

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

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

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

Chairperson, Visiting Team:
Colleen Bovi
Education Consultant

Site Visit Conducted on April 20-21, 2011
Report Date, May 17, 2011
Revised July 28, 2011

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I. TEAM MEMBERS

Visiting Team Members:

NAME	PROFESSIONAL ROLE
Chairperson: Colleen Bovi	Education Consultant
Sheila Demers	Preschool Coordinator
Kathleen McCarthy	Preschool Special Educator
Janice O'Brien	Speech/Language Pathologist

Building Level Team Members from the Wolfeboro Area Children's Center:

NAME	PROFESSIONAL ROLE
Jana Bush	Classroom Teacher
Susan Maggard	Special Educator Coordinator/Educator
Paula Morrill	Classroom Teacher
Kristen O'Brien	Occupational Therapist
Carolyn Ramsey	GWRSD Representative/Coordinator/SLP
Rachelle Smith	Speech Pathology Assistant

II. INTRODUCTION

The Wolfeboro Area Children's Center is a private, non-profit organization located in Wolfeboro, New Hampshire. It is a NH Licensed Plus Early Care and Education Program for children 6 weeks to 5 years old and is a center for the NH Strengthening Families Trust. The Wolfeboro Area Children's Center serves as the Community Integrated Preschool for the Governor Wentworth School District, SAU # 49 serving the towns of Brookfield, Effingham, New Durham, Ossipee, Tuftonboro and Wolfeboro. The year round Early Childhood Program is presently approved by the New Hampshire Department of Education to accept male and female students between the ages of 2 to 5 in pre-kindergarten who have educational disabilities in the areas of Autism, Hearing Impairment, Multiple Disabilities, Other Health Impairments, Speech and Language Impairments and Developmental Delay. The maximum capacity of students with disabilities is 12.

The staff is comprised of an approximate total of 35 full-time and 18 part-time individuals: early care and education providers and teachers, one special education teacher, occupational therapist, speech pathologist, licensed social worker, secretarial and clerical staff, maintenance and custodial staff, program coordinators and an executive director. All staff is required to seek and maintain CPR and First Aid Certification, Medication Administration, Universal Precaution, Injury and Illness Prevention and Water Safety Training.

There is a 20 member volunteer Board of Directors who establishes policy and procedures, oversees compliance with all relevant Federal, State and local laws and the general operation of the organization. A 10 member volunteer Board of Endowment Trustees manages three Endowment Funds to ensure the organization's financial stability.

The mission of the Wolfeboro Area Children's Center is to enhance the social, emotional, and economic well-being of families and the community by meeting the needs of children through comprehensive, affordable, high quality child and family services and to cooperate with other agencies serving these needs. The philosophy of the Wolfeboro Area Children's Center recognizes that all children are individuals with different needs, according to their previous experiences and personal rate of development. Their goals are to provide safe, nurturing and supportive environments that encourage positive self-esteem, individuality, exploration, and self-expression; and to guide a child, through play, in the important work of interacting with his world and others in it. The Preschool Special Education Team understands that careful and accurate assessment of each child's strengths assists the school in addressing a child's needs. They Wolfeboro Area Children's Center believes that it is mutually beneficial for children with, and children without, disabilities to be educated together, therefore their classrooms are inclusive. Time and effort are devoted to developing cooperative partnerships with parents.

SCHOOL PROFILE

SCHOOL DEMOGRAPHICS	2009-10	2010-11
Student Enrollment <u>as of December 1</u>	12	8
Do you accept out-of-state students? If so, list number from each state in 10-11		
Number and Names of Sending New Hampshire LEAs (as of October 1, 2010)		
# of Identified Students Suspended One or More Times	0	0
Average Length of Stay for Students		

STAFF DEMOGRAPHICS		
Student/Teacher Ratio (as of October 1, 2010)		
# of Certified Administrators		
# of Certified Teachers	1	1
# of Teachers with Intern Licenses		
# of Related Service Providers	3	5
# of Paraprofessionals		5
# of Professional Days Made Available to Staff		

