

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

**WOLFEBORO AREA CHILDREN'S CENTER  
SUMMARY REPORT**

**Susan Whiting, Executive Director  
Susan Maggard, Program Coordinator**

Chairperson, Visiting Team:

Colleen Bovi, Education Consultant

Site Visit Conducted on April 14 – 15, 2008  
Report Date, June 25, 2008

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## **I. TEAM MEMBERS**

### Visiting Team Members:

<b>NAME</b>	<b>PROFESSIONAL ROLE</b>
Chairperson: Colleen Bovi	Technical Assistant
Becky Geer	Pre K Special Education Teacher
Kathleen McCarthy	Preschool Special Education Teacher
Kathleen McKechnie	Preschool Director

### Building Level Team Members:

<b>NAME</b>	<b>PROFESSIONAL ROLE</b>
Michele deHaven	Classroom Teacher
Susan Maggard	Coordinator & Educator
Sharon Stackhouse	Occupational Therapist
Meg Wells	Pre K Teacher
Lisa Hopkins	Group Daycare Coordinator
Carolyn Ramsey	LEA Coordinator
Laura Thurston	Speech/Lang. Pathologist
Susan Whiting	Executive Director

## II. INTRODUCTION

The Wolfeboro Area Children's Center is a private, non-profit organization serving over 300 children and families in the Wolfeboro Area. Founded in 1974, the Center provides NH Licensed Plus Early Care and Education, Family and Prevention Services and Preschool Special Education. The Wolfeboro Area Children's Center is one of ten New Hampshire Exemplar Program in the *Strengthening of Families Initiative*. The Center serves as the Community Integrated Preschool for the Governor Wentworth School District, SAU # 49 serving the towns of Brookfield, Effingham, New Durham, Ossipee, Tuftonboro and Wolfeboro.

A volunteer Board of Directors, comprised of twenty parents and community members, establishes policy and procedures and oversees compliance with all relevant Federal, State and local laws and the general operation of the Center. The staff is comprised of approximately 35 full-time and 18 part-time individuals: early care and education providers and teachers, special education teacher, occupational therapist, speech pathologist, licensed social worker, secretarial and clerical staff, maintenance and custodial staff, program coordinators and an executive director. Aides and early care and education providers meet or exceed educational and experiential criteria established by the state of New Hampshire Licensed Plus Program. Teachers have Associate's or Bachelor's degrees or equivalent in Early Childhood. All staff are required to seek and maintain CPR and First Aid Certification. The Center requires 75 hours of relevant training for teaching staff every three years. School, business and community partnerships are made up of the Board of Directors, 10 Endowment Trustees, School to Career Students, Early Childhood Education Vocational Students, Brewster Academy Community Service Students and parents who assist with various aspects of the school and fundraising activities.

The Mission of the Wolfeboro Area Children's Center is to enhance the social, emotional, and economic well-being of families and the community by meeting the needs of children through comprehensive, affordable, high quality child and family services and to cooperate with other agencies serving these needs. The philosophy of the The Wolfeboro Area Children's Center, Inc. recognizes that all children are individuals with different needs, according to their previous experiences and personal rate of development. Their goals are to provide safe, nurturing and supportive environments that encourage positive self-esteem, individuality, exploration, and self-expression; and to guide a child, through play, in the important work of interacting with his world and others in it

## 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 the Wolfeboro Area Children's Center on April 14-15, 2008 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 within two classrooms at the Center.

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

As part of this compliance review, case studies were randomly selected by the NHDOE prior to the visit, and staff was asked to present these case studies to determine compliance with state and federal special education rules and regulations. Other activities related to this NHDOE Case Study Compliance Visit included the review of:

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

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

Evidence of the work conducted and results related to student outcomes 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 collective data were summarized by the visiting and building level teams. The summaries, included in the following pages, outline identified areas of strength and areas needing improvement for each school reviewed.

