

FINAL REPORT
AND IMPROVEMENT PLAN

New Hampshire Department of Education
Program Approval and Process

LITCHFIELD SCHOOL DISTRICT

APRIL 2003

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MISSION STATEMENT

The mission of the Litchfield Public Schools, in partnership with parents and the Litchfield community, is to provide and develop a complete education program of the highest quality that enables students to develop intellectually, socially, physically, and emotionally, and be capable of adapting to a changing world and its technology. The School Board recognizes this mission statement as its guiding principle.

GOALS 2002-2003

GOAL 1: To provide adequate programming facilities to support all educational components.

- Complete a Space Needs Assessment
- Develop a plan to complete a building program to address the identified district space need by the 2004/2005 school year.
- Distribute computer technology equitably to meet the programmatic needs of all facilities, education programs, and administration by the 2004/2005 school year.
- Implement a five-year revolving information technology replacement plan.

GOAL 2: To develop, improve and implement all components of a comprehensive educational program.

- Review and submit technology plan, and support implementation through the budgeting process.
- Submit plans and application to the State of NH for kindergarten program to start in the 2004/2005 school year.
- Improve accessibility to school libraries for students.
- Review, prioritize, implement, accept and recommend support programs to identify and aid students at risk.
- Establish class size expectations to meet the needs of all students.
- Expand and develop technology education to meet current national and state standards in order to meet state approval.

GOAL 3: To provide a comprehensive assessment program.

- Develop a data analysis program to collect needed information to make creditable judgments about programming issues at all grades.
- Re-instate national norm-referenced testing at appropriate levels each year.
- Use assessment data to focus efforts to revise and improve instruction and curriculum.

GOAL 4: To provide avenues to improve community awareness, understanding and participation in the Litchfield Public Schools.

- Continue to work with the Litchfield Cable Committee
- Publish periodic communication for the public to promote awareness of educational issues and student achievement.
- Update the Litchfield School District Website.
- Maintain open lines of communication with the local press.

PART I

FOCUS QUESTION

LITCHFIELD SCHOOL DISTRICT

2003

*What programming changes and additional services
do we need to implement to ensure that the needs of
all students are met?*

PART II

TEAM MEMBERSHIP

<u>NAME</u>	<u>TITLE</u>
Rita Blackadar	Special Education Teacher – GMS
Jill Deslauriers	Speech Specialist – LMS, CHS
Ronda Gregg	Director of Special Services
Dave Harrigan	Regular Education Teacher – CHS
Julie Landolfi	Paraprofessional – GMS
Tom Lecklider	Assistant Principal – LMS
Robert Maynard	Student – CHS
Audra McCollem	Regular Education Teacher - LMS
Maryanne Mercier	Parent of CHS student
Kirk Romein	Regular Education Teacher – CHS
Patrick Roye	Special Education Teacher – CHS
Christine Tate	Reading Specialist – LMS
Joyce Choate	Regular Education Teacher – LMS, Facilitator
Richard Lates	SERESC, Technical Assistant

PART III

ACKNOWLEDGEMENT

This year long study could not have yielded the positive results without the assistance of the following persons:

Catherine Hamblett	Superintendent-elect
Nancy Caissie	Administrative Assistant - Special Services
Christopher George	Principal – Campbell High School
Martin Schlichter	Principal – Litchfield Middle School
Linda Scott	Principal – Griffin Memorial School
Ann Holloran	Assistant Principal - Campbell High School
Thomas Lecklider	Assistant Principal – Litchfield Middle School
Stacy Maghakian	Assistant Principal – Griffin Memorial School
Geoff Westervelt	School Board Member
Richard Rafferty	School Board Member
Lisa Belzil	School Board Member
Cynthia Couture	School Board Member
Stephen Graveline	School Board Member
Pam Griswold	Student Representative to the School Board
Keith Chasse	Student Representative to the School Board
Alison Mercier	Student Representative to the Improvement Plan
Parents who participated in the survey.	
Students who participated in the survey.	
The New Hampshire Department of Education for technical assistance.	

PART IV

LITCHFIELD SCHOOL DISTRICT

PROFILE

PROFILE

LITCHFIELD

The town of Litchfield has changed from a rural farming community to a suburban community. It is located in southern New Hampshire, along the east side of the Merrimack River. At this time, Litchfield is one of the fastest growing towns in the state. Litchfield has grown 16 percent in three years. This has placed a demand on the community for services and systems.

In 1997, in response to a growing student population, the town voted to expand the Litchfield Middle School. Today, the expanded building has outgrown its space. More than 500 students in grades five through eight attend the middle school. Over 600 students in grades 1 through four attend the elementary school. The Special Education Preschool and Special Education Kindergarten are also at the elementary school. There is no public kindergarten in Litchfield. However, the school board has voted to implement kindergarten in the fall of 2004.

As of July 1, 2003, Litchfield will be a single SAU, no longer a joint SAU with Hudson. Campbell High School was opened in the fall of 2000, and educates about 450 students in grades 9 through 12. The first class will graduate in June, 2003.

STUDENTS

More than 97% of the student population is white. Only 4.6% of the enrollment is eligible for Free and Reduced Lunch, and less than 2% of the students are eligible for Title I services. Accurate information on the dropout rate will not be available until the conclusion of the 2002-2003 school year, since the first class will not graduate until June, 2003.

Even though the growing population has placed heavy demands on the school system, Litchfield students consistently rank average to well above average in a three-year review of the New Hampshire Educational Improvement and Assessment Process (NHEIAP). However, students with educational disabilities make up the majority of students scoring at the novice level.

The total school population is 1,597. Eighteen percent of the student population is identified as educationally disabled. Most of the identified students are identified as having a Speech and Language Impairment or a Specific Learning Disability. Five percent of the identified students are in out of district placements.

School Name	Total Student Population	Special Education
Griffin Memorial School	579	99
Litchfield Middle School	570	103
Campbell High School	448	68
Out of District Students	21	21

STAFF

In 2001, Litchfield's overall student-teacher ratio was 14.8 students per teacher, which closely matched the state average of 14.5. However, the number of students per educational specialist is 150.9, compared to the state average of 101.9. This figure increased in 2002 due to decreased spaces and the need to increase class sizes.

The Litchfield School District recently has hired an interim Superintendent, and a Director of Special Services. A Business Manager was employed in April, 2003.

School	Regular Ed. Teachers	Special Ed. Teachers	Paraprofessionals
Griffin Memorial School	28	7	11
Litchfield Middle School	30	4	6
Campbell High School	32	3	6

The district employs two full-time Speech Specialists and a full-time Occupational Therapist. Other Speech Pathologists, Teacher of the Deaf, Physical Therapist, Reading Specialist are employed as contracted services. Sixty-two percent of the staff members have their Bachelors Degree, while 38% of the staff have their Masters Degree or higher.

THEMES

The Litchfield School District recently contracted with Southeastern Regional Education Service Center (SERESC) in determining the needs of its schools and the areas which needed improvement. A Special Education Program Evaluation Study was conducted. The results of this study informed the work of the yearlong self-study group, which led to the focus question:

What programming changes and additional services do we need to implement to ensure that the needs of all students are met?

In order to involve all stakeholders, parents, staff, and students were surveyed. Discussion groups were conducted with a cross section of students at all three schools.

