

**HVERHILL COOPERATIVE SCHOOL
DISTRICT**

**NHDOE FOCUSED MONITORING PROCESS
FINAL REPORT**

2007-2008

Essential Question:

**What Are The Factors That Contribute To The
Achievement Gap Between Students With Disabilities
And Their Non-Disabled Peers And How Can The Gap
Be Narrowed?**

**Submitted by Haverhill Achievement Team
May 30, 2008**

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May, 2008

SECTION I

Introduction:

The Haverhill School District includes Woodsville Elementary School, Haverhill Cooperative Middle School and Woodsville High School. Woodsville Elementary School serves preschool to grade 3, including children from Woodsville, Haverhill and Benton, with an enrollment of approximately 219. Haverhill Cooperative Middle School is a regional school of about 260 students in grades 4-8 from the surrounding districts of SAU #23; Woodsville, Haverhill, Bath, Benton, Warren and Piermont. Woodsville High School is also a regional school serving about 298 students from these districts for grades 9-12. Woodsville High School has a partnership with the Riverbend Career and Technical Center in Bradford, Vermont which provides career training for students. The Functional Skills Program is located at Haverhill Middle School for students who have severe academic needs. French Pond School is located in a separate building near Woodsville High School for students with emotional and behavioral concerns in grades 4-8. King Street School is located next to Woodsville High School for students with emotional/behavioral concerns in grades 9-12. Preschool students with special needs are served at the Woodsville Elementary School preschool and other community based preschools.

District Mission And Beliefs:

“All students in Haverhill School District schools will receive high quality academic instruction in positive, safe learning environments that promote inquiry and appreciation for life-long learning, so that graduates have the knowledge and skills necessary to participate fully and productively in a democratic, technologically advanced society.”

Philosophy of Special Education:

“Haverhill School District believes that every child can learn. Haverhill School District is committed to providing education for all disabled students. Haverhill School District embraces the philosophy that the educational benefits are derived from the least restrictive environment.”

“The schools in Haverhill School District will provide full educational opportunities to all children with disabilities ages 3 to 21 years of ages when required by the state statutes and regulations.”

Achievement Team Membership:

The Achievement Team was chosen to include at least one administrator and general and special education teachers from each school. The Technology Director was included as an expert to focus on data collection. The Superintendent, School Psychologist and Special Education Director were included in the team because they are involved with all of the schools in Haverhill. A parent was also included to add this perspective to the team results.

The Achievement Team membership is as follows:

Bruce Labs, Superintendent SAU #23
Barbara Bullard, Parent
Adam Houghton, Technology Director SAU #23
Moira DeBois, School Psychologist SAU #23
Kathleen Clark, Principal Woodsville Elementary School
Ron Upton, Principal Woodsville High School
Joe Flynn, Head Teacher French Pond School
Matt Forest, Assistant Principal Haverhill Middle School
Nancy Musgrave, Teacher Woodsville Elementary School
Donna Hart, Special Education Teacher Woodsville Elementary School
Phyllis Colby, Special Education Teacher Haverhill Middle School
Jody Maccini, Special Education Teacher Woodsville High School
Nancy Tuite, Director of Special Education SAU #23

Focused Monitoring Priority:

The Focused Monitoring process was developed to evaluate the special education programs in New Hampshire school districts. Seven school districts were selected in 2007-2008 to participate in researching the priority that was defined. This essential question was the basis of the research: What are the factors that contribute to the achievement gap between students with disabilities and their non-disabled peers and how the gap can be narrowed?

The Focused Monitoring Achievement Team was formed to gather data to answer this question and develop a plan to narrow this achievement gap. The achievement team was broken down into three subcommittees to focus on data, school culture and climate and communication. The Data Committee focused on factors contributing to the discrepancy in performance between regular education students and special education students by looking at data. The Culture and Climate Committee focused on patterns that emerged in the My Voice Surveys completed by staff and students in the areas of belonging, sense of accomplishment, safety and comfort level, and fun and excitement. The Communications Committee focused on the trends that emerged from survey results regarding effective communication.