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

Based on review of the April 22, 2003 NHDOE Special Education Program Approval Report, the following patterns were identified as needing improvement:

<b>Citation</b>	<b>Status January 10, 2005, follow-up visit</b>	<b>Status April 14-15, 2008</b>
Administration: Ed 1133.04 (b)(d) Ed 1133.05(b)	Met. All special education policies and procedures reflect IDEA '97 and NH rules 2002	Met
Ed 1133.05(h)	Met. Lesson plans align with curriculum and IEP goals.	Met
Ed 1133.05(i)	Met. Schedule is established to meet and review progress toward achieving goals.	Met
Ed 1133.07 CFR 300.519	Met. Discipline procedures comply with requirements.	Met

**V. APRIL 14 – 15, 2008 CASE STUDY COMPLIANCE REVIEW RESULTS**

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

The visiting team reviewed a total of two case studies selected randomly from two preschool classrooms.

**PARENT PARTICIPATION**

One of the defining features of effective schools is strong parent/community relations and open communication. Having parents as an active stakeholder in the NHDOE Special Education Program Approval Process ensures broader perspectives and brings forth new ideas. In addition, including the parent perspective enhances and strengthens the teams’ 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 all parents of students with disabilities a written survey with a request to respond. Below is a summary of the results of the parent survey, along with a summary of the comments/feedback provided to the visiting team during the April 14 – 15, 2008 Case Study Compliance Review in the Wolfeboro Area Children’s Center.

### SUMMARY OF PARENT SURVEY DATA

Total number of surveys sent: 13	Total # of completed surveys received: 9	Percent of response: 69%
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SCALE	3 = COMPLETELY	2 = PARTIALLY	1 = NOT AT ALL	
<b>ACCESS TO THE GENERAL CURRICULUM:</b>				
	<b>3</b>	<b>2</b>	<b>1</b>	<b>No Answer</b>
I am satisfied with my child’s program and the supports that he/she receives.	7	2		
My child has opportunities to interact with non-disabled peers on a regular basis.	9			
I am adequately informed about my child’s progress.	8	1		
My child is informed about and encouraged to participate in school activities outside of the school day, and is offered necessary supports.	6	2		1
My child feels safe and secure in school and welcomed by staff and students.	9			
A variety of information (observations, test scores, school work, parent input) was used in developing my child’s IEP.	9			
I am satisfied with the progress my child is making toward his/her IEP goals.	7	2		
<b>FOR PARENTS OF HIGH SCHOOL STUDENTS ONLY:</b>				
My child earns credits toward a regular high school diploma in all of his/her classes.				
<b>TRANSITION:</b>				
I am satisfied with the planning and support provided for the moves my child has made from grade to grade and school to school.	2	1		6
All of the people who are important to my child’s transition were part of the planning.	3			6
<b>FOR PARENTS OF STUDENTS AGE 16 OR OLDER ONLY:</b>				
I am satisfied with the written secondary transition plan that is in my child’s IEP.				
<b>BEHAVIOR STRATEGIES AND DISCIPLINE:</b>				
My child’s classroom behaviors affect his/her ability to learn. <i>If the answer is yes, please answer the next two questions. If no, skip to OTHER.</i>		<b>Yes 2</b>	<b>No 2</b>	<b>( 5 NA)</b>
I have been involved in the development of behavior interventions, strategies and supports for my child.	3	1		5
I am satisfied with the way the school is supporting my child’s behavioral, social and developmental needs.	4			5
<b>OTHER:</b>				
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	8	1		

The staff at the Wolfeboro Area Children’s Center have analyzed the parent survey responses and believe parents are pleased with their children’s participation with non-disabled peers. Parents are adequately informed about their children’s progress. The Center offers their children a welcoming, safe and secure environment. There is a sense that parents were confused about the transition questions, especially since these followed the high school question. Regarding social / emotional and behavioral supports, parents believe the Center is supporting their children and that they are involved in the decision making process regarding interventions. The results suggest that the Center will provide more information to families about various school activities. Staff will focus more on target areas and implement activities and strategies with the whole class, such as gross motor skills, board games, language activities and fine motor skills. Parents interviewed during the April 14- 15, 2008 visit expressed satisfaction with the programs and services made available to their children and with the progress their children were making. One parent expressed concern relative to the turnover of special education aides in the program. One parent would like to see more home support. Parents were pleased with their

children’s opportunities to work and play with non-disabled peers. Both parents expressed appreciation for the Community Partners support for the arts in the Center.

