

**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 Dexter, Special Needs Coordinator/Teacher**

Chairperson, Visiting Team:  
Colleen Bovi  
Education Consultant

Site Visit Conducted on May 5-6, 2014  
Date of Report: June 24, 2014

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Wolfeboro Area Children's Center

## **I. TEAM MEMBERS**

Visiting Team Members:

<b>NAME</b>	<b>PROFESSIONAL ROLE</b>
Colleen Bovi	Chairperson, Education Consultant
Ruth Littlefield	NHDOE Education Consultant
Pam Agate	Preschool Coordinator
Kim Speers	Preschool Coordinator

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

<b>NAME</b>	<b>PROFESSIONAL ROLE</b>
Jana Bush	Classroom Teacher
Susan Dexter	Special Needs Coordinator/Educator
Debbie Hersey	Classroom Teacher
Kristen O'Brien	Occupational Therapy Assistant
Carolyn Ramsay	District Preschool Coordinator / Special Education Administrator
Lisa Sargent	Preschool Coordinator
Rachelle Smith	Speech-Language Therapist (Specialist)
Laura Thurston	Speech/Language Pathologist
Suzanne Viani	ATECH (Assistive Technology) Consultant
Susan Whiting	Executive Director

## II. INTRODUCTION

The Wolfeboro Area Children's Center, founded in 1974, is currently approved by the New Hampshire Department of Education, Bureau of Special Education as a year round Early Childhood Special Education Program serving male and female students ages 2–5, identified with Autism, Developmental Delay, Hearing Impairment, Multiple Disabilities, Other Health Impairment and Speech-Language Impairment. The Wolfeboro Area Children's Center, a non-profit organization, is a NH Licensed Plus Early Care and Education Program for children ages 6 weeks through 5 years old. Responding to the needs of the community, the Wolfeboro Area Children's Center established a Family Service and Prevention Program where a social worker works closely with families, connects them to various agencies and provides resources for needed services.

The preschool staff is comprised of early childhood and education providers and teachers, a licensed social worker, secretarial and clerical staff, maintenance and custodial staff, program coordinators and an executive director. The certified special education staff and service providers includes a part-time special education administrator, one full-time early childhood special education teacher, two part-time occupational therapists, one part-time speech-language therapist and a part-time speech-language pathologist. Additionally, two part-time and one full-time paraprofessionals support students in the general education setting. In addition to the professional development requirements to maintain New Hampshire Department of Education certification and related services licensure requirements, 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 well-being of families and the community by meeting the developmental and educational 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. Our goals are to provide safe, nurturing and supportive environments which 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 Wolfeboro Area Children's Center has developed a strategic plan with three objectives. First, the Center will identify, embrace and address the needs of their community's families with the goal of staying relevant. Secondly, the Center will design and implement a robust marketing initiative with the goal of achieving full enrollment. Lastly, the Center will develop a facilities assessment and compose a strategic plan with the goal of projecting its first class image.

SCHOOL DEMOGRAPHICS	2012-2013	2013-2014
<b>Student Enrollment <u>as of October 1</u></b>	10	7
<b>Do you accept out-of-state students? If so, list number from each state in 2013-14</b>	Yes	0
<b>Number and Names of Sending New Hampshire LEAs (as of October 1, 2013)</b>	SAU #49 Governor Wentworth School District	
# of Identified Students Suspended One or More Times	0	0
<b>Average Length of Stay for Students</b>	1.9	1.9
<b><u>STAFF DEMOGRAPHICS</u></b>		
Student/Teacher Ratio (as of October 1, 2013)	1/6	1/6
# of Certified Administrators	2	2
# of Certified Teachers	1	1
# of Current Teachers with Certification through Alt 4	1	1
# of Related Service Providers	4	5
# of Paraprofessionals	5	5
# of Professional Days Made Available to Staff	3-5	3-5

<b>SPECIAL EDUCATION PROGRAM DATA</b> <i>(please put NA if not approved for the disability)</i>		
<b><u>Primary Disability Types:</u></b>	<b>2012-2013</b>	<b>2013-2014</b>
Autism	2	0
Deaf / Blindness	NA	NA
Deafness	NA	NA
Developmental Delay	3	1
Emotional Disturbance	NA	NA
Hearing Impairment	0	1
Intellectual Disability	NA	NA
Multiple Disabilities	0	0
Orthopedic Impairment	NA	NA
Other Health Impairment	2	1
Specific Learning Disabilities	NA	NA
Speech or Language Impairment	7	4
Traumatic Brain Injury	NA	NA
Visual Impairment	NA	NA

