

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

**MONARCH SCHOOL OF NEW ENGLAND
SUMMARY REPORT**

**Diane Gagnon, Executive Director
Jaclyn Adams, Director of Special Education**

Chairperson Visiting Team:
Kathryn Skoglund
Education Consultant

Site Visit Conducted on February 16-17, 2011
Report Date, April 14, 2011

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I. TEAM MEMBERS

Visiting Team Members:

NAME	PROFESSIONAL ROLE
Chairperson:	
Kathryn L. Skoglund	Education Consultant
Christine Guarino	Special Education Administrator
Beth Setear	Elementary Special Education Coordinator
Karen Staines	Executive Director
Mary Lane	Consultant, NH DOE

Building Level Team Members from The Monarch School

NAME	PROFESSIONAL ROLE
Kate Sisneroz	Special Education Teacher
Terri Cacoutte.	Paraprofessional
Kelli Higgins	Occupational Therapist
Erica Mann	Physical Therapist
Melissa Heflin	Speech Pathologist
Tom Grabouski	Psychologist
Abby Field	Special Education Teacher
Mark Bullard	Occupational Therapist
Holly Moquin	Program Assistant
Sherri Potter	Paraprofessional
Diane Gagnon	Executive Director

II. INTRODUCTION

The Monarch School of New England (heretofore referred to as The Monarch School) comprises two campuses, the Foss (student ages 5-14) and the Williams (student ages 14-21) sites. At the time of this program/case study review on February 16-17, 2011, there were approximately 35 students enrolled between the two sites. Students are bused in from 13 New Hampshire school districts; additional students come from Maine. Both the Williams and Foss sites are self-contained special education day school settings and support students with a variety of physical, medical, and educational needs. The Monarch School offers a range of innovative and effective programming to address cognitive, behavioral, and communication needs of their students. Some components of their programming include aquatics, horticulture, and hippotherapy. The Monarch School employs an interdisciplinary approach to the delivery of academics and the implementation of IEP services. The teachers, medical and therapeutic staff integrate core curriculum with developmental and therapeutic needs while providing individual supports and interventions as needed.

The Williams site, located in Gonic, NH, offers academic and vocational programming designed to provide the opportunity for its students to learn a variety of skills in a work setting. The site boasts a well-equipped vocational center within the facility. The focus at the Williams Center is to integrate core curriculum with life and work skills for students who have significant learning impairments.

Guiding Principles for The Monarch School:

“Rooted in the belief that every student deserves an environment in which they can flourish, The Monarch School designs programs based on students’ individual needs and capabilities. Students here are seen for their abilities, not for the disabilities – for their capacity to learn and grow. Our goal is to provide our students with the same opportunities as those of their peers in public schools.” (From “Program Purpose”, The Monarch School Application for Renewal of New Hampshire DOE Special Education Approval, December, 2010)

SCHOOL DEMOGRAPHICS	2009-10	2010-11
Student Enrollment <u>as of December 1</u>	30	35
Do you accept out-of-state students? If so, list number from each state in 2010-2011	Yes, 8 from Maine	
Number and Names of Sending New Hampshire LEAs (as of October 1, 2010)	(2) Chichester SAU # 53, (1) Dover SAU # 11, (5) Rochester SAU # 54, (3) Northwood SAU # 54, (1) Hampton SAU # 21, (2) Timberlane SAU # 55, (1) Somersworth SAU # 56, (1) Barrington SAU # 74, (2) Pittsfield SAU # 54, (3) Farmington SAU # 61, (2) Raymond SAU # 33, (2) Londonderry SAU # 12, (1) Conway SAU # 9, (1) Fremont SAU # 83	
# of Identified Students Suspended One or More Times	0	0
Average Length of Stay for Students	4.2 years	3.9 years
<u>STAFF DEMOGRAPHICS</u>		
Student/Teacher Ratio (as of October 1, 2010)	6	7
# of Certified Administrators	1	1
# of Certified Teachers	4	4
# of Teachers with Intern Licenses	1	1