Themes, or areas of concern that surfaced included the need to:

- Improve the development, implementation, and evaluation of reading programs in all schools.
- Establish school-wide and district-wide classroom procedures and behavioral expectations for all students.
- Establish a collaborative teaching model, which does not separate special education as one system within the schools, but rather educators working together for the success of all students.
- Improve student success when transitioning from grade to grade and from the Litchfield School District to post-school opportunities.

ON-GOING INITIATIVES AND COMMITTEES

INITIATIVE COMMITTEE	DISTRICT	GMS	LMS	CHS
Best Schools	X	X	X	X
Assessment	X	X	X	X
Professional Development	X	X	X	X
New England Association of Schools and Colleges	X		X	
Emergency Response/Crisis Management		X	X	X
Writing Development		X		
District Educational Improvement Plan (Student Achievement)	X			
Curriculum			X	X
Technology	X		X	X
New England League of Middle Schools			X	
Teaching and Learning Teams				X
Tools for Schools		X		
Data Management	X			
Space Needs	X			

PART V

DATA COLLECTION ACTIVITIES

Data was collected from parents, staff members, and students.

Parents and staff members were surveyed in 2002 as part of the district-wide initiative entitled *Special Education Program Evaluation Study* conducted by SERESC.

Students in grades three through twelve were surveyed in winter, 2003, both through a written survey and direct group/individual contact.

The following surveys are found in the Appendix:

1. District-wide Evaluation Study (2002)
 - I. Program Quality Survey for Administrator, Teachers, Related Service Personnel, & Special Education Paraprofessionals.
 - II. Parent Survey Questions
 - III. Guiding Questions for Faculty & Parent Focus Groups
2. Student Survey (2003)

PART VI

ANALYSIS OF DATA

PARENTS

Parents were surveyed in 2002 as part of the Special Education Program Evaluation Study (SERESC). Two survey instruments were used (Appendix B, Appendix C).

Parent Survey¹

Parents identified the following areas as **strengths** in their responses, in order of priority district-wide:

- Parent involvement in IEP development
- Parent participation in child's education
- Special educators' positive expectations for identified children
- Consistency of information regarding IEP progress*

Parents identified the following areas as **needing improvement** in their responses, in order of priority district-wide:

- Adequacy of resources (staffing, equipment, materials, technology, facilities)
- IEP implementation
- Adequacy of information about child's progress
- Satisfaction level with child's program and delivery of services
- Consistency of information regarding IEP progress*
- Identification in a timely manner

**Note: Identified as both a strength and in need of improvement.*

On the whole, parent survey responses indicated a high degree of parental satisfaction with special education programming and service delivery, since the positive responses to survey items far exceeded negative responses.

¹ Litchfield School District – Special Education Program Evaluation Study, p. 15

STAFF

Staff at all three schools have identified the following priorities for staff development and student support services:

School programs/services:

1. For students with lower cognitive abilities, including coursework in math, reading, and daily living skills.
2. Behavioral supports.
3. After-school programs for study skills and assistance with homework.
4. Autism supports or programs for students in all schools.
5. Alternative coursework and GED program at the high school level.

Professional development:

1. Writing IEP's which are a reflection of the student's needs in relationship to the general curriculum.
2. Special education laws.
3. Section 504 laws.
4. Handwriting workshop for consistent handwriting development.
5. Lindamood-Bell Reading workshops.
6. Understanding the special education process for regular education teachers.
7. The collaboration model.
8. Effective use of paraprofessionals.
9. Learning styles.
10. Study skills and organizational strategies for students and for parents to use with their children.
11. Transition planning.
12. Technology use for special education forms, monitoring of students, and communication between teachers.

Other:

1. Continued employment of a school social worker at the high school.
2. A school social worker for the elementary and middle schools.
3. Special education secretarial assistance.

STUDENTS: Written Survey

A written survey was conducted during the 2002-2003 school year in all schools with all students, grades three through twelve. The same questions were asked of all students.

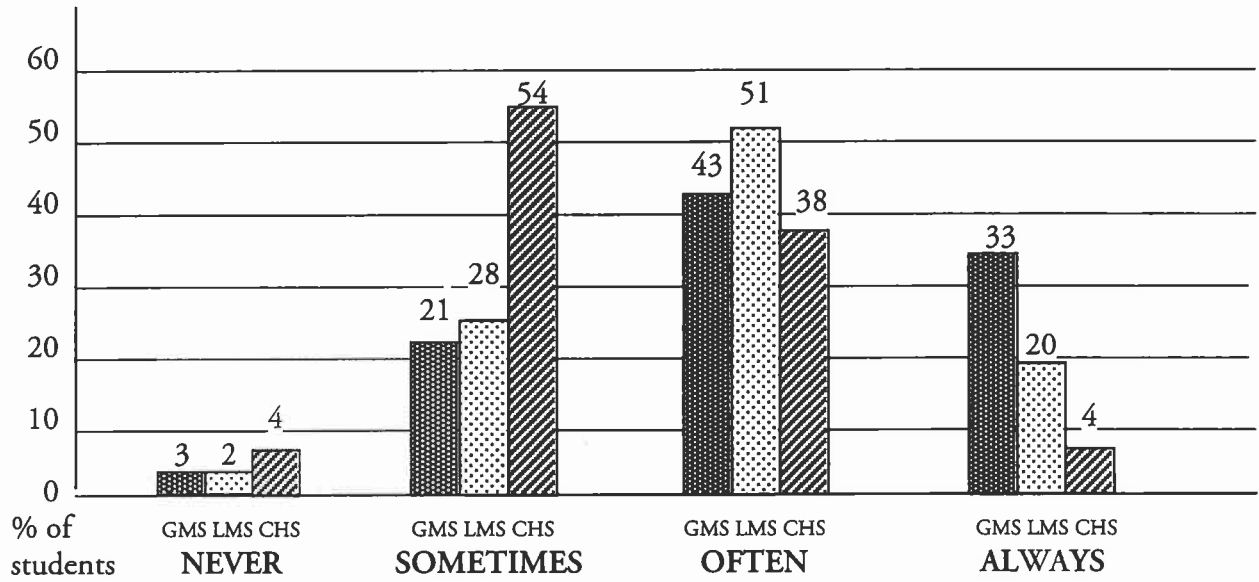
Attached are graphs of the responses comparing the three schools. These finding indicate that:

1. More than half of the students at the high school feel their teachers do not always give them information in a way that they can understand. Middle and elementary students feel their teachers most often or always do.
2. Students at all three schools feel that other students sometimes disrupt their classes.
3. Parents assist students with their homework in the lower grades more than parents of the other schools. Parent assistance decreases as the students' grade level increases.
4. Students at the middle and high school fairly consistently use study hall for homework.
5. Students are best able to show what they know in a variety of ways.
6. Lastly, nearly all elementary students feel what they are learning is important to know. High School students are about evenly divided (53% to 47%) on this question.