Focused Monitoring Process:

The Data Committee compiled data to identify the factors contributing to the discrepancy in performance between regular education students and special education students.

Factors reviewed from 3 years 2005-06, 2006-07, 2007-08 are as follows:

- What is the impact of attendance/tardies on performance of special education students in comparison to regular education students?
- What is the impact of free and reduced lunch/poverty on performance of special education students in comparison to regular education students?
- What is the impact of preparation before students take tests on performance of special education students in comparison to regular education students?
- What is the impact of Title 1 on performance of special education students in comparison to regular education students?
- What is the impact of 504 on performance of special education students in comparison to regular education students?
- What is the impact of multiple disabilities vs. a single disability on performance of special education students in comparison to regular education students?

The Communications Committee designed a survey that focused on various aspects of communication. The questions covered in the survey were as follows:

- In which district do you reside?
- How long have you lived in this school district?
- What is the highest level of education within your household?
- What is your gender?
- What is your familial status?
- Do you rent or own your home?
- What is the number of your children by grade that are currently enrolled in the school district?
- Do any children in your family qualify for free or reduced lunch?

- Have you had any contact or communication from or about the school district within the last school year?
- From the following list of communication, please check each one you have sent or received in the past year.
- Do you feel that effective communication has a positive impact on student achievement?

The Culture and Climate Committee used the My Voice Surveys which focused on questions in the areas of :

- Belonging - Feeling like you are part of a group, while knowing you are special for who you are.
- Heroes- Having someone who believes in you and who is there when you need them.
- Sense of Accomplishment- Being recognized for many different types of success, including hard work and being a good person.
- Fun & Excitement- Enjoying what you are doing, whether at work, school or play.
- Curiosity & Creativity- Asking “why?” and “why not?” about the world around you.
- Spirit of Adventure- Being excited to try new things, even when you are not sure if you will be good at them.
- Leadership & Responsibility- Making your own decisions and accepting responsibility for your choices.
- Confidence to Take Action – Setting goals and taking the steps you need to reach them.

Data Inquiry and Analysis:

The Data Committee used the following documents and research to support their findings.

1. Spread sheets and graphs
2. Survey Monkey
3. Research articles we were given – relevant quotes
4. NECAP/NWEA results-Performance Pathways

The Data Committee analysis indicated that attendance, Title 1, 504, free and reduced lunch were not primary contributing factors in performance of students. Because the data did not support any of the Data Committee’s preliminary hypotheses, they concluded that teachers may be inadequately prepared to effectively analyze data, reach valid conclusions and thereafter, modify instruction (i.e. vocabulary) to improve performance.

Students may not be adequately prepared for taking assessments and need more strategic test preparation skills.

The Communication Committee gathered data from survey questions that reached 200 households. 25% (50) of those households responded. Pie charts were created to provide a visual presentation of the responses of those households. The demographics of the people responding were consistent. All of the respondents were high school graduates or above. This included about a third having a college degree and another third having some type of post graduate education. They concluded that they did not get an accurate cross section of the population, even though they provided a self addressed stamped envelope in their mailings. Many of the surveys were not returned. The pattern indicated from the responses received was that overall the district communication is effective.

The Culture and Climate committee used the My Voice Surveys that staff and students completed to look at patterns and factors impacting student achievement. 45 third graders and 39 staff members at Woodsville Elementary School completed the survey. 184 students in grades 6 through 8, 95 students in grades 4-5, and 52 staff members at Haverhill Cooperative Middle School completed the survey. 244 students in grades 9-12 and 51 staff members at Woodsville High School completed the survey. This data indicated the areas of need were sense of belonging, sense of accomplishment, safety and comfort level and fun and excitement. Administration needs to increase the involvement and encourage all school staff in decision making. Administration also needs to communicate effectively focusing on recognition and respect. Faculty needs to focus on comfort level and recognition of students to foster a greater sense of belonging and respect in the school community. Parents need to be involved and notified with positive feedback for their children. Students need to focus on safety and respect.

SECTION II

The Improvement/Action Plan:

Goal 1 : To develop a data profile at each level of schooling and for each student within the district.