# of Related Service Providers	9	10
# of Paraprofessionals	25	27
# of Professional Days Made Available to Staff	3	3

SPECIAL EDUCATION PROGRAM DATA		
Primary Disability Types:	2009-2010	2010-2011
Autism	9	10
Deaf / Blindness		
Deafness		
Developmental Delay	1	2
Emotional Disturbance		1
Hearing Impairment		
Mental Retardation	5	5
Multiple Disabilities	13	15
Orthopedic Impairment		
Other Health Impairment	2	2
Specific Learning Disabilities		
Speech or Language Impairment		
Traumatic Brain Injury		
Visual Impairment		

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

The New Hampshire Department of Education (NHDOE) conducted a Special Education Program Approval Visit to The Monarch School of New England on February 16-17, 2011 for the purpose of reviewing the present status of programs and services made available to children and youth with educational disabilities. Program Approval Visits are conducted using a Case Study Model that is a focused review. This focused review permits the NHDOE to leverage its impact for change and improvement within private special education schools statewide, by focusing the attention of all educators on the following three areas of critical importance in the provision of FAPE for students with disabilities.

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

As part of this compliance review, students were randomly selected by the NHDOE prior to the visit, and staff was asked to present these students' case studies at the visit to determine compliance with state and federal special education rules and regulations.

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

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

- ♦ All data collected during the visit
- ♦ Any new or changed special education programs seeking approval from the NHDOE (not applicable at this time)

The New Hampshire Department of Education provided a visiting team of professional educators to work collaboratively with staff in each of the schools in conducting the Case Study Compliance Review and the varied data collection activities. Throughout the entire review process, the visiting team worked in collaboration with the staff of The Monarch School of New England. 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 plans (IEPs), progress reports, samples of student work, grades, extracurricular involvement, permanent records, curriculum, etc. Input was gathered from key constituents, including interviews with professional staff, parents, administrators, and in some cases the students. In addition, classroom observations were conducted for each of the case studies being reviewed. The collective data were summarized by the visiting and building level teams. The summaries, included in the 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 December 13, 2007, NHDOE Special Education Program Approval Report, the following patterns were identified as needing improvement:

Findings of Noncompliance	The following dates track the progress of The Monarch School in meeting Program Approval requirements.		Status as of February 16-17, 2011 Visit
	Status as of February 1, 2009	Date Met	
ED 1109.03(a) Full Access to the General Curriculum; ED 1133.05(h) Program Requirements; ED 1133.20 Protections Afforded t Children with Disabilities	NOT MET	6/2010	MET
ED 1109.01 Individual Education Plans	NOT MET	2/2009	MET
ED 1133.05(H) Transition Planning/Program Requirements	NOT MET	2/2009	MET
ED 1133.08(A) Qualifications for Instructional, Administrative, and Support Personnel ED 1133.05(c)(d)(h) Program Requirements/Contents of IEP	NOT MET	8/2010	MET
	NOT MET	4/2010	MET

V. FEBRUARY 16-17, 2011 CASE STUDY COMPLIANCE REVIEW RESULTS

Data collection is an important part of the NHDOE Special Education Case Study Compliance Review Process. In order to monitor whether or not special education programs are in compliance in the three focus areas, and determine any root causes of problems that may be identified through the case study process, it is essential that each case study team look deeply into the data that surrounds the three primary aspects of the Case Study Review. This process takes time, and the entire team working with the child being reviewed must be involved in collecting and analyzing the data, as well as presenting and summarizing the data with the visiting team. As such, NHDOE works with private schools to determine the number and type of case studies to be prepared and presented, and to ensure that building teams are not inundated with more data than can be fully analyzed, allowing them to reflect upon and generalize their newly found knowledge of their programs, practices, policies and procedures.

Two students were randomly selected for this case study, taking into account age, gender, sending districts, and disabilities. The students represented each site of The Monarch School respectively. Representatives from each LEA of the sending districts were notified and participated in the case study process. The younger of the two students reflected a wide range of services and supports at the elementary level while the older student provided a good example of how The Monarch School prepares its students for the transition into the community and the adult world. The parents of each of these students were also engaged in the process and participated during the case study visit.

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, The Monarch School of New England distributed the LEA Survey to the contact people in all LEAs that have students currently enrolled in the school. They received a 47% response from the LEAs.

