

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

Becket Family Of Services
A Holistic Treatment Program For High Risk Youth

**Mount Prospect Academy (MPA)
Life Centered Learning Institute (LCLI)**

**Jay Marshall, Executive Director, MPA
Jeff Caron, Executive Director, LCLI
Karen Money, Director of Special Education**

Chairpersons, Visiting Team:
Jane Bergeron-Beaulieu, M.Ed
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Education Consultants

Site Visit Conducted on November 15-16, 2006
Report Date, February 1, 2007

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I. TEAM MEMBERS

Visiting Team Members:

NAME	PROFESSIONAL ROLE
Chairpersons: Jane Bergeron-Beaulieu	Education Consultant
Dr. Richard Ayers	Education Consultant
Stacy Buckley	Assistant Superintendent
John Dawson	Sr. Psychiatric Social Worker
Thomas Donahue	Special Educator/Team Leader
Sue Ellis	Director of Education
Leslie Higgins	Education Consultant, NHDOE
Karen Langley	Education Administrator
Gregory Magoon	Education Coordinator
Marie Morgan	Education Consultant, NHDOE
David Parker	Director
Rick Sharp	Director of Special Education

Building Level Team Members:

NAME	PROFESSIONAL ROLE	LOCATION
Kelly Mask	Special Educator	Mount Prospect Academy
Nicole Canning	Special Educator	Mount Prospect Academy
Karen Money	Special Education Director	Mount Prospect Academy
Jay Marshall	Executive Director / Principal	Mount Prospect Academy
Jim Leavitt	Teacher	Mount Prospect Academy
Andrew Vaughn	Teacher	Mount Prospect Academy
Shaun Bean	Teacher	Mount Prospect Academy
Ken Bolia	Teacher	Mount Prospect Academy
Tim Curtis	Teacher	Mount Prospect Academy
Dawn Korade	Teacher	Mount Prospect Academy
Mike Poulin	Physical Education Director	Mount Prospect Academy
Tara MacKenzie	Teacher	Mount Prospect Academy
David Morrill	Teacher	Mount Prospect Academy
Steve Lussier	Special Educator	Life Centered Learning Institute
Jeff Caron	Principal, Director of Admissions	Life Centered Learning Institute
Karl Barconier	Teacher	Life Centered Learning Institute
Pat Mitchell	Teacher	Life Centered Learning Institute
Sean McLaughlin	Teacher	Life Centered Learning Institute
John Fulp	Assistant Principal	Life Centered Learning Institute
Brian Beck	Teacher	Life Centered Learning Institute
Laurie Brothers	Teacher	Life Centered Learning Institute
Jerry Greer	Teacher	Life Centered Learning Institute
Loran Smith	Teacher	Life Centered Learning Institute
John Stanley	Teacher	Life Centered Learning Institute
Mary Gibbs	Teacher	Life Centered Learning Institute
Ray Sleeper	Teacher	Life Centered Learning Institute

II. INTRODUCTION

Becket Family of Services: A Holistic Treatment Program for High Risk Youth

“Our mission is to inspire our students to achieve, in their own unique and personal way, meaningful success. We do not define success for our students; they must do this themselves, with our guidance, and the guidance of others whom they love and respect. For this reason we encourage the involvement of others in this process of guidance and support.”
(Becket mission statement)

Becket Family of Services has been dedicated to educating students with unique needs since 1964. The program is presented as holistic and comprehensive, encompassing services intended to address all dimensions of the students' lives, not exclusive to intellectual and emotional needs, but inclusive of physical and vocational needs. Becket Family of Services includes two special education programs: Mount Prospect Academy (MPA), located in Plymouth NH, and Life Centered Learning Institute (LCLI), located in Tilton NH. An integral aspect of the Becket Family of Services program is the residential component, with New Hampshire facilities in Campton, East Haverhill, Plymouth, and Rumney, as well as three comparable campuses in central Maine. The East Haverhill setting includes a majority of the vocational programs for students attending MPA.

