special education resource room and office is located in a large supply room in the basement. Another special education area is in a large closet upstairs. Reading instruction takes place in a basement closet and a speech pathologist works with individual students in a hallway.

Out of District Citations:

CFR300.504 (a) (2)- A copy of the procedural safeguards available to parents of a child with a disability must be given to parents, at a minimum -upon each notification of an IEP meeting. A review of files and questions to the out-of-district coordinator indicates that this doesn't happen. The parent's rights need to be sent with the meeting notice.

ED1107.01 CFR300.534-Determination of Disability- For determination of eligibility, the composition of the IEP team ...shall also include: (1) a teacher certified in each area of suspected disability and a representative from the local education agency.

In two of the out-of-district files reviewed the eligibility team was not multidisciplinary. There was not a teacher certified in the area of (suspected) disability in two of the evaluations.

SAU47 Jaffrey School District:

ED1109.01 CFR300.347(7)(ii)(c)

Provide formal documentation of notification of 17 year olds rights.

ED1109.01 CFR300.347(2)

State IEP goals in measurable terms.

ED1109.01 CFR300.347(7)(b)(2)

Add needed services to statement of transition plan in IEP for students at age16.

Out of District Citations:

ED1119.08

One IEP did not contain a clear statement of how the student will earn graduation credits toward a regular diploma. The newly revised IEP form will include this statement.

CFR300.347(a)3(ii)

One IEP did not contain a statement about how the student will participate with other disabled and non-disabled students in extracurricular and other nonacademic activities.

SAU61 Farmington School District:

ED1105.01 Ongoing Requirements

ED1129.05 SPEDIS

The April 6, 2004 SPEDIS compliance data report printed out during the visit to SAU #61 indicated that a total of 12 students from Middleton were out of compliance (27%) and 81 students with disabilities from Farmington were not in compliance (33%). This is an issue that raises significant concern related to adherence to the special education process.

ED1106.01 Special Education Process Sequence

The visiting team found that there is a need for updating and refinement of existing special education policies and procedures. The team unanimously agreed that there has been little formalized professional development to familiarize the new staff with school district policy, procedures, state special education rules and the special education process from referral to placement. In reviewing student records what the team saw was a dedicated group of educators implementing adequate programs, but a lack of documentation for that. There were numerous procedural oversights identified by the visiting team, which are outlined in each building level summary. It is important to note that SAU #61 has not revised their special education policy / procedure or presented such policies to the school board for adoption since 1999.

ED1199.07 Personnel Standards

Staff Recruitment and Retention

There continues to be a high rate of staff and administration turnover in the area of special education. A similar pattern has been reported over the past several years. This lack of consistent, experienced staff directly impacts the provision of services to students with disabilities, as well as accuracy in the implementation of special education policies and procedures. At the time of the April 2004 visit to SAU #61 there were three special educators who did not hold special education certification, no teacher listed as having endorsements in Mental Retardation and only one teacher with endorsements in the area of Emotional Handicap. This presents a problem in having appropriately composed evaluation teams. In addition, the team raised significant concern regarding the lack of leadership in the area of special education. To her credit, the interim special education director is attempting to monitor and supervise the special education staff in SAU #61, but this is an impossible task when she is only available two days per week. This full time position was not filled during the 2003-04 school year. Closely related to staff recruitment and retention is the need for SAU #61 to take a critical look at present staffing patterns, delivery of services to students with disabilities and high caseloads for special educators. The size of case management for the special education teachers is quite high. Currently the average caseload of a special educator is 30 students. Recent budget cuts forced the closing of a special education program and staff reduction, which has resulted in increased caseloads for the remaining special educators.

ED1119.07 Diplomas

A policy that reflects state and federal requirements for the issuing of high school credits that lead to a regular high school diploma for students with disabilities has not been developed and adopted by the SAU #61 school board.

ED1100.01

ED1102.13

Established and Effective Communication Systems

The team raised significant concern regarding the systems in place for internal communication and collaborative decision-making as it relates to both general and special education programming. In visiting SAU #61, it became apparent that each school functions quite separately and that there are weaknesses in the flow of communication

at all levels: from school to school, from the central office to the schools, between general and special educators, from home to school and between the community and the schools. The issue of communication relates significantly to a lack of shared SAU educational philosophy, set of common beliefs, mission and long-term strategic plan.

