

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

**Children Unlimited, Inc.**

**SUMMARY REPORT**

**Jackie Sparks, Executive Director  
Kathleen Remmetter, Special Education Teacher/Director**

Chairperson, Visiting Team: Nancy D'Agostino  
Education Consultant, SERESC

Visit Conducted on May 23 & 24, 2006  
Report Date, August 16, 2006  
Revised August 24, 2006

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## **I. TEAM MEMBERS**

### Visiting Team Members:

<b>NAME</b>	<b>PROFESSIONAL ROLE</b>
Chairperson: Nancy D'Agostino	Educational Consultant
Maryclare Heffernan	Educational Consultant
Miranda Ruel	Preschool Special Educator

### Building Level Team Members:

<b>NAME</b>	<b>PROFESSIONAL ROLE</b>
Jacqueline Sparks	Executive Director, OT, Infant Mental Health Specialist
Kathleen Remmetter	Special Educator
Sharon Fisher	Preschool Teacher
JoAnn L. Kelly	Asst. Director, Speech Pathologist
Pamela Stimpson	SAU 9 Preschool Coordinator

## II. INTRODUCTION

Located in the heart of New Hampshire's White Mountains in Conway, Children Unlimited, Inc. is a nonprofit corporation organized to provide developmental, educational and therapeutic services to children. To meet children's developmental needs, Children Unlimited provides preschool and family centered early supports and services, as well as child care programs. For the purpose of the New Hampshire Department of Education's Program Approval Visit, only the preschool program was reviewed. The Bureau of Child Care Licensing, Division of Public Health Services of the New Hampshire Department of Health and Human Services has licensed the building for up to fifty children from six weeks to age seven. The preschool program provides education and services for children aged three through five. Of the preschoolers, a maximum of twenty children with disabilities can be part of the program. Situated near the New Hampshire / Maine border, students attend from both New Hampshire and Maine school districts. Although Children Unlimited accepts children from other SAUs, currently 14 out of 15 of their preschoolers with disabilities come from SAU 9. Towns in SAU 9 include Conway, North Conway, Bartlett, Jackson Albany, Chatham, Eaton and Hart's Location.

Of the two Conway public elementary schools, one has 32% and the other 58% of their school population eligible for the free and reduced lunch program. A third school, housing elementary through junior high students, has a 28% rate of participation in the program. The region is heavily dependent on the tourist industry. As a result, the demographics of the student population enrolled at Children Unlimited are quite similar.

Children Unlimited is currently housed in a building comprised of a series of small rooms that make programming challenging. This year the school finalized the purchase of the land directly behind them and developed actual plans for a larger handicapped accessible facility. This development is exciting, as it will further allow the staff and the board to do what they do so well, educate and support children and families. Their capital campaign slogan is, "The little building that could – the big building that would."

Jackie Sparks, the Director of Children Unlimited, was recently honored by The New Hampshire Division for Children, Youth and Families at their 14<sup>th</sup> annual conference. She was named The Licensed Child Care Program Recipient of the Year for Exemplary Leadership and Service. In speaking of the award, Jackie stresses that it is due to the strong collaborative effort of her staff.

<b>SCHOOL DEMOGRAPHICS</b>	<b>2003-04</b>	<b>2004-05</b>	<b>2005-06</b>
Student Enrollment <u>as of December 1</u>	17	16	15
Do you accept out-of-state students? If so, list number from each state in 05-06	Yes, 1- Maine		
# and Names of Sending New Hampshire LEAs (as of October 1)	SAU 9		
DOE Approved Rate	Approved 5day \$17,657.46 3-day \$9,583.89 Actual \$14,500 / 5 \$ 9,275 / 3	Approved 5day \$17,657.46 3-day \$9,583.89 Actual \$15,000 / 5 \$ 9,500 / 3	Approved 5day \$17,657.46 3-day \$9,583.89 Actual \$15,000 / 5 \$ 9,580 / 3
Actual Expenditure per Pupil (Budget Divided by # of Students as of Oct 1)	\$20,008.00	\$31,770.00	\$22,693.00
# Identified Students Suspended One or More Times	0	0	0
Average Length of Stay for Students	1-3 years	1-3 years	1-3 years
<b>STAFF DEMOGRAPHICS</b>			
Student/Teacher Ratio (as of Oct. 1)			
# of Certified Administrators	1	1	1
# of Certified Teachers	2	2	2
# of Teachers with Intern Licenses	0	0	0