Action Steps	Timeline	Estimated Resources	Persons Responsible	Monitoring/ Evaluation Data	Expected Student Outcomes
Establish Building Level Data Teams	6/1/2008	Funding for sub coverage for participants	Administrators		Identify Building Level Data Goals, Professional Development for Staff, Examine Data for Trends
Allocation of Individual School Staff Development Time for Data Acquisition, Integration, and Planning	August 25 & 26, 2008 and Remaining Full Day Professional Development Days	Lori Collins (GMPDC) offer general presentation in AM for all staff, Return to Buildings in the afternoon to work with Building-Level Data Teams	Administrators Superintendent	Teacher Professional Development Plan, Data and Technology Goals	Identify students in need of support, Prediction on NECAP and NWEA, Alignment of Curriculum and Instruction to Improve Student Performance, Documents Data and Technology Goals
Compile curriculum data from formative assessments to determine the impact of those results as predictors of NECAP and NWEA success.	Ongoing to Establish Data Pool through the end of 2009-2010 School Year	RTI, Pre/Post Everyday Math Assessments, Reading Recovery, K-Seals, DIAL, AEPS, Other assessments	Administrators, Classroom Teachers, Title 1 Staff, SPED Staff , Parents	Quarterly review – data committee and school data teams	Identify students needing other intervention/additional support, Predict student success on NECAP and NWEA Support Realignment of curriculum and instruction

Goal 2 : To improve the culture and climate of the schools within the district.

Action Steps	Timeline	Estimated Resources	Persons Responsible	Monitoring	Expected Student Outcomes
Increase involvement and encourage all school staff in decision making and elective communication.	Subcommittees established first week of school 9/08 Implement 11/1/08 Analysis 11/08	Professional development time and funding geared to individual sites to focus on recognition and respect.	Climate & culture sub committees within each school, parents, students, staff	My Voice surveys 10/08 Subcommittees identify patterns and challenges to address individual schools	Improve sense of belonging, comfort level and respect in the school community for parents,staff and students .

Goal 3 : To improve communication with parents within the school district.

Action Steps	Timeline	Estimated Resources	Persons Responsible	Monitoring	Expected Student Outcomes
Develop cross sectional parental groups to probe ways to enhance student achievement.	Fall 2008	Time	School Administration School Staff Parents	Focus Group Feedback	Enhanced student achievement on NECAPS, NWEAS
My Voice Surveys for Parents	Spring 2009	My Voice Surveys Quaglia Institute for all households of Haverhill students	Administration School Staff Parents	Feedback from surveys Review of collected data	Enhanced student achievement on NECAPS, NWEAS

Goal 4: Special educators will learn how to write measurable goals and objectives which are linked to specific data of student's present levels of performance.

Action Steps	Timeline	Estimated Resources	Persons Responsible	Monitoring	Expected Student Outcomes
Provide staff development for the special educators to learn to write measurable goals and objectives.	Staff Development on the following dates: 10/23/08, 11/20/08,12/4/08	Carol Koznitsky Consultant to provide Training Funding for training	Special Education Director Special Educators Support Service Providers, OT, PT, SL , Administration	IEPs will be monitored through the Case-e system for compliance in this area.	Increased student achievement based on specific needs.

Goal 5: High school level special educators will learn how to write effective transition plans for their students.

Action Steps	Timeline	Estimated Resources	Persons Responsible	Monitoring	Expected Student Outcomes
Provide high school staff with specific staff development to focus on writing effective transition plans.	Fall semester 2008	Consultant to provide training Funding for training	Special Education Director, High School special educators, Administration	Transition plans will be monitored in the Case-e system for compliance in this area.	Student IEPs will include post secondary goals identifying education, training, employment, independent living

The Focused Monitoring research has indicated needs for staff development in areas of data collection to identify student needs and allocation of staff development time for teachers to acquire the skills to gather this data. The August 25th and August 26th opening staff development days at the beginning of the 2008-2009 school year will be devoted to training and researching the data from the NECAPS and NWEA testing results. Teachers will identify the skill levels of the students who will be in their classes for the 2008-2009 school year. Data profiles for each student will be developed during the school years of 2008-2010.