At the time of the November 2006 NHDOE Special Education Case Study Compliance Review, MPA was approved by the New Hampshire Department of Education (NHDOE) to serve a student population of 100 males, ages 12-21, grades 6-12, in the day/residential education program. As part of the November 2006 NHDOE Special Education Program Approval Visit, MPA requested an increase in enrollment to 115 students. MPA offers intensive residential and day treatment, including treatment for behaviors such as fire setting, sexual offenses, assault, mental illness, and other difficulties associated with anger management. In addition, many of the students enrolled have significant learning challenges, including learning disabilities and/or other health impairments, to include attention deficit hyperactivity disorder and attention deficit disorder. As with all Becket programs, MPA takes pride in their reputation for and responsibility addressing the most difficult to treat and hard to place adolescents.

LCLI is an alternative middle/high school program approved by the NHDOE as a co-educational special education day program providing services to 28 male and female students in grades 7-12. At the time of the November 2006 NHDOE Special Education Program Approval Visit, LCLI requested an increase in the capacity of the program to 36 students. Students attending LCLI have an opportunity to take advantage of both academic and vocational courses, all offered on site. Vocational options include culinary arts, building trades, automotive mechanics and computer and media technology. Similar to MPA, many of the students enrolled have significant emotional and behavioral challenges; many are court involved.

Currently, Becket Family of Services provides programming to youth from 6 states: New Hampshire, Maine, Vermont, Rhode Island, New York and Massachusetts. A significant portion of the student population served within the Becket Family of Services are court involved and have been court ordered to the facility, while others have been placed by the Local Education Agency (LEA). The residential programs provide a secure environment, including onsite overnight supervision. All staff receive training in Crisis Prevention and de-escalation techniques. Within the education programs, the staff/student ratio is maintained at 4:1.

Becket Family of Services takes pride in the various pre-vocational and vocational opportunities provided to students at the East Haverhill facility. Youth who are attending MPA participate in offerings at East Haverhill that include a working farm with over 2000 acres with multiple organic gardens, a maple sugar operation and a livestock and forestry program. The goal of these programs is to teach ethics of the workplace, provide vocational training, and to assist students to understand the value of “work ethic”. In addition to the academic and vocational programs, MPA provides intramural sports to students, including soccer, basketball, softball, and bowling. Both LCLI and MPA offer experiential education opportunities, such as rock climbing, ropes courses, Florida Everglades Adventure, skiing, mountain biking, and canoeing.

Mount Prospect Academy

SCHOOL DEMOGRAPHICS	2004-05	2005-06	2006-07
Student Enrollment as of December 1	82	87	88
Do you accept out-of-state students? If so, list number from each state in 06-07	Yes – 3 NY, 12 VT, 1 RI, 2 MA		
# and Names of Sending New Hampshire LEAs (as of October 1)	See below		
DOE Approved Rate	208.79	208.79	211.40
Actual Expenditure per Pupil (Budget Divided by # of Students as of Oct 1)	213.88*	201.59*	235.42*
# Identified Students Suspended One or More Times	N/A	N/A	N/A
Average Length of Stay for Students	14 months	13 months	13 months
<u>STAFF DEMOGRAPHICS</u>			
Student/Teacher Ratio (as of Oct. 1)	4:1	5:1	5:1
# of Certified Administrators	3	4	4
# of Certified Teachers	5	12	10
# of Teachers with Intern Licenses	8	2	7
# of Uncertified Teachers (with applications in progress)	0	3	2
# of Related Service Providers	2	2	2
# of Paraprofessionals	10	10	13
# of Professional Days Made Available to Staff	12	7	11

* Expenditure per student using the formula varies day to day based on occupancy

SPECIAL EDUCATION PROGRAM DATA	2004-05	2005-06	2006-07
<u>Primary Disability Types:</u>			
Emotional Disturbance	41	30	40
Other Health Impairment	10	21	15
Specific Learning Disabilities	9	10	13

LIST OF SENDING LEAS, MPA:

- | | |
|---|--|
| <ul style="list-style-type: none"> ▪ Conway: SAU 9 ▪ Gorham/Milan: SAU 20 ▪ Sanborn Reg: SAU 17 ▪ Lebanon: SAU 88 ▪ Fall Mt: SAU 60 ▪ Manchester: SAU 37 ▪ Laconia: SAU 30 ▪ Keene: SAU 29 ▪ Franklin: SAU 18 ▪ Mascoma: SAU 62 ▪ ConVal: SAU 1 ▪ Oyster River: SAU 5 ▪ Somersworth: SAU 56 ▪ Merrimack: SAU 26 ▪ Winnacunnet: SAU 2 | <ul style="list-style-type: none"> ▪ Nashua: SAU 42 ▪ Groveton: SAU 58 ▪ Hillsboro-Deering: SAU 34 ▪ Claremont: SAU 6 ▪ Dover: SAU 11 ▪ Pelham School District: SAU28 ▪ Newport: SAU 43 ▪ Haverhill: SAU 23 ▪ Rochester: SAU 54 ▪ Pembroke: SAU 53 ▪ Shaker Reg: SAU 80 ▪ Timberlane: SAU 55 ▪ Berlin: SAU 3 ▪ Farmington: SAU 61 ▪ Monadnock: SAU 38 |
|---|--|

SUMMARY REPORT OF SENDING LEAs

Private Special Education Schools are required to survey their sending LEAs as part of the Special Education Program Approval Process.

Mount Prospect Academy LEA Survey Results

Total number of surveys sent: 30	Total # of completed surveys received: 12	Percent of response: 40%
Number of students placed by: LEA: 12	Court: 67	Parent: 0

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.	6	6	0	0	0
2. I am satisfied with the educational program at the above school.	4	8	0	0	0
3. The school consistently follows special education rules and regulations.	6	6	0	0	0
4. The school has an effective behavioral program (if applicable).	5	5	2	0	0
5. I am satisfied with the related services provided by the school.	3	8	0	0	1
6. The school implements all parts of students' IEPs.	6	6	0	0	0
7. I feel the school provides the necessary skills to allow the student to make progress on the IEP goals.	4	7	1	0	0
8. The school program measures academic growth.	3	9	0	0	0
9. The school program measures behavioral growth (if applicable).	4	7	0	0	1
10. The school completes a minimum of 3 comprehensive reports per year on each child with a disability enrolled.	6	6	0	0	0
11. The 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.	6	6	0	0	0
12. Progress reports are provided to the LEA and to the parent of the child.	8	4	0	0	0
13. I am satisfied with the way the school communicates students' progress.	7	5	1	0	0
14. The school communicates effectively with parents.	6	5	1	0	0
15. The school communicates effectively with the LEA.	4	7	1	0	0
16. The school involves parents in decision-making.	5	6	1	0	0
17. The school actively plans for future transition to a less restrictive placement.	4	8	0	0	0
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	6	1	0	1
19. The school team sets meeting times that are convenient for both parents and the LEA.	6	6	0	0	0
20. The school has met my expectations.	7	3	2	0	0
21. I have a good relationship with the school.	9	3	0	0	0
22. I would enroll other students at the school.	8	4	0	0	0

Interpretation of Results of LEA Surveys:

The surveys from LEAs indicate overall satisfaction with Becket Family of Services programs at Mount Prospect Academy. The responses indicate ninety-five (95) percent agreement with the school's program, communication and planning. An area which may deserve attention by MPA administration and faculty is defining increments of academic growth and transition planning.

