

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

**SAU # 31
SUMMARY REPORT**

Newmarket School District

**Kathleen Murphy, Superintendent of Schools
Elaine McNulty Knight, Director of Special Education**

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Visit Conducted on March 30-31, 2006
Report Date, June 20, 2006

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I. TEAM MEMBERS

Visiting Team Members:

NAME	PROFESSIONAL ROLE
Chairpersons: Jennifer Dolloff	Education Consultant
Maryclare Heffernan	Education Consultant
Terry Nelson	SETAC
Jackie Adams	Special Education Director
Kevin Beaudoin	Special Educator
Kristen Heath	Preschool Special Educator
Rosalyn Moriarty	Special Educator
Debra Shaw	Special Educator
Sarah Rogers	NHDOE
Nancy D'Agostino	Preschool Education Consultant

Building Level Team Members:

NAME	PROFESSIONAL ROLE
Julie Cooper	Preschool Special Educator
Beth Cirillo	Preschool Teacher
Amanda Donovan	Preschool Coordinator
Catherine Plourde	Special Education Coordinator
Scott Thompson	Principal
Ann-Marie Pullar	Special Educator
Doug Webb	Classroom Teacher
Susan Raymond	Speech-Language Pathologist
Jocelyn Robinson	Guidance Counselor
Melinda Lupoli	Classroom Teacher
Patty McCollumn	Special Educator
Lori Carmichael	Speech-Language Pathologist
Anne Tufts	Occupational Therapist

II. INTRODUCTION

SAU # 31 is comprised of one school district in Newmarket, NH. Approximately 8,268 people reside in the town of Newmarket and currently 1,137 children attend the public schools. Students in preschool through grade 5 attend Jefferson Elementary School and students in grade 6 through 12 attend Newmarket Middle/High School. Eighteen percent of the students attending the schools have been identified as having educational disabilities. Thirteen of the identified students attend out of district school placements. Thirty-four students in the district receive English as a Second Language services. Despite considerable concern about the current middle high school building, residents at the Annual School District Meeting did not support two articles pertaining to a proposed building project for a new middle school/high. Factors in the current building that concern residents and the school community include overcrowding, lack of accommodations for individuals with disabilities, and undersized classrooms. District goals, as identified by school policy makers, include *Improving Student Literacy and Student Outcomes*.

Newmarket's preschool Partners Program provides opportunities for children with disabilities to participate in an integrated program. The preschool is part of the Jefferson Elementary School, providing smooth transitions into the elementary grades. Currently there are 23 preschoolers in the SAU identified as having a disability.

In addition to the Case Study Compliance Review, The Newmarket School District is taking part in the New Hampshire Department of Education's optional Special Education Year Long Improvement Process. As part of this yearlong process, an improvement team was formed, consisting of a range of educational representatives, including general and special educators, administrators and curriculum coordinators from the school community. Their charge was to determine a critical issue related to special education, establish an essential question to study, and collect data to answer the question. The essential question formulated by the improvement team was:

Is the Newmarket School District providing effective reading instruction that is research and evidenced based?

As a result of participation in this process, the team will work with the educational community to develop a plan for improvement that will support improvement initiatives in the area of district wide reading instruction. A summary of the team's work, along with a summary of the data, will be provided in a separate report.

Current initiatives in the Newmarket School District include a Data Project (using data to drive instruction) and aligning reading instruction with current research and best practice. The district utilizes a battery of assessments, preschool through grade 12, to monitor student progress, including the Dynamic Indicators of Basic Early Literacy Skills (DIBELS), the Northwest Educational Assessment (NWEA), Progress Monitoring and the AIMSweb formative assessment system. Staff and administration in the elementary school have embraced the co-teaching model of instruction, currently providing 15 co-teaching classrooms out of a total of 23 classrooms. The co-teaching model involves bringing additional teachers and service providers into the classroom rather than pulling students out of the classroom. Another innovative practice identified by the district is the elementary principal's advisory committee. The advisory committee is made up of classroom teachers, support personnel and the building level administration. Decisions regarding programming implementation and current practice are discussed during these committee meetings. Innovative practices at the Jr/Sr High include a mentor program, PBIS, and co-teaching. The district has also made a commitment to improve and utilize technology at all levels of instruction.

Mission of Newmarket School District:

The Newmarket School District is committed to the highest standards of quality education by creating a safe and successful learning community that embraces diversity and responds to the social, emotional, intellectual, and physical needs of every child. We are dedicated to fostering links to the broader community to ensure that students develop lifelong skills, enabling them to be contributing and productive members of society. Each building has developed a mission statement and philosophy, which aligns with the district mission statement.

DISTRICT ENROLLMENT DATA	2003-04	2004-05	2005-06
Total Student Enrollment (ages 6-21) (as of Oct 1)	1014	1037	1023
Expenditure Per Pupil (figures include PreK & K)	9,529.10	10,062.03	
Cumulative Drop-Out % (grades 9-12) students with disabilities	.9	.8	
Cumulative Drop-Out % (grades 9-12) non-disabled students	2.5	2.8	2.9
Free/Reduced Lunch %	11.7	14.2	12.1
Title I %	9	7.2	6.7
LEP %	5.4	4.9	4.4
SPECIAL EDUCATION PROGRAM DATA	2003-04	2004-05	2005-06
# of Identified Students Ages 3-5 (as of Oct. 1)	26	22	23
# of Identified Students Ages 6-21 (as of Oct. 1)	166	188	184
% Identified Ages 6-21 (as of Oct. 1)	16.4	18.1	21
# Out of District	7.4	7.1	12
% Out of District	.7	.7	.2
# of Students Out of Compliance (as of Oct. 1)			1
Special Programs Total Expenditure	1,855,529.00	2,060,917.00	
Average Caseload (as of Oct. 1)	15	15	15
# Identified Students Suspended One Or More Times		19	
# of students with disabilities who are being provided home instruction (as of Dec.1)		0	0
# of students with disabilities who have been placed on a "shortened school day" (as of Dec. 1)		0	0
Special Education Staffing: (report in FTEs)	2003-04	2004-05	2005-06
# of Special Educators			17
# of Related Service Providers			14
# of Paraprofessionals			40

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

The New Hampshire Department of Education (NHDOE) conducted a Special Education Program Approval Visit to SAU # 31 on March 30-31, 2006 for the purpose of reviewing the present status of programs and services made available to children and youth with educational disabilities. As part of the NHDOE Special Education Program Approval Visit, Case Study Compliance Reviews were conducted at all of the schools in SAU #31. These include Newmarket Elementary School (preschool through grade 5) and Newmarket Middle / High School (grades 6-12).