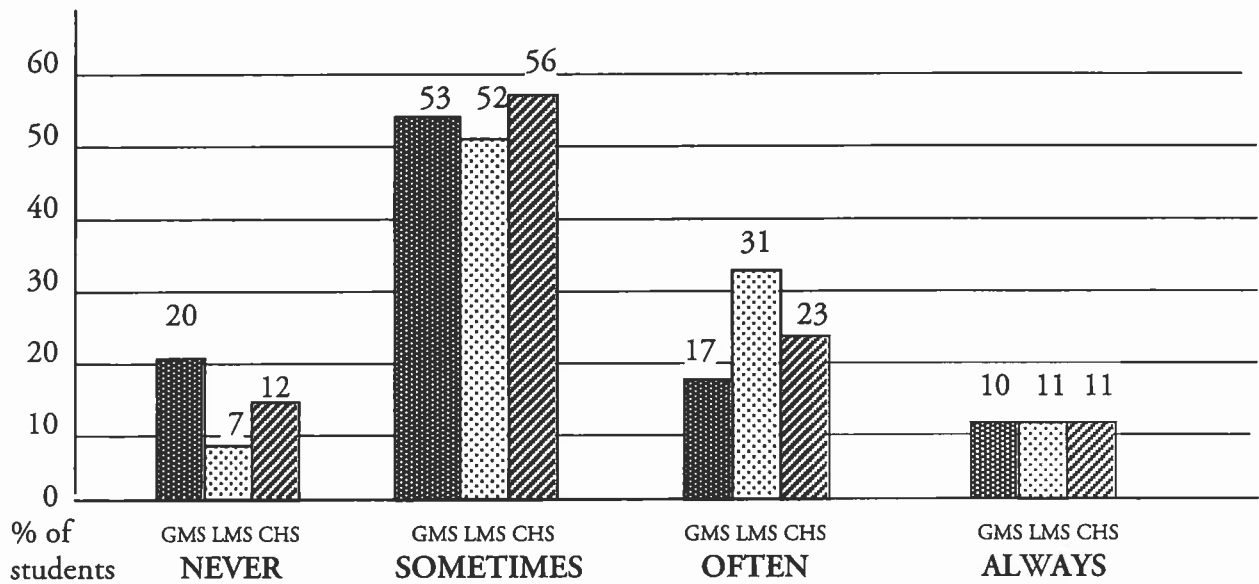
LITCHFIELD SCHOOL DISTRICT

STUDENT SURVEY All Grades March 2003

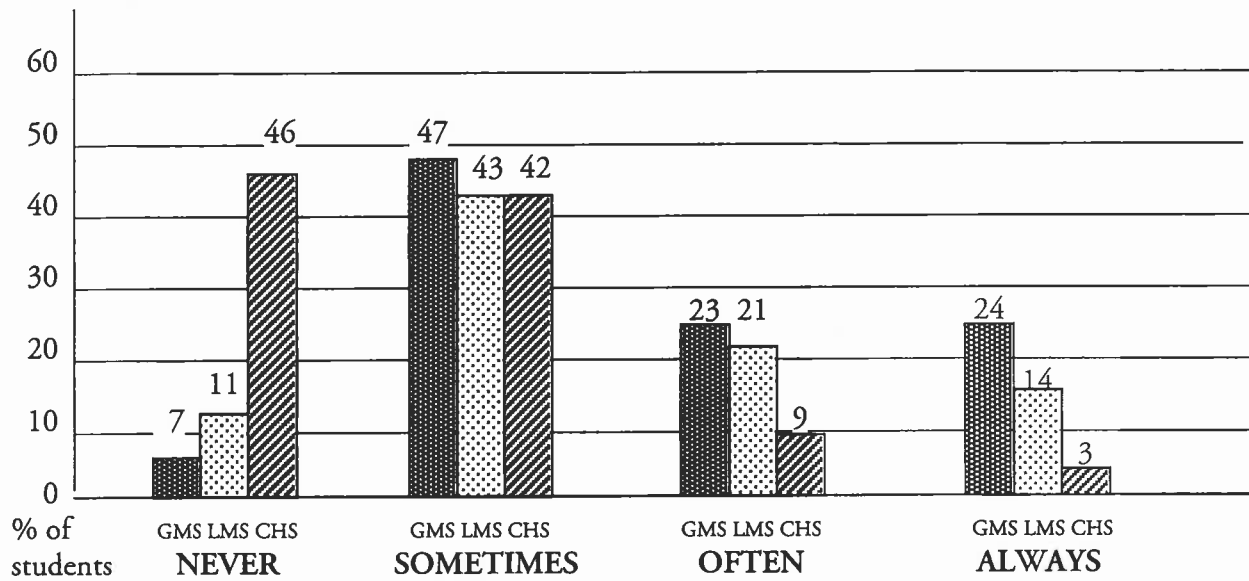
Question: Do your teachers give you information in a way that you understand it?



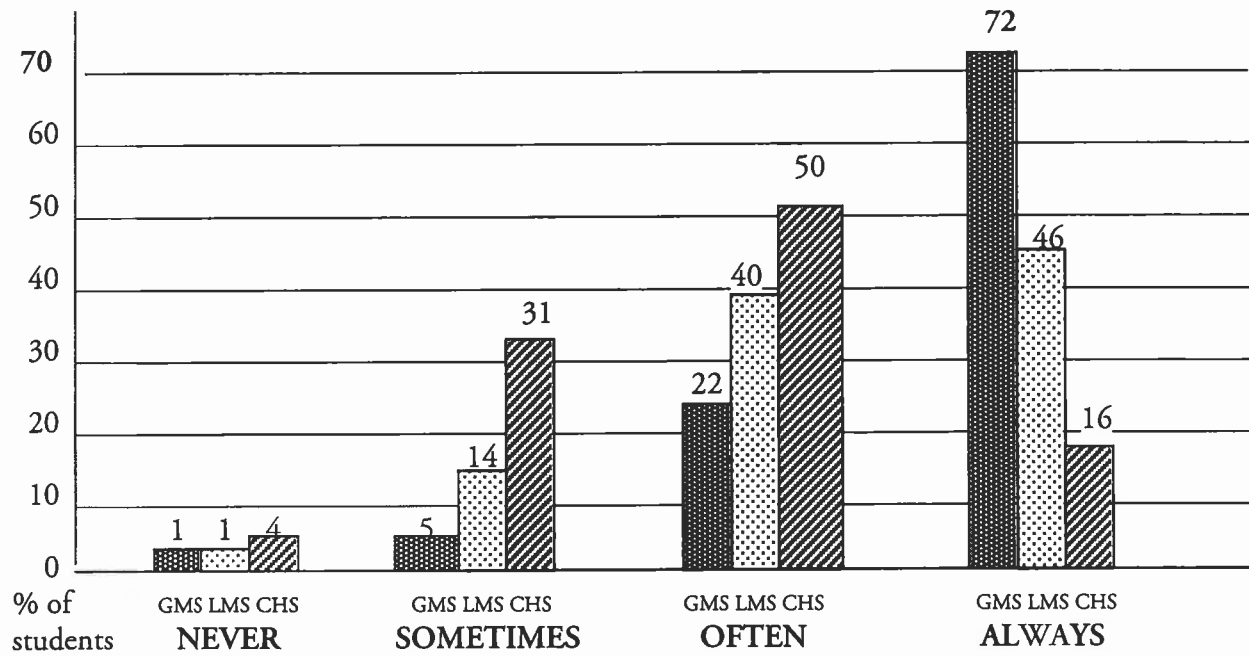
Question: Do students disrupt your class?



Question: Do your parents help you with your homework?