The special educators will be trained in the areas of measurable goals and objectives and high school transition plans. These are areas were addressed as citations of non-compliance. The trainings have been set up for the measurable goals and objectives in October, November and December. A training focusing on high school transition will also be scheduled during the fall semester for the special educators at the high school level. The Focused monitoring grant will be used to fund the trainings in these three areas.

Section III

The Compliance Review

Introduction:

The compliance component of the NHDOE Focused Monitoring Process includes both an internal and external review of Special Education data directly linked to compliance with state and federal special education rules and regulations. Data gathered through the various compliance activities is reported back to the school's Achievement Team, as well as the NHDOE, Bureau of Special Education. This is for the purpose of informing both the district and the NHDOE of the status of the district's special education processes, programming, progress of students with disabilities, alignment of special education programming with the curriculum, instruction and assessment systems within the school district.

Data Collection Activities:

As part of the NHDOE Focused Monitoring Process, a special education compliance review was conducted in the Haverhill Cooperative School District on March 24, 2008. Listed below is the data that was reviewed as part of the compliance review, all of which are summarized in this report.

- Review of randomly selected IEPs
- Review of LEA Focused Monitoring Compliance Application including:
 - Special Education Policy and Procedures
 - Special education staff qualifications
 - Program descriptions
- Review of all district special education programming
- James O Compliance Review
- Review of Out of District Files
- When appropriate, review of student records for students with disabilities who are attending charter schools
- Review of parent feedback collected through the focused monitoring data collection activities
- Review of requests for approval of new programs, and/or changes to existing programs

Summary of Findings:

IEP Review Process Conducted on March 24, 2008:

As part of the compliance component of Focused Monitoring, the NHDOE worked in collaboration with the Haverhill Cooperative School District to conduct reviews of student IEPs. The IEP Review Process has been designed by the NHDOE to assist teams in examining the IEP for educational benefit, as well as compliance with state and federal

special education rules and regulations. The review is based on the fact that the IEP is the foundation of the special education process.

As required by the IEP review process, general and special educators in the Haverhill Cooperative School District were provided with a collaborative opportunity to review 6 IEPs that were randomly selected to determine if the documents included the following information:

- Student's present level of performance
- Measurable annual goals related to specific student needs
- Instructional strategies, interventions, and supports identified and implemented to support progress toward measurable goals
- Assessment information (formative and summative) gathered to develop annual goals and to measure progress toward annual goals
- Accommodations and/or modifications determined to support student access to the general curriculum instruction and assessment
- Identification of assessment data, where/when data will be gathered, how data is recorded and who will be responsible
- The revision of goals and/or objectives/benchmarks to the general education curriculum, instruction and assessment practices when students are not demonstrating success, when appropriate
- Three-year look back at the student's progress toward key IEP goals and the documented evidence of student gains

The intended outcome of the IEP Review Process is not only to ensure compliance, but to also develop a plan for improved communication and collaboration between general and special educators, parents and students in the development, implementation and monitoring of IEPs.

Below is the summary of district level findings that resulted from the IEP Review Process conducted in the Haverhill School District:

Number of IEPs Reviewed: 6

	Yes	No
Is there a relationship between the student's needs resulting from his/her disability and the goals?	4	2
Are the annual goals measurable (i.e., contain criteria for measurable and achievable progress)?	3	3
Is there evidence the student is making progress? (Measuring Progress, #3)	4	2
Does this year's goal reflect last year's progress? e.g., more complex goal(s), address needs commensurate with the progress and present levels of performance.) (Longitudinal IEP Review, #4)	4	2

Conclusions/Patterns Trends Identified Through IEP Review Process

- **How has this process informed future plans for improving the writing of student IEPs?**
 1. Student Profiles need to be more comprehensive and include data that is connected to the general curriculum.
 2. In writing annual goals in IEPs, assessment data should be utilized to ensure that goals can be measured.
 3. Short term objectives/benchmarks need to be included in IEPs.
 4. If a team meets with parents to make adjustments in a child's program, the IEP should be amended to reflect changes.
 5. Transition planning (formal and informal) needs to be strengthened at all levels.
 6. Upon review of student data; if student is not demonstrating progress over time, the IEP Team needs to convene to determine factors and how the child's program might be amended.