ED306.17 (f)

ED1119.01 (b) (4)

Professional Development

The interviews with staff and administration revealed that there are multiple and varied professional development opportunities offered in SAU #61. Although this could be viewed as a strength, the visiting team identified this as an issue of significance. While the SAU has sought and obtained grant monies from a variety of sources, which has resulted in many professional development initiatives, each school is autonomous in their offerings and few are linked to the professional development master plan or a set of district goals. This has resulted in a menu of professional development offerings that are pulling staff in various directions. Serious consideration needs to be given to a more focused, sustained and long-term plan for professional development that is focused on improved student performance.

Out of District Citations:

ED1109.03

Two files lacked evidence of LEA representative at Evaluation Team Meeting

ED1107.06

One file lacked current evaluation summary report.

ED1125.05

Two files lacked evidence that procedural safeguards were provided to parents.

ED1109.01

Three files lacked evidence of measurable annual goals.

One file lacked evidence of a statement for related services and program accommodations/modifications.

ED1109.03

Two files lacked evidence of appropriately composed IEP Team.

ED1109.01

Two IEPs lacked a statement of how student progress would be measured.

Two student records lacked evidence that parents had been informed of progress toward annual goals.

One IEP lacked a transition plan.

One file lacked a statement/evidence that high school students had the opportunity to earn high school credits leading to regular high school diploma.

SAU62 Mascoma School District:

ED1106.01 Special Education Process

ED1103.01 Child Find, Responsibilities of the LEA

CFR300.504 (a) (2)- A copy of the **procedural safeguards** available to parents of a child with a disability must be given to parents, at a minimum -upon each notification of an IEP meeting. Even though this has been addressed it will be noted and reviewed at the corrective action visit in the next year.

ED1107.01; CFR300.534-Determination of Disability- For determination of eligibility, the composition of the IEP team shall also include: (1) a teacher certified in each area of

suspected disability. The District must ensure that evaluation/eligibility teams have a teacher certified in each area of suspected disability.

ED1109.02 CFR300.342 (a)- At the beginning of each school year, each public agency shall have an IEP in effect for each child with a disability within its jurisdiction. The Mascoma School District must ensure that all students have an IEP in place at the beginning of the school year that is current and signed by the IEP team.

Out of District Citations:

ED 1107.01; CFR300.534-Determination of Disability-

For determination of eligibility, the composition of the IEP team shall also include: (1) a teacher certified in each area of suspected disability.

In one of the out-of-district files reviewed, the eligibility team was not multidisciplinary. The team did not include a teacher certified in the area of (suspected) disability.

SAU75 Grantham School District:

ED1106.01 Special Education Process

ED1103.01 Child Find, Responsibilities of the LEA

ED1106.01 Special Education Process

Based on the case study compliance review, it is clear that staff and administration in SAU#75 are adhering to state and federal special education rules and regulations.

However, there is a system wide need for a written set of updated special education policies and procedures to ensure that SAU#75 is compliant with both state and federal special education regulations. The special education policies and the procedures to follow from referral to placement are not clearly outlined for staff and administration. The absence of a special education director for almost a year has led to various people taking on responsibilities for the special education process who lack experience and knowledge of the laws and regulations pertaining to children with disabilities

It is strongly suggested that an SAU#75 special education handbook be developed, with updated policies and procedures outlining the special education process, forms to be used, and other related resources. This would ensure compliance with State and Federal regulations.

ED1109.01-Elements of an Individualized Education Program (IEP)-

Components, as listed under this regulation, are missing from Grantham Village School's IEP.

ED1123.01 (CFR300.563) Confidentiality; Access to Records-

The district needs to keep a record on file of parties who have access to the education records in office files.

ED1109.03; CFR300.344- Evaluation, IEP and Placement Team meetings-

ED1109.06; CFR300.39- LEA responsibility-

The composition of the Evaluation, IEP and Placement Team meetings will include a representative of the (public) agency. The LEA, as the responsible public agency shall comply with state and federal regulations governing students in other public and private placements.

Speaking to representatives of the Grantham School District, Lebanon Junior High School and Lebanon High School, it becomes apparent that, since the end of last year, when the then current Director of Special Education left the district, there has not been a Grantham representative present at the evaluation, IEP and/or placement meetings for students with disabilities in Grades 7-12 from Grantham.

Out of District Citations:

ED1113.01- Vocational Assessment-

There was no evidence in the file that this student, age 18, had ever had a vocational evaluation. While he has had an interest survey, a full vocational evaluation is necessary and would help in determining his future vocational needs.

SAU88 Lebanon School District:

ED1106.01 Special Education Process

Special Education Policies and Procedures for SAU#88 need to be updated and provided to staff and administration. Ongoing training in the implementation of the policies and procedures will also be necessary.