Life Centered Learning Institute

SCHOOL DEMOGRAPHICS	2004-05	2005-06	2006-07
Student Enrollment <u>as of December 1</u>	20	17	26
Do you accept out-of-state students?	N/A		
# and Names of Sending New Hampshire LEAs (as of October 1)	See below		
DOE Approved Rate	146.82	146.82	148.69
Actual Expenditure per Pupil (Budget Divided by # of Students as of Oct 1)	155.71*	158.88*	145.41*
# Identified Students Suspended One or More Times	5	11	12
Average Length of Stay for Students	2 years	2 years	2 years
<u>STAFF DEMOGRAPHICS</u>			
Student/Teacher Ratio (as of Oct. 1)	3.5:1	3:1	4:1
# of Certified Administrators	2	2	2
# of Certified Teachers	5 reg/4 voc	5 reg/2 voc	5 reg/2 voc
# of Teachers with Intern Licenses	0	0	0
# of Uncertified Teachers (with applications in progress)	0	2	2
# of Related Service Providers	0	1	1
# of Paraprofessionals	5	5	2
# of Professional Days Made Available to Staff	12	7	11

* Expenditure per student using the formula varies day to day based on occupancy

SPECIAL EDUCATION PROGRAM DATA	2004-05	2005-06	2006-07
<u>Primary Disability Types:</u>			
Emotional Disturbance	6	7	12
Other Health Impairment	10	5	6
Specific Learning Disabilities	4	5	8

LIST OF SENDING LEAS, LCLI:

Winnisquam School District – SAU 59
 Franklin School District – SAU 18
 Plymouth Regional School District – SAU 48
 Hopkinton School District – SAU 66
 Henniker School District – SAU 24
 Pembroke School District – SAU 53
 Manchester School District – SAU 37
 Shaker Regional School District – SAU 80
 Inter-Lakes School District – SAU 2
 Newfound School District – SAU 4
 Laconia School District – SAU 30
 Moultonborough School District – SAU 45
 Mascoma School District – SAU 62
 Pittsfield School District – SAU 51
 Alton School District – SAU 72
 Governor Wentworth School District – SAU 49
 Gilmanton School District – SAU 79

Life Centered Learning Institute LEA Survey Results

Total number of surveys sent: 17	Total # of completed surveys received: 4	Percent of response: 24
Number of students placed by: LEA: 17	Court: 0	Parent: 0

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.	2	2	0	0	0
2. I am satisfied with the educational program at the above school.	0	4	0	0	0
3. The school consistently follows special education rules and regulations.	0	3	1	0	0
4. The school has an effective behavioral program (if applicable).	1	2	1	0	0
5. I am satisfied with the related services provided by the school.	3	0	1	0	0
6. The school implements all parts of students' IEPs.	3	1	0	0	0
7. I feel the school provides the necessary skills to allow the student to make progress on the IEP goals.	3	0	0	0	1
8. The school program measures academic growth.	0	3	0	0	1
9. The school program measures behavioral growth (if applicable).	2	1	0	0	1
10. The school completes a minimum of 3 comprehensive reports per year on each child with a disability enrolled.	1	3	0	0	0
11. The progress reports describe the child's progress toward meeting the IEP goals, include a record of attendance, and are written in terminology understandable to the parent.	1	3	0	0	0
12. Progress reports are provided to the LEA and to the parent of the child.	2	2	0	0	0
13. I am satisfied with the way the school communicates students' progress.	1	2	1	0	0
14. The school communicates effectively with parents.	2	1	1	0	0
15. The school communicates effectively with the LEA.	1	2	1	0	0
16. The school involves parents in decision-making.	1	3	0	0	0
17. The school actively plans for future transition to a less restrictive placement.	0	3	1	0	0
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.	0	3	1	0	0
19. The school team sets meeting times that are convenient for both parents and the LEA.	1	1	1	0	1
20. The school has met my expectations.	1	2	1	0	0
21. I have a good relationship with the school.	1	3	0	0	0
22. I would enroll other students at the school.	1	3	0	0	0

Interpretation of Results of LEA Surveys:

The surveys from LEAs indicated overall satisfaction with Becket Family of Services programs at Mount Prospect Academy and Life Centered Learning Institute. Eighty-four (84) percent of the LEA responses indicate favorable opinion of the schools' programs, procedures, communication and planning.