SUMMARY REPORT OF SENDING LEAs

Name of Private School: Monarch School of New England		
Total number of surveys sent: 19	Total # of completed surveys received: 9	Percent of response: 47%
Number of students placed by: LEA: 35	Court:	Parent:

SCALE 4 STRONGLY AGREE 3 AGREE 2 DISAGREE 1 STRONGLY DISAGREE

	4	3	2	1	No Answer
1. The private school team has positive expectations for students.	9				
2. I am satisfied with the educational program at the above school.	8	1			
3. The school consistently follows special education rules and regulations.	8			1	
4. The school has an effective behavioral program (if applicable).	7				2
5. I am satisfied with the related services provided by the school.	8	1			
6. The school implements all parts of students' IEPs.	8	1			
7. I feel the school provides the necessary skills to allow the student to make progress on the IEP goals.	8	1			
8. The school program measures academic growth.	8		1		
9. The school program measures behavioral growth (if applicable).	7	1			1
10. The school completes a minimum of 3 comprehensive reports per year on each child with a disability enrolled.	7	1	1		
11. Progress reports describe the child's progress toward meeting the IEP goals, include a record of attendance, and are written in terminology understandable to the parent.	8	1			
12. Progress reports are provided to the LEA and to the parent of the child.	9				
13. I am satisfied with the way the school communicates students' progress.	7	1	1		
14. The school communicates effectively with parents.	9				
15. The school communicates effectively with the LEA.	8		1		
16. The school involves parents in decision-making.	9				
17. The school actively plans for future transition to a less restrictive placement.	4	2		1	2
18. If the school finds it necessary to change or terminate placement, they notify the LEA by convening the IEP team to: review the concerns, review/revise the IEP, discuss the placement and determine if the facility can fully implement the IEP and provide FAPE.	4	1			4
19. The school team sets meeting times that are convenient for both parents and LEA.	8	1			
20. The school has met my expectations.	8	1			
21. I have a good relationship with the school.	9				
22. I would enroll other students at the school.	8	1			

Analysis of Responses as reported by The Monarch School:

Areas of Relative Strength: Positive staff expectations, educational programming, adherence to special education rules and regulations, effective behavior plans, related services, implementation of the IEP, progress reporting, communication with LEA, parent involvement, convenient meeting times.

Areas that may indicate need for improvement: Transition to less restrictive placement, measuring academic success, communication with district.

Target Areas for Action Plan: Transition to less restrictive setting, SPED Rules and Regulations, effective communication at all levels, progress report writing.

The response of 47% from the sending districts reflects the positive working relationship between the school staff and their school districts. That was confirmed during the visit through dialogue with LEA contacts; the areas of strength identified by the Monarch staff were consistent with the observations of the visiting team. Although The Monarch School has identified the "target areas" to focus on (see above), the visiting team did not identify any of these as findings of noncompliance.

PARENT PARTICIPATION

One of the defining features of effective schools is strong parent/community relations and open communication. Having parents as active stakeholders in the NHDOE Special Education Program Approval Process ensures broader perspectives and brings forth new ideas. In addition, including the parent perspective enhances and strengthens the teams' case study presentations, and makes for stronger school/parent relationships. As such, parent participation and input is a required part of the NHDOE Special Education Program Approval Process. In order to ensure parent participation and feedback, the NHDOE, Bureau of Special Education involves parents in a variety of aspects of the Special Education Program Approval Process. First, parents are encouraged to be active participants in the case study presentations; second, parents of the children presented in the case study process are formally interviewed; and third, the school is required to send all parents of students with disabilities a written survey with a request to respond. Below is a summary of the results of the parent survey, along with a summary of the comments/feedback provided to the visiting team during this Case Study Compliance Review.

