

**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, Director of Special Education**

Chairperson, Visiting Team:
Jennifer Dolloff
Education Consultant

Site Visit Conducted on April 2 & 3, 2014
Date of Report: June 18, 2014
Revised Report Date: July 2, 2014

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I. TEAM MEMBERS

Visiting Team Members:

NAME	PROFESSIONAL ROLE
Chairperson: Jennifer Dolloff	Education Consultant
Raina Chick	Director of Student Services
Shelly Fagen	Director of Special Education
Laurie Grant	Preschool Program Director
Ruth Littlefield	NHDOE Education Consultant

Building Level Team Members from Children Unlimited:

NAME	PROFESSIONAL ROLE
Jackie Sparks	Executive Director
Kathleen McCarthy	Special Educator
JoAnne Kelley	Senior Speech Language Pathologist
Audrey Epstein	FCESS Special Educator
Sandra Pearson-King	Speech Language Pathologist
Naomi Burnell	Speech Language Pathology Assistant
Ardis Yahna	Occupational Therapist
Barbara Ross	Family Resource Coordinator

II. INTRODUCTION

Children Unlimited, Inc., located in Conway, is a community based non-profit corporation 501(c)(3) designed to service the developmental needs of all children ages' birth through 6 years. Children Unlimited, Inc. is a facility licensed through the *New Hampshire Department of Health and Human Services: Bureau of Licensing and Certification Child Care Licensing Unit* that provides services through its Developmental Childcare Program, Family Centered Early Supports and Services Program, Inclusive Preschool Program, Children's Academy Multi-Age Program (pre-K/K/Gr.1) and the Family Connections Resource Center.

Children Unlimited Preschool Program is approved by the New Hampshire Department of Education, Bureau of Special Education. The program is currently approved for students with all disabilities. A total of 37 students are enrolled in the program and of that number, 22 students are identified with educational disabilities.

As outlined in the materials submitted by Children Unlimited, Inc., their mission, guiding principles and goals are as follows:

The mission of Children Unlimited is to provide quality, evidence-based educational and intervention strategies for each child. Our community based agency provides young children of all abilities a unique opportunity to learn and play together. This type of inclusive learning environment is highly beneficial for the educational, social, emotional and physical well being of all children.

Family support and home visits are also available for all our families.

The philosophy of educational programs at Children Unlimited, Inc. includes a number of related assumptions:

We recognize that all children of a certain chronological age may not be at the same developmental level. All children progress through a series of developmental stages, but at their own rate. In order to provide the optimum-learning environment for each individual child, a solid understanding and working knowledge of typical child development is essential. Each child has unique learning styles displaying their own interests, strengths, and challenges. But children are first and foremost children with needs, interests, talents and concerns that are common to all children even though their rate of growth may be varied.

In order to improve and enhance skills in all areas of development, our services include Developmental Evaluations; Speech, Physical and Occupational Therapy; Diagnostic Evaluations, Interventions and Consultations for children with Autism Spectrum Disorders; Parent Support Groups; Parent Education Classes; and Parent/Child Supervised Visitations.

However, the whole child should always be considered. A developmental delay may manifest itself in one area, but all areas of development should be considered as they are inter-related and contribute to the child's learning, participation and daily functioning. Intervention as soon as a delay or problem is suspected is important in order to enhance each child's optimum potential.

At Children Unlimited, we are dedicated to providing each child with learning communities that encourages and enhances emotional health and well-being, emergence of self-confidence, increase of competence in social relationships, and the development of a positive self-concept and feelings of self-

esteem. These are crucial components for optimal overall development of all children. If young children feel loved and valued by those around them, develop early friendships and take pleasure in their own achievements, they can make the most of their abilities.

“There is no development without relationships” (Jack Schonkoff, Ph.D.)