SPECIAL EDUCATION PROGRAM DATA		
Primary Disability Types:	2009-2010	2010-2011
Autism		
Deaf / Blindness		
Deafness		
Developmental Delay	10	6
Emotional Disturbance		
Hearing Impairment		
Mental Retardation		
Multiple Disabilities		
Orthopedic Impairment		
Other Health Impairment		
Specific Learning Disabilities		
Speech or Language Impairment	2	2
Traumatic Brain Injury		
Visual Impairment		

III. PURPOSE AND DESIGN OF THE CASE STUDY COMPLIANCE REVIEW PROCESS

The New Hampshire Department of Education (NHDOE) conducted a Special Education Program Approval Visit to the Wolfeboro Area Children's Center on April 20-21, 2011 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 and NHSEIS verification reports
- ♦ All data collected during the visit
- ♦ Any new or changed special education programs seeking approval from the NHDOE

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

Evidence of the work conducted and results related to student outcomes were gathered throughout the process, guided by the materials and templates provided by the NHDOE, Bureau of Special Education. 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

While there were no findings of noncompliance based on the review of the June 25, 2008 NHDOE Special Education Program Approval Report, the Wolfeboro Area Children's Center implemented improvement activities as suggested by the visiting team. The Suggestions for Improvement, Activities and Status as outlined in the June 25, 2008 NHDOE Special Education Program Approval Report is as follows:

1. The Administration and staff were encouraged to increase collaboration among all providers to support success of programs, data collection and monitoring progress.
Activity: Monthly meetings and on-going progress meetings were scheduled.
Status: Staff incorporated strategies in classrooms and developed proactive techniques to assist children in meeting their objectives. This is an area that continues to be a challenge due to individual schedules.
2. The Team is encouraged to monitor space needs for service delivery and to investigate communication throughout the building.
Activity: An additional classroom was accessed by related service providers. Notes, notebooks, email, walkie-talkies were utilized.
3. The Center is encouraged to review resources and training opportunities for both staff and families and to collaborate with the district regarding professional development.
Activity: Staff are encouraged and rewarded to participate in professional development activities. Parent training is provided as requested. The Governor Wentworth Regional School District invites staff to relevant professional development activities.

V. APRIL 20-21, 2011 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.

The visiting team reviewed a total of two case studies selected randomly from two preschool classrooms. Case Study #1 was a 4 year 10 month old female identified with Developmental Delay when she turned 3 years of age. Case Study #2 was a 4 year 5 months old male identified with Developmental Delay who entered the program on his 3rd birthday directly from Early Supports and Services.

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, private schools can self assess these relationships and determine if there are areas in need of improvement. The Wolfeboro Area Children’s Center serves as the Community Integrated Preschool for the Governor Wentworth Regional School District, SAU # 49, serving the towns of Brookfield, Effingham, New Durham, Ossipee, Tuftonboro and Wolfeboro. Results of the one survey indicate favorable responses to all questions. There is a positive working relationship between the Wolfeboro Area Children’s Center and the local school district. SAU #49 has a Preschool Coordinator who maintains close contact with the Wolfeboro Area Children’s Center by observing children weekly, regularly meeting with staff, and by attending all team meetings and serving as the Local Education Agency Representative. The coordinator collaborated on both case studies for the visit and reported that the staff of the Wolfeboro Area Children’s Center provides appropriate programming in the least restrictive environment for young children and that they build strong relationships with children and their families.

SUMMARY REPORT OF SENDING LEAs

Name of Private School: Wolfeboro Area Children’s Center								
Total number of surveys sent: 1		Total # of completed surveys received: 1		Percent of response: 100%				
Number of students placed by: LEA: 1			Court:		Parent:			
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).					
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.	n/a				
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			

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.

Wolfeboro Area Children's Center staff analyzed the parent survey results by identifying areas of strength regarding Access to the General Curriculum, Transitions and Behavior Strategies and Discipline; identifying areas to be improved; and determining an action based on the survey results.