**LOCAL EDUCATION AGENCY PARTICIPATION**

As stated in the introduction, Wolfeboro Area Children’s Center serves as the Community Integrated Preschool for the Governor Wentworth School District, SAU # 49, serving the towns of Brookfield, Effingham, New Durham, Ossipee, Tuftonboro and Wolfeboro. SAU #49 has a Preschool Coordinator who maintains close contact with the Center by observing children weekly, regularly meeting with staff, and by attending all team meetings and serving as the Local Education Agency Representative.

**SUMMARY REPORT OF SENDING LEAs**

Total number of surveys sent: 1	Total # of completed surveys received: 1	Percent of response: 100%
Number of students placed by LEA: 15	Court: N/A	Parent: N/A

**SCALE   4 STRONGLY AGREE   3 AGREE   2 DISAGREE   1 STRONGLY DISAGREE**

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

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

### Access To Appropriate Preschool Activities

#### **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 the application materials submitted by the Wolfeboro Area Children's Center, the visiting team determined that staff and administration are committed to delivering appropriate preschool activities and special education services in the least restrictive environment. The program's inclusive philosophy was evident and IEPs and classroom observations provided evidence that students with disabilities have full access to the same curriculum as their non-disabled peers. The curriculum addresses the needs of the whole child and the teachers produce a weekly curriculum web that is posted outside each classroom. The provision of related services within the classroom setting is instrumental in enabling access to the preschool curriculum.

### Transition

#### **Transition Planning**

#### **Process: Provision of FAPE**

#### **Transition Services**

The staff at the Wolfeboro Area Children's Center devote considerable time and effort to planning transitions for all students, including those with educational disabilities. Based on the review of case studies presented, there was strong evidence of transitions for young children coming from Early Supports and Services, as well as for the children transitioning from program to program or from preschool or kindergarten to the public school setting. Families are actively involved in the transition process. Transition meetings include current and receiving service providers along with the parents and the Local Education Agency Representative.

### Behavior Strategies and Discipline

#### **Program**

#### **Disciplinary Procedures**

#### **Child Management – Private Schools**

The Wolfeboro Area Children's Center has a discipline and restraint policy that emphasizes positive guidance as the preferred method of correction when a child's behavior is unacceptable. Natural consequences are utilized whenever possible. The classrooms are arranged to provide a variety of activities, smooth flow for transitions, low distractibility with behavior management techniques and cueing to meet each child's needs. The program has access to a behavior specialist and has the ability to evaluate and modify interventions.

## COMMENDATIONS

1. The Philosophy and Mission Statements of the Wolfeboro Area Children's Center are predominately displayed throughout the school and the staff are commended for their efforts in fulfilling these missions by creating a nurturing learning environment.
2. The commitment and leadership of the Executive Director resulted in the school being selected as one of ten NH Exemplar Programs for Strengthening Families Initiative. Additionally the school meets the standards for NH Licensed Plus Early Care and Education.
3. Staff and administration at The Wolfeboro Area Children's Center are professional, dedicated, and child centered and demonstrate respect for young children and their families.
4. The Center is commended for their development and maintenance of parent and community partnerships.
5. There are great opportunities for enrichment activities for both the children and their families.

6. The leadership of the Special Education Coordinator is evident and she is commended for her commitment to the staff, parents, students and the educational community.
7. The collaboration and commitment to the needs of preschoolers with disabilities by both the Governor Wentworth School District and the Wolfeboro Area Children's Center results in families and children receiving strong programming and preparation for the transition to kindergarten.

The visiting team wishes to thank the staff and administration of the Wolfeboro Area Children's Center for their assistance, cooperation and participation in all aspects of the Case Study Compliance Review Process.

### **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.

No issues of significance were identified during the April 14-15, 2008 Case Study Compliance Review.