SCHOOL DEMOGRAPHICS	2012-2013	2013-2014
Student Enrollment <u>as of October 1</u>	29	37
Do you accept out-of-state students? If so, list number from each state in 2013-14	No, not at this time.	
Number and Names of Sending New Hampshire LEAs (as of October 1, 2013)	NH SAU 9	
# of Identified Students Suspended One or More Times	0	0
Average Length of Stay for Students	2 years	2 years
STAFF DEMOGRAPHICS		
Student/Teacher Ratio (as of October 1, 2013)	10:1	13:1
# of Certified Administrators	0	0
# of Certified Teachers	3	3
# of Current Teachers with Certification through Alt 4	0	0
# of Related Service Providers	7	7
# of Paraprofessionals	13	13
# of Professional Days Made Available to Staff	Up to 15 for teachers and therapists Up to 5 for para professional	Up to 15 for teachers and therapists Up to 5 for para professional

SPECIAL EDUCATION PROGRAM DATA (please put NA if not approved for the disability)		
Primary Disability Types:	2012-2013	2013-2014
Autism	6	8
Deaf / Blindness	0	0
Deafness	0	0
Developmental Delay	8	6
Emotional Disturbance	0	0
Hearing Impairment	0	0
Intellectual Disability	0	0
Multiple Disabilities	0	0
Orthopedic Impairment	0	0
Other Health Impairment	2	1
Specific Learning Disabilities	0	0
Speech or Language Impairment	2	3
Traumatic Brain Injury	0	0
Visual Impairment	2	2

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 April 2 & 3, 2014 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, students were randomly selected by the NHDOE prior to the visit, and staff was asked to present these students' 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
- 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 programs (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 June 1, 2009, NHDOE Special Education Program Approval Report, the following patterns were identified as needing improvement:

Findings of Noncompliance	Status as of one year follow-up	Status as of April 2 & 3, 2014
No systemic findings of noncompliance	NA	See findings below

V. APRIL 3 & 4, 2014 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 look deeply into the data that surrounds the three primary aspects of the Case Study Review. This process takes time, and the entire team working with the child being reviewed must be involved in collecting and analyzing the data, as well as presenting and summarizing the data with the visiting team. As such, NHDOE works with private schools to determine the number and type of case studies to be prepared and presented, and to ensure that building teams are not inundated with more data than can be fully analyzed, 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 3 year, 11 month old child identified with developmental delay and speech language impairment. The second student was a 3 year, 9 month old child identified with speech language impairment. 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.

LEA SURVEYS

Private schools provide necessary options to New Hampshire students with educational disabilities. Effective partnerships with LEAs are an important part of establishing and implementing successful private special education programs that improve student outcomes. By surveying LEA perceptions of current program(s), private schools can self assess these relationships and determine if there are areas in need of improvement. To this end, Children Unlimited, Inc. distributed the LEA Survey to the contact people in all LEAs that have students currently enrolled in the school. They received a 100% response from the LEAs.

SUMMARY REPORT OF SENDING LEAs

Name of Private School: Children Unlimited, Inc.		
Total number of surveys sent: 2	Total # of completed surveys received: 2	Percent of response: 100%
Number of students placed by: LEA: 17	Court:	Parent:

INSTRUCTIONS: PLEASE TYPE TOTAL NUMBER OF RESPONSES IN EACH BOX.

SCALE 4 STRONGLY AGREE 3 AGREE 2 DISAGREE 1 STRONGLY DISAGREE

	4	3	2	1	No Answer
1. The private school has a curriculum fully aligned to NH Curriculum Frameworks/Common Core State Standards.	1	1			