The New Hampshire Department of Education, Bureau of Special Education conducts program approval visits using a Case Study Model that is a focused review. This focused review permits the NHDOE to leverage its impact for change and improvement within school districts and private special education schools statewide, by focusing the attention of all educators on the following three areas of critical importance in the provision of FAPE for students with disabilities.

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

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

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

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

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

Throughout the entire review process, the visiting team worked in collaboration with the staff of SAU 31. Their professionalism, active involvement in the process and cooperation were greatly appreciated and well recognized.

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

Based on the March 13 and 14, 2001 NHDOE Special Education Program Approval Report, the following patterns were identified as needing improvement. A follow-up corrective action plan review was conducted on June 18, 2002, at which time all identified areas of non-compliance were determined as having been met.

Finding of Non-Compliance	Corrective Action and Expected Completion Date
1107.045 – Evaluations not completed in 45 days	In-service training offered in a range of areas, including correct procedures for special education process. Goal has been met
1109.01 – No statement of how disability affects progress in general education	Creation of new model forms in district has addressed this area. Goal has been met
1109.01(n) – State and district assessments not documented	New forms address this area as well as training for staff. Goal has been met
1109.04 – Send Procedural Safeguards at notice of each meeting	Staff has been trained in appropriate expectations. (Sept. 2001) Goal has been met
1109.04 – Less than 10 day notice not done and no notice of meeting	Staff have been trained in how to follow all procedures correctly (Sept. 2001) Goal has been met
1109.03 – Team composition. LEA, regular education teachers, counselor not in attendance	Training offered to staff on correct team composition. Teacher planning times will be used to gather correct team members. Goal has been met
CFR 300.346 (a)(1)(1) – Other federal requirements. Parent concerns and input listed in minutes and follow-up not noted	Case managers have been reminded to record all parent concerns in meeting minutes. Goal has been met

V. MARCH 30-31, 2006 CASE STUDY COMPLIANCE REVIEW RESULTS

Data collection is an important part of the NHDOE Special Education Case Study Compliance Review Process. In SAU #31, the NHDOE worked with staff and administration in the selection of case studies to ensure that there was a representative sampling of data collected from the various programs and schools located within the school district. In order to monitor whether or not special education programs are in compliance in the three focus areas, and determine any root causes of problems that may be identified through the case study process, it is essential that each case study team dig deeply into the data, and not just take a surface look. This process takes time, and the entire team working with the child being studied must be involved in collecting and analyzing the data, as well as presenting and summarizing the data with the visiting team. As such, the NHDOE works with educational communities to determine the number and types of case studies to be prepared and presented, to ensure that teams are not inundated with much more data than they can possibly analyze.

As part of the March 30-31, 2006 visit to SAU #31, the NHDOE and SERESC worked with the staff and administration in the planning and presentation of five case studies, preschool through grade 12. These included one youngster at the preschool level, two students at the elementary school and two at the middle/high school level. The case studies selected for presentation represented a comprehensive review of the special education programs in the Newmarket School District, and included disabilities from the autism spectrum, other health impairments, specific learning disabilities and students with development delays. The case study compliance process included review of individual student data related to the three focus areas of access to the general education curriculum, transition and behavior and discipline. The results of the case studies are provided in the report that follows.

PARENT PARTICIPATION

One of the defining features of effective schools is strong parent/community relations and open communication. Having parents as active stakeholders in the NHDOE Special Education Program Approval Process ensures broader perspectives and brings forth new ideas. In addition, including the parent perspective enhances and strengthens the teams' case study presentations, and makes for stronger school/parent relationships. As such, parent participation and input is a required part of the NHDOE Special Education Program Approval Process. In order to ensure parent participation and feedback, the NHDOE, Bureau of Special Education involves parents in a variety of aspects of the Special Education Program Approval Process. First, parents are encouraged to be active participants in the case study presentations. Second, parents of the children presented in the case study process are formally interviewed, and third the SAU/school is required to send a written survey to all parents of students with disabilities, with a request to respond.

The results of the parent surveys as provided below, combined with parent interviews, indicate that parents are satisfied with the programs and services provided to students with educational disabilities in the Newmarket School District. It should be noted however that several parents indicated they would like to have more communication with staff about their child's progress. This would include communication regarding participation in school activities outside of the school day. Surveys were mailed to all of the parents of students with disabilities and approximately 19% of the surveys were returned to the district. Therefore, parent views may not be fully represented by the survey results.

Below is a summary of the results of the parent survey, along with a summary of the comments/feedback provided to the visiting team during the March 30-31, 2006 Case Study Compliance Review in SAU# 31.