# of Non-certified Teachers	0	0	0
# of Related Service Providers	5	5	5
# of Paraprofessionals	5	5	7
# of Professional Days Made Available to Staff	2	2	2

<b>SPECIAL EDUCATION PROGRAM DATA</b>	<b>2003-04</b>	<b>2004-05</b>	<b>2005-06</b>
<b>Primary Disability Types:</b>			
Autism	1	1	1
Deaf / Blindness			
Deafness	1	1	
Emotional Disturbance			
Hearing Impairment			
Mental Retardation			
Multiple Disabilities			
Orthopedic Impairment	2	2	2
Other Health Impairment		2	2
Specific Learning Disabilities			
Speech or Language Impairment	1		1
Traumatic Brain Injury			
Visual Impairment			
Developmental Delay ages 3-9	9	11	10

### SUMMARY REPORT OF SENDING LEAs

Children Unlimited works closely with the sending SAUs in its efforts to provide a strong early childhood education for children with disabilities in an integrated setting. Transitions for preschoolers with disabilities are a team effort between families, SAUs and the Children Unlimited staff. This collaboration is especially true for SAU 9, as documented in the LEA survey below.

Total number of surveys sent: 1	Total # of completed surveys received: 1	Percent of response: 100%
Number of students placed by: LEA: 14	Court: 0	Parent: 0

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

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>No Answer</b>
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. The 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 the 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				

Children Unlimited's philosophy on preschool special education includes a number of related assumptions:

1. "We recognize that all children of a certain chronological age may not be at the same developmental level. All children go through a series of stages, but at their own rate. In order to recognize delayed or atypical development, a solid understanding of typical child development is essential. Children with educational disabilities are first and foremost children: most of their interests and needs are common to all children even though their rate of growth may vary. We recognize that all children have the right to a quality education in the least restrictive environment."

"The whole child should be considered. Even though developmental delays may be primarily manifested in one area, all areas of developmental should be considered, as they are inter-related and contribute to the child's total functioning. Intervention as soon as a delay or problem is suspected is important in order to foster the most typical course of development possible."

2. "Parents are the primary teachers of their children. It is therefore imperative to work in a cooperative partnership with parents concerning their children's programming to ensure maximum growth for their child. Active involvement of parents will encourage them to become advocates for the rights and educational needs of their child."

3. "Children learn through active manipulation of their environment and through interaction with their environment. It is therefore necessary to recognize the child's strengths and his/her natural curiosity about his/her world. Children can be moved along the developmental continuum by pairing their abilities with developmentally appropriate activities and play experiences. The environment is structured to promote experiences that incorporate success with learning. This success will help each child develop a positive self-esteem."

### **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 on May 23-24, 2006 for the purpose of reviewing the present status of programs and services made available to children and youth with educational disabilities. As part of the NHDOE Special Education Program Approval Visit, Case Study Compliance Reviews were conducted at the school.

The New Hampshire Department of Education, Bureau of Special Education conducts program approval visits using a Case Study Model that is a focused review. This focused review permits the NHDOE to leverage its impact for change

and improvement within school districts and private special education schools statewide, by focusing the attention of all educators on the following three areas of critical importance in the provision of FAPE for students with disabilities.

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

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

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

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

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

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

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

Based on review of the March 19 and 20, 2003 NHDOE Special Education Program Approval Report, the following patterns were identified as needing improvement:

##### **Citations**

##### **Ed 1133.13 Physical Space and Ed. 306.06 School Facilities**

The use of the bathroom for timeout was cited

Status July 2003: Met

Access to computer for preschoolers with physical disabilities

Status October 2003: Met

Improved barrier-free accessibility needed within the building for classrooms, related service rooms and playground

Status: May 24, 2006: Not met

##### **Strong Recommendations**

Additional classroom space needed to allow the use of a range of specialized equipment some children require.