- **Describe how individual student performance information is conveyed from grade to grade/school to school:**
 1. There are informal processes in place where teachers work with one another and meet students.
 2. At the middle school level transition planning does not occur until May or June, leaving parents and students anxious.
 3. Transitions systems, while informal, should be documented and consistent.
 4. Student profiles could have more detailed information, which would assist with transitions.
 5. Transition plans in the IEPs at the high school level need to include all required compliance documentation, i.e. coordinated, measurable annual goals, statement of transition services and interagency responsibilities, measurable post secondary goals, etc.

- **How will the district further explore the factors that have impacted poor scores for individual students on state assessments?**
 1. Ensure that appropriate accommodations are provided to students for test taking.
 2. Plan pre-conference with child/parents to stress the importance of assessments and connections to learning.
 3. Consider administering assessments in smaller groups, in shorter time frames, with improved proctoring from staff.

- **Strengths and suggestions identified related to IEP development/progress monitoring and services:**

Strengths:

1. At the elementary and middle school level, general educators take an active role in IEP development, implementation and monitoring.
2. Parents at the elementary and middle school level indicated they participated in IEP development, and that their voice was respected.

Suggestions:

1. Annual IEP goals need to be measurable and linked to general curriculum.
2. Data needs to be better utilized in writing of IEPs. (Consider use of NWEA, curriculum based assessments, etc.)
3. Present levels of performance should be based on data.
4. Short term objectives/benchmarks need to be included in IEPs.
5. At the high school level, transition plans in IEPs need to have all required components.
6. There appears to be some confusion regarding the definition and differences between modification and accommodations.
7. Progress monitoring needs to be directly linked to measurable annual goals that are aligned to the general curriculum.

Citations of Non-Compliance Identified as a Result of the IEP Review Visit:

As a result of the 6 IEPs that were reviewed on March 24, 2008, the following citations of non-compliance were identified:

Individual Education Plans

CRF # 300.320 Content of IEP, ED 1109.01 Elements of an IEP

Three of the six IEPs reviewed lacked measurable annual goals and several IEPs did not include short term objectives or benchmarks to measure student progress. In addition, there is no consistent evidence that IEPs are written using baseline data to indicate student's academic levels (e.g. district/state assessments, curriculum based assessments, individual evaluations, etc.)

ED 1109.01 Elements of an IEP, ED 1102.53 Transition Planning

CFR # 300.43 (a) Transition Services, Development of IEP

At the high school level, one of the IEP transition plans lacked several required components (coordinated measurable post secondary goals that identify education and training, employment, independent living, etc.)

PLEASE NOTE: *These citations of non-compliance will need to be addressed in a corrective action plan and met within one year of the date of the report; a template is located at the end of this summary.*

District Wide Commendations:

- Staff and administration are caring, dedicated, and skilled.
- The Special Education Plan (Policy and Procedures) has been updated and meets compliance.
- The emphasis on professional development in the Haverhill Cooperative School District has been significant, resulting in improved curriculum, instruction and assessment.
- The School Board and community are commended for their support of education.
- Staff and administration work hard to include students and families in decision making.
- The wide array of programming in the district, to meet the varied learning needs of all children, is impressive.
- There appears to be strong and positive working relationships between general and special educators
- Staff work hard to recognize the talents and ambitions of all students.
- Both staff and administration are open to professional development opportunities, and lifelong learning is an expectation for all working in the educational community.
- During the IEP Review Process, the staff and administration were most receptive to constructive suggestions and discussion that occurred during the IEP reviews.
- Leadership at all levels is impressive; and there appears to be a very clear vision for the school district.