PARENT SURVEY RESULTS – PRESCHOOL

Total number of surveys sent: 20	Total # of completed surveys received: 7	Percent of response: 35%
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Scale 3 = Completely 2 = Partially 1 = Not at all

ACCESS TO THE GENERAL CURRICULUM:	3	2	1	No Answer
I am satisfied with my child’s program and the supports that he/she receives.	7			
My child has opportunities to interact with non-disabled peers on a regular basis.	7			
I am adequately informed about my child’s progress.	6	1		
My child is informed about and encouraged to participate in school activities outside of the school day, and is offered necessary supports.	3	1	1	2
My child feels safe and secure in school and welcomed by staff and students.	7			
A variety of information (observations, test scores, school work, parent input) was used in developing my child’s IEP.	7			
I am satisfied with the progress my child is making toward his/her IEP goals.	5	2		
TRANSITION:				
I am satisfied with the planning and support provided for the moves my child has made from grade to grade and school to school.	1			6
All of the people who are important to my child’s transition were part of the planning.	1			6
BEHAVIOR STRATEGIES AND DISCIPLINE:				
My child’s classroom behaviors affect his/her ability to learn. <i>If yes, please answer the next two questions. If no, skip to OTHER.</i>		YES		NO
I have been involved in the development of behavior interventions, strategies and supports for my child.	3			
I am satisfied with the way the school is supporting my child’s behavioral, social and developmental needs.	3			
OTHER:				
I fully participate in special education decisions regarding my child.	7			
I have been provided with a copy of the procedural safeguards (parental rights) at least once a year.	7			

Comments: Excellent, happy with level of service provided, child has made tremendous strides

Very pleased with team and teachers, make us feel we are part of team

Special Ed needs thoroughly identified and addressed accordingly;

Completely happy and grateful for hard work by all

PARENT SURVEY RESULTS – ELEMENTARY

Total number of surveys sent: 62	Total # of completed surveys received: 14	Percent of response: 22.5%
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Scale 3 = Completely 2 = Partially 1 = Not at all

ACCESS TO THE GENERAL CURRICULUM:	3	2	1	No Answer
I am satisfied with my child’s program and the supports that he/she receives.	9	4		1
	11	2		1
I am adequately informed about my child’s progress.	13	1		
	9	2	2	1
My child feels safe and secure in school and welcomed by staff and students.	12	1		1
A variety of information (observations, test scores, school work, parent input) was used in developing my child’s IEP.	14			

I am satisfied with the progress my child is making toward his/her IEP goals.	9	5		
TRANSITION:				
I am satisfied with the planning and support provided for the moves my child has made from grade to grade and school to school.	7	3		4
All of the people who are important to my child's transition were part of the planning.	9			5
BEHAVIOR STRATEGIES AND DISCIPLINE:				
My child's classroom behaviors affect his/her ability to learn. <i>If yes, please answer the next two questions. If no, skip to OTHER.</i>	YES			NO
I have been involved in the development of behavior interventions, strategies and supports for my child.	6			
I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs.	3	3		
OTHER:				
I fully participate in special education decisions regarding my child.	11	1		2
I have been provided with a copy of the procedural safeguards (parental rights) at least once a year.	12			2

Comments: More supervision for Special Students on Field trips, too much stimulation leads to frustration

Very grateful for the team supports. Only area we find lacking and inadequate is statement # 4

Childs teacher is very helpful

More email communication with Special Education Teachers would be helpful

PARENT SURVEY RESULTS – MIDDLE SCHOOL

Total number of surveys sent: 56	Total # of completed surveys received: 9	Percent of response: 16%
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Scale 3 = Completely 2 = Partially 1 = Not at all

ACCESS TO THE GENERAL CURRICULUM:	3	2	1	No Answer
I am satisfied with my child's program and the supports that he/she receives.	6	3		
My child has opportunities to interact with non-disabled peers on a regular basis.	7	2		
I am adequately informed about my child's progress.	4	3	1	1
My child is informed about and encouraged to participate in school activities outside of the school day, and is offered necessary supports.	5	3	1	
My child feels safe and secure in school and welcomed by staff and students.	8	1		
A variety of information (observations, test scores, school work, parent input) was used in developing my child's IEP.	8	1		
I am satisfied with the progress my child is making toward his/her IEP goals.	6	2		1
TRANSITION:				
I am satisfied with the planning and support provided for the moves my child has made from grade to grade and school to school.	6	2		1
All of the people who are important to my child's transition were part of the planning.	6	2		1
BEHAVIOR STRATEGIES AND DISCIPLINE:				
My child's classroom behaviors affect his/her ability to learn. <i>If yes, please answer the next two questions. If no, skip to OTHER.</i>	YES			NO
I have been involved in the development of behavior interventions, strategies and supports for my child.	3	1		
I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs.	3		1	
OTHER:				
I fully participate in special education decisions regarding my child.	8	1		

I have been provided with a copy of the procedural safeguards (parental rights) at least once a year.	9			
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Comments: Satisfied with care and expertise received for child

8th grade difficulties with teacher not returning calls, IEP followed only when convenient, child has lost confidence and first time dislikes school. Have made concerns known but Feel unheard.

Very pleased with child's IEP, can't say enough great things about staff and SPED Program

Requested wkly progress reports from beginning of the year and have yet to receive, missing work and issue and would like to monitor this and how child is doing

PARENT SURVEY RESULTS – HIGH SCHOOL

Total number of surveys sent: 67	Total # of completed surveys received: 9	Percent of response: 13.4%
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Scale 3 = Completely 2 = Partially 1 = Not at all

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

Comments: Need more social programs/living skills at all levels

Teachers need to be more aware of how other students treat and interact with Special Education Students not always a positive experience.

High School needs to focus on living skills so they will be prepared for "real world"

Not enough communication from teachers when grades are slipping, don't hear until progress reports come out.

PARENT SURVEY RESULTS – NO GRADE LEVEL INDICATED

Total number of surveys sent:	Total # of completed surveys received: 3	Percent of response:
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Scale 3 = Completely 2 = Partially 1 = Not at all

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

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

Access To The General Curriculum

- Implementation of IEPs**
- Provision of Non-Academic Services**
- Full Access to the District’s Curriculum**
- Equal Education Opportunity**

Based on the case studies conducted, along with interviews, classroom observations and data review, it was clear that Newmarket teaching staff and administration are committed to providing students with educational disabilities access to the general education curriculum. Students identified with educational disabilities receive the majority of their programming in the general education setting. Continued review of data will be needed to determine if the current level of inclusion is proving to be successful. Staff members have indicated a need for additional professional development opportunities in the area of reading instruction. Current assessment tools, including the newly

implemented Northwest Education Assessment System (NWEA), assist staff in monitoring student progress annually, as well as progress toward meeting IEP goals. The co-teaching model, as well as cooperative planning time, assists staff in providing greater access to the general education curriculum.

