

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

**Children Unlimited, Inc.
SUMMARY REPORT**

**Jackie Sparks, Executive Director
Kathleen McCarthy, Special Education Teacher/Coordinator**

Chairperson, Visiting Team:
Colleen Bovi
Education Consultant

Site Visit Conducted on March 3-4, 2009
Report Date, June 1, 2009

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I. TEAM MEMBERS

Visiting Team Members:

NAME	PROFESSIONAL ROLE
Chairperson: Colleen Bovi	Technical Assistant
Laurie Grant	Preschool Coordinator
McKenzie Harrington	NH DOE, Program Specialist III

Building Level Team Members:

NAME	PROFESSIONAL ROLE
Naomi Burnell	Assistant Speech/Language Pathologist
Christine Dearborn	Physical Therapist
Katie Epstein	Certified Spec. Ed. Teacher, Classroom Asst.
JoAnn Kelly	Senior Speech/Language Path./Asst. Director
Kathleen McCarthy	Preschool Coordinator, Early Childhood Sped.
June Marston	1:1 Instructional Assistant
Jackie Sparks	Director, Occupational Therapist
Ardis Yahna	Occupational Therapist

II. INTRODUCTION

Children Unlimited, Inc., located in Conway, opened its doors on July 1, 1986 as one of the first programs in New Hampshire to integrate typically developing and special needs children. The program is a community based non-profit corporation 501(c)(3) designed to service the developmental needs of all children ages' birth through 5 years. Children Unlimited, Inc. provides services through its Developmental Childcare Program, Family Centered Early Supports and Services Program, Inclusive Preschool Program and the Family Connections Resource Center. The programs service the town of Albany, Bartlett, Chatham, the Conways, Eaton, Freedom, Hart's Location, Jackson, Madison and Tamworth. Children who are mildly to severely educationally disabled and require special education services receive their services within this program. The children are grouped by developmental and achievement levels with a chronological age and/or developmental range of not more than three years. The program is offered in complete collaboration with local school districts. Family support and home visits are also available for preschool families. All of Children Unlimited Inc.'s services are provided within natural settings. A total of 37 students are enrolled in the program and of that number, 15 students are identified with educational disabilities. Three students are from Maine and the rest from New Hampshire. Nine of the identified students are from SAU 09 in Conway.

The mission of Children Unlimited, Inc. is to provide quality, evidence-based educational and intervention strategies for each student who is enrolled in the Preschool Program. This program offers unique opportunities for young children of all abilities to learn and play together. This inclusive learning environment is highly beneficial for the education, social and emotional well being of young children. On June 7, 2008, Children Unlimited, Inc. reached a new milestone with the opening of 8,000 square foot state-of-the-art special needs preschool and childcare facility with large classrooms, state-of-the-art therapy rooms and soon to be expansive playground. The 1.3 million dollar school was built with funds generously gifted by the community. Children Unlimited, Inc. has established itself as a model children's center that has consistently been at the forefront of implementing innovative and comprehensive programs for young children. Children Unlimited, Inc. has received local, regional and national recognition for its extraordinary commitment and dedication to serving the needs of young children.

SCHOOL DEMOGRAPHICS	2007-08	2008-09
Student Enrollment <u>as of December 1</u>	33	37
Do you accept out-of-state students? If so, list number from each state in 08-09	Yes, 3 from Maine	
Number and Names of Sending New Hampshire LEAs (as of October 1)	1 NH LEA - SAU 09	
# of Identified Students Suspended One or More Times	0	0
Average Length of Stay for Students		
<u>STAFF DEMOGRAPHICS</u>		
Student/Teacher Ratio (as of Oct. 1)	33:2	37:2
# of Certified Administrators	1	1
# of Certified Teachers	1	2
# of Teachers with Intern Licenses	0	0
# of Non-certified Teachers	1	1
# of Related Service Providers	6	6
# of Paraprofessionals	11	11
# of Professional Days Made Available to Staff	Approved as needed.	Approved as needed.