### 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 Wolfeboro Area Children's Center on May 5-6, 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, two students were 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 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. 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 May 17, 2011 NHDOE Special Education Program Approval Report, the following patterns were identified as needing improvement:

<b>Findings of Noncompliance</b>	<b>Status as of April 11, 2012 and May 17, 2012</b>	<b>Status as of May 5-6, 2014</b>
<p><b>Ed 1114.03 Governance</b>            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)</p>	<p><b>MET</b></p>	<p><b>MET</b>  <b>ED 1114.03 Governance.</b> The Wolfeboro Area Children’s Center revised and submitted to the NHDOE a comprehensive policy manual. The revised policies and procedures meet all procedural requirements of Ed 1114.05, 1114.06, 1114.12 and 1114.16. The Executive Director and Special Education Administrator review policies and procedures annually.</p>
<p><b>Ed 1114.10 Qualifications and Requirements for Instructional, Administrative and Support Personnel</b>            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.</p>	<p><b>MET</b></p>	<p><b>MET</b>            Ed 1114.10 Qualifications and Requirements for Personnel            The Wolfeboro Area Children’s Center hired a Special Education Administrator and submitted the Personnel Roster to the NHDOE. The Bureau of Credentialing has verified that all professional staff holds the appropriate credentials to provide services to students with educational disabilities.</p>

**V. May 5-6, 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.

The visiting team reviewed two randomly selected case studies during the two-day visit. Case Study #1 was a 6 year 4 months old male identified with a Developmental Delay and a Speech and Language Impairment. Case Study #2 was a 3 year 8 months old male identified with Hearing Impairment and a Speech and Language Impairment.

### 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, Wolfeboro Area Children’s Center distributed the LEA Survey to the contact people in the one LEA that have students currently enrolled in the school.

The Wolfeboro Area Children’s Center serves as the Community Integrated Preschool for the Governor Wentworth Regional School District, SAU #49. While most of the students enrolled live in Wolfeboro, students from the other towns of the SAU may attend including Brookfield, Effingham, New Durham, Ossipee and Tuftonboro. The LEA and Wolfeboro Area Children’s Center administration reported during their interviews during the case study visit that there is a positive working relationship between the Wolfeboro Area Children’s Center and SAU #49. The Preschool Coordinator for the SAU maintains close contact with the facility, meeting weekly with the staff, observing children in program and serving as the LEA representative. Based on the teams regular review of progress monitoring data and communication with parents, the Preschool Coordinator reported that the Wolfeboro Area Children’s Center provides a strong program for students with educational disabilities in the least restrictive environment, and builds strong relationships with children and their families.

#### Summary Report of Sending LEAs

LEA: Governor Wentworth Regional School District		Date: 7/24/13	
Private School: Wolfeboro Area Children’s Center			
Number of Students and Responsibility for Placement: LEA: 7		Court: 0	Parents: 0
Total # Surveys sent: 1	Total # Completed: 1	Percent of responses: 100%	

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

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

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
1. The private school has a curriculum fully aligned to NH Curriculum Frameworks/Common	1			

Core State Standards.				
2. I am satisfied the student has made progress in the educational curriculum at the above school.	1			
3. There is evidence of effective instruction aligned with fidelity to the curriculum.	1			
4. The school consistently follows special education rules and regulations.	1			
5. The school has developed and implemented effective policies and procedures for management of student behavior including the use of aversives.	1			
6. The school has an effective behavioral management program.	1			
7. I am satisfied with the special education, related and other supplementary aids and services provided by the school.	1			
8. The school implements all parts of students' IEPs including accommodations and modifications in both instruction and assessment.	1			
9. The school effectively uses data to measure academic growth and to inform instruction.		1		
10. The school uses data to measure behavioral growth and to inform instruction.		1		
11. A mid-year review and annual evaluation of the child's progress relative to the IEP are conducted.	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			
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			
14. I am satisfied with the way the school communicates students' progress to the parents and the LEA.	1			
15. The school actively plans for future transition to a less restrictive environment.	1			
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).	n/a			
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			
19. I would enroll other students at the school.	1			
Analysis of Response by Wolfeboro Area Children's Center was not completed.				