ED1119.08 Diplomas

SAU#88 needs to develop clearly defined policy/procedures related to issuing of high school credits and earning of high school diplomas for students with educational disabilities.

PRIVATE SCHOOLS:

Becket Family of Services:

Disabilities Served

ED1133.04 (e) Administration

ED1133.05 (a, b) Program Requirements

The Becket Family of Services is not approved to accept students identified as mentally retarded or speech and language impaired. Currently there are a few students enrolled in the programs who have been identified with these disabilities. In order to enroll students with these disabilities the Becket Schools must have credentialed staff in these disability areas, program descriptions adjusted to outline how the needs of these populations will be met, and a request for approval by the NHDOE must be submitted. As an alternative, Becket Family of Services can work with LEAs and the NHDOE to obtain Individual Program Approvals (IPA) for such students.

ED1119.03 CFR300.26 Full Access to the General Curriculum

CFR330.347 Process: Provision of FAPE

ED1133.05 (d) Program Requirements

The students enrolled at Becket Haverhill do not have full access to the general curriculum. This includes, but is not limited to, library media services, technology services and vocational programming. Students enrolled at Life Centered Learning Institute do not have adequate access to technology, including hardware and software. The current schedule and academic program does not demonstrate that students enrolled at LCLI are being provided with a full array of academic courses as outlined in the NH Minimum Standards for Public School Approval. In addition, there is not sufficient documentation that the program provides academic instructional time requirements as outlined in ED 306.22, Middle/Junior High School Curriculum and Time Schedule Minimum Time Requirements. In addition, at LCLI, the written curriculum on site is not being implemented and is not reflected in student IEPs.

Qualified Personnel

CFR300.23

Personnel Standards

CFR33.136

ED1133.08 (a) Qualifications and Requirements for Instructional, Administrative, and Support Personnel

The Becket Family of Services needs to ensure that all staff have appropriate credentials for the position they hold. During the Case Study Compliance Review, it became evident that several teachers are responsible for the provision of academic content in areas in which they hold no certification. Currently these teachers are not being provided with regular and ongoing consultation and supervision from educators certified in the specific content area. In addition, there are students enrolled who are identified as mentally retarded and speech and language impaired, yet there are no teachers certified in these disabilities. It was also noted that students at both Becket Haverhill and LCLI do not have access to certified counselors during the school day and these services are not available. The Becket Family of Services Programs need to ensure that there are certified related service personnel on staff to meet the needs outlined in IEPs. At Life Centered Learning Institute there is no counselor and some student IEPs call for counseling. It was also noted that in some of the vocational programs (i.e. LCLI culinary arts, automotive) there are instructors providing vocational education who are not certified educators and have no supervision from certified vocational instructors. All staff providing direct instruction to students need to be appropriately credentialed. In addition, one teacher listed on the personnel roster is no longer employed by the agency.

Transition Services

ED1102.53

CRF300.29

Written documentation of transition planning at all three sites needs to be strengthened. This includes formal documentation of process and procedures in transitioning students back to their local schools, or a less restrictive environment. Transition planning needs to include assessment procedures and collection of data to demonstrate successful transitions.

Program Requirements

ED1133.05 (d)

Becket Family of Services needs to ensure that all equipment and materials necessary to implement IEPs is available. At LCLI and Becket, Haverhill technology and software is needed to implement the program.

Brentwood:

ED1119.01(a) (2) Required IEP compliance

CFR300.347 Content of IEP

Revise the IEP format so that it includes a statement of measurable annual goals, including benchmarks or short-term objectives.

Burnham Brook Middle School:

ED1133.08 Qualifications and Requirements for Administrative Personnel

BBMS will need to employ a part-time certified administrator for the purpose of conducting teacher evaluations. As another avenue, the Director could pursue certification under the Alternative III certification process.

Do-It School:

ED1109.06 (d) Facilities

The DO-IT School needs to develop a written plan of action to address the facilities issues.

ED1133.05 (k) Program Requirements

The DO-IT School needs to make sure that all staff are qualified and certified under 34CFR and 34CFR 300.136.

ED306.04 Length of the School Day

The DO-IT School needs to reorganize the school calendar to meet the 5 1/2 hour instructional time requirement.

Eckerd Camp E-Toh-Anee:

ED1119.01 (a) (2) Required IEP Compliance

CFR300.347 Content of IEP

Revise the IEP format so that it includes a statement of measurable annual goals, including benchmarks or short-term objectives.

Hear In NH:

ED1133.08 (a)

There needs to be a plan developed to address certification of the program director.

The Hunter School:

ED1109.01 IEP Components.

IEPs need to include a transition plan, at least for students who are 14 years of age.