Status May 24, 2006: Not met

Access to office and meeting spaces that are handicap accessible and do not require cutting through classrooms.

Status May 2006: Partially met

Land has been purchased and architectural drawings done for a new building. In addition, a capital funds campaign is in progress. While awaiting the new facility, the team worked to reorganize the classrooms and find alternate storage for some equipment.

## **VI. MAY 23 AND 24, 2006 CASE STUDY COMPLIANCE REVIEW RESULTS**

Data collection is an important part of the NHDOE Special Education Case Study Compliance Review Process. The NHDOE worked with staff and administration at Children Unlimited in the selection of case studies, to ensure that there was a representative sampling of data collected from the school. In order to monitor whether or not special education programs are in compliance in the three focus areas, and determine any root causes of problems that may be identified through the case study process, it is essential that each case study team dig deeply into the data, and not just take a surface look. This process takes time, and the entire team working with the child being studied must be involved in collecting and analyzing the data, as well as presenting and summarizing the data with the visiting team. As such, the NHDOE works with educational communities to determine the number and types of case studies to be prepared and presented, to ensure that 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 staff at Children Unlimited can be commended for selecting two students with challenging needs for their case studies. Early in the process the staff determined that the more complex the case, the more they would gain from doing an in depth look at their programming. The two cases were reflective of the range of disabilities served by the school programs.

### **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 May 23-24, 2006 Case Study Compliance Review at Children Unlimited.

Sixty-four percent of the parent surveys sent out were returned, which is an excellent return rate. The results indicate the majority of parents are completely satisfied with the Access to the General Curriculum. Of the parents of children with behavioral concerns, all expressed complete satisfaction with the behavior interventions, strategies and supports. In addition, all of the survey respondents felt like they were fully involved in the special education process.

Comments from parents included a statement from one that she was "not aware of which students are /are not disabled in school", thus limiting her response to access to non-disabled peers. This speaks to the inclusion of all children in all activities at the school. Although Children Unlimited works with a number of children with behavioral plans, the appropriate support and programming allow them to be successful in the daily activities.

One of Children Unlimited's strengths is also one of its limitations. Staff visits to the home are conducted as needed and are not limited to transitions in and out of the program. Families in need of assistance often receive a visit from the director or a staff member. Although space is extremely limited, Children Unlimited provides a small office for an employee to work with families under a grant awarded to Children Unlimited by DCYF.



**SUMMARY OF PARENT SURVEY DATA**

Total number of surveys sent: 14	Total # of completed surveys received: 9	Percent of response: 64%
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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	1		1
My child has opportunities to interact with non-disabled peers on a regular basis.	7	2		
I am adequately informed about my child's progress.	9			
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.	8			1
<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.				
All of the people who are important to my child's transition were part of the planning.				
<b>BEHAVIOR STRATEGIES AND DISCIPLINE:</b>				
My child's classroom behaviors affect his/her ability to learn. <i>If yes, please answer the next two questions. If no, skip to OTHER.</i>	<b>YES</b> <b>7</b>			<b>NO</b> <b>2</b>
I have been involved in the development of behavior interventions, strategies and supports for my child.	7			2
I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs.	7			2
<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.	9			

**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**

There is strong evidence of a philosophy of inclusion as well as close collaboration between general and special educators, who worked together preparing the case study presentations, as well as on the day to day programming. The Children Unlimited team, working with the Preschool Coordinator from SAU 9, has made commendable efforts to maintain students with disabilities in the least restrictive instructional setting. All preschoolers are placed in a modified regular classroom with full access to the general curriculum. Individual therapies are integrated into the classroom curriculum whenever possible. In support of developmentally appropriate preschool needs, therapists provide motor activities for the whole class on a regular basis. The Speech Pathologist works with children while working on skills embedded into the program.