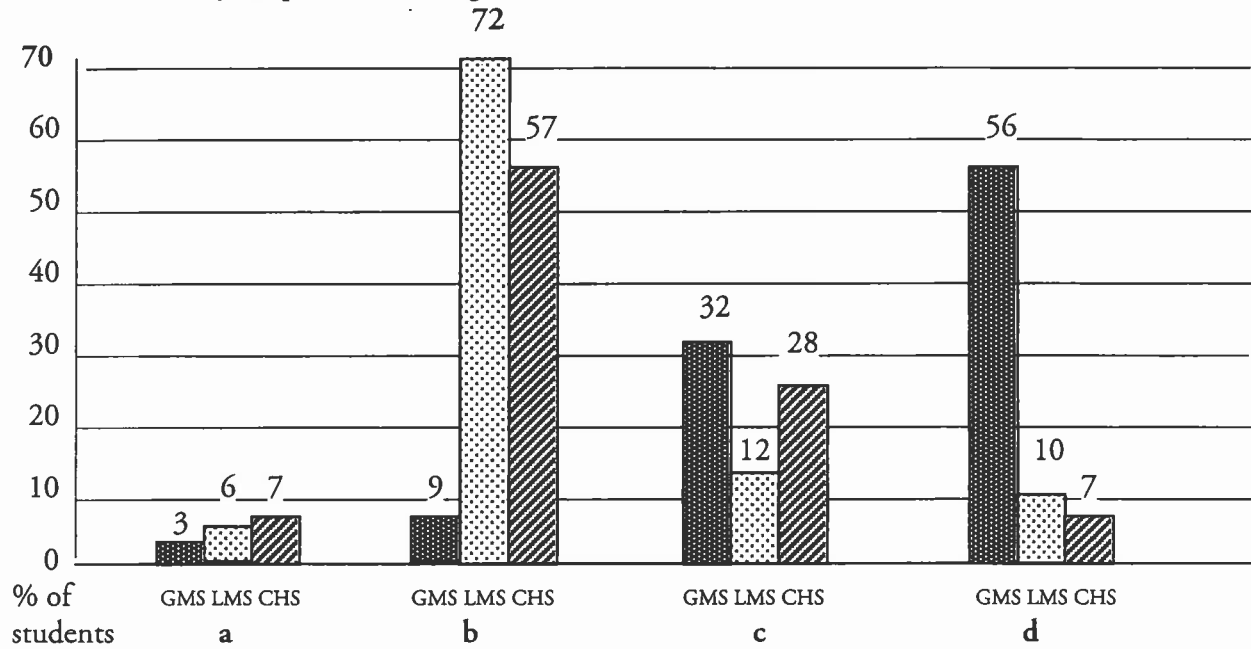


Question: Do you give your best effort?



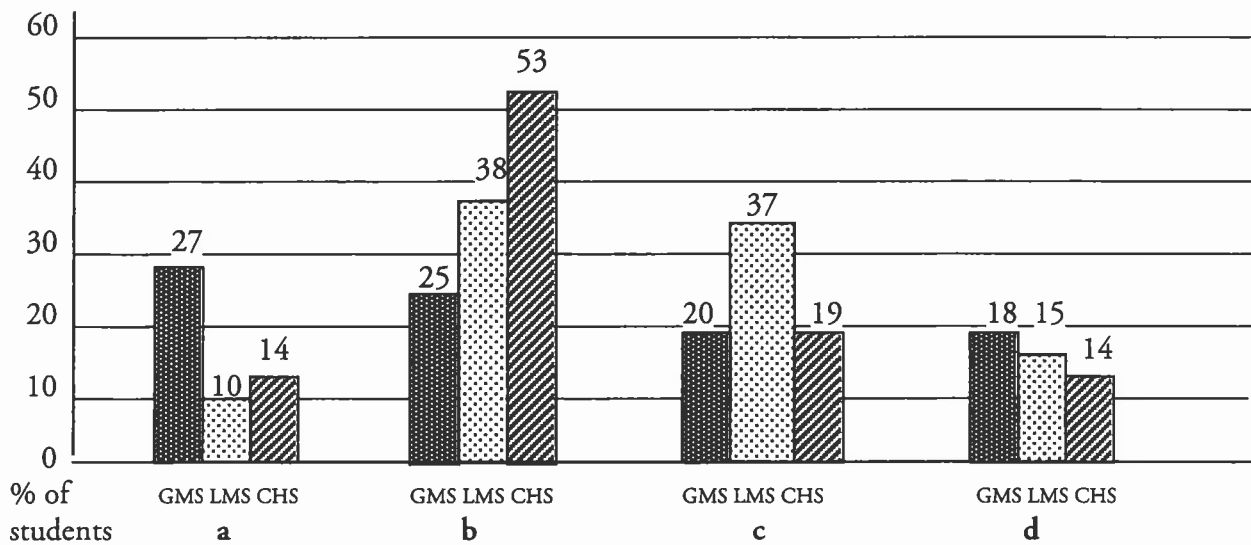
Question: Do you use your study hall/free time (GMS) to:

- a. ask for help with homework?
- b. study and/or do homework?
- c. talk to your friends?
- d. read your pleasure reading book?

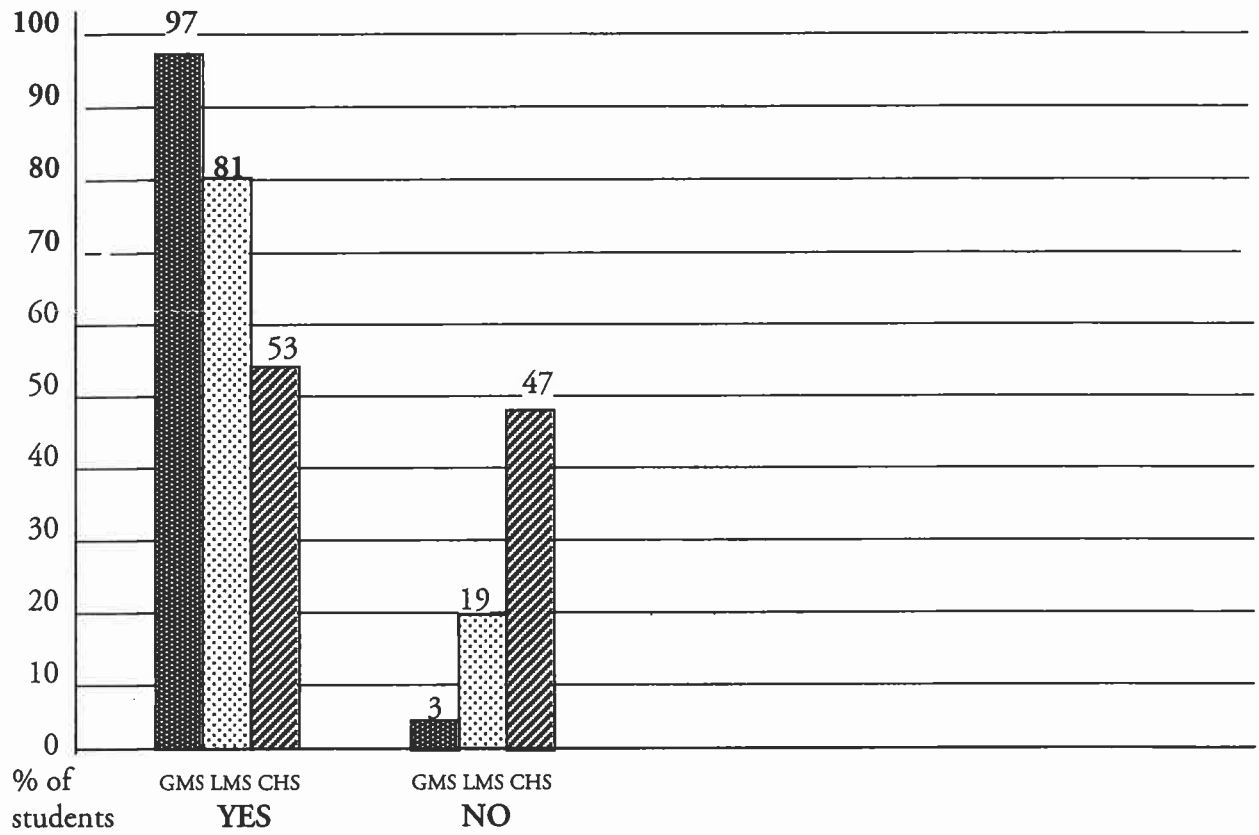


Question: How are you best able to show what you know?