SUMMARY OF PARENT SURVEY DATA

Name of Private School: Monarch School of New England				
Total number of surveys sent: 35	Total # of completed surveys received: 16	Percent of response: 46%		
SCALE	3 = COMPLETELY	2 = PARTIALLY	1 = NOT AT ALL	
ACCESS TO THE GENERAL CURRICULUM:	3	2	1	No Answer
I am satisfied with my child's program and the supports that he/she receives.	15	1		
My child has opportunities to interact with non-disabled peers on a regular basis.	5	9	2	
I am adequately informed about my child's progress.	15	1		
My child is informed about and encouraged to participate in school activities outside of the school day, and is offered necessary supports.	11	3		2
My child feels safe and secure in school and welcomed by staff and students.	15	1		
A variety of information (observations, test scores, school work, parent input) was used in developing my child's IEP.	16			
I am satisfied with the progress my child is making toward his/her IEP goals.	12	3		1
FOR PARENTS OF HIGH SCHOOL STUDENTS ONLY:				
My child earns credits toward a regular high school diploma in all of his/her classes.			3	13
TRANSITION:				
I am satisfied with the planning and support provided for the moves my child has made from grade to grade and school to school.				
All of the people who are important to my child's transition were part of the planning.				
FOR PARENTS OF STUDENTS AGE 16 OR OLDER ONLY:				
I am satisfied with the written secondary transition plan that is in my child's IEP.				
BEHAVIOR STRATEGIES AND DISCIPLINE:				
My child's classroom behaviors affect his/her ability to learn. <i>If the answer is yes, please answer the next two questions. If no, skip to OTHER.</i>	YES		NO	
	3	2	1	No Answer
I have been involved in the development of behavior interventions, strategies and supports for my child.	10		1*	5
I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs.	10		1*	5
OTHER:				
I fully participate in special education decisions regarding my child.	16			
I have been provided with a copy of the procedural safeguards (parental rights) at least once a year	16			

Monarch School administration states:”This parent comments that her “1”s in reference to transition services are not directed at The Monarch School, but more reflective of her overall frustration with the “DOE, NH educational system, and the school district and their lack of transition services for students into the adult world.”

Forty-six percent return rate from the parents surveyed is a strong showing; indeed the parents involved in the case studies confirmed the strong working relationship between Monarch staff and families. The areas of relative concern noted on the surveys were 1) opportunities for interaction with non-disabled peers, 2) possible interest in The Monarch School awarding high school credit and 3) involvement in behavioral interventions. Monarch staff works constantly on opportunities for their students to engage with typical peers and will continue to be creative in making those events possible. The issue concerning high school credits is moot as Monarch is not a diploma granting school. The final concern was defined by the parent who submitted the survey and is noted (above) by the Monarch administration.

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

Access to the General Curriculum

Implementation of Individual Education Plans (IEPs)

Provision of Non-Academic Services

Full Access to the District’s Curriculum

Equal Education Opportunity

Access to the curriculum is a strong area for The Monarch School. Effective work has been done in developing curriculum scope and sequence based on New Hampshire Curriculum Frameworks. The curriculum is integrated into daily lesson plans and differentiated lessons providing true access to the general curriculum for The Monarch School students. The staff has also focused on extra-curricular options, including but not limited to aquatics, hippotherapy, and community service. The result of these efforts is solid equal educational opportunities for Monarch students. Most students at Monarch require related services, and the therapists work closely with the special education teachers integrating therapies into the classroom. The result is an effective, comprehensive “wrap around” support system for the students. Although IEPs are comprehensive and collaboratively developed for each student with the sending district, more work will need to be done in creating measurable goals in the content and related services. Staffing is strong with regard to training and preparation of staff to work with their students. Where certified staff is not available, Monarch provides a full array of certified consultants.

Transition

Transition Planning

Process: Provision of Free Appropriate Public Education (FAPE)

Transition Services

Transitions are a focal point for The Monarch School: transitions from the sending district to The Monarch School, from grade to grade, and from the Williams site to the Foss site. Great care and detailed attention go into each transition with student needs at the forefront. Transition Services have been specifically addressed with training in the process being provided to all appropriate staff and sending district representatives. The IEP of the over-16 student that was reviewed by the visiting team

was in full compliance with Indicator 13 of the NH State Performance Plan. The strong collaborative relationship between The Monarch School and their sending districts has been supportive of transitions at all levels.

Behavior Strategies and Discipline

The Monarch School has a clearly defined school-wide behavior support plan. Therapeutic treatment plans are developed with the total student in mind and are an integral part of the IEP and its implementation. The close collaboration among behaviorists and educators is of great benefit to the students and their parents. Data is gathered and analyzed, not only on academic performance, but for behavior as well. Data is charted, enabling staff to see what interventions are successful and which are not. Modifications are made as needed; the result is a calm, directed environment in which the students feel secure, are able to thrive and are not disruptive of other students' education.

Special Education Policies

All required documents referenced in "New Hampshire Rules for the Education of Children with Disabilities" were submitted as required. Review and verification of these documents found them to be in compliance with all the applicable New Hampshire Rules for the Education of Students with Disabilities with the following exception: The Monarch School Professional Development Plan must be updated and approved by the NHDOE.