ED1109.01 IEP Components.

The IEP needs to include modifications for each individual child and needs to list the person responsible for implementation.

ED1135.05 (h) and ED306.21 Elementary School Curriculum.

The Hunter School needs to develop curriculum for all areas as required under the Minimum Standards for Public school Approval.

ED119003 Full Access to the School's Curricula.

The school needs to include consultants and curriculum components in the areas of Music, Library/Media and Technology.

ED1133.05 Qualifications and Requirements for Instruction, Administration and Support Personnel.

The Hunter School needs to ensure that all teachers are certified, that a certified special education teacher is on staff and that there is an administrator on staff who is certified. Also, the school needs to have a full complement of consultants for the areas for which no one in the school is certified. Missing from the staff roster are consultants in Science, Library/Media and Technology.

ED306.06 (a) (3) School Facilities.

The Hunter school needs to provide appropriate spaces for all of the required curriculum activities, including physical education. The school must provide a residence for students that is safe and has adequate supervision at all times.

KellCo Academy:

ED1133.04 (b) Administration

The School Policy Manual, the Revised Enrollment Agreement, the Practices and Procedures, and the Program Description must be revised to reflect corrections for all citations. In addition, the Enrollment Agreement (revised 4/27/2004) should read 180, not 215, days, under #5. A separate agreement for extended school year needs to be included in the documents.

ED1133.04 (a) Administration

Provide evidence that an annual external audit of KellCo Academy's finances has been conducted.

ED1133.03 (d), (g) Governance

Indicate in the Policies that the governing body approves the annual budget and budget audit of the program and that there are written minutes documenting all meetings of the governing body.

ED1133.04 (c) 2 Administration

Write more specific procedures and schedules for destruction of outdated files.

ED1133.04 (g) Administration

Revise the Master Professional Development Plan to align with school goals and the new curriculum work and subsequent training. The revised plan must be submitted for NHDOE approval.

ED1133.05 (h) Program Requirements

Curriculum development in all required areas, purchase of materials, staff training and implementation of the curriculum must be completed. It is recommended that teachers and LEA representatives be involved in the selection of these materials.

ED1133.04 (e) Administration

ED1133.05 Program Requirements

KellCo Academy may only accept students for whom the program was designed and for which it was approved. Students who are identified other than with approved disabilities may not be accepted in the program without an Individual Program Approval in place prior to placement. KellCo may not accept students into diagnostic placements.

ED1133.05 (h) Program Requirements

The IEPs reviewed did not contain measurable goals and objectives. It is KellCo Academy's responsibility that the IEP goals and objectives are measurable in order to measure and report progress in the program.

ED1133.05 (k) Program Requirements

ED1133.08 (a), (b) Qualifications and Requirements for Instructional, Administrative and Support Personnel

Submit the credentials for the Speech/Language Pathologist and the Math Consultant. Obtain health physicals from all employees.

ED1133.16 (d) (e) (f) Health and Medical Care

Given the request to add OHI to the KellCo program, a Nurse should be on site during school hours, based on student needs.

ED1133.17 (a), (b) Insurance Coverage

ED1133.19 Emergency Planning and Preparedness

Submit current proof of: insurance, bonding of applicable individuals, revised Emergency Procedures and maintenance of a record of drills.

Nashua Children's Home:

No citations.

NFI Contoocook:

ED1109.01 (b)

IEP Measurable Goals

The IEPs reviewed were generally well developed with the exception that IEP goals were not written in measurable terms.

Odyssey House:

ED1133.05 (K) Program Requirements

CFR300.23

Staff Recruitment and Retention

Qualified Personnel

Odyssey House continues to have a high rate of staff turnover, which results in resources being repeatedly applied to the recruitment and hiring of new staff. The lack of consistent, experienced staff directly impacts the provision of services to students with disabilities as well as adherence with special education policy and procedure. As a result of the May 2004 visit to Odyssey House and PACE, it became apparent that there is no process for education staff orientation, mentoring, ongoing instructional supervision and evaluation, or general support for the education staff. The issue of staff recruitment further impacts the agency's ability to establish program strengths, continuity, and ongoing improvements. As the team conducted the program approval visit at both programs there were vacant teaching positions at both facilities. Factors identified as contributing to high rates of staff turnover include:

- Low salaries and few pay raises
- Year round schedule with no natural breaks to refresh and recharge staff
- Minimal time for teachers to plan and collaborate on instruction
- Little sense of value or appreciation for the work accomplished
- Low sense of pride in the work of the education programs
- Low staff morale
- Lack of educational supervision, mentoring and coaching from colleagues

ED1133.03 Special Education Process Sequence

The visiting team found that there is a need for updating and refinement of existing special education practices and procedures. The team unanimously agreed that there has been little formalized professional development to familiarize the new staff with special education policy, procedures, state special education rules and the special education process as it relates to court ordered placements and private schools. In reviewing student records, what the team saw was a dedicated group of educators trying hard to implement adequate special education programs, and a lack of documentation that the provisions of IDEA and RSA 186-C are being met. There were numerous procedural oversights identified by the visiting team, which are outlined in each program level summary.