SPECIAL EDUCATION PROGRAM DATA		
Primary Disability Types:	2007-08	2008-09
Autism	4	4
Deaf / Blindness		
Deafness		
Emotional Disturbance		
Hearing Impairment		
Mental Retardation		
Multiple Disabilities		
Orthopedic Impairment		
Other Health Impairment	1	1
Specific Learning Disabilities		
Speech or Language Impairment	1	1
Traumatic Brain Injury		
Visual Impairment		
Developmental Delay ages 3-9	5	9

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 Children Unlimited, Inc, on March 3-4, 2009 for the purpose of reviewing the present status of programs and services made available to children and youth with educational disabilities. Program Approval Visits are conducted 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 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 at the visit 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 NHSEIS 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. Throughout the entire review process, the visiting team worked in collaboration with the staff of Children Unlimited, Inc. 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 were 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 May 23-24, 2006 NHDOE Special Education Program Approval Report, the following patterns were identified as needing improvement:

Citation	Status as of June 14, 2007	Status as of March 3-4, 2009
Ed 1109.01 IEP Annual Goals must be written in measurable terms	Not met.	Partially met.
Ed 1133.13 Physical Space and Ed 302.06 School Facilities	Not met.	Met.

V. March 3-4, 2009 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.

Two case studies were randomly selected for this visit. One student was a 4 year, 7 month old child diagnosed with an Other Health Impairment and who has been enrolled in the preschool since September of 2007. The second student, a 5 year, 6 month old child with the diagnosis of autism, has been attending Children Unlimited since September of 2005. Both case studies presented the visiting team with a comprehensive look and provided evidence relative to the curriculum, behavioral supports, consultation, classroom management, communication development, transition and integration of preschool children with disabilities within a community preschool environment.

SUMMARY REPORT OF SENDING LEAs

Name of Private School: Children Unlimited, Inc.		
Total number of surveys sent: 1	Total # of completed surveys received: 1	Percent of response: 100%
Number of students placed by: LEA: 18	Court: 0	Parent: 0

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.	1				
2. I am satisfied with the educational program at the above school.	1				
3. The school consistently follows special education rules and regulations.		1			
4. The school has an effective behavioral program (if applicable).	1				
5. I am satisfied with the related services provided by the school.	1				
6. The school implements all parts of students' IEPs.	1				

7. I feel the school provides the necessary skills to allow the student to make progress on the IEP goals.	1				
8. The school program measures academic growth.	1				
9. The school program measures behavioral growth (if applicable).	1				
10. The school completes a minimum of 3 comprehensive reports per year on each child with a disability enrolled.	1				
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.	1				
12. Progress reports are provided to the LEA and to the parent of the child.	1				
13. I am satisfied with the way the school communicates students' progress.	1				
14. The school communicates effectively with parents.	1				
15. The school communicates effectively with the LEA.	1				
16. The school involves parents in decision-making.	1				
17. The school actively plans for future transition to a less restrictive placement.	1				
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.	1				
19. The school team sets meeting times that are convenient for both parents and LEA.	1				
20. The school has met my expectations.	1				
21. I have a good relationship with the school.	1				
22. I would enroll other students at the school.	1				

The survey, completed by one SAU, responded favorably to all questions. Results of this survey indicate there is a positive working relationship between Children Unlimited Inc. and the local school district. In addition to the survey, the Preschool Coordinator from SAU 09 was interviewed in person by the visiting team. The coordinator reported that the staff of Children Unlimited are experts in the field and that they build strong relationships with children and their families. The coordinator collaborated on both case studies for this visit.

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 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 March 3-4, 2009 Case Study Compliance Review in Children Unlimited, Inc.