2. I am satisfied the student has made progress in the educational curriculum at the above school.	1	1			
3. There is evidence of effective instruction aligned with fidelity to the curriculum.	1	1			
4. The school consistently follows special education rules and regulations.	1	1			
5. The school has developed and implemented effective policies and procedures for management of student behavior including the use of aversives.	1	1			
6. The school has an effective behavioral management program.	1	1			
7. I am satisfied with the special education, related and other supplementary aids and services provided by the school.	1	1			
8. The school implements all parts of students' IEPs including accommodations and modifications in both instruction and assessment.	1	1			
9. The school effectively uses data to measure academic growth and to inform instruction.	1	1			
10. The school uses data to measure behavioral growth and to inform instruction.	1	1			
11. A mid-year review and annual evaluation of the child's progress relative to the IEP are conducted.	1	1			
12. The school has a comprehensive progress monitoring system that is communicated and provided to LEA and parents at least as often as the sending district (minimum 3 times per year).	1	1			
13. The progress monitoring 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	1			
14. I am satisfied with the way the school communicates students' progress to the parents and the LEA.	1	1			
15. The school actively plans for future transition to a less restrictive environment.		2			
16. The school implements all aspects of the transition services needs for students turning 14 during the IEP service period and Transition Services as outlined in Indicator 13 (16 years).	1	1			
17. 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				
18. The school team sets meeting times that are convenient for both parents and the LEA.	1	1			
19. I would enroll other students at the school.	1	1			

Analysis of Response by Children Unlimited, Inc.: Both sending LEAs responded to the survey. One LEA has 17 children placed in our program. The LEA sending most of our children responded "Strongly Agree" to all questions, except the question related to actively planning to a less restrictive environment. Although we do actively plan for transition, we are a private setting and children with the most challenges are placed with us -a few of these children are often recommended for an additional year of preschool due to the significant nature of delays. The other LEA indicated, "Agree" for all areas.

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 this Case Study Compliance Review.

SUMMARY OF PARENT SURVEY DATA

Name of Private School: Children Unlimited, Inc.		
Total number of surveys sent: 17	Total # of completed surveys received: 7	Percent of response: 41%

INSTRUCTIONS FOR SCHOOL: PLEASE FILL IN ACTUAL NUMBER OF RESPONSES (NOT PERCENT) IN EACH BOX.

SCALE 3 = COMPLETELY 2 = PARTIALLY 1 = NOT AT ALL

ACCESS TO THE GENERAL CURRICULUM:	3	2	1	No Answer
1. I am satisfied that my child has access to the general education curriculum (Academic IEP goals and school curriculum aligned with Common Core State Standards /NH Curriculum Frameworks).	6	1		
2. My child has opportunities to interact with non-disabled peers on a regular basis unless the IEP team has determined that the interaction is not appropriate/reasonable.	6	1		
3. I am informed on a regular basis and with clear evidence of my child's progress in the general education curriculum.	6			1
4. I understand that a variety of information (observations, test scores, results of evaluations, school work samples, behavioral data, etc) was considered in developing my child's IEP for this placement.	7			
5. I am satisfied that there is a direct connection between my child's needs and the components of his/her IEP and the supports and services ("reasonably calculated to provide educational benefit").	7			
6. I am satisfied that the sending school district has fully considered the Least Restrictive Environment in recommending this placement for my child (to the maximum extent appropriate, my child is educated with non-disabled peers).	7			
7. I know whom to contact if I have questions about my child's placement or progress in this program.	7			
8. I am satisfied that the staff of this placement worked collaboratively with my school district in developing my child's current IEP.	7			
9. I have been involved in the development of my child's IEP.	7			
10. I am satisfied that my child is making progress toward his/her IEP goals.	7			
FOR PARENTS OF HIGH SCHOOL STUDENTS ONLY:				
11. My child earns credits toward a regular high school diploma in all of his/her classes.	NA			
12. My student will graduate with a high school diploma	NA			