The curriculum was just realigned with the New Hampshire Early Learning Guidelines and New Hampshire Early Learning Curriculum Guidelines and Preschool Outcomes for Young Children with Disabilities Ages 3-5. It provides a trans-disciplinary approach with early literacy components encompassing a large portion of the program.

## **Transition**

### **Transition Planning**

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

#### **Transition Services**

The relationship between the local school district and Children Unlimited is very professional, respectful and collaborative. Transition planning takes into consideration the needs of the individual child above all and takes a holistic approach.

There is close Early Supports and Service involvement with the preschool, and members of both teams are involved in home visits. Children Unlimited conducts exit evaluations along with the therapists from Early Supports and Service. Having the child care component housed in the same building as the preschool adds another level of ease for many children and families transitioning into preschool.

As children move to area elementary schools, the philosophy of teamwork and collaboration continues through a series of visits to the receiving school by staff, children and families. Children Unlimited's policy is to be available for IEP meetings, consultation and other needs that may arise during the child's year in kindergarten.

### **Behavior Strategies and Discipline**

Children Unlimited's Executive Director is an Infant Mental Health Specialist and behavioral consultant to the preschool staff. Having her on site provides ongoing support for children, families and staff. The Director provides direct services to children, parent-child relationship therapy, and consultation as needed. The practices around behaviors are based on respect for the child and family's individual needs. In addition to direct therapy and consultation, weekly staff meetings provide opportunity for ongoing discussion with educational and therapeutic staff. This includes support staff. All concerns or needs for further information or training around behaviors are respected and supported.

## **NEW PROGRAMS SEEKING APPROVAL FROM THE NHDOE, BUREAU OF SPECIAL EDUCATION**

There were no new programs planned at the time of our visit. Prior to the proposed occupancy of their new facility in the fall of 2007, a return visit to Children Unlimited will be needed.

### **COMMENDATIONS**

1. The passion, commitment and leadership of Children Unlimited's Director resulted in the school being named the Licensed Child Care Program recipient of the "Exemplary Leadership and Service Award" from New Hampshire Division for Children, Youth and Families in May of 2006. The longevity of staff is a tribute to her leadership.
2. The staff and administration are commended for their dedication to the program's inclusive philosophy and for their commitment to the students and families they serve.
3. The collaborative, consistent and creative support of staff on behalf of even the most challenging preschoolers allows children to successfully remain in a community based preschool with their peers.
4. The Board of Directors for Children Unlimited has broad representation that includes business, education, professional and medical fields and they have made a commitment to the school, its philosophy and its future as they move forward with plans for a new facility.
5. The shared responsibility and commitment to the needs of preschoolers with disabilities by both SAU 9 and Children Unlimited results in families and children receiving strong programming and preparation for the transition to kindergarten.
6. There is a clear understanding by the program administration and staff that parents need support, understanding and respect as they move through the special education process. The support provided to them is seen as important and helpful by the parents.
7. Professional development is valued and supported at Children Unlimited.
8. Children Unlimited staff and administrators are commended for their creativity in seeking alternate funding sources to provide services for children and families.

## 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.

The facility continues to be an issue of significance with space limitations, movement and flow of staff and students, and handicap accessibility all representing significant concern to recent visiting NHDOE Program Approval teams. Since the last NHDOE Special Education Program Approval Visit, the Director has worked with both the preschool and child care staff to reevaluate the layout of classrooms. Storage for some items has been found elsewhere. While this has made an improvement in the classrooms, moving forward with plans to build a new facility is strongly encouraged. In addition, the speech and language area, as well as the motor room, office and conference area, remain inaccessibly located up a steep flight of stairs.

### CITATIONS OF NONCOMPLIANCE IDENTIFIED AS A RESULT OF THE MAY 23 & 24, 2006 CASE STUDY COMPLIANCE REVIEW

Citations of noncompliance are defined as deficiencies that have been identified through the Case Study Compliance Review Process, which are in violation of state and federal special education rules and regulations. 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, the following citations of non-compliance were identified. Each citation 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.

**1109.01** IEP Annual Goals must be written in measurable terms.

**Ed 1133.13 Physical Space and Ed. 306.06 School Facilities**

Improve barrier-free accessibility within the building for classrooms, related service rooms and playground.