### **CITATIONS OF NONCOMPLIANCE IDENTIFIED AS A RESULT OF THE APRIL 14 – 15, 2008 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. Citations of non-compliance may result from review of policies and procedures and related application materials, case study presentations, review of student records or any other program approval activity related to the visit. **It is important to note that all citations of non-compliance that are included in this section of the report will need to be addressed in a corrective action plan.**

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

### **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. Additional suggestions are included in the Building Level Case Study Data Summary Report on the following pages.**

1. It is suggested that the administration and staff continue to look at ways to increase time for collaboration among all providers to support success of programs, data collection and monitoring individual student progress.
2. The team is encouraged to investigate ways to expand general education participation for students with more significant disabilities.
3. The Wolfeboro Area Children's Center is encouraged to monitor space needs for service delivery and to investigate communication ability throughout the building.
4. The Center is encouraged to review resources and training opportunities for both staff and families and to collaborate with the Governor Wentworth School District regarding professional development offerings that may be appropriate

for preschool personnel.

## 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

School: Wolfeboro Area Children's Center	Date: April 14 – 15, 2008
Programs: Preschool Special Education	Number of Cases Reviewed: 2
Recorder/Summarizer: Becky Geer	

### COLLABORATIVE TEAM MEMBERS

Name: Becky Geer	Position: Spec. Ed. Teacher/Case Man.	Building Level or <u>Visiting</u>
Name: Lisa Hopkins	Position: Pre/School Age Prog. Coord.	<u>Building Level</u> or Visiting
Name: Laura Thurston	Position: Sp/Language Pathologist	<u>Building Level</u> or Visiting
Name: Kathleen McCarthy	Position: Preschool Spec. Ed.	Building Level or <u>Visiting</u>
Name: Kathy McKechnie	Position: Dir. Spec. Needs Preschool	Building Level or <u>Visiting</u>
Name: Meg Wells	Position: Pre K Teacher	<u>Building Level</u> or Visiting
Name: Carolyn Ramsay	Position: Pre. Coord./LEA Rep	<u>Building Level</u> or Visiting
Name: Susan Maggard	Position: Sp. Needs Coord./Educator	<u>Building Level</u> or Visiting
Name: Sharon Stackhouse	Position: Occupational Therapist	<u>Building Level</u> or Visiting
Name: Michele deHaven	Position: Classroom Teacher	<u>Building Level</u> or Visiting
Name: Colleen Bovi	Position: Technical Assistant	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.**

## SUMMARY OF BUILDING LEVEL DATA

<b>ACCESS TO THE GENERAL CURRICULUM STATEMENTS</b>					Filled in with the combined number of times a statement is marked on all Data Collection Forms for this school or building			
<u>Ed. 1109.01 Elements of an IEP CFR 300.320 Content of IEP</u> <u>Ed. 1109.05, Implementation of IEP 20 U.S.C. 1414 (d)</u> <u>Ed. 1115.07, Ed 1119.01(f) Provision of Non-Academic Services/Settings</u> <u>CFR 300.320(a) CFR 300.34 Ed. 1119.03, Full Access to District's Curricula</u> <u>Ed. 1107.04 (d) Qualified Examiner</u> <u>Ed. 1133.05 (c)(h)(k) CFR 300.320 Program Requirements</u> <u>Ed. 1133.20 Protections Afforded to Children with Disabilities</u> <u>CFR 300.320(a)(1)(ii)</u> ". . .for preschool children, as appropriate, how the disability affects the child's participation in appropriate activities;)" <u>CFR 300.320(a)(4)(iii)</u> "To be educated and participate with other children with disabilities and non disabled children"					YES	NO	N/A	
A1.) Is there a written general education curriculum in place for preschoolers?					2			
A2.) Does the curriculum incorporate social/emotional skills?					2			
A3.) Has this student made progress in social/emotional skills?					2			
A4.) Does the curriculum incorporate early language/communication skills?					2			
A5.) Has this student made progress in early language/communication skills?					2			
A6.) Does the curriculum incorporate pre-reading skills?					2			
A7.) Has this student made progress in pre-reading skills?					2			
A8.) Does this student have access to appropriate preschool activities?					2			
A9.) Does this student have opportunities to interact with non-disabled peers to the maximum extent appropriate on a regular basis, as part of the educational program?					2			
A10.) Did this student participate in an assessment as part of the Preschool Special Education Outcomes Measurement System?					2			
A11.) Was this student's most recent individual evaluation (initial or reevaluation), including a written summary report and meeting, held within 45 days of parental permission to test? <b>If not, was it due to</b> (check all that apply):					2			
a. Extension in Place	b. Lack of Qualified Personnel: Psychologist      Educator Other                      Related Services	c. Evaluation Not Completed in Time	d. Summary Report Not Written in Time	e. Meeting Not Held in Time	f. Other			
					YES	NO	N/A	
A12.) Did the IEP team meet to create the IEP within 30 calendar days of eligibility?					2			
A13.) Was an IEP fully developed and signed by the student's third birthday?					1		1	
A14.) Are this student's IEP goals written in measurable terms?					2			