As a result of the case study compliance review, visiting team members and building level staff raised some concern regarding program options for students with complex educational needs at the middle/high school level. Programmatic options that currently exist for students with disabilities may be too limited to provide for the needs of all students. Staff at the middle high school indicated that students who may require more self-contained programming must learn to adapt to the general education setting. It is also important to note that space limitations within the existing facility have likely contributed to the challenge of providing additional program options.

Transition

Transition Planning

Process: Provision of FAPE

Transition Services

Based on the March 2006 NHDOE Special Education Case Study Compliance Review, there was evidence that transition planning does occur for students with disabilities. Both schools within SAU #31 have established transition activities that assist students' transitions from teacher to teacher and school to school. The literacy portfolios maintained at the elementary level provide receiving staff with important information about the students for whom they provide instruction. There are a series of transition activities from preschool to kindergarten that include children, families and staff. These culminate with a delayed start for preschool classes, allowing the preschool team three days to assist with those preschoolers transitioning to kindergarten. There is good communication between Early Supports and Services and the preschool around transitions.

While there were many positive transition activities identified during the Case Study Compliance Review, it was noted by the visiting team at the middle/ high school level that IEP transition plans for students 14 years old or older did not consistently include measurable post-high school goals. In addition, staff members at all levels indicated that a more structured method of delivering information to receiving teachers would be beneficial to the transition process for all students. It was reported that staff meet annually in large groups to discuss students prior to transitions; however, given the number of students and the volume of information that is now available, a more individualized process of data transition will likely improve transitions at all levels.

As a result of the Case Study Compliance Review, there were no citations of non-compliance identified in the area of transition.

Behavior Strategies and Discipline

In SAU #31, each of the schools provides a safe, orderly and child centered learning environment for students. Additionally, the visiting team praised school staff and students for contributing to a culture that appears to be caring and respectful of all students and adults. As noted in other portions of this report, visiting team members had concern about lack of space, air quality and background noise, as these may be contributing factors to the challenges students with behavioral needs face. As a result of the Case Study Compliance Review, there were no citations of non-compliance identified in the area of behavior and discipline

COMMENDATIONS

1. Staff and administration throughout the SAU were consistently described as caring, professional, dedicated and skilled.
2. The administrative leadership and support combined with caring and committed staff have resulted in a very positive school climate.
3. Administration and staff at the middle school level are commended for utilizing a team approach to programming, which has resulted in a strong level of communication regarding student needs.

4. Staff in the 8th grade is commended for providing advisory group support that has resulted in fewer disciplinary referrals.
5. Staff and administration are commended for implementing a co-teaching model that allows for high levels of inclusive instruction.
6. The district is commended for administering a variety of assessments that provide data that can be utilized to drive program development.
7. The district is commended for providing each building with a special education coordinator; this level of support has clearly contributed to effective programming for students with educational disabilities.
8. The Newmarket School District has created a welcoming educational and cultural environment that responds effectively to the diverse student population.
9. District staff and administration are commended for closely examining the current reading programs to determine the strengths and areas in need of improvement district-wide as they relate to student outcomes. It is anticipated that this effort will result in improved student outcomes.
10. The use of rubrics in designing IEPs and establishing goals for students is well designed and meaningful for staff, parents and students.
11. The Newmarket School District Report Card is an effective model for sharing the district's demographic and student outcome data with the community's stakeholders.
12. The Newmarket School District is commended for the partnership they have developed with the community's recreation department, specifically through the Camp Chameleon opportunities for all students.
13. The addition of a district wide curriculum coordinator is commended, as the critical focus on curriculum mapping will provide the district with an improved approach to student instruction.
14. The district has worked hard to inform the community of the significant space and facility needs at the Newmarket Middle/High School building. While a recent vote on a building bond failed, the district is encouraged to continue its efforts to improve the high school facility so that Newmarket students and staff are provided with an appropriate educational facility.

ISSUES OF SIGNIFICANCE

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

As a result of the Case Study Compliance Review, concerns regarding the facility needs throughout the SAU were identified as an issue of significance. Specifically, the space provided for preschool programming is located in an outside trailer and is very limited, making it difficult for staff to provide programming in an inclusive environment. At The Newmarket Middle/High School visitors noted that space issues appear to have a negative impact on the ability of staff to provide access to the general education curriculum for students with educational disabilities. It was also noted that significant space and facility concerns at The Middle/High School make it difficult for staff to provide a full continuum of services for all students. For example, staff and administration do not have sufficient space for provision of services and supports for students with challenging behaviors. Concerns include background noise from the ventilation system, air quality and an overall lack of appropriate space.

The visiting team thanks the staff and administration of SAU #31 for their participation, assistance and cooperation in all aspects of the NHDOE Case Study Compliance Review. The educational communities in both schools are recognized for the time, effort and preparation that have been put into this process.

**CITATIONS OF NONCOMPLIANCE IDENTIFIED AS A RESULT OF THE
MARCH 30-31, 2006 CASE STUDY COMPLIANCE REVIEW**

Citations of noncompliance are defined as deficiencies that have been identified through the Case Study Compliance Review Process, which are in violation of state and federal special education rules and regulations. It is important to note that **all citations of non-compliance that are included in this section of the report will need to be addressed in a corrective action plan.** A template and instructions for a plan will be provided. Citations of non-compliance may result from review of policies and procedures and related application materials, case study presentations, review of student records or any other program approval activity related to the visit to SAU #31.

Ed 1107.07 Individual Education Plans

Individual Education Plan goals are not consistently written in measurable terms.