## 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.

The Chairman of the visiting team reviewed the Parent Survey Data and the Parent Interview Forms completed at the time of the visit. Based on the 5 respondents to the survey, 100% of the parents are completely satisfied with their child’s access to curriculum and appropriate preschool activities, transition activities from Early Supports and Services (ESS) and to kindergarten and their participation in the special education process. The parents of the two Case Study students were actively engaged in the Case Study Process and expressed their gratitude for the progress their children have made since they have been enrolled in the Wolfeboro Area Children’s Center.

### SUMMARY OF PARENT SURVEY DATA

Name of Private School: Wolfeboro Area Children’s Center		
Total number of surveys sent: 7	Total # of completed surveys received: 5	Percent of response: 71%

**PLEASE FILL IN ACTUAL NUMBER OF RESPONSES (NOT PERCENT) IN EACH BOX.**  
**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>
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).	5			
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.	5			
3. I am informed on a regular basis and with clear evidence of my child’s progress in the general education curriculum.	5			
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.	5			
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”).	5			
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).	5			
7. I know whom to contact if I have questions about my child’s placement or progress in this program.	5			
8. I am satisfied that the staff of this placement worked collaboratively with my school district in developing my child’s current IEP.	5			
9. I have been involved in the development of my child’s IEP.	5			
10. I am satisfied that my child is making progress toward his/her IEP goals.	5			
<b>FOR PARENTS OF HIGH SCHOOL STUDENTS ONLY:</b>				NA
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
<b>TRANSITION:</b>				
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.	4			NA
14. All of the people who are important to my child’s transition were part of the planning (grade appropriate).	5			
15. All of the people/agencies who are required to be part of transition planning for my child were part of the transition process.	5			

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.				NA
<b>BEHAVIOR STRATEGIES AND DISCIPLINE:</b>				
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>	<b>YES</b>		<b>NO</b>	
	<b>3</b>	<b>2</b>	<b>1</b>	<b>No Answer</b>
19. I have been involved in the development of behavior interventions, strategies and supports for my child.				NA
20. I am satisfied with the way the school is supporting my child’s behavioral, social and developmental needs.				NA
<b>OTHER:</b>				
21. I fully participate in special education decisions regarding my child.	5			
22. I have been provided with a copy of the procedural safeguards (parental rights) at least once a year.	5			
Analysis of Response by Wolfeboro Area Children’s Center was not completed.				

**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**

The Wolfeboro Area Children’s Center presented evidence through the two case studies that children with educational disabilities are afforded full access to academic and non-academic services and appropriate preschool activities. The written curriculum, adapted from the Massachusetts Early Learning Guidelines, identifies what all children need to know and learn and each child’s IEP is designed to identify how children can access and participate in the curriculum. The Visiting Team reviewed the curriculum that includes English/Language Arts, Mathematics, Science and Technology/Engineering, History and Social Science, Health Education and Learning in the Arts. Curriculum webs posted outside each classroom and classroom objectives are posted inside classrooms and provide evidence of implementation and enables educators and parents to know what the students are learning. The principles of Universal Design for Learning (UDL) were observed throughout the visit in both the case study presentations and in all general and special education classrooms and settings. The special education and related services team support all children through their ideal sensory channels, visual, auditory, kinesthetic, and positively reinforce their progress toward achievement of the goals. The teams not only support access to the curriculum but assist students in

using the knowledge actively within their environment. By reducing barriers to learning through differentiation of instruction, the staff stimulates interest and motivation in classroom and therapy settings. Multiple means of engagement were observed in structured activities in both general and special education settings. Based on the application materials, case studies, parent interviews and classroom observations, the visiting team determined that each student's IEP is fully implemented and monitored

## **Transition**

### **Transition Planning**

#### **Process: Provision of Free Appropriate Public Education (FAPE)**

#### **Transition Services**

Through the case study presentations, submission of related materials and visits to WACC, the Wolfeboro Area Children's Center presented evidence and documentation that transitional activities for children moving from Early Supports and Services (ESS) are completed in a timely manner. The ESS, the Governor Wentworth Regional School District and the Wolfeboro Area Children's Center collaborate regularly to ensure smooth and effective transitions. Parents are actively involved with these transitions. Training is provided, as necessary, to support staff and parents as children move into their preschool program. Communication within the Wolfeboro Area Children's Center as children transition into different classrooms supports effective transitions. Team meetings, consultation from specialists and classroom visitations support the unique needs of each student.