TRANSITION:				
13. I am satisfied with the planning and support provided for my child as he/she moves from grade to grade, school to school, public school to private school.	3			1
14. All of the people who are important to my child's transition were part of the planning (grade appropriate).	4			
15. All of the people/agencies who are required to be part of transition planning for my child were part of the transition process.	4			
16. FOR PARENTS OF STUDENTS AGE 16 OR OLDER ONLY: I am satisfied that my child's IEP meets all the requirements of Secondary Transition: measureable post-secondary goals, necessary supports and services, age-appropriate transition assessments, specific invitation to the Transition meeting, etc. (DOE Indicator #13)	NA			
17. I am satisfied that the post-secondary Transition Goals for my child are reviewed on a regular basis, have the necessary supports and services to be accomplished, are connected to annual IEP goals, and can lead my child to productive participation/activities post-graduation or post-21 years as appropriate.	2			3 NA
BEHAVIOR STRATEGIES AND DISCIPLINE:				
18. 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
19. I have been involved in the development of behavior interventions, strategies and supports for my child.	5	1		
20. I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs.	6			
OTHER:				
21. I fully participate in special education decisions regarding my child.	7			
22. I have been provided with a copy of the procedural safeguards (parental rights) at least once a year.	6			
<p>Analysis of response provided by Visiting Chairperson: Seventeen surveys were mailed to parents. Seven surveys were returned, indicating a 41% response rate. The majority of responses indicated complete agreement with the 22 statements provided. One respondent reported feeling partial agreement with the following statements: I am satisfied that my child has access to the general education curriculum (Academic IEP goals and school curriculum aligned with Common Core State Standards /NH Curriculum Frameworks), my child has opportunities to interact with non-disabled peers on a regular basis unless the IEP team has determined that the interaction is not appropriate/reasonable, I have been involved in the development of behavior interventions, strategies and supports for my child.</p>				

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

Access to the General Curriculum

**Implementation of Individualized Education Programs (IEPs)
Provision of Non-Academic Services**

Full Access to the District's Curriculum Equal Education Opportunity

Based on the case studies conducted and the application materials submitted by Children Unlimited, the visiting team agreed that students in the program receive access to appropriate preschool activities. Teaching Strategies Gold is utilized for assessments and as a supplement to the daily activities. The activities focus on enhancing pre-academic skills. The staff is committed to the students and their families and provides appropriate preschool activities and special education services. The survey results and individual interviews indicate parents feel supported and welcomed by the staff. The case studies demonstrated that IEPs were well written and developed based on the individual needs of each child. The visiting team identified that not all goals in the IEPs were written in measurable terms, as noted in the findings below. The facility, built within the past five years, is clean and spacious, allowing for movement and different activities. A new playground was recently added, via a grant with hills, trees, a garden, and rocks, allowing students to play in a natural outdoor setting. The program offers learning opportunities in a setting where children with typical development and children with special needs learn to make peer connections with a focus on acceptance and relationships. The preschool activities are language-based and literacy-rich to enhance pre-academic skills.

Transition

Transition Planning

Process: Provision of Free Appropriate Public Education (FAPE)

Transition Services

Children Unlimited has a comprehensive early education program that offers developmental, therapeutic and supportive services to families with children aged birth to thirty-six months of age who are developmentally delayed or at-risk of being developmentally delayed. While separate, the Family Centered Early Supports program works collaboratively with the preschool program to ensure smooth transitions. Staff work collaboratively between both the programs and as a result most of the transitions from Early Supports and Services to preschool are seamless. Staff accompanies parents to IEP meetings if the parents wish, in the new settings for a period of time after students leave the program. Based on the evidence provided in submitted materials, LEA interviews and parent interviews, and the case studies, the visiting team agreed that Children Unlimited effectively transitions students in and out of the program and from class to class within the program.

Behavior Strategies and Discipline

Children Unlimited has written policies and procedures in place as well as building wide behavioral supports that focus on positive behavioral interventions. A behavior consultant is available and regularly provides guidance to staff on individual student needs. The visiting team observed appropriate student behaviors being recognized, reinforced and praised. Staff members are trained and proficient in using de-escalation strategies from Crisis Prevention Institute. Comprehensive data is collected to guide decisions regarding behavioral approaches. For example, if data indicates that a strategy is no longer effective, new strategies are incorporated into students IEP or Behavioral Intervention Plan (BIP). A behaviorist is available on site on a regular basis. He assists staff and parents in designing BIPs. Additionally, a Family Connections Resource Center in the facility provides parents with support and education relative to developmental and behavioral challenges.