LEA Focused Monitoring Compliance Application:

As part of the Focused Monitoring data collection activities, the LEA Plan, which includes Special Education procedures, was reviewed. In addition, personnel rosters were submitted to verify that staff providing services outlined in IEPs are qualified for the positions they hold. Also, program descriptions were reviewed and verified, along with follow up and review of any newly developed programs or changes to existing approved Special Education programs. Upon review of all the data and supporting documentation provided, it was determined that the compliance application was complete and no citations of non-compliance were identified.

Out of District File Review and Monitoring of James O Consent Decree:

Based on the random review of 3 student files for children with disabilities placed out of district, and/or court ordered, there were no citations of non-compliance identified.

Commendations:

- The Haverhill Cooperative School District has a wide array of programs and services; therefore the number of students placed out of district is minimal.
- For those students placed out of the district, the LEA monitors the programming in a very comprehensive manner, and all student records are well maintained.

Students with Disabilities Attending Charter Schools:

At the time of the March 2008 IEP Review Process conducted in the Haverhill Cooperative School District, there were no students with disabilities currently enrolled in charter schools. For this reason, no review was conducted.

Parent Feedback

As part of the Haverhill School District IEP Review Process, parents were invited to participate. Of the five parents interviewed, all felt comfortable and welcomed in the schools. They further shared that there were open lines of communication between staff and parents, and they were fully aware of learning expectations for their children. Also noteworthy was that parents indicated that their voice in the development of IEPs was valued, and that they were equal partners in the development of their child's program.

Requests for Approval of New Programs and/or Changes to Existing Programs:

As part of the Focused Monitoring Compliance Component, the NHDOE reviews all requests for new programs in the district, and/or requests for changes to existing programs. As such, the NHDOE worked with the Haverhill School District in the review of the following changes to existing approved programs:

Program and/or School Name	Request
King St. School	To increase capacity
Functional Skills Program at Haverhill Cooperative Middle School	To change disabilities served within the program
French Pond School	To add grades 1-3 to current program
Small Group Instruction Program at Haverhill Cooperative Middle School	A new program developed to provide individualized instruction for one student who needs intensive programming
Success By Six Preschool Program	Relocation to a new building

Based on visits to each of these programs it was determined that all of the above outlined new programs/changes to existing programs were in full compliance and there were no citations of non-compliance noted.

Conclusions:

The IEP Review Process that was conducted in the Haverhill School District was intended to assist staff and administration in the review of IEPs to determine the extent to which IEPs were in compliance, and to bring general and special educators together to determine factors that are impacting student achievement. As a result of the IEP review process, it was clear that staff, administration and parents work hard to develop IEPs to meet the varied needs of the student population. Staff are dedicated and skilled and open to professional development that will result in improved outcomes for students.

Section IV

NEW HAMPSHIRE DEPARTMENT OF EDUCATION SPECIAL EDUCATION PROGRAM APPROVAL AND MONITORING PROCESS PRESCHOOL PROGRAM REVIEW FORM
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School District: Haverhill	SAU#: 23	Date: April 1, 2008
Team Members: Nancy Tuite, Director	Kathleen Clark, Principal	
Debbie Eaton, Special Educator	Colleen Bovi, Technical Assistant	

ACCESS TO APPROPRIATE PRESCHOOL ACTIVITIES

<p><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 CFR 300.320(a) CFR 300.34</u> <u>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"</p>
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The Woodsville Elementary Preschool Program is located in a building adjacent to the Woodsville Elementary School. It is a typical preschool program that offers a developmentally appropriate curriculum aligned to the school's literacy and numeracy curriculum. There are typically 20 to 24 student registrations each year. While this program is funded by Haverhill, other districts may tuition students in, provided there are spaces and that students meet eligibility criteria.

The program offers a continuum of supports and services to its identified preschool children, including community wrap-around services, community-based nursery and preschool programs, Head Start and the Woodsville program. Occupational, physical and speech therapy services are available to all children in either a pullout or classroom-based setting. The program also contracts the services of a behavior specialist on an as-needed basis. There are two sessions for three-year-old children, Tuesdays and Thursdays from 8:30 -11:00. The student to staff ratio in this program is 10:2. The four year old program runs on Mondays, Wednesdays and Fridays from 8:30 – 11:30 and this student to staff ratio is 12:2. There are also two 1:1 paraprofessionals for students on IEPs. Preschool children participate in thematic units and are involved in all appropriate school functions and assemblies. Parents are involved in their children's programs and attend various school functions and participate in special projects.