ED1133.05 (i) Program Requirements

Established and Effective Communication Systems

The team raised significant concern regarding the systems in place for internal communication and collaborative decision-making as related to educational programming and the rest of the agency. In visiting the Odyssey House Programs, it became apparent that PACE and ATC function quite separately from Odyssey House Agency and that there are weaknesses in the flow of communication between all levels, including: administration to staff, the main office to the educational programs, and the education programs to LEAs. Some parents interviewed also raised concern about communication between the educational programs and the home. The issue of communication relates significantly to the lack of a shared agency-wide educational philosophy, set of common beliefs, mission and long-term strategic plan.

ED1133.08 (d) Qualifications and Requirements for Instructional, Administrative and Support Personnel

Written Plan for Professional Development

The interviews with staff and administration revealed that some training and professional development has been made available to staff in relation to Attachment Theory and reading strategies, and that most teachers are focused and involved in college course work as they seek teaching certification. Although this could be viewed as a strength, the visiting team identified this as an issue of significance. While Odyssey House encourages staff to participate in course work and workshops, the result has been professional development that is autonomous, based on individual teachers, with few professional development offerings linked to the master plan or to a set of educational goals for PACE and ATC. This has resulted in a menu of professional development offerings that are pulling staff in various directions. Serious consideration needs to be given to a more focused, sustained and long-term plan for professional development that is focused on improved student performance. Currently, professional development offered to staff has no direct link to the Professional Development Master Plan.

ED1133.08 Qualifications and Requirements for Instructional, Administrative and Support Personnel

ED1133.05 (k) Program Requirements

CFR300.23 Qualified Personnel

Both programs continue to lack administrative personnel with appropriate certification. In addition, at ATC the program has witnessed a significant pattern of staff turnover and does not have a full staff of certified teachers. At PACE the one certified teacher is no longer employed by Odyssey House and, at the time of the visit, the education director for Odyssey House was filling the role of teacher at PACE.

ED1133.05 (h) Program Requirement, Equal Educational Opportunities

ED1119.03 Curricula

Both programs continue to lack evidence that students with disabilities have access to a full middle and high school curriculum. Although the programs have a written curriculum, not all aspects can be implemented as outlined. In addition, both facilities lack a full array of certified consultants available to work with Odyssey House teachers who are currently designing and providing instruction in content areas where they have no credentials. Specific concerns were raised by staff, students and the visiting team around the content offerings in art, physical education, technology, consumer and homemaking, health, and vocational education. This list is just a sampling, and not intended to be all inclusive of the curriculum requirements that Odyssey House must adhere to. It will be essential that Odyssey House review the requirements outlined in ED 306.22 and ED 306.23, which clearly state the middle and high school curriculum requirements that must be made

available to the students enrolled at Odyssey House. It was noted by the visiting team that Odyssey has recently established a relationship with several content area certified educators; however, the process of consultation is new, not formalized and not comprehensive to meet all the requirements outlined in the NH Minimum State Curriculum Standards. At this time, Odyssey House has no established working relationship with the local school district in regard to curriculum, consultation, or sharing of resources, facilities and expertise.

ED1133.13 Physical Facilities

ED306.06

Although the team recognized that efforts have been put forth to paint, install new rugs and conduct general maintenance, the visiting team found both programs to be lacking in regard to a clean and healthy learning environment. Students continue to report that they are responsible for cleaning, there are problems with insects in their rooms, and the furniture is old, all of which contribute to the buildings not being a comfortable, clean and healthy learning environment for the students enrolled.

ED1109.01 Elements of IEP

IEPs reviewed by the visiting team were missing various components, including transition plans, measurable goals, monitoring of progress, and documentation of parent and LEA involvement.

ED1133.03 (b) Governance

The governing body of Odyssey House needs to ensure compliance with state and federal special education regulations. As a result of several NHDOE Special Education Program Approval visits to Odyssey House and PACE, it has become clear that there are patterns of non-compliance with state and federal special education rules and regulations that have not been resolved.