Areas of strength identified by the parents who returned the survey include Access to the General Education Curriculum and Behavior Strategies and Discipline. Most of the responses indicate that parents are completely satisfied with their child's program. Responses in the partially satisfied range include participation in activities outside of the school day; safe, secure and welcoming by school staff; and adequately informed of progress. Children Unlimited provide information to parents regarding non-school/community activities. The school plans to secure input from families to better understand their wants and needs for programming outside of school and will increase their efforts to inform families of community events. Children Unlimited will strive to improve their efforts informing parents of student progress.

Two sets of parents were interviewed during the two-day visit. Parents in both case studies reported that their involvement in the development of the IEP has been integral to the educational process. The children in the two case

studies have made progress in their programs. Collaboration between Children Unlimited and SAU 09 has occurred and this communication has assisted with transition planning. Both sets of parents stated Children Unlimited is a wonderful place.

SUMMARY OF PARENT SURVEY DATA

Name of Private School: Children Unlimited, Inc.		
Total number of surveys sent: 12	Total # of completed surveys received: 4	Percent of response: 25

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.	4			
My child has opportunities to interact with non-disabled peers on a regular basis.	4			
I am adequately informed about my child’s progress.	3	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		
My child feels safe and secure in school and welcomed by staff and students.	3	1		
A variety of information (observations, test scores, school work, parent input) was used in developing my child’s IEP.	4			
I am satisfied with the progress my child is making toward his/her IEP goals.	4			
FOR PARENTS OF HIGH SCHOOL STUDENTS ONLY:				
My child earns credits toward a regular high school diploma in all of his/her classes.				
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 N/A - 1
All of the people who are important to my child’s transition were part of the planning.	2			1 N/A - 1
FOR PARENTS OF STUDENTS AGE 16 OR OLDER ONLY:				
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 the answer is yes, please answer the next two questions. If no, skip to OTHER.</i>	YES		NO	
	3	2	1	No Answer
I have been involved in the development of behavior interventions, strategies and supports for my child.	2			2
I am satisfied with the way the school is supporting my child’s behavioral, social and developmental needs.	2			2
OTHER:				
I fully participate in special education decisions regarding my child.	4			
I have been provided with a copy of the procedural safeguards (parental rights) at least once a year	4			

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 the application materials submitted by Children Unlimited, the visiting team determined that staff and administration are committed to delivering appropriate preschool activities and special education services and provide equal educational opportunity to all children. The case studies provided evidence that IEPs were well written, developed based on the unique needs of the child with a disability and implemented in the least restrictive environment. A developmental profile of each child is established through observation and on-going authentic assessment. Children advance along the continuum by pairing their ability levels with appropriate preschool activities. The program offers unique learning opportunities in an integrated classroom setting where children with typical development and children with special needs gather to learn and play. The written curriculum is language-based and literacy-rich to enhance pre-academic skills. The staff and administration at Children Unlimited believe that children learn through play, evidence-based educational curriculum and natural interaction with their environment. The Visiting Team observed an environment that encourages and enhances emotional health and well being and the development of a positive self-concept.

Transition

Transition Planning

Process: Provision of FAPE

Transition Services

Children Unlimited has a comprehensive early intervention program that offers developmental, therapeutic and supportive services to families with children aged birth to thirty-six months of age who have a diagnosed condition, are developmentally delayed or at-risk of being developmentally delayed. Having these services at the facility ensures smooth and effective transitions from ESS to preschool. Based on the evidence provided in submitted materials, through LEA and parent interviews and during the case studies, the Visiting Team concurs that the Children Unlimited devotes considerable time and effort in transition planning with SAU 09 to ensure the provision of FAPE.

Behavior Strategies and Discipline

Children Unlimited has written policies and procedures in place utilizing positive behavior interventions and supports. The case studies provided documentation that clear and consistent age appropriate rules are clearly defined and applied. Appropriate behaviors are recognized, reinforced and praised. The 1-2-3 Magic approach is employed within the school to manage challenging behaviors. Positive behavioral intervention strategies are always utilized to assist a child regain appropriate behaviors. Children Unlimited has on-site a therapeutic team with extensive pediatric experience and specialty certifications, including a behavior and infant mental health specialist and consultant. This team provides a variety of services, including but not limited to developmental evaluations and therapy services. Professional development is provided to staff to support behavior management techniques. Parents are involved in the development of behavior intervention plans. Additionally, a Family Connections Resource Center in the facility provides parents with support and education relative to developmental and behavioral challenges.