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

At the time of the February 16-17, 2011 visit to The Monarch School, the facility was not seeking approval for any new programs.

COMMENDATIONS

The members of the visiting team observed the following strengths while at The Monarch School:

1. A great deal of work has gone into developing the curriculum for Monarch students, as well as tying curriculum expectations to IEPs and differentiating classroom instruction.
2. The students at The Monarch School have access to a wide variety of extracurricular activities. The availability of these activities provides access to the community, "normalize" the educational environment, and support the development of both academic and social skills in the students.
3. The staff of The Monarch School understands the value of collaboration and cooperation. The combination of academic and related services is a powerful support to the students and assists in stabilizing the growth that occurs in these students during their tenure at Monarch.
4. The classroom teachers at The Monarch School are uniquely skilled in the differentiation of instruction for their students. Their ability to deliver academic content to their students enhances the classroom work and helps to assure true student access to the general curriculum.

5. “Job sampling” is available to those students who participate in the pre-voc and vocational programming at The Monarch School. The jobs to which they are exposed are authentic (based on real world experiences) and assist in connecting the students to realistic vocational goals.

6. The Monarch School staff engages regularly in the discussion of “least restrictive environment” for each student. The result of this is a focus on the readiness of specific students to return to their home districts. Where this is possible and reasonable, the transition occurs with the student having been provided the necessary level of independence and academic achievement. A strong and consistent dialogue occurs between The Monarch School, the parent, and the sending district.

7. An effective school-wide behavior plan exists at The Monarch School; all staff is trained in the necessary procedures and data are gathered and analyzed to assist in tracking behavioral growth. Thorough treatment plans are developed and implemented in support of student needs, assisting in student access to the classroom and community opportunities.

8. The administrative staff of The Monarch School submitted and won a technology grant from Dell and CMIT Technologies. The result was a \$101,000 grant for technology for the students at Monarch. The money has funded a computer lab, classroom equipment, the expansion of the wireless server as well as remote monitoring and maintenance services. The new equipment and its support will enhance all aspects of education and support services at Monarch. Monarch staff and administration are now engaged in developing staff training for the application of this equipment.

**Number of Cases Reviewed During the Monarch School of New England February 16-17, 2011,
NHDOE Compliance Visitation**

Preschool	
Elementary School	1
Middle School	
High School, Age below 16	
High School, Age 16 or above	1
Number of Noncompliance for Indicator 13	
Total Number of Case Studies Reviewed	2

**FINDINGS OF NONCOMPLIANCE IDENTIFIED AS A RESULT OF THE
FEBRUARY 16-17, 2011 CASE STUDY COMPLIANCE REVIEW**

Findings of noncompliance are defined as deficiencies that have been identified through the Case Study Compliance Review Process, which are in violation of state and federal special education rules and regulations. Findings of noncompliance may result from review of policies and procedures and related application materials, case study presentations, review of student records or any other program approval activity related to the visit. **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:

**Ed 1109.01 Elements of an IEP
CRF 300.320 Contents of an IEP
Responsible LEAs: Barrington, Pittsfield**

Neither of the two IEPs reviewed by the visiting team had measurable annual goals.

Program Specific Findings of Noncompliance to Be Addressed by the Private School Setting

**Ed 1109.01 Elements of an IEP
CRF 300.320 Contents of an IEP**

As neither of the two IEPs reviewed contained measurable goals, the visiting team extrapolated that it is likely that other IEPs are also lacking measurable goals. All IEPs must be in full compliance with ED 1109.01 and CFR 300.320.

Ed 1114.04 Administration/ Chapter Ed 500 Professional Development for All Staff

In accordance with Ed 500, The Monarch School staff must submit to the NHDOE, Bureau of Credentialing, a Professional Development Master Plan. Upon approval of the plan from the NHDOE, this document will guide the professional development of all staff and administration to assure improved learning results for students, and provide the opportunity for all staff and administration to maintain required certifications.

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 strongly recommended that the administration at The Monarch School provide professional development to staff in the writing of measurable IEP goals.

2. Although there was no evidence of behavior plans being designed outside of the IEP process, it is critical that Monarch faculty and staff continue to assure that all behavior plans for individual students at The Monarch School be an integral part of the IEP and be developed within the IEP process.