SPECIAL EDUCATION POLICIES/ NHDOE BUREAU OF SCHOOL APPROVAL
NON-PUBLIC SCHOOL APPLICATION MATERIALS

In addition to the above noted focus areas for the case study presentations, material submitted as part of the application for program approval included: Health/Fire Facility Inspection Reports, the Private School Self Study, Special Education Policies and Procedures, Administrative Policy and Procedures, Current Program Information, and Personnel Roster and Consultant Roster Review and verification of these documents found Children Unlimited, Inc. to be in compliance with all applicable New Hampshire Rules and the Education of Students with Disabilities.

COMMENDATIONS

1. The Children Unlimited Program’s board, leadership and staff are commended for their commitment to supporting the students and families enrolled in their program. Individual relationships are clearly an important part of the success of the program, as well as continuous improvement and high quality instruction provided for the students enrolled. The culture of quality and professionalism is evident throughout the school. This was noted during several discussions, case studies, and multiple observations.
2. Visitors noted a spirit of collaboration among all staff that results in a consistent and caring environment focused on successful student outcomes. This was confirmed by discussions with students, LEAs and parents.
3. There is a sincere and candid relationship between the staff of Children Unlimited and local LEAs. Both parties share collective responsibility for the children enrolled at Children Unlimited. Visitors determined through the case studies and interviews that this relationship is central to the work of the two organizations.
4. The Board of Directors works closely with the Executive Director to set ambitious goals on behalf of the students and achieve them, as demonstrated by the quality of the facility and design of the new playground.
5. The Children Unlimited Program is commended for providing very comprehensive transitional support when students move to their local school system. Established practices are in place to ensure students successfully transition to kindergarten. Staff from the program visit the kindergarten teachers and accompany children as they visit the kindergarten classrooms. Children Unlimited staff also accompany parents to IEP meetings in the new setting for approximately one year, if the parents are in agreement.

Number of Cases Reviewed During the Children Unlimited, Inc., April 2 & 3, 2014, NHDOE Compliance Visitation

Preschool	2
Elementary School	0
Middle School	0

High School, Age Below 16	0
High School, Age 16 or Above	0
Number of Noncompliance for Indicator 13	0
Total Number of Case Studies Reviewed	2

**FINDINGS OF NONCOMPLIANCE IDENTIFIED AS A RESULT OF THE
APRIL 2 & 3, 2014 CASE STUDY COMPLIANCE REVIEW**

Findings 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. Findings of noncompliance 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 findings of noncompliance 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.**

Child Specific Findings of Noncompliance to be Addressed by Both the LEA and Private School Setting: *Please Note: The NH Department of Education, Bureau of Special Education requires that Child Specific Findings of Noncompliance be addressed and resolved within 45 days of notification.*

Ed 1109.01 (a)(1) Elements of an Individualized Education Program

34 CFR 300.320 (a)(2)(i) Definition of an Individualized Education Program

Of the 2 IEPs reviewed, each of them had at least one annual goal that was not measurable
Responsible LEA: SAU 9 Conway

Systemic Findings of Noncompliance to Be Addressed by the Private School Setting

Please Note: *The NH Department of Education, Bureau of Special Education requires that Systemic Findings of Noncompliance be addressed in a corrective action plan and met within one year of the date of the report; a template and instructions for such planning will be provided.*

Ed 1114.04 Administration

The Special Education Policies and Procedures need to be updated to ensure compliance with current NH Rules for Students with Disabilities amended as of December 1, 2010.

Ed 1114.05 (j) Program Requirements

The administrator on staff does not hold the appropriate certification or licensure.

Ed 1109.01 (a)(1) Elements of an Individualized Education Program

34 CFR 300.320 (a)(2)(i) Definition of an Individualized Education Program

Of the 2 IEPs reviewed, each of them had at least one annual goal that was not measurable.

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 finding of noncompliance, has an asterisk (*) before it, and it is also listed above with the findings of noncompliance.