- a. Portfolios
- b. Projects
- c. Standard written tests
- d. Reports



Question: Do you feel what you are learning in school is important to know?



STUDENTS: Discussion Groups

As a follow-up to the written survey, a random sample of regular education students and special education students from grades three through twelve were orally questioned regarding their educational experiences. The questions were:

Question 1: Are you comfortable asking for help?

What kinds of things does your teacher do that make it easy to ask for help?

What could your teacher do to make it easier to ask for help (to get help)?

Question 2: Do you think that you need extra help to do your best in school?

When there are other adults in your classroom, do you ask them for help?

Question 3: Is the work teachers give you too easy, too hard, or just right?

Question 4: Does your school have enough books, computers, space, and teachers to meet your needs? If no, what else does your school need?

Question 5: What kinds of things happen in your class that make it hard for you to concentrate on your work? How often does this happen?

Question 6: Do you think that the grades you get are fair?

What does an A mean?

What does an F mean?

Do some teachers grade differently than others?

Question 7: How often do you get free time in your classroom? What do you do?

Do most kids make good choices about how they use their free time?

Several themes emerged from these responses. These include:

1. **Computers:** The need for computers at the elementary and middle schools.
2. **Learning styles:** The need for all teachers to recognize the differences and use varying assessment methods.
3. **Support study halls:** They have a beneficial purpose. But unless sufficiently staffed (student to teacher ratio), support is not adequate.
4. **Regular and special education in the classroom:** Students value the support of additional professionals in the classroom. They feel that this increases the likelihood they will receive help and understand the material.
5. **Classroom disruptions:** Students are cognitive of classroom disruptions which are not educational. The older the students are, the more aware they are of student distractions and other outside disruptions.
6. **Grading:** Students at the elementary school feel that grading is fair. Middle school students vary in their responses. High school students feel there are inequities, and generally question the system of grading.

PART VII

CASE STUDY/COMPLIANCE REVIEW

APRIL 16 & 17, 2003

Litchfield School District Case Study Compliance Review

The Litchfield School District was visited on April 16 and 17, 2003, by a team representing the State Department of Education, regular education teachers, special education teachers, administrators, and specialists. The schools visited were Griffin Memorial School, Litchfield Middle School, and Campbell High School. The visiting team interviewed students, faculty, administrators, specialists, paraprofessionals, and parents.

The schools in Litchfield provide many positive learning supports for their student population. The visiting Team was complimentary of the accomplishments during the past year. The **district-wide commendations** included:

- Consistent and updated paperwork, both for the IDEA and 504,
- A strong preschool/kindergarten program,
- More emphasis on staff development,
- IEP revision which included a transition plan for students, and
- Hiring of a school social worker.

Individual schools were found to have the following strengths:

Preschool/Kindergarten Special Needs

- Dedicated teachers and paraprofessionals,
- Professionals who exhibit collaboration,
- A good location with O.T. in proximity, and
- Good supports and services.

Griffin Memorial School

- Curriculum based assessment,
- Positive collaboration between regular and special educators,
- Positive administrative support, and
- Student-centered staff.

Litchfield Middle School

- Positive attitude toward inclusion
- Team teaching between regular and special educators,
- Positive parent reviews of the process,
- Matching of students' learning styles with teaching styles,
- Assessment driven instruction,
- Wide range of classroom assessment tools,
- Supportive administration, and
- A sense of community within the school infrastructure.

Campbell High School

- Availability of all teachers for all students,
- Good communication between regular and special educators,
- Rubrics for all courses,
- Supportive administration,
- Collaboration between the high school and local colleges for courses and credit,
- Variety of assessment accommodations,
- School lunch program promotes healthy choices, and
- Many course choices/extra activities are available for the students.

The visiting Team recognized the work that has been done by the year-long study committee.

The Team acknowledged that the school district has begun to address some of the concerns that were found in the study done in 2001-02 school year. These **system issues** include:

- Over identification of students as educationally handicapped,
- High caseloads of case managers,
- High number of out-of-district placements,
- Lengthy distances which students travel to placements,
- Need for programs/teachers for students with lower abilities and autism,
- More collaboration time for regular and special educators,
- Need for additional clerical assistance,
- Need for teachers certified in Mental Retardation, Learning Disabilities, and Emotional Disturbance,
- Involvement of principals and assistant principals in the special education process (LEA).
- Additional school psychologist (part-time),
- Formal transition plans, and
- Updated testing instruments for special education testing.

Individual schools were found to have the following **suggestions for improvement**:

Preschool/Kindergarten Special Needs

- Continued development of curricula,
- Up-to-date testing instruments,
- Childfind system,
- Preschool playground,
- Space for Applied Behavioral Analysis (ABA) services for autistic and cognitively impaired, and
- Updated technology

Griffin Memorial School

- Para-educator support at each grade level,
- Technology for student and teacher use,
- Better spaces for related service providers and guidance counselor,
- Transition documentation,
- Space for testing of students,
- Up-to-date testing instruments, and
- Full-time speech pathologists for special education testing.

Litchfield Middle School

- Scheduling of common planning time for regular and special educators,
- Training/workshops for all staff regarding needs of diverse learners,
- Transition documentation,
- Up-to-date testing instruments for special education testing,
- Programs/teachers for cognitively impaired and autistic students,
- Training for all staff on the role of the paraprofessional,
- Technology for students and teachers,
- School-wide positive behavior and classroom management program,
- School wide attendance policy, and
- Space needs for new special education personnel and student programs.

Campbell High School

- Reading specialist,
- Student course in reading,
- Levelized courses,
- Pass/fail option for certain identified students,
- School-to-career coordinator,
- Formalized transition process and plan,
- Vocational assessment done over a continuum of years,
- Vocational assessment instruments,
- Reconsideration of course failure if a competency is not met,
- Reconsideration of bi-weekly progress reports for all identified students,
- Paraprofessional at each grade level,
- Programs and teachers for students of lower abilities.
- School wide procedure for classroom management issues.

PART VIII

**THREE-YEAR
IMPLEMENTATION PLAN**

THREE YEAR IMPLEMENTATION PLAN

LITCHFIELD SCHOOL DISTRICT – FOCUS 3-13-03

FOCUS QUESTION: *What programming changes and additional services do we need to implement to ensure that the needs of all students are met?*

GOAL #1:

To improve the development, implementation, and evaluation of reading programs in all schools.

Rationale:

Literacy is crucial to academic success at all levels. Reading is an ongoing development process. All students need to be lifelong readers who read both for pleasure and in their profession.

Evaluation Process:

1. Student scores at all schools will improve.
2. Student scores on the Gates-McGinnitie Reading Test and NHEAP, Terra Nova, will improve.
3. Teachers will be exposed to and begin to use various methodology for teaching reading at all schools (NCLB).
4. Coursework related to reading will be incorporated into the curriculum at Campbell High School and Litchfield Middle School.