Ed 1109.02 Individual Education Plans

IEP was not fully developed and signed by the student's third birthday.

SUGGESTIONS FOR PROGRAM-WIDE IMPROVEMENT

Suggestions for improvement, simply stated, are recommendations provided by the visiting team that are intended to strengthen and enhance programs, services, instruction and professional development, and the NHDOE strongly encourages that serious consideration be given to the suggestions. However, discretion may be used in this area; suggestions for improvement are not considered to be required corrective actions and you may determine which suggestions most warrant follow up and address those in your corrective action plan. **System wide suggestions for improvement are listed below. Suggestions for individual programs are included in the Building Level Case Study Data Summary Reports, pp.15-33.** It should be noted that in the Building Level Data Summary Reports, any suggestion made by a visiting team member that is actually a citation of noncompliance, has an asterisk (*) before it, and it is also listed above with the citations of noncompliance.

1. The significant facility and space needs at the Newmarket Middle/High School continue to warrant attention by the community. While the recent 2006 school district vote did not result in approval for a new facility, the in-depth building needs efforts should continue, so that all students are provided with an appropriate educational learning environment.
2. Continue to review the literacy programming currently provided throughout the district, to determine areas of strength and areas in need of improvement district-wide. The implementation of the Literacy Improvement Plan developed by the Newmarket Year Long Improvement Team will be a critical component to providing consistent and systemic reading and writing instruction to all students. It is strongly suggested that all staff who provide supplementary and remedial programming work together to continually monitor student progress data and make appropriate programmatic changes based on this data.
3. It is recommended that the district consider training staff in additional reading methodologies that are research based and systematic in nature.
4. While the co-teaching model is highly effective in many classes at the elementary school, there appears to be a need to identify a systematic approach to providing similar supports to all classes during reading instruction.
5. While data related to student outcomes is generated and collected, there is a need for all staff to have the time and training to analyze, interpret and share the data results. Staff indicated they do not have the time to do this work and would also like more training in understanding the data outcomes related to the benefits of instruction, as well as the need for adjustments to support students who continue to require additional instruction.
6. Consider additional ways to ensure a consistent transition process as students move from the elementary to the middle high school, so that student information is shared, possibly through the continued use of the student portfolio.

VI. BUILDING LEVEL SUMMARY REPORTS

USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT

PRESCHOOL BUILDING LEVEL CASE STUDY DATA SUMMARY

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

SAU: 31	School: Jefferson Elementary - Preschool	Date: 3/31/06
Programs: Preschool		Number of Cases Reviewed: 1
Recorder/Summarizer: Julie Cooper		

Collaborative Team Members:

Name: Julie Cooper	<u>Building Level</u> or Visiting
Name: Beth Cirillo	<u>Building Level</u> or Visiting
Name: Amanda Donovan	<u>Building Level</u> or Visiting
Name: Kristen Heath	Building Level or <u>Visiting</u>
Name: Nancy D'Agostino	Building Level or <u>Visiting</u>

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

SUMMARIZE YOUR BUILDING LEVEL DATA

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

ACCESS TO THE GENERAL CURRICULUM STATEMENTS								
Ed. 1109.01 Elements of an IEP <u>CFR 300.347</u> Ed. 1109.05, Implementation of IEP Ed. 1115.07, Provision of Non-Academic Services <u>CFR 300.306</u> Ed. 1119.03, Full Access to District's Curricula <u>CFR 300.24, CFR 300.347</u> Ed. 1119.08, Diplomas <u>CFR 300.347(a) (1) (i)</u> ". . . general curriculum (i.e. ,the same curriculum as for nondisabled children)" <u>CFR 300.347 (a) (1) (iii)</u> "To be educated and participate with other children with disabilities and non disabled children"						YES	NO	N/A
Is there a written general education curriculum in place for preschoolers?						1		
Does the curriculum incorporate social/emotional skills?						1		
Has this student made progress in social/emotional skills?						1		
Does the curriculum incorporate early language/communication skills?						1		
Has this student made progress in early language/communication skills?						1		
Does the curriculum incorporate pre-reading skills?						1		
Has this student made progress in pre-reading skills?						1		
Does this student have access to appropriate preschool activities?						1		
Does this student have opportunities to interact with non-disabled peers to the maximum extent appropriate on a regular basis, as part of the educational program?						1		
Was the student's most recent LEA evaluation, including a written summary report and meeting, held within 45 days of parental permission to test? If not, was it due to (check all that apply):							1	
Extension in Place X	Lack of Qualified Personnel ____ Psychologist, Educator ____ Related Services, Other	Evaluation Not Completed in Time X	Summary Report Not Written in Time	Meeting Not Held in Time	Other Request – parents wanted UNH Evaluation and SAU team joined			
						YES	NO	N/A
Did the IEP team meet to create the IEP within 30 calendar days of eligibility?						1		
Was an IEP fully developed and signed by the student's third birthday?							1	
Are this student's IEP goals written in measurable terms?						1		
ACCESS TO THE GENERAL CURRICULUM STATEMENTS								
Strengths			Suggestions for Improvement					
1. There is a written curriculum for the preschool, which is tied to the NH Curriculum Strands. It is developmentally appropriate and designed to transition students smoothly into the kindergarten curriculum. 2. The preschool uses the Hand Writing Without Tears Program. 3. The staff is experienced and works at collaboration, co-teaching and co-planning. 4. The preschool is linked to the rest of the school and community. 5. A strong level of speech language therapy time is allocated to the preschool and provides opportunity for interdisciplinary supports in the classroom.			1. The preschool team is encouraged to continue its review of the math curriculum, such as the Every Day Math program they are currently reviewing. 2. Although the preschool has an outside play area there is no storage for equipment such as tricycles. In an effort to prevent a repeat of equipment being stolen, the district may want to look at possible storage space.					