None

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.	Date: April 2 & 3, 2014
Recorder/Summarizer: Raina Shearer Chick	Number of Cases Reviewed: 2

CLEARLY PRINT NAMES OF ALL COLLABORATIVE TEAM MEMBERS

Name: Jen Dolloff	Position: Chairperson	Building Level or <u>Visiting</u> (circle one)
Name: Katie McCarthy	Position: Special Educator	<u>Building Level</u> or Visiting (circle one)
Name: Raina Shearer Chick	Position: Director Student Services	Building Level or <u>Visiting</u> (circle one)
Name: Ruth Littlefield	Position: NH Dept Ed	Building Level or <u>Visiting</u> (circle one)
Name: Jackie Sparks	Position: Executive Director	<u>Building Level</u> or Visiting (circle one)
Name: Jo Ana L. Kelly	Position: Speech Pathologist	<u>Building Level</u> or Visiting (circle one)
Name: Abbie Eldridge	Position: Preschool teacher	<u>Building Level</u> or Visiting (circle one)
Name: Laurie Grant	Position: Visiting team	Building Level or <u>Visiting</u> (circle one)
Name: Shelly Fagen	Position: Visiting team	Building Level or <u>Visiting</u> (circle one)
Name: Cristina Campo	Position: Preschool	<u>Building Level</u> or Visiting (circle one)
Name: Ardis Yahne	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 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 TO APPROPRIATE PRESCHOOL ACTIVITIES STATEMENTS

Fill in the combined <u>number</u> of times a statement is marked on all Data Collection Forms for this school or building.				NHSEIS/ SASAI #
	YES	NO	N/A	
1. There is evidence that when developing the IEP the IEP Team considers: the strengths of the child; (ii) The concerns of the parents for enhancing the education of their child; (iii) The results of the initial or most recent evaluation of the child; and (iv) The academic, developmental, and functional needs of the child ¹ .	2			
2. There is evidence that all staff members providing direct services to the child participate in the process of planning for that child and know the contents of that child's IEP and all other reports and evaluations, as appropriate to their role and responsibilities ² .	2			
3. There is evidence that the Team had a fully developed and signed IEP by the student's third birthday ³ .	2			
4. There is evidence that the Team uses multiple measures to design, implement and monitor the student's program ⁴ .	2			
5. All IEP goals are written in measurable terms ⁵ .		2		
6. Student's IEP has at least one functional goal (as applicable) ⁶ .	2			
7. There is evidence that the student has made progress in IEP Goals over the past two years ⁷ .	2			
8. There is written evidence that the special education, supplementary aids and/or related services described in the IEP have been delivered ⁸ .	2			

¹ Ed 1109.03 When an IEP Is in Effect; IEP Meetings; Development, Review, and Revision of an IEP; Transition Services; 34 CFR 300.324 Development, review, and revision of IEP

² Ed 1114.05(h) Program Requirements

³ Ed 1105.04 Child Find for Children Currently Receiving Family Centered Early Supports and Services

⁴ Not a requirement of Federal or State Special Education laws, rules or regulations

⁵ Ed. 1109.01 Elements of an IEP; 34 CFR 300.320 Content of IEP

⁶ Ed 1102.01(u) Definitions Functional Goal *Functional goal* means a measurable outcome that is developed by the IEP team to address a need detailed in the analysis of the student's functional performance

⁷ Ed 1109.03 When an IEP Is in Effect; IEP Meetings; Development, Review, and Revision of an IEP; Transition Services; 34 CFR 300.324 Development, review, and revision of IEP (b) Development, review, and revision of IEP