	Activities	Timeline	Implementation Methods	Implementation Team
1.	Train select staff at the elementary and middle schools in various reading methodology.	2003-04 2004-05	Staff development opportunities School visitations	Curriculum Coordinator Staff Development Committee Administrative Team
2.	Enhance reading instruction at LMS and CHS: a) Explore methods (separate course, team teaching with SpEd personnel, etc.) and /or coursework for students in reading. b) Implementation	2003-04 2004-06	Budget process Staff development opportunities School visitations Budget process	Committee Staff Development Committee Administrative Team Curriculum Coordinator School Board
3.	Hire a Reading Specialist at CHS		Budget Process	School Board
4.	Integrate technology as an instructional tool for reading, (remedial, enrichment, computer programs and teaching with computers)	2003-06	Grants District budget Technology plan	School Board Curriculum Coordinator Technology Coordinator
5.	Understand the correlation between learning styles and ability levels and how this affects learning to read and comprehend.	2003-04	Staff development	Curriculum Coordinator Staff Development Committee
6.	Enhancing parent/community/student involvement in decision making.	2003-06	Involving parents on committees.	Curriculum Coordinator Administrative Team

GOAL #2:

Establish school-wide and district-wide classroom procedures and expectations for all students.

Rationale:

A learning climate which respects both students' and staffs' dignity leads to appropriate work, study, and interpersonal habits for students.

Evaluation Process:

1. The number of out-of-school suspensions and after school detentions will decrease.
2. The number of students referred to special education for behavioral reasons will decrease.
3. Quality teaching time will increase.
4. The student drop-out percentage will decrease.

	Activities	Timeline	Implementation Methods	Implementation Team
1.	Staff development at all schools around classroom management, the at-risk student and effective instructional practices.	2003-04 2004-05	Staff development opportunities Visitations to schools which implement school-wide programs. Staff development within the school district. School committees formed New staff orientation	Curriculum Coordinator Leadership Team Administrative Team Staff Development Committee
2.	Mentoring/peer coaching for all new staff.	2004-05	School building approval Committee formed to discuss	Administrative Team Curriculum Coordinator
3.	Increase understanding of the criteria for eligibility into special education and provide consistency in all schools.	2003-04	Professional development within the district.	Staff Development Committee Director of Special Services
4.	Establish a school-wide/district-wide system of behavior management for implementation (PBIS)	2004-07	District-wide and school-based staff development. Formation of leadership teams. Leadership team development.	Leadership Team Administrative Team Curriculum Coordinator FOCUS Team

GOAL #3:

To establish a collaborative teaching model which does not separate special education as one system within the schools, but rather educators working together for the success of all students.

Rationale:

Working in collaborative situations and utilizing the expertise of all staff expose all staff to new ideas, to working on problems collectively, and to learning from colleagues. Collaboration creates continuous improvement for student, the staff, and the school climate.

Evaluation Process:

1. The needs of a more diverse population will be met in the general education classroom.
2. Special education teachers will be more widely utilized as collaborative teachers as opposed to resource room teachers.
3. Paraprofessionals will be utilized to more effectively define positive student outcomes.

	Activities	Timeline	Implementation Methods	Implementation Team
1.	Staff will be design and deliver effective instruction using collaborative teaching.	2003-06	In-district workshops Visitation to other schools	Administrative Team Director of Special Services
2.	Paraprofessionals will be given the opportunity to: a) Attend in-district staff development and/or coursework. b) Take courses elsewhere.	2003-06	Collaboration with a local college Budget process Grants Workshop attendance	Staff Development Committee Director of Special Services
3.	All staff will understand the role of the paraprofessional.	2003-05	In-district staff development New teacher orientation	Administrative Team Director of Special Services
4.	An annual orientation/ongoing program will be established for new teacher and paraprofessionals.	2003-04	Administrative and/or committee development	Staff Development Committee Administrative Team Curriculum Coordinator

GOAL #4:
To improve student success when transitioning from grade to grade and from the Litchfield School District to the post-school opportunities.

Rationale:

Students who are better prepared for transition will be more successful.

Evaluation Process:

1. Students will be successful in post-school choices.
2. IEPs will be written to reflect the individual student's needs in transitioning from grade-to-grade and for post-school outcomes.
3. Parents will be surveyed in the preschool to first, fourth to fifth, and eighth to ninth grades.
4. Students will be surveyed at year one, year three and year five following graduation.
5. Career awareness will be expanded at all levels.

	Activities	Timeline	Implementation Methods	Implementation Team
1.	Follow-up surveys will be conducted with graduates (SpEd/ Regular Ed.) one year, three years, and five years after graduating/leaving the Litchfield School District.	2003-04 Ongoing	Survey development (committee) Budget (postage)	High School Committee Administrative Team Curriculum Coordinator
2.	Staff will be provided annually, opportunities to communicate and work together to provide positive transitions for students.	2003-06	Early release day(s) in the spring.	Administrative Team Staff Development Committee Curriculum Coordinator
3.	Special education staff working with students 14 + years of age will improve opportunities for students on transition plans.	2003-04	Workshops In-house visitations by agencies	Case Managers Director of Special Services
4.	High school students will have opportunities for work-study courses and for shadowing in the workplace.	2003-05	School-to-career shadowing in the 8 th grade.	Administrative Team Curriculum Coordinator Guidance Counselors
5.	The following will be established: a. School Social Worker b. School-to-Work Counselor	2003-06	Development of criteria for alternative coursework. (committee)	Administrative Team
6.	Establish programs/courses to meet the instructional needs and/or behavioral needs of students.	2003-06	Committee Funding process Personnel	Administrative Team Staff Development Committee Curriculum Coordinator School Board

APPENDIX

SURVEY TOOLS

Appendix A Program Quality Survey for Administrators, Teachers, Related Service Personnel, and Special Education Paraprofessionals

Appendix B Parent Survey Questions

Appendix C Guiding Questions for Faculty and Parent Focus Groups

Appendix D Student Surveys
GMS - All grades
LMS - All grades
CHS - All grades
Discussion Questions

LITCHFIELD SPECIAL EDUCATION STUDY

PROGRAM QUALITY SURVEY FOR
 ADMINISTRATORS, TEACHERS, RELATED SERVICE PERSONNEL,
 & SPECIAL EDUCATION PARAPROFESSIONALS

LITCHFIELD SCHOOL DISTRICT

SPRING 2002

Please Check Your Role:

- Regular Education Teacher
- Unified Arts / Specialist
- Special Education Teacher / Related Services
- Special Education Paraprofessional
- Administrator

Please use the following scale to express your opinion about whether the various program quality indicators are evident in your school situation.

5-ALMOST ALWAYS 4-FREQUENTLY 3-SELDOM 2-ALMOST NEVER 1-N/A

RESOURCES

PLEASE CIRCLE

1.	There are enough support personnel (paraprofessionals, aides, volunteers) to assist special and regular education staff.	5	4	3	2	1
2.	There are enough special educators and related services personnel to meet the needs of students with disabilities in the district.	5	4	3	2	1
3.	There are adequate instructional materials, equipment, technology, facilities and space to carry out learning objectives for students with educational disabilities.	5	4	3	2	1
4.	The needs of students with educational disabilities are fully met through the inclusionary model.	5	4	3	2	1

COMMENTS: _____

Please use the following scale to express your opinion about whether the various program quality indicators are evident in your school situation.