Parents are very satisfied with their child’s access to the general education curriculum and generally satisfied with the progress made. With regard to transition, families feel they are part of the team and the planning as their children move to the next classroom. While the parents are partially satisfied with the behavior strategies and supports, they were completely satisfied with the supports provided to meet the behavioral, social and developmental needs of their children. An area identified as a target involves improving transition activities (timelines, more time to visit classes) as children move to new classrooms.

The Visiting Team interviewed the parents of both Case Study students. Parents state that they are very involved in their children’s programs and communication between school and home is ongoing and helpful. Parents shared how the Wolfeboro Area Children’s Center accommodates families in need by offering tuition assistance and connecting them to outside agencies. The atmosphere is positive and the staff is well qualified.

SUMMARY OF PARENT SURVEY DATA

Name of Private School: Wolfeboro Area Children’s Center				
Total number of surveys sent: 8	Total # of completed surveys received: 2	Percent of response: 15%		
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.	2			
My child has opportunities to interact with non-disabled peers on a regular basis.	2			
I am adequately informed about my child’s progress.	2			
My child is informed about and encouraged to participate in school activities outside of the school day, and is offered necessary supports.	2			
My child feels safe and secure in school and welcomed by staff and students.	2			
A variety of information (observations, test scores, school work, parent input) was used in developing my child’s IEP.	2			
I am satisfied with the progress my child is making toward his/her IEP goals.	1	1		
FOR PARENTS OF HIGH SCHOOL STUDENTS ONLY:	NA			
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.				
All of the people who are important to my child’s transition were part of the planning.				
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.		1		1
I am satisfied with the way the school is supporting my child’s behavioral, social and developmental needs.	1			1
OTHER:				
I fully participate in special education decisions regarding my child.	2			

I have been provided with a copy of the procedural safeguards (parental rights) at least once a year

2

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

Access to the General Curriculum

Implementation of Individual Education Programs (IEPs)

Provision of Non-Academic Services

Full Access to the District's Curriculum

Equal Education Opportunity

The Wolfeboro Area Children's Center is committed to providing appropriate preschool activities to all children in the least restrictive environment. Children with identified special education needs are fully included in the general education curriculum and receive individualized support and related services within the general education classroom. Working as a team within the classroom, the special education teacher, the preschool teacher and a paraprofessional provide the necessary supports to enable children full access to the curriculum. The Creative Curriculum is implemented and supplemented to address the developmental needs of the children. A weekly curriculum web is posted outside each classroom as a means to communicate to parents, student interns, consultants and visitors. Students have access to daycare and other nonacademic services with the school community such as music, fitness and enrichment.

Based on the case studies conducted, classroom observations, parent interviews and the application materials submitted by the Wolfeboro Area Children's Center, the visiting team determined that staff and administration fully implement each student's Individualized Education Program and grant them full access to the curriculum.

Transition

Transition Planning

Process: Provision of Free Appropriate Public Education (FAPE)

Transition Services

The Wolfeboro Area Children's Center presented strong evidence that transitions from Early Supports and Services to preschool and from preschool to kindergarten are comprehensive and effectively designed to meet the unique needs of the students. There is great collaboration among the Early Supports and Services provider, the Governor Wentworth Regional School District Preschool Coordinator and the staff at the Wolfeboro Area Children's Center to ensure smooth and effective transitions. Considerable time and preparation go into the development each child's transition plan. Parents are actively engaged in the process and expressed appreciation for the careful planning for their children's transitions each year.

Behavior Strategies and Discipline

The Wolfeboro Area Children's Center has written policies and procedures in place utilizing positive behavior interventions and supports. Their goals are to assist children in developing responsibility for their own actions, promoting the development of a positive self-image and facilitating a sense of

community throughout the school. The case studies provided documentation that social/emotional skills are incorporated in the curriculum through the use of literacy, direct instruction and individualized social stories. Classrooms are arranged with quiet areas and reading centers with couches that provide quiet time or sensory breaks for children. It is not a room but an area within the classroom, like a reading room. Teachers were observed offering positive problem-solving suggestions to children and praising and reinforcing positive behaviors. The program has a social worker that supports children, staff and families. The staff has also participated in Crisis Prevention Intervention Training and has received certification.