SUMMARIZE YOUR BUILDING LEVEL DATA

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

TRANSITION STATEMENTS					
Ed .1102.53, Transition Services CFR 300.29 Ed. 1109.01, Elements of an IEP (Transition Services) CFR 300.347 (b) (1) (2) Ed. 1109.03, IEP Team CFR 300.344 (b) (1) This includes movement from (a) Early Supports and Services (ESS) to preschool, b) pre-school to elementary school, (c) age 14 or younger, or (d) age 16 or older, as well as from grade to grade and school to school.				YES	NO
Transition planning from ESS to preschool takes place.				1	
Transition planning from preschool to kindergarten or 1 st grade takes place.				1	
District staff participated in a transition planning conference arranged by ESS and this transition planning conference occurred at least 90 days before the student's third birthday. If not, was it due to: (check all that apply)					1 - NA
Meeting Not Held In Time	Staff Didn't Understand The Process	Communication Breakdown Between School And Early Supports And Services Agency	Student Moved Into The District After This Time Period		
Student Not Referred Prior To 90 Days 1	Parent / School Communication Breakdown		Other		
				YES	NO
Team around transition includes parents.				1	
Team around transition includes appropriate agencies.				1	
Services agreed on in the IEP began by the time specified in the IEP.				1	
Early Supports and Services provided the school or district with initial information prior to 90 days.					1 N/A
Early Supports and Services evaluation information was shared with the school or district.				1	
Strengths		Suggestions for Improvement			
<ol style="list-style-type: none"> 1. There is a written transitions plan in place for preschoolers moving to kindergarten. 2. The preschool starts school a week after the kindergarten in the fall to allow the preschool team to assist in the transition to kindergarten. 3. The preschool team works closely with parents to meet their needs. 4. Parents are encouraged to visit the kindergarten prior to the transition. 5. Transitions during the day are supported by the set up of the room, having a bathroom and child sink available in the room and by visual supports/schedules posted for children to see. 		<ol style="list-style-type: none"> 1. The district needs to continue their work on building a more effective relationship with Early Supports and Services in an effort to improve meeting times and schedules for young children moving to preschool special education. 2. As the district looks at long-range plans, moving the preschool and kindergarten near each other would foster interactions and smooth transitions. 			

SUMMARIZE YOUR BUILDING LEVEL DATA

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

<u>BEHAVIOR STRATEGIES AND DISCIPLINE</u>		YES	NO	N/A
Ed. 1109.02 Program	CFR 300.346			
Ed. 1119.11 Disciplinary Procedures	CFR 300.519-300.529			
Ed. 1133.07 (a) (b) (c) (d) (e)	CFR 300.510-300.529			
Child Management – Private Schools	RSA 169-C Child Protection Act			
Data are used to determine impact of student behavior on his/her learning.		1		
Has this student ever been suspended from school?			1	
If yes, for how many days?				
A functional behavior assessment has been conducted.				1
IEP team has addressed behaviors that are impacting student learning.		1		
A behavior intervention plan has been written to address behaviors.		1		
All individuals working with the student have been involved in developing behavior intervention strategies.		1		
Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.		1		
Results of behavior intervention strategies are evaluated and monitored.		1		
Strengths	Suggestions for Improvement			
<ol style="list-style-type: none"> 1. The preschool uses the “How Does Your Engine Run” program. 2. Positive behaviors are reinforced. 3. Visual supports are provided for children and help them organize their day. 4. There are consistent behavior expectations for preschoolers. 5. Behavior goals are written into IEPs. 6. The adult/child ratios in the preschool provide appropriate support for preschoolers. 7. The classrooms are child centered and children are respected. 8. The team has access to outside consultants and the school psychologist. 9. There is a connection with the Seacoast Mental Health Program. 	<ol style="list-style-type: none"> 1. Additional access to Board Maker is recommended to allow staff to develop support materials more quickly/easily. 2. The district may want to review additional access to mental health resources for the preschool. 			

SUMMARY OF BUILDING LEVEL STRENGTHS AND SUGGESTIONS FOR IMPROVEMENT

Strengths	Suggestions for Improvement
<ol style="list-style-type: none">1. There is support from the administration and the school.2. There is professional development for all teachers and paraprofessionals.3. The paraprofessionals and principal meet once a month4. The preschool has access to the school library.5. The preschool has a new playground designed to meet their needs.6. Paraprofessionals are trained to gather data.7. The staff works as a team to write reflective IEP goals.8. The preschool team has time to do co-planning on Mondays, full preschool team meetings before school on Wednesdays and Friday lunch meetings with the paraprofessionals.	<ol style="list-style-type: none">1. Office space is very limited and has multiple uses. As the district plans for the future, it is recommended they look to ways to provide more adequate workspace.2. The addition of a working computer for children and staff is recommended.3. The team is encouraged to continue its efforts in researching different ways to collect data.

USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT

BUILDING LEVEL CASE STUDY DATA SUMMARY

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

SAU: 31	School: Newmarket Elementary	Date: 3/31/06
Programs: Modified Regular and Resource Room		Number of Cases Reviewed: 2
Recorder/Summarizer: Catherine Plourde		

Collaborative Team Members:

Name: Jackie Adams	Building Level or <u>Visiting</u>
Name: Kevin Beaudoin	Building Level or <u>Visiting</u>
Name: Catherine Plourde	<u>Building Level</u> or Visiting
Name: Scott Thompson	<u>Building Level</u> or Visiting
Name: Ann-Marie Pullar	<u>Building Level</u> or Visiting
Name: Doug Webb	<u>Building Level</u> or Visiting
Name: Susan Raymond	<u>Building Level</u> or Visiting
Name: Jocelyn Robinson	<u>Building Level</u> or Visiting
Name: Sara Rogers	Building Level or <u>Visiting</u>
Name: Melinda Lupoli	<u>Building Level</u> or Visiting
Name: Patty McCollumn	<u>Building Level</u> or Visiting
Name: Lori Carmichael	<u>Building Level</u> or Visiting
Name: Anne Tufts	<u>Building Level</u> or Visiting

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

SUMMARY OF BUILDING LEVEL DATA

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

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

Access to the General Curriculum

Strengths

1. Staff members effectively employ a co-teaching model that includes services provided in classroom, co-planning and common planning time.
2. The staffing pattern is excellent and allows for co-teaching to occur.
3. AimsWeb is utilized for monitoring student progress.
4. Related service therapies are integrated into the curriculum.
5. Students are encouraged to participate in extracurricular activities and necessary supports for students are made available.
6. The positive culture and environment allows all children to access the general curriculum.
7. Communication patterns with parents are very strong.
8. All team members attend regularly scheduled parent meetings.
9. All staff shows respect toward each other and toward students.
10. All students are respectful of students with disabilities.