3. The Monarch School is the very fortunate recipient of a large technology grant. They are urged to develop a training plan for the staff that will assure the maximum application of the appropriate technology for each student and throughout the school.

4. Feedback from the parent survey indicated a relative level of concern regarding parent input and compliance with special education rules and regulations. It is suggested that Monarch staff and administration assess the nature of this feedback and determine what, if any, follow up is required.

VI. BUILDING LEVEL SUMMARY REPORTS

USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT
BUILDING LEVEL CASE STUDY DATA SUMMARY

NEW HAMPSHIRE DEPARTMENT OF EDUCATION
SPECIAL EDUCATION PROGRAM APPROVAL AND IMPROVEMENT PROCESS

School: The Monarch School of New England	Date: 2/16-17/11	Number of Cases Reviewed: 2
Programs: Williams campus, Foss campus	How many of the reviewed students are age 16+? 1	How many are noncompliant for Indicator 13? 0
Recorder/Summarizer: Kathy Skoglund		
Name: Kate Sisneroz Denise Alpert Terri Cacoutte Kelli Higgins Erica Mann Melissa Heflin Tom Grabouski Abby Field Amanda Gebo Mark Bullard Holly Moguin Sherri Potter Diane Gagnon	Building Level Team	
Name: Christine Guarino Mary Lane Beth Setear Karen Staines Kathy Skoglund	Visiting Team	

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 in the areas of: **Access to the General Curriculum, Transition and Behavior Strategies and Discipline.**

ACCESS TO THE GENERAL CURRICULUM STATEMENTS					Filled in with the combined <u>number</u> of times a statement is marked on all Data Collection Forms for this school or building		
<u>Ed. 1109.01 Elements of an IEP CFR 300.320 Content of IEP</u> <u>Ed. 1109.05, Implementation of IEP 20 U.S.C. 1414 (d)</u> <u>Ed. 1115.07, Ed 1119.01(f) Provision of Non-Academic Services/Settings</u> <u>CFR 300.320(a) CFR 300.34 Ed. 1113.08, Full Access to District's Curricula</u> <u>Ed. 1113.13, Diplomas</u> <u>Ed. 1107.04 (d) Qualified Examiner</u> <u>Ed. 1109.01 CFR 300.320 Program Requirements, Content of IEP</u> <u>Ed. 1119 Protections Afforded to Children with Disabilities</u> <u>CFR 300.320(a)(1)(i) ". . . general curriculum (i.e., the same curriculum as for nondisabled children)"</u> <u>CFR 300.320(a)(4)(iii) "To be educated and participate with other children with disabilities and non disabled children"</u>							
A1.) Team uses multiple measures to design, implement and monitor the student's program.					2		
A2.) All IEP goals are written in measurable terms.						2	
A3.) Student's IEP has at least one functional goal.					2		
A4.) Student has made progress over the past three years in IEP goals. Goal 1					2		
A5.) Student has made progress over the past three years in IEP goals. Goal 2					2		
A6.) Student <u>has access to</u> the general curriculum (as outlined by the district, sending district or NH frameworks.)					2		
A7.) Student <u>participates in</u> the general curriculum <u>in a regular education setting with non-disabled peers</u> , as appropriate, with necessary supports.							2
A8.) When <u>participating in a regular education setting with non-disabled peers</u> with necessary supports, student <u>has made progress in</u> the general curriculum.							2
A9.) Student <u>participates</u> appropriately in state, district and school-wide assessments.					2		
A10.) Student <u>shows progress</u> in state, district and school-wide assessments.					1	1	
A11.) Student <u>has opportunities</u> to participate in general extracurricular and other non-academic activities with necessary supports.					2		
A12.) Student <u>does participate</u> in general extracurricular and other non-academic activities with necessary supports.					2		
A13.) Was the student's most recent individual evaluation (initial or reevaluation), including a written summary report and meeting, held within 45 days of parental permission to test? If not, was it due to: (check all that apply)					2		
a.) Extension in Place	b.) Lack of Qualified Personnel ___Psychologist ___Educator ___Related Services ___Other	c.) Evaluation Not Completed in Time	d.) Summary Report Not Written in Time	e.) Meeting Not Held in Time	f.) Other		
For High School Students:					YES	NO	
A14.) Student is earning credits toward a regular high school diploma.						1	
A15.) <i>IF YES:</i> within 4 years?						1	
A16.) Student will earn an IEP diploma or a certificate of competency.						1	
A17.) <i>IF YES:</i> within 4 years?						1	
A18.) Does this school have a clear policy for earning a high school diploma? Monarch School is not a diploma-granting institution						1	