## **Behavior Strategies and Discipline**

The Wolfeboro Area Children's Center has written policies and procedures that establish positive behavior interventions and supports for all children. The written curriculum addresses social-emotional health and assists students in recognizing and describing their emotions. Students are encouraged to practice independence and self-help skills. The case studies provided evidence that behavior strategies and social-emotional growth are also integrated in the students' related services programs. Through the use of social stories, students are provided with direct instruction and strategies to support their feelings and actions. The Alert Program's *How your Engine Runs*, developed in 1996, is an evidence-based program that has a strong research base and is published in literature. The program is endorsed by the American Occupational Therapy Association and is utilized by the occupational therapist to help children identify and describe their feelings and learn strategies for self-regulation of behaviors. Classrooms and therapy settings provide sensory breaks and quiet time for children. The Family Service and Prevention Program offers specialized services by a licensed social worker to emotionally and socially challenged preschool aged children and can assist the families with seeking resources and referrals as needed. Staff participates in the Crisis Prevention Institute's training and receives certification.

## **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 the Wolfeboro Area Children’s Center to be in compliance with all applicable New Hampshire Rules and the Education of Students with Disabilities.

**COMMENDATIONS**

The NHDOE’s Special Education Case Study Compliance Review Process included a two-day visit by a visiting team comprised of New Hampshire certified educators to conduct a review of access to the general curriculum, transition, and behavior strategies and discipline, as well as program design, service delivery and overall culture and climate. The visiting team, based on the presentations, interviews and observations, offers the following commendations:

1. The Executive Director and the Board of Directors are commended for the development of their Strategic Plan that shows their commitment to the needs of the community and their families.
2. The Wolfeboro Area Children’s Center has set high standards for the staff’s certification and professional development. First Aid, CPR and CPI certifications are required and supported. Medication Administration, Universal Precaution, Injury and Illness Prevention, Water Safety Training and student specific trainings are also provided.
3. The entire staff at the Wolfeboro Area Children’s Center creates a caring, supportive and nurturing learning environment.
4. The special education team is commended for their professionalism, communication, enthusiasm, collaboration and commitment to all children and their families.
5. The Governor Wentworth Regional School District and the Wolfeboro Area Children’s Center are commended for their ongoing partnership and strong communications to ensure that students are afforded a developmentally appropriate preschool experience in the least restrictive environment.
6. The creation of the “Book It Library,” a comfortable setting where children can read and borrow books, fosters early literacy and encourages parents to read with their children at home and at school.

**Number of Cases Reviewed During the WOLFEBORO AREA CHILDREN’S CENTER,  
May 5-6, 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  
MAY 5-6, 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**

IEP lacked measurable annual goals.

*Responsible LEA: Governor Wentworth Regional School District (2)*

The two IEPs presented during this case study visit did not contain the required elements for measurable annual goals.

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

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

The IEPs reviewed during the Case Study Visit did not contain measurable annual goals.

**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. It is recommended that professional development be provided to team members relative to writing measurable IEP goals.
2. Each IEP reviewed included compliant Present Levels of Academic Achievement and Functional Performance. The Building and Visiting Team discussed how more detail in the Present Levels would assist in the development of compliant, measurable IEP goals and therefore, Wolfeboro Area Children's Center is encouraged to provide professional development in this area.
3. While the special education team regularly reviews data, it is strongly recommended that general education teachers be included in these data discussions. The results of the Assessment, Evaluation and Programming System (AEPS) should also be reviewed with the general education staff.
4. The Wolfeboro Area Children's Center is encouraged to research and implement a universal screening program such as Watch Me Grow ([watchmegrownh.org](http://watchmegrownh.org)) and Ages and Stages ([agesandstages.com](http://agesandstages.com)). This would allow for consistent data collection based on developmentally appropriate activities.