### 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 and additional suggestions are included in the Building Level Case Study Data Summary Report, pp. 13-18.** It should be noted that, in the Building Level Data Summary Report 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. Currently Children Unlimited gathers data on progress and behaviors. The development of a formal data system would allow staff to better analyze and use the information to determine student progress toward goals and future programming needs.
2. As SAU 9 moves toward the use of the web-based IEP Case-e Program, they have offered to work with Children Unlimited in the development of IEPs with measurable goals. Children Unlimited is encouraged to take advantage of this opportunity.
3. A strength of the Children Unlimited program is the support they offer to the students' families. They are however encouraged to develop a way to evaluate the amount of time that staff offers to families, often outside of their school day. This is not to discourage parent participation/support but rather to protect individual resources and meet the needs of all 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

SAU:	School: Children Unlimited	Date: May 24, 2006
Programs: Preschool		Number of Cases Reviewed: 2
Recorder/Summarizer: Maryclare Heffernan		

Collaborative Team Members:

Name: Kathleen Remmetter	<u>Building Level</u> or Visiting
Name: Sharon Fisher	<u>Building Level</u> or Visiting
Name: Jackie Sparks	<u>Building Level</u> or Visiting
Name: JoAnn Kelly	<u>Building Level</u> or Visiting
Name: Pamela Stimpson	<u>Building Level</u> or Visiting
Name: Maryclare Heffernan	Building Level or <u>Visiting</u>
Name: Nancy D'Agostino	Building Level or <u>Visiting</u>
Name: Miranda Ruel	Building Level or <u>Visiting</u>

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

## SUMMARIZE YOUR BUILDING LEVEL DATA

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

<b>ACCESS TO THE GENERAL CURRICULUM STATEMENTS</b>							
<b>Ed. 1109.01 Elements of an IEP</b> <span style="float: right;"><u>CFR 300.347</u></span> <b>Ed. 1109.05, Implementation of IEP</b> <b>Ed. 1115.07, Provision of Non-Academic Services</b> <span style="float: right;"><u>CFR 300.306</u></span> <b>Ed. 1119.03, Full Access to District's Curricula</b> <span style="float: right;"><u>CFR 300.24, CFR 300.347</u></span> <b>Ed. 1119.08, Diplomas</b> <b>CFR 300.347(a) (1) (i)</b> ". . . general curriculum (i.e. ,the same curriculum as for nondisabled children)" <b>CFR 300.347 (a) (1) (iii)</b> "To be educated and participate with other children with disabilities and non disabled children"					<b>YES</b>	<b>NO</b>	<b>N/A</b>
Is there a written general education curriculum in place for preschoolers?					2		
Does the curriculum incorporate social/emotional skills?					2		
Has this student made progress in social/emotional skills?					2		
Does the curriculum incorporate early language/communication skills?					2		
Has this student made progress in early language/communication skills?					2		
Does the curriculum incorporate pre-reading skills?					2		
Has this student made progress in pre-reading skills?					2		
Does this student have access to appropriate preschool activities?					2		
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		
Was the student's most recent LEA evaluation, 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		
Extension in Place	<del>Lack of Qualified Personnel</del> Psychologist                      Educator Other                                      Related Services	Evaluation Not Completed in Time	Summary Report Not Written in Time	Meeting Not Held in Time	Other		
					<b>YES</b>	<b>NO</b>	<b>N/A</b>
Did the IEP team meet to create the IEP within 30 calendar days of eligibility?					2		
Was an IEP fully developed and signed by the student's third birthday?					2		
Are this student's IEP goals written in measurable terms?					1	*1	