Spaulding Youth Center:

ED1109.05 CFR300.342 Implementation of IEPs

ED1115.07 CFR300.306 Provision of Non-Academic Services

ED1119.03 CFR300.26 CFR 300.347 Full Access to the District's Curriculum

ED1119.08 CFR300.304 Equal Education Opportunity

Spaulding Youth Center students are not provided with full access to the general curriculum at the present time. The Spaulding Youth Center curriculum is neither complete nor comprehensive. The process of developing curriculum has been ongoing for several years. As a result of recent staff departures, there is presently no certified administrator/educator qualified to continue development of the curriculum, nor is there a clear plan for implementation and evaluation of the partially completed curriculum. Students at Spaulding Youth Center have been the recipients of inconsistently provided instruction that has been, at times, delivered by staff who are not all fully qualified or certified in the area to which they are assigned. The mentoring, supervision and support of new teaching staff has been inconsistent. In addition, curriculum resources including materials, technology, assistive devices and professional development are not adequate.

ED1102.53 CFR300.29 Transition Planning

ED1107.02 CFR300.347 (b) (1) Process: Provision of FAPE

ED1109.01 CFR300.132 Transition Services

Transition planning is a critical area for students placed in out-of-district residential settings and, in particular, for students who are court-placed. There is no clear and consistent process evident for creating and implementing comprehensive transition plans for students as they are placed at or discharged from Spaulding Youth Center.

The administrators and staff at the Spaulding Youth Center need to review the present transition process for students and create a consistent process that provides all aspect of transition supports to the students and their families. This includes a clear process for transitioning into the program, developing student goals, evaluating progress toward the goals, and developing a plan for transitioning out of the program. Transition planning must include all relevant members (including the student, parents, teaching, clinical, residential and nursing staff, as well as any relevant agency representatives) and address academic as well as social concerns. ***For students who are age 14 and older, state and federal special education rules and regulations for transition planning apply.***

ED1133.05 (l) CFR300.347 (a) (5) RSA 193-C

The area of behavior strategies and discipline remains one of significant concern and requires a specific and immediate plan for implementation of a comprehensive and effective behavior process. The plan must include providing the necessary staffing patterns; ensuring a comprehensive understanding of the plan by all staff, students and other relevant parties; ensuring and providing ongoing and embedded training and support for implementation; establishing a system of documentation of student behaviors and improvements, and a plan for evaluation of the effectiveness of the behavior program. The behavior management program at Spaulding Youth Center has been identified as an issue of significant concern since the 2001 on-site visit. Specifically, the behavior management techniques and policies and procedures regarding the use of locked processing rooms by the ED Program and residences. The school administration was directed to review and revise behavior management policies and move to a “less isolating and punitive form of behavior management and to a more effective philosophy and approach”. That behavior management program was replaced during this 2003-2004 school year, and processing room doors were removed. However, this significant change in behavior management was made without reaching system-wide agreement, knowledge, preparation, training and support, and without a plan for the evaluation of the new program and the outcomes on students and staff.

Staffs report the result of this new behavior program as ineffective at best, and volatile at worst. The conditions they describe following the sudden program change resulted in a situation that they felt was unsafe and unstable, placing both staff and students at risk of harm. Specifically, reports of bruising and other injuries to staff resulting from utilizing new restraints were described. The systems change that took place was described as ineffective, in part, because it was implemented without establishing full confidence by staff in the new process.

ED1133.07 – Child Management Techniques

Each private facility shall comply with the discipline procedures of 34 CFR 300.510-34 CFR 300.529.

(b) Each private facility shall have a written statement of the policies and procedures followed by the program in managing student behavior. This statement shall be provided to the sending LEA and the parent at the time each child with a disability becomes enrolled in the program, at the time of the annual review of the child’s educational progress, and at any time the facility’s policies and procedures for managing behavior are revised.

(c) Each private facility shall not employ any measure which is aversive or depriving in nature or which subjects a child with a disability enrolled in the program to humiliation or unsupervised confinement or to abuse or neglect as defined in RSA 169-C, the Child Protection Act, or which deprives the child of basic necessities such as nutrition, clothing, communication, or contact with parents, so as to endanger the child’s mental, emotional or physical health.

(d) Each private facility shall train staff in acceptable child management techniques. The program shall see that discipline is administered equitably and with respect and courtesy towards the child.

(e) Each private facility shall have a written procedure based on state and federal law concerning the reporting of suspected instances of child abuse.

Spaulding Youth Center did not submit revised discipline process or provide the necessary training to staff that assures students of all appropriate components detailed in the above rule.