5—ALMOST ALWAYS 4—FREQUENTLY 3—SELDOM 2—ALMOST NEVER 1—N/A

<u>SCHOOL PROGRAM</u>		<u>PLEASE CIRCLE</u>				
5.	The school program contributes to the development of each student's positive attitude toward self and others.	5	4	3	2	1
6.	The district provides a sufficiently broad range of special education services to provide a full continuum of services.	5	4	3	2	1
7.	There are adequate programs to meet the needs of a variety of learners such as students with:					
	• Developmental Disabilities	5	4	3	2	1
	• Emotional Handicaps	5	4	3	2	1
	• Autism	5	4	3	2	1
	• Cognitive Impairments	5	4	3	2	1
	• Learning Disabilities	5	4	3	2	1
	• Speech & Language Impairments	5	4	3	2	1
	• Other Health Impairments	5	4	3	2	1
	• Other Disabilities	5	4	3	2	1
8.	District eligibility guidelines for identifying students with educational disabilities are consistently followed.	5	4	3	2	1
9.	The school program/climate encourages students without disabilities to understand and accept their peers with disabilities.	5	4	3	2	1
10.	The regular education curriculum includes provisions for adapting materials and instruction to meet the needs of individual students with educational disabilities.	5	4	3	2	1
11.	A range of assessment methods, teaching activities and instructional materials are used to help students with educational disabilities achieve their highest potential.	5	4	3	2	1
12.	The special education program actively encourages the integration of students with educational disabilities with regular education peers in all aspects of school life.	5	4	3	2	1
13.	Programs are modified to increase instructional effectiveness for students with disabilities.	5	4	3	2	1
14.	Students with disabilities are in regular education classes to the fullest extent possible.	5	4	3	2	1
15.	The classroom behavior of students with educational disabilities is monitored after placement in regular classrooms.	5	4	3	2	1
16.	Academic progress of students with educational disabilities is monitored after placement in regular classrooms.	5	4	3	2	1

Please use the following scale to express your opinion about whether the various program quality indicators are evident in your school situation.

5-ALMOST ALWAYS 4-FREQUENTLY 3-SELDOM 2-ALMOST NEVER 1-N/A

17.	IEPs are planned together by a team of parents, special and regular education teachers, specialists and students, as appropriate.	5	4	3	2	1
18.	NHEIAP results, grade reports, attendance records and other information are used to help identify potential problems.	5	4	3	2	1
19.	A variety of information, in addition to tests, is used to make decisions about identification, placement and programs, consistently across the grade levels.	5	4	3	2	1
20.	Parents are regularly informed about student progress.	5	4	3	2	1
21.	Middle school and high school students with educational disabilities are able to learn skills which employers are seeking for today's workforce (i.e., computer and problem solving skills, etc.).	5	4	3	2	1
22.	Students with educational disabilities are given sufficient support to prepare them for post secondary education (college or vocational training).	5	4	3	2	1
23.	IEPs of students with educational disabilities are fully implemented.	5	4	3	2	1
24.	Grades of students with educational disabilities reflect the progress they are making.	5	4	3	2	1
25.	Students with educational disabilities are graded in the same manner as non-disabled students.	5	4	3	2	1

COMMENTS: _____

Please use the following scale to express your opinion about whether the various program quality indicators are evident in your school situation.

5-ALMOST ALWAYS 4-FREQUENTLY 3-SELDOM 2-ALMOST NEVER 1-N/A

STAFF ATTITUDES & RELATIONSHIPS

PLEASE CIRCLE

- | | | | | | | |
|-----|--|---|---|---|---|---|
| 26. | Special education teachers have positive expectations for learning for students with educational disabilities. They expect each student to succeed to the best of his/her ability. | 5 | 4 | 3 | 2 | 1 |
| 27. | Regular education teachers have positive expectations for learning for students with educational disabilities. They expect each student to succeed to the best of his/her ability. | 5 | 4 | 3 | 2 | 1 |
| 28. | Regular education teachers individualize instruction to allow for varying learning styles and paces. | 5 | 4 | 3 | 2 | 1 |
| 29. | Special education teachers individualize instruction to allow for varying learning styles and paces. | 5 | 4 | 3 | 2 | 1 |
| 30. | Regular education staff work with special education staff to ensure successful instruction for students with disabilities in regular classrooms. | 5 | 4 | 3 | 2 | 1 |
| 31. | Regular education teachers are responsible for implementing the IEPs of students with educational disabilities. | 5 | 4 | 3 | 2 | 1 |
| 32. | Professional development programs are planned to help professional and paraprofessional staff work effectively with students with educational disabilities. | 5 | 4 | 3 | 2 | 1 |

COMMENT: _____

Please use the following scale to express your opinion about whether the various program quality indicators are evident in your school situation.

5-ALMOST ALWAYS 4-FREQUENTLY 3-SELDOM 2-ALMOST NEVER 1-N/A

PARENT PARTICIPATION

PLEASE CIRCLE

33.	Special education staff actively seek parent participation to support student success.	5	4	3	2	1
34.	Regular education staff actively seek parent participation to support student success.	5	4	3	2	1
35.	Information related to special education and IEP development, is distributed to all parents in understandable terms.	5	4	3	2	1
36.	The school involves parents early in identifying and assessing existing or potential learning problems.	5	4	3	2	1
37.	Parents actively participate in developing IEPs for their children.	5	4	3	2	1
38.	Throughout the student's education experience, there is a consistent and positive emphasis on success.	5	4	3	2	1
39.	Parents are satisfied with how they participate in their child's education.	5	4	3	2	1
40.	There is an effective and smooth transition for students with educational disabilities from year to year, school to school and teacher to teacher.	5	4	3	2	1
41.	Parents are satisfied with how the school helps special needs students fit in with their classmates.	5	4	3	2	1
42.	School staff help parents have positive expectations for their children.	5	4	3	2	1
<hr/>						
43.	The school helps parents understand how a disability may affect learning for their child.	5	4	3	2	1

COMMENTS: _____

LITCHFIELD SCHOOL DISTRICT
SPECIAL EDUCATION PROGRAM EVALUATION STUDY

PARENT SURVEY QUESTIONS

School: _____ Grade _____

Date: _____

- 1. = Not Satisfied
- 2. = Somewhat Satisfied
- 3. = Adequately Satisfied
- 4. = Extremely Satisfied
- 5. = Not Applicable

PLEASE CIRCLE

- | | |
|---|-----------|
| 1. I am satisfied with my child's program and delivery of services. | 1 2 3 4 5 |
| 2. My child is satisfied with his/her program. | 1 2 3 4 5 |
| 3. I am satisfied with how I participate in my child's education. | 1 2 3 4 5 |
| 4. I am receiving consistent information about my child's IEP and classroom progress from his/her regular and special education teachers. | 1 2 3 4 5 |
| 5. I am satisfied with how the school helps students with educational disabilities fit in with their classmates. | 1 2 3 4 5 |
| 6. My child was identified as eligible for special education services in a timely manner. | 1 2 3 4 5 |
| 7. I am satisfied with the extent to which I have helped plan my child's IEP. | 1 2 3 4 5 |
| 8. I am satisfied with the way that my child's IEP is being implemented. | 1 2 3 4 5 |
| 9. School staff help parents have positive expectations for their children. | 1 2 3 4 5 |
| 10. The school helps parents understand how a disability may affect learning for their child. | 1 2 3 4 5 |
| 11. I am adequately informed about my child's progress. | 1 2 3 4 5 |
| 12. My child's grades accurately reflect the progress s/he is making. | 1 2 3 4 5 |
| 13. My child is graded in the same manner as non-disabled students. | 1 2 3 4 5 |
| 14. Grading practices are similar from school to school in this district. | 1 2 3 4 5 |
| 15. I am satisfied with my child's transition year-to-year and school to school. | 1 2 3 4 5 |
| 16. General education and unified arts teachers have positive expectations for students with educational disabilities. | 1 2 3 4 5 |
| 17. Special education teachers and specialists have positive expectations for students with educational disabilities. | 1 2 3 4 5 |
| 18. Administrators have positive expectations for students with educational disabilities. | 1 2 3 4 5 |
| 19. The school's resources (staffing, equipment, materials, technology, facility and space) are adequate to support my child's program. | 1 2 3 4 5 |

Additional comments : _____

GUIDING QUESTIONS FOR FACULTY & PARENT
FOCUS GROUPS

Opening Question: Describe the philosophy of special education in this school.