## ACCESS TO THE GENERAL CURRICULUM

Strengths	Suggestions for Improvement
<ol style="list-style-type: none"><li>1. A multi-sensory approach is used throughout the instructional model.</li><li>2. The inclusionary model is a living philosophy. There is a creative and strong effort to include all children, no matter how disabled, in all activities.</li><li>3. Augmentation communication and other specialized equipment or plan is used to meet the individual needs of all students.</li><li>4. Team collaboration is a significant part of the approach at Children Unlimited. The team effort and group solution finding is central to the work that happens with all students.</li><li>5. The educational culture extends to the adults. Children Unlimited is a place of constant learning for all members of the school community.</li><li>6. Support and connections to the families is consistent, ongoing and strong. Daily communication between the school and home is important.</li><li>7. The curriculum includes emphasis on the whole child learning and includes social / emotional elements that are central to the school's approach to instruction.</li><li>8. Curriculum is always reviewed and revised to align with the changing state expectations, as well as to address changing student needs.</li><li>9. Technology is available within the classroom.</li><li>10. Integrated therapies are central to access to the curriculum.</li><li>11. Staffing patterns are very comprehensive including Occupational Therapist, Physical Therapist, Speech and Language, para-educators and Teachers.</li><li>12. Staff are professional and dedicated educators who are committed to the school and program,</li><li>13. The IEP team includes all of the student's team members, including the para-educators, and all team members are valued.</li></ol>	<ol style="list-style-type: none"><li>1. * Children Unlimited needs to work on developing written measurable IEP goals on a consistent basis. The school is encouraged to consider professional development opportunities for all relevant staff.</li><li>2. As the DOE moves toward assessments for all preschool students identified as needing special education, Children Unlimited is encouraged to investigate tools such as the Brigance that would provide consistent data around students' progress. Children Unlimited may want to consider tools that support both their preschool and infant/toddler populations in the area of assessment.</li></ol>

## SUMMARIZE YOUR BUILDING LEVEL DATA

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

<b>TRANSITION STATEMENTS</b>					
<b>Ed .1102.53, Transition Services</b> <span style="float: right;"><b>CFR 300.29</b></span> <b>Ed. 1109.01, Elements of an IEP (Transition Services)</b> <span style="float: right;"><b>CFR 300.347 (b) (1) (2)</b></span> <b>Ed. 1109.03, IEP Team</b> <span style="float: right;"><b>CFR 300.344 (b) (1)</b></span> This includes movement from (a) Early Supports and Services (ESS) to preschool, b) pre-school to elementary school, (c) age 14 or younger, or (d) age 16 or older, as well as from grade to grade and school to school.				<b>YES</b>	<b>NO</b>
Transition planning from ESS to preschool takes place.				2	
Transition planning from preschool to kindergarten or 1 <sup>st</sup> grade takes place.				2	
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 N/A
Meeting Not Held In Time	Staff Didn't Understand The Process	Communication Breakdown Between School And Early Supports And Services Agency	Student Moved Into The District After This Time Period	1	
Student Not Referred Prior To 90 Days	Parent / School Communication Breakdown		Other		
				<b>YES</b>	<b>NO</b>
Team around transition includes parents.				2	
Team around transition includes appropriate agencies.				2	
Services agreed on in the IEP began by the time specified in the IEP.				2	
Early Supports and Services provided the school or district with initial information prior to 90 days.				1	1 N/A
Early Supports and Services evaluation information was shared with the school or district.				2	
<b>Strengths</b>			<b>Suggestions for Improvement</b>		
<ol style="list-style-type: none"> <li>1. Transition planning from preschool to kindergarten is very effective. Part of the reason includes surveying receiving school staff regarding student readiness after they have transitioned.</li> <li>2. The relationship between the local school district and Children Unlimited is very professional, respectful and collaborative and they both consider the needs of the individual children above all.</li> <li>3. Transition planning begins at the moment the child is placed at Children Unlimited. The ongoing planning results in very successful transitions.</li> <li>4. Transition support is provided to the receiving school staff in an embedded way.</li> <li>5. Parents are fully included in the transition planning process and fully advocate for their students.</li> </ol>			Children Unlimited is encouraged to continue its work with SAU 9's Preschool Coordinator on furthering the understanding of incoming preschoolers' needs on the part of receiving staff at the elementary schools.		