Access Strengths	Access Suggestions for Improvement
<ol style="list-style-type: none"> <li>1. The curriculum addresses the whole child.</li> <li>2. There is strong team collaboration with regard to curriculum access.</li> <li>3. Many opportunities are in place to interact with peers.</li> <li>4. The community is tied to objectives and the teams take advantage of their location downtown.</li> <li>5. Curriculum webbing occurs weekly and is posted in every classroom.</li> <li>6. There is strong use of visual supports in the classroom.</li> <li>7. Team has the opportunity to process with one another.</li> <li>8. There is strong carryover into the home through the scheduling of home visits.</li> <li>9. There are positive working relationships with the local schools.</li> <li>10. Related services are instrumental in allowing curriculum access in the classroom.</li> <li>11. The Handwriting Without Tears curriculum is being implemented.</li> </ol>	<ol style="list-style-type: none"> <li>1. Continue working on writing measurable annual goals.</li> <li>2. Continue to look for ways to increase general education classroom time for the more challenging students.</li> <li>3. As curricula are revised, review expectations for kindergarten. Include the LEA in any in-service specific to kindergarten GLEs.</li> <li>4. Increase use of visual supports for the entire classroom.</li> </ol>

## SUMMARY OF BUILDING LEVEL DATA

<b>TRANSITION STATEMENTS</b>				<b>Filled in with the combined number of times a statement is marked on all Data Collection Forms for this school or building</b>		
<u>Ed. 1107.02, (h) Process; Provision of FAPE CFR 300.124 Part C Transition</u> <u>Ed. 1109.01 Elements of an IEP (Transition Services)</u> <u>Ed. 1109.03, IEP Team CFR 300.321 and 300.321(f)</u> <u>CFR 300.322 (b) Parent Participation</u> This includes movement from (a) Early Supports and Services (ESS) to preschool, and b) pre-school to elementary school.				YES	NO	N/A
T1.) Transition planning from ESS to preschool takes place.				1		1
T2.) Transition planning from preschool to kindergarten or 1 <sup>st</sup> grade takes place.				2		
T3.) District staff participated in a transition planning conference arranged by ESS and this transition planning conference occurred at least 90 days before the student's third birthday. <b>If not, was it due to:</b> (check all that apply)				1		1
a. Meeting Not Held In Time	b. Staff Didn't Understand The Process	c. Communication Breakdown Between School And Early Supports And Services Agency	d. Student Moved Into The District After This Time Period			
e. Student Not Referred Prior To 90 Days	f. Parent / School Communication Breakdown	e. Other				
				YES	NO	NA
T4.) Team around transition includes parents.				2		
T5.) Team around transition includes appropriate agencies.				2		
T6.) Services agreed on in the IEP began by the time specified in the IEP.				2		
T7.) Early Supports and Services provided the school or district with initial information prior to 90 days.				1		1
T8.) Early Supports and Services evaluation information was shared with the school or district.				1		1
Strengths				Suggestions for Improvement		
1. There is a strong commitment to family participation. 2. Transition meetings include current and future service providers, LEA, parents. 3. Receiving kindergarten teachers have opportunities to visit WACC and observe. 4. Related service providers collaborate to plan transitions to kindergarten. 5. The WACC team is knowledgeable of kindergarten expectations. 6. Team plans transitions collaboratively. 7. Planning transitions from ESS occurs and involves all appropriate parties.				The WACC team is encouraged to utilize the DVD/PowerPoint presentations prepared for this visit to aid in transition, as these materials provided excellent evidence of individual student needs.		