COMMENDATIONS

1. Children Unlimited, Inc. is commended for their extraordinary leadership and commitment to meeting the needs of young children. The program is recognized nationally, regionally and locally as a model children's center that has consistently been at the forefront of implementing innovative and comprehensive and integrated programs for young children.
2. The staff and administration are dedicated to providing preschool children with an environment that encourages and enhances emotional health and well being and providing developmentally appropriate activities for all children.
3. The team is collaborative, consistent and creative and support children and their families in an inclusive community based preschool program. The contributions of all staff members greatly enhance the environment.
4. The Board of Directors for Children Unlimited, Inc. has broad representation that includes business, education, professional and medical fields and they have made a commitment to the school, its philosophy. The Board has met its

goal of constructing a state-of-the-art facility and has the vision to expand the playground.

5. There is a good relationship between Children Unlimited, Inc. and the SAU 09. Both entities share responsibility and commitment to meeting the needs of preschoolers with disabilities in the least restrictive environment. This partnership also supports the transition planning necessary as children move into kindergarten.

6. Parent and family engagement is evident and cooperative partnerships are formed. Children Unlimited, Inc.'s *Family Connections* offers assistance to any family with children between birth and 18 years through parent education, support, health education, adult literacy, life skills training, resource coordination, childcare resources and family empowerment. These services are free and can be accessed directly or through a referral from the school district, healthcare provider, or Department of Health and Human Services. Services offered include: Parenting Classes, Support Groups, Extended Case Management, Family Outreach and a Research and Lending Library.

7. Professional development is valued and supported at Children Unlimited, Inc.

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.

During the May 2006 Special Education Program Approval Visit, the facility was identified as an issue of significance with space limitations, movement and flow of staff and students, and handicap accessibility. In 2008, Children Unlimited, Inc. built a brand new \$1.3 million dollar school, with large classrooms and state-of-the-art therapy rooms. Generous community contributions supported this construction. The expansion continues with the planning of a natural playground.

CITATIONS OF NONCOMPLIANCE IDENTIFIED AS A RESULT OF THE March 3-4, 2009 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 listed below must be addressed in a corrective action plan and resolved within one year of this report. A template and instructions for such planning will be provided.**

As a result of the Case Study Compliance Review, there were no citations of non-compliance identified. All policies and procedures meet the requirements established in the *New Hampshire Rules for the Education of Students with Disabilities, Ed 1114.*

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.** It should be noted that, in the Building Level Data Summary Report on the following pages, 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. While Children Unlimited, Inc. currently utilizes data to measure progress, they are encouraged to identify a more formal data collection and analysis system. This would enable staff to collect more evidence and be able to analyze and chart progress.
2. Children Unlimited, Inc. has developed various hierarchies of skill acquisition rubrics as a means of developing measurable IEP goals. Staff are encouraged to utilize the language developed in these rubrics as they write their annual measurable goals rather than attach the rubrics to the IEPs.
3. Consider developing a template for writing transition plans for children preparing to enter the public school for kindergarten.
4. Investigate methods for participating in the SAU 09's professional development activities.
5. Children Unlimited, Inc. is encouraged to seek accreditation through the National Association for the Education of Young Children.