ED1106.01 Special Education Process

ED1103.01 Child Find, Responsibilities of the LEA

There is a need to review and revise the Spaulding Youth Center's policies and procedures related to the provision of services offered to students with educational disabilities. A system of ongoing communication, support and evaluation of the policies and procedures must be provided to all relevant staff.

ED1133.08 – Qualifications and Requirements for Instructional, Administrative, and Support Personnel.

All administrative, instructional, and related service staff shall hold appropriate certification for the position in which they function as required by the state of New Hampshire and in compliance with 34 CFR 300.23 and 34 CFR 300.136. In addition, the school must contract with consultants certified in the content areas not represented by present staff.

ED1119.04 – Equipment, Materials and Assistive Technology

While some improvements have been made, particularly at the NB program for the younger students, there is a need for an ongoing plan for and implementation of up-to-date equipment, materials, and assistive technology in all education programs.

CFR300.347 (a)(4) Extent of Participation with Non-disabled Peers

There continues to be no evidence that students enrolled in the NB programs are provided with learning and social opportunities with typically developing peers.

ED1133.13 - Physical Facilities

(a) Each private facility shall ensure that the grounds and all structures on the grounds of the program are maintained in good repair and are free from any danger to health or safety.

(b) Each private facility shall develop a written schedule of maintenance and housekeeping activities to ensure that the grounds and facilities are safe and promote the health of children enrolled in the facility or program.

ED306.06 School Facilities

(2) For the total school enrollment a sufficient number of classrooms/instructional spaces in accordance with Ed 306.06

(3) Properly designed specialized spaces for the teaching of science, art, music, industrial arts/technology, consumer and homemaking education, and physical education in accordance with Ed. 306.06.

(4) Sufficient space to house the school's information/technology resources

(5) Ancillary spaces, including bathrooms, offices, and areas for the storage of supplies, materials, and equipment.

The Spaulding Youth Center administration has not provided ongoing maintenance and repair of the facilities and grounds. In addition, most of the program spaces utilized by the education programs are inadequate and unsuitable for successful educational programming. There has been no clear plan that addressed the present and future program needs in each of the educational settings.

ED1133.08 – Qualifications and Requirements for Instructional, Administrative, and Support Personnel

The NB programs now provide the support of a speech/language therapist and occupational therapist on a part time basis. Staff reports that the additional related supports have made an improvement in the services provided to students. Continued recommendation is made for increased related supports as determined by the individual needs of the students placed at the Spaulding Youth Center.

Strafford Learning Center:

ED1102.03 Approved Program

There are students at John Powers School who are identified as Autistic. John Powers School is not approved to provide program placement for this disability.

ED1119.08 CFR 300.304 Equal Education Opportunity

The JPS facility lacks the adequate space and certified physical education teacher/consultant to conduct physical education classes.

ED 1133.08 CFR 300.23 Qualified Personnel

There are no certified staff or contracted consultants in the areas of Art, Music or Physical Education at the John Powers School. Music is offered with group and individual guitar lessons, flute lessons and singing. Art is taught by the classroom teachers and is integrated into the curriculum. There are no Physical Education offerings.

ED1102.03 Approved Program

Work with the sending LEAs to obtain Individual Program Approval (IPA) for the students who are identified as Autistic. (JPS)

ED1119.08 CFR 300.304 Equal Education Opportunity

ED1133.08 CFR 300.23 Qualified Personnel

In order to meet the required NH State Minimum Standards, employ certified educators in Art, Music and Physical Education to teach or provide consultation to staff to ensure that these content areas are offered in a systematic, regularly scheduled manner. (JPS)

PATTERNS AND TRENDS IDENTIFIED:

LEAs

As outlined above, there were varying citations noted in the 2003-04 Case Study Compliance Review Final Reports. Patterns included:

Of the 12 LEAs visited, 4 were cited, (33 %) for not having updated special education policies and procedures.

Of the 12 LEAs visited, 3 were cited (25%) for not having policy and procedures related to earning of credits and issuing of HS Diplomas for students with disabilities.

Of the 12 LEAs visited, 7 were cited (58.3%) for IEPs that lacked required components.

It should also be noted that upon review of out of district files, 8 LEAs were cited due to a variety of issues of noncompliance: lack of parental involvement, out of date evaluations, teams not appropriately composed, IEPs that did not meet requirements, etc. This pattern would indicate that for students placed in private schools the special education process is not always adhered to.

PATTERNS AND TRENDS IDENTIFIED

Private Schools:

Of the 12 private schools visited the following patterns were identified:

50% were cited for not having certified staff.

25% were cited for not having certified administrators.