Suggestions for Improvement

1. Consider ways to improve retention of qualified paraprofessionals.
2. Consider providing more time for teachers to meet with paraprofessionals.
3. Improve space for all programs, especially preschool.
4. It is suggested that additional paraprofessional training be offered when new academic programs are piloted or adopted.

SUMMARY OF BUILDING LEVEL DATA

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

<u>TRANSITION STATEMENTS</u>			
<p>Ed. 1102.53, Transition Services <u>CFR 300.29</u> Ed. 1107.02 <u>CFR 300.132 Part C Transition</u> Ed. 1109.01, Elements of an IEP (Transition Services) <u>CFR 300.347 (b) (1) (2)</u> <u>20 U.S.C. 1401 (34)</u> <u>20 U.S.C. 1414 (d)(1)(A)(i)(VIII)(aa)(bb)(cc)</u> Ed. 1109.03, IEP Team <u>CFR 300.344 (b) (1)</u> Ed. 1133.05 <u>CFR 300.347 (b)(1)(2) Program Requirements</u> This includes movement from (a) Early Supports and Services (ESS) to preschool, b) preschool to elementary school, (c) age 14 or younger, or (d) age 16 or older, as well as from grade to grade and school to school.</p>	YES	NO	
For all students, respond to the following 3 statements:			
Transition planning from grade to grade takes place.	2		
Transition planning from school to school takes place. (1 student hasn't transitioned school to school yet)	1		
Collaboration has occurred between general and special education staff in IEP development and in transition planning.	2		
For middle or high school students, <u>also</u> respond to the following 4 statements:			
Transition planning is designed as a results oriented process that promotes movement from school to the student's desired post-school goals.			
IEP team includes parent as part of transition planning.			
IEP team and process includes student as part of transition planning.			
IEP includes current level of performance related to transition services.			
If the student is age 14 or older during the course of the IEP, <u>also</u> respond to the following 3 statements:			
There is documentation that the student has been invited to attend IEP meetings.			
A statement of the transition service needs is included in the IEP.			
The statement of transition focuses on the student's course of study (e.g. vocational programming, advanced placement).			
If the student is age 16 or older during course of the IEP, <u>also</u> respond to the following 11 statements:			
Transition plan, including student's <u>measurable</u> post-high school goals, is in place.	YES	NO	N/A
There is documentation that representatives of other agencies have been invited to IEP meetings.			
Statement of needed transition services is presented as a coordinated set of activities.			
The statement of transition focuses on the student's course of study (e.g. vocational programming, advanced placement).			
The IEP includes a statement of needed transition services and considers instruction.			
The IEP includes a statement of needed transition services and considers related services.			
The IEP includes a statement of needed transition services and considers community experiences.			
The IEP includes a statement of needed transition services and considers development of employment skills.			
The IEP includes a statement of needed transition services and considers development of daily living skills.			
Student is informed prior to age 17 of his/her rights under IDEA.			
If the student is preparing to graduate this year, there is a summary of the student's academic achievement and functional performance , which includes recommendations on how to assist the student in meeting his or her post-secondary goals.			

Transition

Strengths

1. Newmarket Elementary School staff demonstrates that they provide effective transition activities.
2. The 6th grade academy assists with 5th to 6th grade student transitions.
3. Parent to teacher communication starts early about placement and transitions.
4. Staff members are often sent to professional development sessions to better understand individual student needs in advance of transitions.

Suggestions for Improvement

1. It is suggested that written transition plans be submitted to parents and staff and reviewed on a yearly basis to make changes.
2. Consider developing a written plan for the 6th grade academy.

SUMMARY OF BUILDING LEVEL DATA

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

<u>BEHAVIOR STRATEGIES AND DISCIPLINE</u>			YES	NO	N/A
Ed. 1109.02 Program	CFR 300.346				
Ed. 1119.11 Disciplinary Procedures	CFR 300.519-300.529				
Ed. 1133.07 (a) (b) (c) (d) (e)	CFR 300.510-300.529				
20 U.S.C. 1415 (K)					
Child Management – Private Schools	RSA 169-C Child Protection Act				
Data are used to determine impact of student behavior on his/her learning.		2			
Has this student ever been suspended from school?		1	1		
If yes, for how many days?		2			
If appropriate, a functional behavior assessment has been conducted.		2			
IEP team has addressed behaviors that are impacting student learning.		2			
A behavior intervention plan has been written to address behaviors.		1			1
All individuals working with the student have been involved in developing behavior intervention strategies.		2			
Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.		2			
Results of behavior intervention strategies are evaluated and monitored.		2			
A school-wide behavior intervention model exists.			2		
Strengths	Suggestions for Improvement				
<ol style="list-style-type: none"> 1. A team approach is used for developing behavior plans and strategies. 2. Parents are involved in the development of individual behavior approaches. 3. Staff members effectively incorporate incentives in behavioral plans. 4. Plans and charts are developed to assist students behaviorally. 5. Data is utilized to develop and revise behavior planning. 6. In-building consultants and experts provide school staff with support and guidance. 7. Suspension is the last alternative utilized with students, and parents are involved in team decisions regarding behavior. 	<p>Consider the implementation of a school-wide behavior model. This would assist staff in school-wide data collection for all students.</p>				

SUMMARY OF BUILDING LEVEL STRENGTHS AND SUGGESTIONS FOR IMPROVEMENT

Strengths	Suggestions for Improvement
<ol style="list-style-type: none">1. School staff effectively uses data sources to drive instruction and make appropriate decisions2. Case managers are assigned at each grade level, with integrated therapies, paraprofessionals and co-planning/common planning for entire teams.3. Community involvement in the school is strong. The school has been identified as a Blue Ribbon School for parent volunteerism. Volunteers last year documented more than 10,000 hours of time in the school.4. Staff members create a warm, safe and respectful atmosphere for all students.5. There is an on site building coordinator.6. Administrators at the building and the central office provide strong support and leadership.	<ol style="list-style-type: none">1. Continue to investigate a building-wide behavior intervention model.2. Continue to explore ways to provide more space for student learning.3. Continue to investigate school-wide literacy.

USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT

BUILDING LEVEL CASE STUDY DATA SUMMARY

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

SAU: 31	School: Newmarket Middle / High	Date: 3/31/06
Programs:		Number of Cases Reviewed: 2
Recorder/Summarizer:		

Collaborative Team Members:

Name: Terry Nelson	Visiting
Name: Rosalyn Moriarty	Visiting
Name: Debra Shaw	Visiting
Name: Karen Folger	Building Level
Name: Misty Lowe	Building Level
Name: Phyllis Prescott	Building Level
Name: Chris O'Callahan	Building Level
Name: Ann Kost	Building Level
Name: Danielle Strawn-Phillips	Building Level
Name: Kathi Al Darraji	Building Level
Name: Greg Thayre	Building Level
Name: Sobhian Mehalak	Building Level
Name: Liz Bealuieu	Building Level
Name: Trish Anderson	Building Level
Name: Pat Yeager	Building Level

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

SUMMARY OF BUILDING LEVEL DATA

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

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

Access to the General Curriculum

Strengths

1. The students benefit from small class sizes.
2. There are a sufficient number of qualified paraprofessionals.
3. Data indicates that the 8th grade advisories have reduced discipline referrals.

Suggestions for Improvement

1. Consider providing high school level staff with additional professional development opportunities in the area of differentiated instruction.
2. Review the current continuum of services and consider providing additional options for students with more complex educational needs.

SUMMARY OF BUILDING LEVEL DATA

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

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

Transition

Strengths

1. The Seacoast School of Technology involvement is very effective.
2. The school to work and job shadowing practices are strengths.
3. There are good supports in place for transitions from grade to grade and school to school.
4. Case Managers “loop” with their assigned students.
5. Case Managers meet with general education staff at the beginning of the year.
6. Administration and staff members have demonstrated the ability to “think out of the box” when considering program options. Some options include Plato and Virtual High School.

Suggestions for Improvement

1. * Provide measurable post-secondary goals.
2. Encourage continuation of the positive momentum with general educator attitudes toward special education.

* This is a citation

SUMMARY OF BUILDING LEVEL DATA

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

<u>BEHAVIOR STRATEGIES AND DISCIPLINE</u>		YES	NO	N/A
Ed. 1109.02 Program	CFR 300.346			
Ed. 1119.11 Disciplinary Procedures	CFR 300.519-300.529			
Ed. 1133.07 (a) (b) (c) (d) (e)	CFR 300.510-300.529			
20 U.S.C. 1415 (K)				
Child Management – Private Schools	RSA 169-C Child Protection Act			
Data are used to determine impact of student behavior on his/her learning.		2		
Has this student ever been suspended from school?		2		
If yes, for how many days?		6		
If appropriate, a functional behavior assessment has been conducted.		2		
IEP team has addressed behaviors that are impacting student learning.		2		
A behavior intervention plan has been written to address behaviors.		2		
All individuals working with the student have been involved in developing behavior intervention strategies.		2		
Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.		2		
Results of behavior intervention strategies are evaluated and monitored.		2		
A school-wide behavior intervention model exists.		2		
Strengths	Suggestions for Improvement			
There is a behaviorist on staff in the building to assist with students who have behavior and disciplinary issues.	Consider evaluating the responsibilities of staff who implement and monitor the discipline process.			

SUMMARY OF BUILDING LEVEL STRENGTHS AND SUGGESTIONS FOR IMPROVEMENT

Strengths	Suggestions for Improvement
<ol style="list-style-type: none">1. Staff members are very positive and caring.2. Paraprofessionals are competent and valued.3. Administration is supportive of the work the special education team does, as evidenced by staffing patterns and professional development support.4. The school climate is positive.5. Parents interviewed were very satisfied with the programs provided.	<ol style="list-style-type: none">1. Continue to explore ways to add space to the learning environment.2. Consider providing additional technology opportunities, including study labs and a stronger technology infrastructure.3. Consider providing job coaches for students taking part in vocational experiences.

VII. ADDENDUM: OUT OF DISTRICT AND JAMES O SUMMARIES

ADDENDUM

Out-of-District File Review

SAU #31

Date: 3-30-06

Reviewers: Jennifer Dolloff, Maryclare Heffernan

ADDENDUM
Out-of-District File Review

SAU 31

Number of Files Reviewed: 2

COMMENDATIONS

The records reviewed were well organized and contained all relevant student information.

CITATIONS OF NONCOMPLIANCE

There were no areas of non-compliance identified.

ADDENDUM

JAMES O. MONITORING PROGRAM

SAU #31

Student File Review

Case Study Document

Reimbursement Claim Form

Case Study Addendum Form

Date: 3-30-06

Reviewer: Jennifer Dolloff

ADDENDUM
JAMES O. MONITORING PROGRAM

SAU #31

Number of files reviewed: 1

COMMENDATIONS:

1. SAU 31 staffs are commended for maintaining a comprehensive and well-organized file.
2. Administration is commended for demonstrating knowledge and understanding the needs of the student identified with James O. status.

CITATIONS OF NONCOMPLIANCE:

None