Access Strengths	Access Suggestions for Improvement
<p>1. The work on curriculum done by The Monarch School staff and administration is thorough and accurate. Subject area materials and content are clearly based on the NH Curriculum Frameworks and instruction is differentiated in all classroom settings in which we observed. The Monarch School should be proud of what their hard work has accomplished.</p> <p>2. The teachers at The Monarch School infuse higher-order thinking skills at appropriate developmental levels into their lessons as appropriate for each student.</p> <p>3. A full complement of skilled related service providers provide “push-in” (integrated into the classroom) services to their students as designed by the IEP team, thereby assuring true access to the curriculum even for students with significant disabilities.</p> <p>4. A competitive grant written and submitted by Monarch staff has been fully funded resulting in a large increase in technology equipment in the school. The staff is already engaged in developing training and applications plans for this great resource.</p> <p>5. The Monarch School enjoys cooperative and collaborative working relationships with nearly all of its sending districts. The result is strong “wrap around” services for Monarch students, only enhancing a vital special education program.</p>	<p>*1. Effective professional development for all staff is urged for writing measurable goals. Measurable goals must be incorporated into every IEP.</p> <p>2. Although many children at The Monarch School utilize assistive technology, it is hoped that the expansion of technology and technological resources will result in increased access to technology for any student able to benefit from that support.</p>

TRANSITION STATEMENTS		Filled in with the combined number of times a statement is marked on all Data Collection Forms for this school or building		
<u>Ed .1102 Transition Services CFR 300.43</u> <u>Ed. 1106 Process; Provision of FAPE CFR 300.124 Part C Transition</u> <u>Ed. 1109.01 Elements of an IEP (Transition Services)</u> <u>CFR 300.320(a)(7)(b) 20 U.S.C. 1402 (34)</u> <u>20 U.S.C. 1414 (d)(1)(A) and (d)(6)</u> <u>Ed. 1103 IEP Team CFR 300.320(b)</u> 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.		YES	NO	
		T1.) Transition planning from grade to grade takes place.	2	
T2.) Transition planning from school to school takes place.	2			
T3.) Collaboration has occurred between general and special education staff in IEP development and in transition planning.	2			
T4.) For a student who will turn age 14 during the IEP service period (or younger if determined appropriate by the IEP team,) does the IEP include a statement of the transition service needs that focuses on the student's course of study, such as participation in advanced-placement courses or a vocational education program? Ed 1109.01 (10)				
For students under age 16, answer only the first 4 statements above. Then skip to the next page. If the student is age 16 or older during the course of the IEP, answer all statements on this page. (required data for federal statistics purposes)				
T5.) Transition planning is designed as a results oriented process that promotes movement from school to the student's desired post-school goals.	1			
T6.) IEP team includes parent as part of transition planning.	1			
T7.) IEP team and process includes student as part of transition planning.	1			
T8.) IEP includes current level of performance related to transition services.	1			
T9.) There is documentation that the student has been invited to attend IEP meetings.	1			
T10.) A statement of the transition service needs is included in the IEP.	1			
T11.) The statement of transition service needs focuses on the student's course of study (e.g. vocational programming, advanced placement).	1			
T12.) Transition plan includes coordinated, <u>measurable</u> , annual IEP goals and includes transition services that will reasonably enable the student to meet the post-secondary goals.	1			
T13.) Statement of needed transition services is presented as a coordinated set of activities.	1			
T14.) The IEP includes a statement of needed transition services and considers instruction.	1			
T15.) The IEP includes a statement of needed transition services and considers community experiences.	1			
T16.) The IEP includes a statement of needed transition services and considers development of employment skills.	1			
T17.) Student is informed prior to age 17 of his/her rights under IDEA.	1			
Only the following 4 statements may be answered N/A if appropriate. All statements above must be answered Yes or No.	YES	NO	N/A	
T18.) There is documentation that representatives of other agencies have been invited to IEP meetings.	1			
T19.) The IEP includes a statement of needed transition services and considers related services.	1			
T20.) The IEP includes a statement of needed transition services and considers development of daily living skills.	1			
T21.) If the student is preparing to graduate this year, there is a summary of the student's academic achievement and functional performance , which includes recommendations on how to assist the student in meeting his or her post-secondary goals.			1	