⁸ Ed 1109.04 (b) Copies of the IEP and Evidence of Implementation

9. There is evidence that a written curriculum is in place for preschoolers containing educational components that promote school readiness and incorporate pre-literacy, language, and numeracy skills ⁹ .	2			
10. There is evidence that the preschool program provides opportunities for children to participate with non-disabled peers ¹⁰ .	2			
11. There is evidence the student <u>has access to, is participating and progressing in</u> the general education curriculum and appropriate preschool activities (aligned with NH Early Learning Guidelines) ¹¹ .	2			
12. There is evidence that the accommodations ¹² and/or modifications ¹³ , as described in the IEP allows the student to access, participate and show progress in the general curriculum and appropriate preschool activities ¹⁴ .	2			
13. There is evidence that supports and accommodations are provided to this student to allow participation in extracurricular other non-academic and appropriate preschool activities ¹⁵ .	2			
14. There is evidence that various measures used to design and implement the student's program and to document the student's progress, including the results of the Preschool Outcomes Measurement System (POMS) ¹⁶ .	2			
15. There is evidence that the IEP team made the placement decision based on Free and Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE) ¹⁷ .	2			
16. There is evidence the student's IEP is reasonably calculated to result in educational benefit.	2			

⁹ Ed 1102 Definitions; 34 CFR 300.323 (b)(1) IEP for child age 3 through 5

¹⁰ Ed 1100.02 Continuum of learning settings for preschool

¹¹ Ed 1113.08 Curricula; Ed 1109.01 Elements of an IEP; 34 CFR 300.320 Content of an IEP

¹² "Accommodation" means any change in instruction or evaluation determined necessary by the IEP team that does not impact the rigor and/or validity of the subject matter being taught or assessed.

¹³ "Modification" means any change in instruction or evaluation determined necessary by the IEP team that impacts the rigor and validity or rigor or validity, of the subject matter being taught or assessed.

¹⁴ Ed 1113.08 Curricula; Ed 1109.01 Elements of an IEP; 34 CFR 300.320 Content of IEP

¹⁵ Ed 1113.08 Curricula; Ed 1109.01 Elements of an IEP; 34 CFR 300.320 Content of IEP

¹⁶ State Performance Plan (SPP) Indicator 7

¹⁷ Ed 1111.02 Placement Decisions; 34 CFR 300.116 Placements

Access Strengths	Access Suggestions for Improvement
<ol style="list-style-type: none"> 1. The Executive Director effectively locates resources to support the program. 2. Children are directly taught how to make and keep healthy peer connections. Extremely welcoming. Trusting relationships 3. All students are in an inclusive model and access the general curriculum 4. Facility is outstanding 5. The staff are exceptionally knowledgeable and connected to students and parents 6. Parents feel very supported and discuss how important facility is to their family 7. Excellent collaborative relationships with LEAs/districts and area agencies 8. Leadership in strong and consistent with long term staff 9. Individualized special supports for students 10. “Little books” to homes establish and promote positive communication 11. Student-staff ratios are adequate 12. Instructional practices individualize for different response type 13. Superb connection to the community 14. Ability to serve and support children with very challenging behaviors 	<ol style="list-style-type: none"> 1. Continue efforts with regard to districts giving Children Unlimited access to TS Gold data

TRANSITION STATEMENTS¹⁸

Fill in the combined <u>number</u> of times a statement is marked on all Data Collection Forms for this school or building				
	YES	NO	N/A	NHSEIS/ SASAIID #
1. There is evidence that at the time of transition the evaluation summary and other related documents were received in a timely manner ¹⁹ .	2			
2. There is evidence that services described in the IEP have been delivered at the time of transition, the services begin by the child's 3 rd birthday; initial information is received prior to 90 days; and ESS evaluation information being shared with the school or district ²⁰ .	2			
3. There is evidence that the information on this student has been shared between each transition including school to school, grade to grade and teacher to teacher including academic and behavior ²¹ .	2			
4. There is evidence that the placement decision is made at least annually by the IEP team with consideration that the student is placed in the LRE ²² .	2			
5. There is evidence that there is collaboration between the LEA and the non-public school in the development, review and revision of the IEP ²³ .	2			
6. There is evidence of a collaboration process between general and special education staff in the development, review and revision of IEPs and including transition planning for this student ²⁴ .	2			
7. There is evidence that the student and parents have been involved in transition discussions and activities ²⁵ .	2			
8. There is evidence that outside agencies who are involved with this student's transition have participated in transition planning (e.g. DCYF, DJJS, Area Agency) ²⁶ .	2			

¹⁸ This includes movement from (a) Early Supports and Services (ESS) to preschool, b) preschool to elementary school, or (c) age 16 or older, as well as from grade to grade and school to school.