Special Education Policies

The Wolfeboro Area Children's Center Policies and Procedures Manual was submitted along with the Application for Renewal of NHDOE Special Education Program Approval and the Private Special Education School Self-Study. Review and verification of these documents found special education policy and procedures that lacked many of the required components as required by state and federal special education rules and regulations. For this reason, special education policy and procedures were determined as a finding of noncompliance with *New Hampshire Rules for the Education of Children with Disabilities*"; further details are noted in the report that follows.

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

At the time of the April 20-21, 2011 visit to the Wolfeboro Area Children's Center, the facility was not seeking approval for any new programs.

COMMENDATIONS

As a result of the Case Study Compliance Review conducted on April 20-21, 2011, the following commendations are noted based on classroom observations, parent and student interviews and input from the visiting team:

1. Wolfeboro Area Children's Center is commended for their commitment and dedication to providing a developmentally appropriate preschool environment for children ages 6 weeks to 5 years.
2. The Philosophy and Mission Statements of the Wolfeboro Area Children's Center are predominately displayed throughout the school and the staff is commended for their efforts in fulfilling these missions by creating a nurturing learning environment.
3. The team is qualified, talented, collaborative and enthusiastic about their work and their contributions enhance the positive school climate that was observed.
4. The collaboration and commitment to the young children with disabilities by both the Governor Wentworth School District and the Wolfeboro Area Children's Center is result in families and children receiving appropriate supports and services as children prepare to transition to kindergarten.

5. The Wolfeboro Area Children’s Center is commended for their development and maintenance of parent and community partnerships. The community is supportive and the families are actively engaged in all aspects of the school.

Number of Cases Reviewed During the Wolfeboro Area Children’s Center, April 20-21, 2011
NHDOE Compliance Visitation

Preschool	2
Elementary School	
Middle School	
High School, Age below 16	
High School, Age 16 or above	
Number of Noncompliance for Indicator 13	
Total Number of Case Studies Reviewed	2

FINDINGS OF NONCOMPLIANCE IDENTIFIED AS A RESULT OF THE
APRIL 20-21, 2011 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.

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.

While the Visiting Team observed many commendable early childhood activities and services, a few issues of significance were identified that warrant attention. It is noted that the issues listed below are not the result of a lack of effort on the part of the staff and administration but rather are systemic issues that will take time and resources to fully resolve.

1. *The Wolfeboro Area Children’s Center’s policies and procedures are not in compliance with the IDEA 2004, RSA 186-C and the *New Hampshire Rules for the Education of Children with Disabilities*, June 2008.
2. *Because there is no special education administrator, there is a lack of oversight of the special education process.
3. While the preschool children have access to a preschool curriculum, the visiting and building teams concur that this curriculum needs to be reviewed and revised and to identify assessment procedures to insure students are demonstrating progress. Professional development activities may help support the staff with implementation and instructional practices.

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 are to be addressed and resolved within 45 days of notification.*

There were no Child Specific Findings of Noncompliance identified during the April 20-21, 2011 visit.

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 are to 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.*

Ed 1114.03 Governance

The governing board for the Wolfeboro Area Children's Center must ensure that the program is in compliance with all state and federal special education rules and regulations including IDEA and RSA 186-C. At the time of the April 20-21, 2011 Case Study Compliance Review for the Wolfeboro Area Children's Center it was determined that special education policy and procedures did not meet compliance. Revisions and updates are needed in the following areas:

1114.05 Program Requirements (f) (g) (i)

1114.06 Implementation of IEPs (b)

1114.12 Change in Placement (a) (b)

1114.16 Physical Facilities (a)(d)(f)(g)(h)(i)

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

The Wolfeboro Area Children's Center does not have a New Hampshire Department of Education certified administrator who has responsibility for the oversight and supervision of the special education programming and the staff working within the Wolfeboro Area Children's Center program.