## 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: Wolfeboro Area Children's Center	Date: May 6, 2014
Recorder/Summarizer: Colleen Bovi	Number of Cases Reviewed: 2

### **CLEARLY PRINT NAMES OF ALL COLLABORATIVE TEAM MEMBERS**

Name: Pam Agate	Position: Preschool Coordinator	Visiting
Name: Colleen Bovi	Position: Technical Assistant	Visiting
Name: Susan Dexter	Position: Special Needs Coord. /Educator	Building Level
Name: Ruth Littlefield	Position: Education Consultant NHDOE	Visiting
Name: Carolyn Ramsay	Position: Special Ed. Administrator	Building Level
Name: Lisa Sargent	Position: Preschool Coordinator	Building Level
Name: Rachelle Smith	Position: Speech Therapist	Building Level
Name: Kim Speers	Position: Preschool Coordinator	Visiting
Name: Susan Whiting	Position: Executive Director	Building Level

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 <sup>1</sup> .	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 <sup>2</sup> .	2			
3. There is evidence that the Team had a fully developed and signed IEP by the student's third birthday <sup>3</sup> .	2			
4. There is evidence that the Team uses multiple measures to design, implement and monitor the student's program <sup>4</sup> .	2			
5. All IEP goals are written in measurable terms <sup>5</sup> .		2		
6. Student's IEP has at least one functional goal (as applicable) <sup>6</sup> .	2			
7. There is evidence that the student has made progress in IEP Goals over the past two years <sup>7</sup> .	2			
8. There is written evidence that the special education, supplementary aids and/or related services described in the IEP have been delivered <sup>8</sup> .	2			

<sup>1</sup> 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

<sup>2</sup> Ed 1114.05(h) Program Requirements

<sup>3</sup> Ed 1105.04 Child Find for Children Currently Receiving Family Centered Early Supports and Services

<sup>4</sup> Not a requirement of Federal or State Special Education laws, rules or regulations

<sup>5</sup> Ed. 1109.01 Elements of an IEP; 34 CFR 300.320 Content of IEP

<sup>6</sup> 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

<sup>7</sup> 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

<sup>8</sup> 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 <sup>9</sup> .	2			
10. There is evidence that the preschool program provides opportunities for children to participate with non-disabled peers <sup>10</sup> .	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) <sup>11</sup> .	2			
12. There is evidence that the accommodations <sup>12</sup> and/or modifications <sup>13</sup> , as described in the IEP allows the student to access, participate and show progress in the general curriculum and appropriate preschool activities <sup>14</sup> .	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 <sup>15</sup> .	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) <sup>16</sup> .	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) <sup>17</sup> .	2			
16. There is evidence the student's IEP is reasonably calculated to result in educational benefit.	2			

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

<sup>10</sup> Ed 1100.02 Continuum of learning settings for preschool

<sup>11</sup> Ed 1113.08 Curricula; Ed 1109.01 Elements of an IEP; 34 CFR 300.320 Content of an IEP

<sup>12</sup> "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.

<sup>13</sup> "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.

<sup>14</sup> Ed 1113.08 Curricula; Ed 1109.01 Elements of an IEP; 34 CFR 300.320 Content of IEP

<sup>15</sup> Ed 1113.08 Curricula; Ed 1109.01 Elements of an IEP; 34 CFR 300.320 Content of IEP

<sup>16</sup> State Performance Plan (SPP) Indicator 7

<sup>17</sup> Ed 1111.02 Placement Decisions; 34 CFR 300.116 Placements

Access Strengths	Access Suggestions for Improvement
<ol style="list-style-type: none"> <li>1. All children, including students with disabilities, have access to a Licensed Plus quality child-care program; social work services; nutrition programs, parent training; developmentally appropriate curriculum, preschool activities and special education services.</li> <li>2. There is strong team collaboration to support students in accessing appropriate preschool activities.</li> <li>3. There is a written curriculum in place and each classroom maps and posts the activities for the week.</li> <li>4. The Wolfeboro Area Children’s Center’s philosophy and goals to provide a safe, nurturing and supportive environment are embodied in all activities.</li> <li>5. There is strong collaboration with the school social worker and various community agencies to support and provide resources to families.</li> <li>6. On-line courses and other professional development activities are made available to professional and paraprofessional staff.</li> <li>7. Data are collected for student progress monitoring and program improvement and are reviewed by the special education team.</li> <li>8. Accommodations such as visual aids and movement breaks assist students with accessing appropriate preschool activities.</li> <li>9. Principles of Universal Design for Learning are evident in general and special education settings and with the provision of related services.</li> <li>10. The “Book It” Library program supports and encourages early literacy development.</li> </ol>	<ol style="list-style-type: none"> <li>1. It is recommended that professional development be provided to team members relative to writing measurable IEP goals.</li> <li>2. Teams may want to review accommodations within general education settings that will support students’ access to the preschool curriculum.</li> <li>3. While the special education team regularly reviews data, it is strongly recommended that general education teachers be included in these data discussions. The results of the Assessment, Evaluation and Programming System (AEPS) should also be reviewed.</li> <li>4. The Wolfeboro Area Children’s Center is encouraged to research developmental screenings such as Watch Me Grow (<a href="http://watchmegrownh.org">watchmegrownh.org</a>) and Ages and Stages (<a href="http://agesandstages.com">agesandstages.com</a>).</li> <li>5. It is suggested that Wolfeboro Area Children’s Center and the Governor Wentworth Regional School District clarify the continuum of learning environments for preschool children with and without disabilities when determining placement in the Least Restrictive Environment.</li> </ol>