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

**COMPLETE THIS ENTIRE FORM ONLY IF THERE IS MORE THAN ONE PRESCHOOL CASE STUDY.
 IF THERE IS ONLY ONE PRESCHOOL CASE STUDY, PLEASE COMPLETE ONLY PAGES 1 AND 6,
 THEN ATTACH THIS FORM TO THE PRESCHOOL CASE STUDY DATA COLLECTION FORM.**

School: Children Unlimited, Inc., Inc.	Date: March 4, 2009
Recorder/Summarizer: Colleen Bovi	Number of Cases Reviewed: 2

CLEARLY PRINT NAMES OF ALL COLLABORATIVE TEAM MEMBERS

Name: Colleen Bovi	Position: Technical Assistant	Building Level or <u>Visiting</u> (circle one)
Name: Susan Brooks	Position: Asst. Preschool Teacher	<u>Building Level</u> or Visiting (circle one)
Name: Naomi Burnell	Position: Sp/Language Pathologist Asst.	<u>Building Level</u> or Visiting (circle one)
Name: Sandy Chandler	Position: Sp/Language Pathologist Asst.	<u>Building Level</u> or Visiting (circle one)
Name: Christine Dearborn	Position: Physical Therapist	<u>Building Level</u> or Visiting (circle one)
Name: Katie Epstein	Position: Classroom Assistant	<u>Building Level</u> or Visiting (circle one)
Name: Sharon Fisher	Position: Preschool Teacher	<u>Building Level</u> or Visiting (circle one)
Name: Laurie Grant	Position: Preschool Coordinator	Building Level or <u>Visiting</u> (circle one)
Name: McKenzie Harrington	Position: NHDOE Representative	Building Level or <u>Visiting</u> (circle one)
Name: JoAnn Kelly	Position: Speech Pathologist/Asst. Dir.	<u>Building Level</u> or Visiting (circle one)
Name: Katie McCarthy	Position: Spec. Ed. Preschool	<u>Building Level</u> or Visiting (circle one)
Name: Beth Setear	Position: Preschool Coordinator	Building Level or <u>Visiting</u> (circle one)
Name: Jackie Sparks	Position: Executive Dir./OTR	<u>Building Level</u> or Visiting (circle one)
Name: Kim Stewart	Position: Individual Assistant	<u>Building Level</u> or Visiting (circle one)
Name: Ardis Yahna	Position: Occupational Therapist	<u>Building Level</u> or Visiting (circle one)

Based on data collected from the Data Collection Forms, Interview Forms, Classroom Observations, etc. the following summary is

<u>ACCESS TO THE GENERAL CURRICULUM STATEMENTS</u>					Fill in the combined number of times a statement is marked on all Data Collection Forms for this school or building		
					YES	NO	N/A
Ed. 1109.01 Elements of an IEP CFR 300.320 Content of IEP Ed. 1109.05, Implementation of IEP 20 U.S.C. 1414 (d) Ed. 1115.07, Ed 1119.01(f) Provision of Non-Academic Services/Settings CFR 300.320(a) CFR 300.34 Ed. 1113.08, Full Access to District's Curricula Ed. 1107.04 (d) Qualified Examiner Ed. 1109.01 CFR 300.320 Program Requirements Ed. 1119 Protections Afforded to Children with Disabilities CFR 300.320(a)(1)(ii) “. . .for preschool children, as appropriate, how the disability affects the child’s participation in appropriate activities;)” CFR 300.320(a)(4)(iii) “To be educated and participate with other children with disabilities and non disabled children”							
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?					1		1
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? If not, was it due to (check all that apply):					2		
a. Extension in Place	b. Lack of Qualified Personnel: Psychologist Other	Ed. 1109.01 Educator 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?					2		
A14.) Are this student’s IEP goals written in measurable terms?					2		