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.

1. While Wolfeboro Area Children's Center currently utilizes data to measure progress, they are encouraged to identify a more formal data collection and analysis system and utilize more frequent checklists for progress monitoring. This would enable staff to collect more evidence and be able to analyze and chart progress more efficiently and quickly.
2. The Building and Visiting Teams concur that the written curriculum, which meets all requirements for early childhood, should be reviewed, revised and supplemented.

3. The Wolfeboro Area Children's Center is encouraged to find dedicated collaboration time for general and special educators and related service staff.
4. Interviews with the general education teachers suggested the need for targeted professional development around specific educational disabilities. It is suggested that the Wolfeboro Area Children's Center survey teachers to identify disability-specific needs and establish a plan to provide the professional development.
5. *The Wolfeboro Area Children's Center is encouraged to convert all special education policies and procedures into electronic versions to be maintained in one central file.

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: Wolfeboro Area Children's Center	Date: April 21, 2011
Recorder/Summarizer: Colleen Bovi	Number of Cases Reviewed: 2

CLEARLY PRINT NAMES OF ALL COLLABORATIVE TEAM MEMBERS

Name: Susan Maggard	Position: Preschool Coordinator/Educator	<u>Building Level</u>
Name: Rachelle Smith	Position: Speech Pathologist Assistant	<u>Building Level</u>
Name: Kristen O'Brien	Position: Occupational Therapy Assistant	<u>Building Level</u>
Name: Carolyn Ramsay	Position: GWRSD Preschool Coordinator	<u>Building Level</u>
Name: Jana Bush	Position: Classroom Teacher	<u>Building Level</u>
Name: Paula Morrill	Position: Classroom Teacher	<u>Building Level</u>
Name: Sheila Demers	Position: Preschool Coordinator	<u>Visiting</u>
Name: Kathleen McCarthy	Position: Preschool Special Education	<u>Visiting</u>
Name: Janice O'Brien	Position: Speech/Language Pathologist	<u>Visiting</u>
Name: Colleen Bovi	Position: Technical Assistant	<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

<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					
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"						YES	NO	N/A			
A1.) Is there a written general education curriculum in place for preschoolers?						2					
A2.) Does the curriculum incorporate social/emotional skills?						2					
A3.) Has this student made progress in social/emotional skills?						2					
A4.) Does the curriculum incorporate early language/communication skills?						2					
A5.) Has this student made progress in early language/communication skills?						2					
A6.) Does the curriculum incorporate pre-reading skills?						2					
A7.) Has this student made progress in pre-reading skills?						2					
A8.) Does this student have access to appropriate preschool activities?						2					
A9.) Does this student have opportunities to interact with non-disabled peers to the maximum extent appropriate on a regular basis, as part of the educational program?						2					
A10.) Did this student participate in an assessment as part of the Preschool Special Education Outcomes Measurement System?						2					
A11.) Was this student's most recent individual evaluation (initial or reevaluation), including a written summary report and meeting, held within 45 days of parental permission to test? If not, was it due to (check all that apply):						2					
a. Extension in Place	b. Lack of Qualified Personnel: Psychologist Educator Other Related Services		c. Evaluation Not Completed in Time	d. Summary Report Not Written in Time	e. Meeting Not Held in Time	f. Other					
						YES	NO	N/A			
A12.) Did the IEP team meet to create the IEP within 30 calendar days of eligibility?						2					
A13.) Was an IEP fully developed and signed by the student's third birthday?						2					
A14.) Are this student's IEP goals written in measurable terms?						2					
A15.) Does this student's IEP have at least one functional goal?						2					