## TRANSITION STATEMENTS<sup>18</sup>

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 <sup>19</sup> .	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 <sup>rd</sup> birthday; initial information is received prior to 90 days; and ESS evaluation information being shared with the school or district <sup>20</sup> .	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 <sup>21</sup> .	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 <sup>22</sup> .	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 <sup>23</sup> .	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 <sup>24</sup> .	2			
7. There is evidence that the student and parents have been involved in transition discussions and activities <sup>25</sup> .	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) <sup>26</sup> .	2			

<sup>18</sup> 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.

<sup>19</sup> 34 CFR 300.323(g) Transmittal of records

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

<sup>21</sup> Ed 1114.05 Program Requirements

<sup>22</sup> Ed 1111.02 Placement Decisions; 34 CFR 300.116 Placements

<sup>23</sup> 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

<sup>24</sup> Ed 1103.01 IEP Team; 34 CFR 300.321 IEP Team

<sup>25</sup> Ed 1103.01 IEP Team; 34 CFR 300.321 IEP Team

<sup>26</sup> Ed 1103.01 IEP Team; 34 CFR 300.321 IEP Team

Transition Strengths	Transition Suggestions for Improvement
<ol style="list-style-type: none"> <li>1. Timelines for transitioning students from Early Supports and Services (ESS) are consistently met.</li> <li>2. There is great collaboration among the agencies, school district, Wolfeboro Area Children’s Center and parents for all transitional activities – ESS to preschool and preschool to kindergarten.</li> <li>3. Strong communication within the Wolfeboro Area Children’s Center provides effective transitions within the building.</li> <li>4. Specialized training, such as American Sign Language instruction and consultation from ATECH Educational Consultation and Services for Students Who Are Deaf and Hard of Hearing are provided in advance of the student’s enrollment in a classroom.</li> </ol>	

## 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 <sup>27</sup> .	2			
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 <sup>28</sup> .		1	1	
4. If appropriate, there is evidence that the IEP team developed a behavior intervention plan that describes strategies and supports <sup>29</sup> ?			2	
5. There is evidence that positive interventions, strategies and supports have been communicated to the student, parents and key school personnel <sup>30</sup> .	2			
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 <sup>31</sup> .	1		1	
7. A school-wide behavior intervention model exists <sup>32</sup> .	2			

<sup>27</sup> Ed 1114.07 Behavioral Interventions; Ed 1109.01 Elements of an IEP; 34 CFR 300.320 Content of IEP

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

<sup>29</sup> Ed 1114.07 Behavioral Interventions

<sup>30</sup> Ed 1114.05 Program Requirements

<sup>31</sup> Ed 1114.10 Qualifications and Requirements for Instructional, Administrative, and Support Personnel

<sup>32</sup> 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"> <li>1. The curriculum supports social and emotional health by teaching children to recognize and describe emotions, to solve or prevent problems and to practice independence.</li> <li>2. There is evidence that children are developing strategies to learn how to self-regulate their behavior.</li> <li>3. Children are respected and accepted.</li> <li>4. Routines in the school are consistent.</li> <li>5. Staff is trained in Crisis Prevention Intervention.</li> <li>6. The Alert Program's <i>How your Engine Runs</i> has been adapted/modified for young children with disabilities and has been effective in helping children identify and describe their feelings.</li> <li>7. Staff effectively and consistently uses language (first/then) and visual aides to support positive behaviors.</li> </ol>	