TRANSITION

Ed. 1107.02 (h) Process; Provision of FAPE CFR 300.124 Part C Transition

Ed. 1109.01 Elements of an IEP (Transition Services)

Ed. 1109.03, IEP Team CFR 300.321 and 300.321(f)

CFR 300.322 (b) Parent Participation

This includes movement from (a) Early Supports and Services (ESS) to preschool, and b) pre-school to elementary school.

IEPs are fully developed and signed by the student's third birthday. There is a good working relationship with Early Supports and Services. The district is notified of students turning three and a referral meeting is held. Specific transition activities are designed to meet each student's unique needs. This may include school and home visits and phone conferences. Parents participate in transition discussions and activities.

BEHAVIOR STRATEGIES AND DISCIPLINE

Ed. 1109.02 Program

CFR 300.324

Ed. 1119.11 Disciplinary Procedures

CFR 300.530-300.536

Ed. 1133.07 (a) (b) (c) (d) (e)

CFR 300.530-300.536

20 U.S.C. 1415 (K)

Child Management – Private Schools

RSA 169-C Child Protection Act

The Woodsville Preschool Program follows a positive behavioral approach with clear expectations for all students. A behavior specialist is available to staff and parents. The team supports positive behaviors and models this expectation. The preschool staff may use role-playing to support children in their approaches to problematic behavior. A newsletter is sent home to parents that provides suggestions around a variety of topics. Professional and paraprofessional staff participate in professional development activities and the preschool staff utilize the Preschool Technical Assistant Network for current information.

ASSESSMENT

Ed. 1109.02 Program

CFR 300.324

Ed. 1119.11 Disciplinary Procedures

CFR 300.530-300.536

Ed. 1133.07 (a) (b) (c) (d) (e)

CFR 300.530-300.536

20 U.S.C. 1415 (K)

Child Management – Private Schools

RSA 169-C Child Protection Act

The Woodsville Preschool Program has selected the Assessment, Evaluation, and Programming (AEPS®) to meet the Preschool Special Education Outcomes requirement. This tool enables the staff to collect social and behavioral observations on all children in the program. Using this assessment instrument has presented some challenges due to time constraints.

The district conducts its annual Child Find in October each year. Local physicians are contacted and information is posted in local newspapers. The Developmental Indicators

of the Assessment of Learning 3 is administered. The team reviews the results at the end of the screening to make determinations for follow-up. Early Supports and Services are invited to participate in the screenings.

Each spring a newspaper advertisement is placed in the local paper regarding registration for the fall session of the preschool. All children who are registered participate in a screening using the Developmental Indicators of Assessment of Learning, third edition (DIAL 3) and a speech/language screening. A parent interview is conducted. The program has developed criteria of entry into the program:

- Scores below the 50th percentile in two areas (articulation, language, concepts)
- Significant behavioral concerns
- Involved in early supports and services and deficits continue
- Significant health concerns

The district also conducts kindergarten screening each year utilizing the Kaufman Survey of Early Academic and Language Skills (K-SEALS).

STRENGTHS AND SUGGESTIONS

The Woodsville Preschool Program is committed to inclusion and is a fabric of the Woodsville Elementary School. The ratio of students to staff is commendable and resources are appropriate. The team communicates well and is flexible to meet the needs of its students. Curriculum is adapted and data is collected and analyzed. Students participate in many school-wide activities. Transition activities are appropriately designed.

The district should continue to investigate full-day programming for its preschool population. The preschool staff may want to consider greater involvement with the Preschool Technical Assistance Network and its resources as they review eligibility criteria for preschool. The district may also wish to review information from the Supporting Successful Early Childhood Transitions (SSECT - www.picnh.org/ssect) relative to ESS involvement.