## SUMMARY OF BUILDING LEVEL DATA

<b>BEHAVIOR STRATEGIES AND DISCIPLINE</b>		<b>Filled in with the combined number of times a statement is marked on all Data Collection Forms for this school or building</b>		
<u>Ed. 1109.02 Program</u> <u>Ed. 1119.11 Disciplinary Procedures</u> <u>Ed. 1133.07 (a) (b) (c) (d) (e)</u> <u>20 U.S.C. 1415 (K)</u> <u>Child Management – Private Schools</u>	<u>CFR 300.324</u> <u>CFR 300.530-300.536</u> <u>CFR 300.530-300.536</u> <u>RSA 169-C Child Protection Act</u>	YES	NO	N/A
B1.) Data are used to determine impact of student behavior on his/her learning.		2		
B2.) Has this student ever been suspended from school?			2	
B3.) If yes, for how many days?				
B4.) A functional behavior assessment has been conducted.		1		1
B5.) IEP team has addressed behaviors that are impacting student learning.		2		
B6.) A behavior intervention plan has been written to address behaviors.		1	1	
B7.) All individuals working with the student have been involved in developing behavior intervention strategies.		2		
B8.) Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.		2		
B9.) Results of behavior intervention strategies are evaluated and monitored.		2		
Strengths	Suggestions for Improvement			
<ol style="list-style-type: none"> <li>1. The team has access to a behavior specialist.</li> <li>2. The team has skills to be able to evaluate and modify interventions.</li> <li>3. The LEA Representative is supportive of all requests for support.</li> <li>4. The team has expertise in the use of and follow-through with visual supports.</li> <li>5. Paraprofessionals are included in relevant meetings and discussions.</li> <li>6. The WACC is committed to professional development opportunities for staff.</li> </ol>	<ol style="list-style-type: none"> <li>1. When working on specific behaviors, ensure that all team members have the same understanding around what data are to be collected and analyzed.</li> <li>2. The team is encouraged to develop a routine and schedule for data collection.</li> </ol>			

## SUMMARY OF BUILDING LEVEL STRENGTHS AND SUGGESTIONS

Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> <li>1. The philosophy and mission statement are child and family focused.</li> <li>2. The Wolfeboro Area Children’s Center is a “fabric” of the Wolfeboro community.</li> <li>3. There is a positive relationship with the community and local schools, including the Kingswood High School and Brewster Academy.</li> <li>4. Endowment funds are available.</li> <li>5. Family opportunities are supported within the community.</li> <li>6. Organizational structure and professional roles are clearly defined.</li> <li>7. The entire program is responsive to the needs of each child.</li> <li>8. The staff are flexible to meet individual needs of children and their families.</li> <li>9. Parents are satisfied with the program.</li> <li>10. There is frequent, and sometimes daily, communication with families.</li> <li>11. Children have access to enrichment opportunities such as music, dance and field trips.</li> <li>12. The playground is easily accessed and is developmentally appropriate for all preschool ages.</li> </ol>	<ol style="list-style-type: none"> <li>1. It is suggested that the Governor Wentworth School District and the Wolfeboro Area Children’s Center agree upon a level of access to the EZ IEP program in the NHESIS system.</li> <li>2. The Center is encouraged to request from the school district information about professional development opportunities available through the school system that may benefit WACC staff.</li> <li>3. Investigate ways to expand modes of communication within the building, such as in the Hope Room.</li> <li>4. The Center is encouraged to investigate ways to expand team planning time.</li> <li>5. Increase availability of resources and training of staff and families.</li> </ol>