¹⁹ 34 CFR 300.323(g) Transmittal of records

²⁰ Ed 1105.04 Child Find for Children Currently Receiving Family Centered Early Supports and Services.

²¹ Ed 1114.05 Program Requirements

²² Ed 1111.02 Placement Decisions; 34 CFR 300.116 Placements

²³ Ed 1109.05 IEPs for Children Placed in Private Providers of Special Education or other non-LEA Programs by Public Agencies; 34 CFR 300.325 Private school placements by public agencies

²⁴ Ed 1103.01 IEP Team; 34 CFR 300.321 IEP Team

²⁵ Ed 1103.01 IEP Team; 34 CFR 300.321 IEP Team

²⁶ Ed 1103.01 IEP Team; 34 CFR 300.321 IEP Team

Transition Strengths	Transition Suggestions for Improvement
<ol style="list-style-type: none"> 1. Most ESS transitions are seamless as demonstrated by the staff overlap during transitions. Based on the case study presentations there was also strong evidence of successful transitions to other preschools, and lesser restrictive environments. 2. Thoughtful transition procedures are in place when students move to kindergarten. Staff visits kindergarten teachers at meetings, child visits kindergarten 3. Children Unlimited staff accompany parents to IEP meetings in new setting for a year at least 4. Communication between staff and LEAs is very strong. Good backwards planning practices help structure the process 	

BEHAVIOR STRATEGIES AND DISCIPLINE

Fill in the combined <u>number</u> of times a statement is marked on all Data Collection Forms for this school or building.				
	YES	NO	N/A	NHSEIS/ SASAI #
1. There is evidence that, where it has been determined that a child's behavior impedes learning, the use of positive behavioral interventions and supports, and other strategies to address that behavior have been implemented ²⁷ .	1		1	
2. There is evidence that data are used to determine impact of student behavior on his/her learning.	1		1	
3. There is evidence that the IEP team conducted a functional behavior assessment of the student's behavior ²⁸ .	1		1	
4. If appropriate, there is evidence that the IEP team developed a behavior intervention plan that describes strategies and supports ²⁹ ?	1		1	
5. There is evidence that positive interventions, strategies and supports have been communicated to the student, parents and key school personnel ³⁰ .	1		1	
6. There is evidence that professional development, and specialized training has been provided to staff, parents, providers and others as appropriate to support the implementation of the behavior plan and strategies ³¹ .	1		1	
7. A school-wide behavior intervention model exists ³² .	2			

²⁷ Ed 1114.07 Behavioral Interventions; Ed 1109.01 Elements of an IEP; 34 CFR 300.320 Content of IEP

²⁸ Ed 1124.01 (f)(1)(i)(ii) Disciplinary Procedures; 34 CFR 300.530 Authority of school personnel

²⁹ Ed 1114.07 Behavioral Interventions

³⁰ Ed 1114.05 Program Requirements

³¹ Ed 1114.10 Qualifications and Requirements for Instructional, Administrative, and Support Personnel

³² Not a requirement of Federal or State Special Education laws, rules or regulations

Behavior Strengths	Behavior Suggestions for Improvement
<ol style="list-style-type: none"> 1. Relationships are strong and exceptionally positive with the school and with parents. 2. A Behavioral Consultant is in place to support children, families, and staff members. 3. Building wide behavioral supports /PBIS is available for all students. 4. CPI certified staff demonstrates strong de-escalation strategies resulting in fewer challenging behavioral situations. 5. Proactive techniques are in evidence in all classroom settings. 6. Support staff highly skilled in managing student behaviors and collecting data. 7. Adequate and skilled supports are provided to meet individual students needs, including mental health support. 8. Children Unlimited has a very accepting and inclusive climate and culture. 	<ol style="list-style-type: none"> 1. Revisit contents of individual behavior plans on a regular basis to ensure interventions and supports continue to be effective.