Collaboration

1. How well do you think regular classroom teachers and special education teachers are working, teaching and planning together in this school?

Level of support (modifications)

2. Do you feel the level of support for students with educational disabilities is insufficient, sufficient or excessive?
3. Do you feel that directed study is used appropriately?
4. Do most Litchfield students have access to the general curriculum?
5. Is the curriculum or are student needs driving instructional pace? Are teachers modifying instruction to meet individual student needs?

Continuum of Services

6. Does the district provide sufficient alternative supports other than special education services to meet the needs of all students?
7. Do most students with educational disabilities receive services in the regular classroom or in pullout programs?
8. Does the district provide a wide continuum of services? Why or why not?
9. Philosophically do you favor remediation (pullout for pre-teaching and follow-up) or support within the classroom? Do you think all students receive the help they need?

Referrals/ number identified

10. What do you think about the district's identification process? Is the district identifying too many students to receive special education services?

Transition

11. How well does this district/building prepare students with educational disabilities for transition to another grade/another school/life after high school?

Grading

12. Are students with educational disabilities graded the same as non-identified students?
13. How consistent are grading practices in this school?

Training

14. In what areas do staff members need additional training in the area of special education; law/regulations, types of disabilities, modifications/accommodations? Other?

Reading

15. What types of reading supports are students with educational disabilities receiving?

STUDENT SURVEY

GMS – All Grades

At times there may be more than one teacher in your classroom giving assistance to students who need help. This survey is an attempt to find out if the help that is being given is meeting the students' needs or if we need to change what we are doing.

1. Which school do you go to?
a. GMS b. LMS c. CHS
2. How many years have you lived in Litchfield?
a. 1-2 years b. 2-5 years c. 5-10 years d. over 10 years
3. If you do not understand what is being taught, do you ask for help?
a. never b. sometimes c. often d. always
4. Who do you ask for help?
a. classroom teacher
b. one of your friends
c. parents
d. other adults in the school
e. no one
5. Do you feel your teachers expect you to do your best?
a. never b. sometimes c. often d. always
6. Do you give your best effort?
a. never b. sometimes c. often d. always
7. Do your teachers give you information in a way that you understand it?
a. never b. sometimes c. often d. always
8. Do students disrupt your class?
a. never b. sometimes c. often d. always
9. If you needed extra help, would you prefer it be given:
a. in the classroom during class time
b. outside the classroom during class time
c. during free time
d. during recess

10. Do you use your free time to:
 - a. ask for help with homework
 - b. study and/or do homework
 - c. talk to your friends
 - d. read your pleasure reading book

11. How are you best able to show what you know?
 - a. Keeping a collection of your work for a unit
 - b. Doing a project
 - c. Taking a written test
 - d. Doing a report

12. My parents help me with my homework:
a. never b. sometimes c. often d. always

13. Do your parents know how you are doing in school?
a. yes b. no

14. If your parents know how you are doing in school, how do they know?
 - a. you tell them
 - b. teacher phone calls
 - c. progress reports
 - d. report card
 - e. they don't know how you are doing in school

15. Do you feel what you are learning in school is important to know?
a. yes b. no

STUDENT SURVEY

LMS – All Grades

At times there may be more than one teacher in your classroom giving assistance to students who need help. This survey is an attempt to find out if the help that is being given is meeting the students' needs or if we need to change what we are doing.

1. Which school do you go to?
a. GMS b. LMS c. CHS
2. How many years have you lived in Litchfield?
a. 1-2 years b. 2-5 years c. 5-10 years d. over 10 years
3. If you do not understand what is being taught, do you ask for help?
a. never b. sometimes c. often d. always
4. Who do you ask for help?
a. classroom teacher
b. one of your friends
c. parents
d. other adults in the school
e. no one
5. Do you feel your teachers expect you to do your best?
a. never b. sometimes c. often d. always
6. Do you give your best effort?
a. never b. sometimes c. often d. always
7. Do your teachers give you information in a way that you understand it?
a. never b. sometimes c. often d. always
8. Do students disrupt your class?
a. never b. sometimes c. often d. always
9. If you needed extra help, would you prefer it be given:
f. in the classroom during class time
g. outside the classroom during class time
h. during a study
i. before/after school

10. Do you use your study hall to:
- j. ask for help with homework
 - k. study and/or do homework
 - l. talk to your friends
 - m. read your pleasure reading book
11. How are you best able to show what you know?
- n. portfolios
 - o. projects
 - p. standard written tests
 - q. reports
12. My parents help me with my homework:
- a. never b. sometimes c. often d. always
13. Do your parents know how you are doing in school?
- a. yes b. no
14. If your parents know how you are doing in school, how do they know?
- r. you tell them
 - s. teacher phone calls
 - t. progress reports
 - u. report card
 - v. they don't know how you are doing in school
15. Do you feel what you are learning in school is important to know?
- a. yes b. no

STUDENT SURVEY

CHS – All Grades

At times there may be more than one teacher in your classroom giving assistance to students who need help. This survey is an attempt to find out if the help that is being given is meeting the students' needs or if we need to change what we are doing.

1. Which school do you go to?
a. GMS b. LMS c. CHS
2. How many years have you lived in Litchfield?
a. 1-2 years b. 2-5 years c. 5-10 years d. over 10 years
3. If you do not understand what is being taught, do you ask for help?
a. never b. sometimes c. often d. always
4. Who do you ask for help?
w. classroom teacher
x. one of your friends
y. parents
z. other adults in the school
aa. no one
5. Do you feel your teachers expect you to do your best?
a. never b. sometimes c. often d. always
6. Do you give your best effort?
a. never b. sometimes c. often d. always
7. Do your teachers give you information in a way that you understand it?
a. never b. sometimes c. often d. always
8. Do students disrupt your class?
a. never b. sometimes c. often d. always
9. If you needed extra help, would you prefer it be given:
bb. in the classroom during class time
cc. outside the classroom during class time
dd. during a study
ee. before/after school

10. Do you use your study hall to:
- ff. ask for help with homework
 - gg. study and/or do homework
 - hh. talk to your friends
 - ii. read your pleasure reading book
11. How are you best able to show what you know?
- jj. portfolios
 - kk. projects
 - ll. standard written tests
 - mm. reports
12. My parents help me with my homework:
- a. never b. sometimes c. often d. always
13. Do your parents know how you are doing in school?
- a. yes b. no
14. If your parents know how you are doing in school, how do they know?
- nn. you tell them
 - oo. teacher phone calls
 - pp. progress reports
 - qq. report card
 - rr. they don't know how you are doing in school
15. Do you feel what you are learning in school is important to know?
- a. yes b. no