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

Access Strengths	Access Suggestions for Improvement
<ol style="list-style-type: none"> 1. The program offers a language rich, play-based environment. 2. The Children Unlimited, Inc.'s philosophy is that "kids are kids first." The staff look not only at what the children can do now, but how can they move them to the next level. 3. The school community demonstrates a strong acceptance of children with disabilities. 4. The environment is a typical preschool setting. 5. The entire team is creative with the development and use of specialized materials. 6. The responsive nature of the team approach enables quick adjustment to individual programs. 7. There is strong collaboration among team members and programming is seamless. Therapies are integrated into the classroom setting. 8. All staff demonstrate a high level of professionalism. 9. All services are integrated within the classroom. 10. The school has resources and is able to provide appropriate preschool activities. 11. Literacy, math concepts and science are embedded in the curriculum. 12. Communication with kindergarten teachers has enriched the curriculum and established appropriate expectations. 13. Individualized instruction is provided for all children. 14. The ratio of disabled to non-disabled is 50/50. 15. There is strong problem solving at weekly team meetings that supports continuous improvement. 16. The team assesses and designs effective low-tech and high-tech augmentative communication devices which allow children greater access to appropriate preschool activities. 	<ol style="list-style-type: none"> 1. Continue work on developing IEPs that are measurable. The current rubrics can be utilized to assess progress toward achieving the goals.

SUMMARIZE YOUR BUILDING LEVEL DATA

VI.

<u>TRANSITION STATEMENTS</u>				Fill in the combined number of times a statement is marked on all Data Collection Forms for this school or building		
Ed. 1106 Process; Provision of FAPE CFR 300.124 Part C Transition Ed. 1109.01 Elements of an IEP (Transition Services) Ed. 1103 IEP Team CFR 300.320(b) 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.				YES	NO	N/A
T1.) Transition planning from ESS to preschool takes place.				2		
T2.) Transition planning from preschool to kindergarten or 1 st 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. If not, was it due to: (check all that apply)				2		
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.				2		
T8.) Early Supports and Services evaluation information was shared with the school or district.				2		
Strengths				Suggestions for Improvement		
1. Transition services are a strength. 2. ESS is on site which ensures continuation of services. 3. Collaboration with school district is evident. 4. Parent involvement and engagement are encouraged and evident. 5. The school exhibits willingness to work with the family. 6. Transition books are tailored for individual needs. 7. Respect is shown for all parents.				1. Continue to foster positive relationships with public schools relative to transition, especially with regular education administration and staff. 2. The program is encouraged to develop written transition plans for children on IEPs who will be transitioning to kindergarten. 3. Consider getting this staff involved in the district's Professional Development.		

SUMMARIZE YOUR BUILDING LEVEL DATA

BEHAVIOR STRATEGIES AND DISCIPLINE		Fill in the combined number of times a statement is marked on all Data Collection Forms for this school or building		
<u>Ed. 1109 Program</u> <u>Ed. 1124 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.			2	
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.		1		1
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.		1		1
Strengths		Suggestions for Improvement		
<ol style="list-style-type: none"> 1. There is expertise on staff to address behaviors immediately. 2. Modifications occur on an ongoing basis. 3. Communication among all stakeholders (staff, parents, community) is strong. 		<ol style="list-style-type: none"> 1. Continue researching and training staff in effective behavior strategies such as the currently used Pivotal Response Therapy for children on the autism spectrum. 		

Please use this page to summarize the building level strengths and suggestions. At the report-out, the visiting team members will be asked to provide a brief overview of the building they visited. This summary will be the basis for that overview.

Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> 1. The newly constructed facility is well designed for young children. 2. The staff and administration maintain strong relationships with staff, teachers, parents and the greater community. 3. Longevity of staff is a strength. 4. There is diverse expertise of staff that enables them to serve a wide range of abilities in assessment, diagnosis and intervention. 5. The program offers an effective integrated model. 6. Family/community involvement is evident. 7. Child find connection is commendable. 8. There are seamless transitions from ESS to pre-K. i 9. Children Unlimited, Inc. was selected as a NH Responds site. 10. Community support (financial) is substantial. 11. Volunteers are utilized appropriately and effectively. 12. Executive Director is a positive influence within the school and greater community. 13. The Board of Directors is supportive. 	<ol style="list-style-type: none"> 1. Continue with playground construction. 2. Continue investigating options for capital projects. 3. Research methods and find resources for expanding technology for both hardware and AAC. 4. Consider NAEYC Accreditation.