Access Strengths	Access Suggestions for Improvement
<ol style="list-style-type: none"> 1. Students with educational disabilities have access to all the services and supports offered in the school including daycare, social work services, nutrition program and parent training. 2. The school utilizes curriculum webbing and classroom plans are posted outside each classroom for both staff and parent information. 3. Notices are sent home each week regarding the curriculum themes in each classroom. 4. Students from the Child Development Program at the Kingswood High School work in classrooms and provide small individual and small group work under the direction of the classroom teacher. 5. Visual supports, activity strips and schedule boards are implemented in the classrooms to support all children. 6. The school district reports that Wolfeboro Area Children's Center "graduates" are well prepared for kindergarten. 7. The low student: teacher ratio permits greater learning opportunities. 8. The staff is dedicated and talented. 	<ol style="list-style-type: none"> 1. It is suggested that the current written curriculum be reviewed, revised and supplemented. A review grade level expectation for kindergarten in the Governor Wentworth School District is suggested during this update. 2. While the special education team 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.

SUMMARIZE YOUR BUILDING LEVEL DATA

<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		
<p>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</p> <p>This includes movement from (a) Early Supports and Services (ESS) to preschool, and b) pre-school to elementary school.</p>				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)				1	1	
a. Meeting Not Held In Time	b. Staff Didn't Understand The Process	c. Communication Breakdown Between School And Early Supports And Services Agency	d. Student Moved Into The District After This Time Period			
e. Student Not Referred Prior To 90 Days X	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		
<ol style="list-style-type: none"> 1. The good relationship with Early Supports and Services ensures timely and collaborative transitions to preschool. 2. The services offered through Early Supports are provided within the Wolfeboro Area Children's Center. 3. Teachers visit classrooms and plan with staff prior to placement of students in specific classes. 4. Parents interviewed expressed appreciation for the amount of the time the staff dedicates to transition and for their active involvement in the process. 5. The relationship and partnership with the Governor Wentworth Regional School District enhances the transition process to kindergarten. 				<ol style="list-style-type: none"> 1. General education teachers suggested that disability-specific professional development would be beneficial as they prepare their classrooms for students with moderate to severe disabilities. 2. It is suggested to survey the staff to determine what they see as topics for their 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.		1	1	
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.		1		1
B6.) A behavior intervention plan has been written to address behaviors.			2	
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. The curriculum incorporates social/emotional skill development. 2. Staff demonstrates a genuine, caring and respectful attitude toward the students that enhances the culture and climate of the school. 3. There are areas within the classrooms with couches and reading centers that students can use for quiet time. 4. The special education staff utilizes social stories to provide students with direct instruction and strategies for social situations. 5. Sensory breaks and materials are available to students. 6. The Wolfeboro Area Children’s Center has a social worker on staff. 7. Parent training and support are provided. 		<ol style="list-style-type: none"> 1. It is suggested that the Wolfeboro Area Children’s Center adopt the school behavior policy and school rules used by the Governor Wentworth Regional School District. 2. Staff is encouraged to identify behaviors that need to be supported within the classroom settings and to utilize checklists to collect data about these behaviors. NH Responds may be a good resource (http://www.seresc.net/ed_nhresponds.php). 		

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. There is active parent involvement and engagement in the school program. 2. Home-school communication is frequent and takes several forms - communication books, phone calls, newsletters and conferences. 3. The Wolfeboro community is supportive. 4. The school has great resources due to the three endowment funds. 5. The continuum of supports and services meets the needs of all children. 6. The Prevention and Family Services Program meets the varying needs of the families of the area. 7. A nutritionist in the food services program creates healthy food menus. 8. The Wolfeboro Area Children’s Center provides a quiet, calm and nurturing environment where students are actively engaged in learning. 9. Staff is well trained, dedicated and have longevity with the program. 10. Student records are well organized and maintained. 	<ol style="list-style-type: none"> 1. *It is strongly suggested that the Wolfeboro Area Children’s Center develop an electronic file of all special education policies and procedures. This will enable more frequent revising and updating of forms and practices. 2. Review the schedules of all staff and identify dedicated collaboration time for general education, special education and related services staff. This will permit ongoing progress monitoring for all students. 3. Explore technology resources for young children to supplement education and special education needs.