42% were cited for not providing full access to the general curriculum to the students enrolled.

33% were cited for IEPs that lacked required components.

33% were cited for inadequate facilities.

YEARLONG IMPROVEMENT SITES:

The NHDOE Special Education Program Approval and Improvement Process provides the field with the opportunity to engage in a review of current practices within their educational community. Each team determines the critical issue to be studied and examines a variety of data sources, with the outcome being an improvement plan that results in improved outcomes for children and youth with disabilities.

Listed below are the focus questions from each site. A detailed summary of their yearlong study, their finding and improvement plans can be seen in their final reports.

Becket Family of Services: How effective is the communication concerning student behavior from academic to non-academic settings within the Becket Family of Services?

Burnham Brook Country School: What are the unique characteristics of the Burnham Brook Middle School culture that create the safe community in which its members feel free to take educational risks?

Camp E-Toh-Anee: How can we make the students' transition from our residential setting more successful?

Granite State High School: How can we at Granite State High School develop a climate and culture that supports and enhances professionalism, teamwork and quality instruction?

Hunter School: How does the Hunter School's holistic approach to individual students help them to succeed at Hunter and to transition to their future settings?

Nashua Children's Home: How do we efficiently establish academic and behavioral baselines and measure and document ongoing progress?

Spaulding Youth Center: In what ways can the educational, therapeutic, medical and residential components of Spaulding Youth Center be integrated to support improved services, treatment and IEP goals and outcomes?

Strafford Learning Center: How should Strafford Learning Center improve and expand services and programs to respond to the diverse and evolving needs of consumers in a financially responsible way?

SAU 05 Oyster River School District: Is our service delivery model effective for students with challenging behaviors as indicated by:

- Cost Analysis
- Positive behavioral and academic growth
- Staffing
- Profile of student

SAU 88 Lebanon School District: How can the Lebanon School District improve achievement for students with learning disabilities in the content areas of English and Language Arts?

The four feedback forms that we have received as of this date from our yearlong sites (see appendix for yearlong reactionnaire) all rate the following as 5 (fully) or 4 (mostly):

- The NHDOE Special Education Program Approval and Improvement Process, and the improvement plan that was developed, will have a long-term impact on programming and services for children and youth with disabilities.
- The data that was gathered by the improvement team will assist in accountability and improved student outcomes.
- The NHDOE Special Education Program Approval and Improvement Process was connected and linked to other district/school initiatives.
- The NHDOE Special Education Program Approval Process Toolkit was a resource that was used to guide the process.
- The technical assistance provided throughout the improvement process was skillful, accurate and useful to the team.

CONCLUDING REMARKS:

It is with pleasure that I provide to the NHDOE, Bureau of Special Education, this annual summary report. The NHDOE Program Approval Management Team continues to strive toward thinking creatively and critically to solve problems, communicate clearly and openly with all key stakeholders, respect the individual differences of the educational communities with whom we work, and appreciate that learning is a lifelong process for all of us.

In order for us to achieve our goals, we must continue to review, evaluate and analyze our work, the data we collect and the expected outcomes of the educational communities with whom we work. To that end, we must view our ability, as a management team, to deliver quality technical assistance, and the data we collect, with a consistent and critical eye.

The management team is pleased with the amount of positive feedback received from the field regarding the NHDOE Program Approval and Improvement Process. We are also aware of areas that need strengthening. The information contained in this report provides a picture of the work of the NHDOE Special Education Program Approval Process.

In closing, I would like to take a moment to recognize everyone for his or her accomplishments. I would especially like to express my sincere appreciation to Faye O'Neill and Michelle Thomas, our project assistants, for the support they provide to the management team and to the field. We appreciate them for not only what they contribute in terms of work product, but also for their dedication to the team and to the NHDOE Special Education Program Approval Process. I would also like to recognize the support, skills and contributions of the Program Approval Management Team members. Their dedication, expertise and commitment to children and youth with disabilities cannot be measured.

APPENDIX:

1. List of 2003-2004 NHDOE Special Education Program Approval and Improvement Process Management Team Members
2. List of new or changed programs reviewed
3. Sample of letter to schools requesting volunteers for visiting teams
4. Sample of letter to early childhood educators requesting volunteers for visiting teams
5. Volunteer Form
6. Visiting Team Member Reactionnaire
7. Building Level Team Member Reactionnaire
8. Sample cover letter and surveys to Special Education Directors involved in the 03-04 process
9. Sample reactionnaire for Facilitator Networking Sessions.
10. Building Level Orientation Manual
11. Case Study Presentation page
12. Countdown for the Case Study Compliance Review