### SUMMARIZE YOUR BUILDING LEVEL DATA

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

<b><u>BEHAVIOR STRATEGIES AND DISCIPLINE</u></b>		<b>YES</b>	<b>NO</b>	<b>N/A</b>
<b>Ed. 1109.02 Program</b>	<b>CFR 300.346</b>			
<b>Ed. 1119.11 Disciplinary Procedures</b>	<b>CFR 300.519-300.529</b>			
<b>Ed. 1133.07 (a) (b) (c) (d) (e)</b>	<b>CFR 300.510-300.529</b>			
<b>Child Management – Private Schools</b>	<b>RSA 169-C Child Protection Act</b>			
Data are used to determine impact of student behavior on his/her learning.		2		
Has this student ever been suspended from school?			2	
If yes, for how many days?				
A functional behavior assessment has been conducted.				2
IEP team has addressed behaviors that are impacting student learning.		2		
A behavior intervention plan has been written to address behaviors.				2
All individuals working with the student have been involved in developing behavior intervention strategies.		2		
Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.		2		
Results of behavior intervention strategies are evaluated and monitored.		2		
<b>Strengths</b>	<b>Suggestions for Improvement</b>			
<ol style="list-style-type: none"> <li>1. Behavior plans are designed to meet even the most significant behavior challenges and maintained through to a successful conclusion.</li> <li>2. Behavior management is consistently and effectively used to benefit students and results in improved student behavior.</li> <li>3. The therapeutic model is a very strong component of the program</li> <li>4. The Executive Director of Children Unlimited is an Infant Mental Health Specialist and behavioral consultant to the preschool staff. She provides direct services to children, provides parent-child relationship therapy, and consultation as needed.</li> <li>5. The practices around behaviors are based on respect for the child and family's individual needs.</li> <li>6. In addition to direct therapy and consultation, weekly staff meetings provide opportunity for ongoing discussion with educational and therapeutic staff. This includes support staff and all concerns or needs for further information or training are respected.</li> </ol>	<p>Children Unlimited is encouraged to move forward with its plans to build a larger facility to increase options for children with behavioral needs.</p>			

## SUMMARY OF BUILDING LEVEL STRENGTHS AND SUGGESTIONS FOR IMPROVEMENT

Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> <li>1. Leadership is strong and respected by all members of the school. “The whole is greater than the sum of the parts”.</li> <li>2. There is a culture of collective responsibility for all of the students and work that takes place.</li> <li>3. The school accesses a wide range of expertise and resources to extend their supports and information for staff and families.</li> <li>4. The staff is all very available to parents and provides additional resources and support to them.</li> <li>5. This is a very welcoming community, who genuinely accept all children and staff and value the individuality of all.</li> <li>6. Children Unlimited uses creative access to DHHS and other funding streams to provide supplemental services and resources to families.</li> <li>7. The whole school community shares insight and information about each student, including child care staff when relevant.</li> <li>8. Having a child care center on site is very helpful to parents who are working and can access all services.</li> <li>9. Professional development is ongoing and relevant to the work. The local district has begun to share professional development resources with Children Unlimited.</li> <li>10. The Preschool Coordinator for SAU 9 has made a commitment to strengthen the connection between Children Unlimited and the elementary school.</li> </ol>	<ol style="list-style-type: none"> <li>1. Although Children Unlimited has worked hard to make adjustments to classroom configurations and find creative ways to store items since the last program approval visit in 2003, the facility remains a large concern. Children Unlimited recently purchase land adjacent to their current property. They are strongly encouraged to move forward with the planned building campaign.</li> <li>2. It is recommended Children Unlimited continue to develop a database to determine student outcomes and establish future program needs.</li> <li>3. SAU 9 is going to begin using the Case-e IEP Program and will share with Children Unlimited in development of IEPs and measurable goals. Children Unlimited is encouraged to take advantage of this opportunity.</li> <li>4. A strength of Children Unlimited is their support of families. They are, however, encouraged to develop a way to evaluate the amount of time that staff offer to families, often outside of their school day, to determine how to limit the time spent and protect individual resources.</li> </ol>

## **VII. ADDENDUM: DESCRIPTIONS OF INNOVATIVE PRACTICES**