Transition Strengths	Transition Suggestions for Improvement
<p>1. The focus on transitions in general and Transition Services in particular is strong at Monarch and the older students are benefitting from that significantly. The progression of supports and services as students prepare to leave the facility and enter the community is well thought out and valuable to the students, their families, and their potential employers. The job sampling options are grounded in the “real world” and connect to students’ interests.</p> <p>2. The Monarch School administration is to be acknowledged for the thorough training in Transition Services procedures which included sending districts as well as Monarch staff.</p>	

SUMMARY OF BUILDING LEVEL DATA

<u>BEHAVIOR STRATEGIES AND DISCIPLINE</u>		Filled in with the combined number of times a statement is marked on all Data Collection Forms for this school or building		
<u>Ed. 1109 Program</u> <u>CFR 300.324</u> <u>Ed. 1124 Disciplinary Procedures</u> <u>CFR 300.530-300.536</u> <u>20 U.S.C. 1415 (K)</u> <u>Child Management – Private Schools</u> <u>RSA 169-C Child Protection Act</u>		YES	NO	N/A
B1.) Data are used to determine impact of student behavior on his/her learning.		1		1
B2.) Has this student ever been suspended from school?			2	
B3.) If yes, for how many days?				
B4.) If appropriate, a functional behavior assessment has been conducted.		1		1
B5.) IEP team has addressed behaviors that are impacting student learning.		1		1
B6.) A behavior intervention plan has been written to address behaviors.		1		1
B7.) All individuals working with the student have been involved in developing behavior intervention strategies.		1		1
B8.) Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.		1		1
B9.) Results of behavior intervention strategies are evaluated and monitored.		1		1
B10.) A school-wide behavior intervention model exists.		2		
Behavior Strategy Strengths		Behavior Strategy Suggestions for Improvement		
<p>1. Behavioral Intervention Plans (BIPs) and Functional Behavioral Assessments are done appropriately and serve the child’s educational program well.</p> <p>2. Although Monarch staff uses positive reinforcers well and to good advantage, they are also aware of when and how to “fade” them for good results.</p> <p>3. The Monarch staff is skilled in gathering data and analyzing it in support of positive student behaviors.</p>		<p>1. The Monarch School should assure that behavior plans/interventions continue to be developed by the IEP team and carried out as an integral part of the IEP.</p>		

Summary of Building Level Strengths and Suggestions

Strengths	Suggestions for Improvement
<p>1. The Monarch School has a full complement of content area consultants who are skilled in their work; they are fully utilized in support of curriculum and instruction/assessment to the benefit of the students.</p> <p>2. Monarch staff holds high expectations for all students and is able to engage the students in the sort of work that helps them to realize their potential.</p> <p>3. The Monarch School is a values-driven organization with true respect for each student and family member. That is clear in everything they do.</p> <p>4. Although the majority of students at Monarch are significantly involved, it is clearly one of the goals of Monarch staff to support those children toward the greatest level of independence possible.</p> <p>5. The admissions process at The Monarch School is thoughtful, deliberate, and very much team-driven. The result is a student population which is known by everyone and supported to the maximum extent possible in reaching their goals.</p> <p>6. The Monarch School has a very honest approach to having students leave their home districts and come to Monarch; that is, the student should stay only as long as necessary to develop the skills that allow him/her to function in their community school. Deliberate and thoughtful work goes into transitioning students back when they are ready to go. This is a unique approach to private school education, but serves the students particularly well.</p>	<p>1. The Monarch School staff recognizes the value of exposing their students to their more typical peers. Although this continues to be a challenge, Monarch staff is working hard to use the wider community, as well as their recent technology acquisitions, as a larger “classroom” for increased social networking and development of skills.</p> <p>2. The visiting team was aware of the interest The Monarch School has in expanding into an adult program. It is likely the current student population and the wider community would benefit from this and Monarch is urged to continue to investigate this option.</p>