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 Becket Family of Services on November 15-16, 2006 for the purpose of reviewing the present status of programs and

services made available to children and youth with educational disabilities. As part of the NHDOE Special Education Program Approval Visit, Case Study Compliance Reviews were conducted at both of these programs:

- Mount Prospect Academy, Plymouth NH
- Life Centered Learning Institute, Tilton NH

The New Hampshire Department of Education, Bureau of Special Education, conducts program approval visits using a case study model, which is a focused review. This focused review permits the NHDOE to leverage its impact for change and improvement within school districts and 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, case studies were randomly selected by the NHDOE prior to the visit, and staff was asked to present these case studies to determine compliance with state and federal special education rules and regulations. Other activities related to this NHDOE Case Study Compliance Review 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 SPEDIS verification reports
- ♦ All data collected during the visit

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

Evidence of the work conducted within the programs and results related to student outcomes was 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 report that follows, 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 February 2004 NHDOE Special Education Program Approval Report for the Becket Family of Services, the follow up visit conducted in May 2005, and information collected at the current visit, the following citations of compliance have not yet been met:

Citation	Status, May 2005	Status, November 2006
ED 1119.03 Access To the General Curriculum CRF 300.26 ED 1133.05	Partially Met at LCLI and MPA	Partially Met at LCLI and MPA
ED 1133.08 Qualified Personnel CFR 300.23 CFR 33.136	Partially Met at LCLI Met at MPA	Partially Met at LCLI Met at MPA

V. NOVEMBER 15-16, 2006 CASE STUDY COMPLIANCE REVIEW RESULTS

Data collection is an important part of the NHDOE Special Education Case Study Compliance Review Process. At the Becket Family of Services, the NHDOE randomly selected five case studies prior to the visit, to ensure that there was a representative sampling of data collected from the two special education programs located within the Becket Family of Services. 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 dig deeply into the data, and not just take a surface look. This process takes time, and the entire team working with the child being studied must be involved in collecting and analyzing the data, as well as presenting and summarizing the data with the visiting team. As such, the NHDOE works with educational communities to determine the number and types of case studies to be prepared and presented, to ensure that building teams are not inundated with much more data than they can possibly analyze, allowing them to reflect upon and generalize their newly found knowledge of their programs, practices, policies and procedures.

PARENT PARTICIPATION

One of the defining features of effective schools is strong parent/community relations and open communication. Having parents as an active stakeholder 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. Following is a summary of the results of the Becket parent survey, along with a summary of the comments/feedback provided to the visiting team during the November 2006 Case Study Compliance Review at the Becket Family of Services

Summary Of Mount Prospect Academy Parent Survey Data

Total number of surveys sent: 101	Total # of completed surveys received: 19	Percent of response: 18
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	3	1	1
My child has opportunities to interact with non-disabled peers on a regular basis.	11	3	1	3
I am adequately informed about my child's progress.	11	5	3	0
My child is informed about and encouraged to participate in school activities outside of the school day, and is offered necessary supports.	15	3	1	2
My child feels safe and secure in school and welcomed by staff and students.	9	6	3	1
A variety of information (observations, test scores, school work, parent input) was used in developing my child's IEP.	14	2	1	2
I am satisfied with the progress my child is making toward his/her IEP goals.	10	4	2	3
FOR PARENTS OF HIGH SCHOOL STUDENTS:	12	1	0	6
My child earns credits toward a regular high school diploma in all of his/her classes.				
Transition:				
I am satisfied with the planning and support provided for the moves my child has made from grade to grade and school to school.	10	3	2	4
All of the people who are important to my child's transition were part of the planning.	12	3	2	2
FOR PARENTS OF STUDENTS AGE 16 OR OLDER:	10	0	1	8
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 yes, please answer the next two questions. If no, skip to OTHER.</i>	YES 13		NO 2	
I have been involved in the development of behavior interventions, strategies and supports for my child.	12	4	1	1
I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs.	12	3	2	1
Other:				
I fully participate in special education decisions regarding my child.	13	3	2	1
I have been provided with a copy of the procedural safeguards (parental rights) at least once a year	13	0	1	5

Interpretation of Results of MPA Parent Surveys

A total of 101 parent surveys were distributed to parents of MPA students, of which 19 were returned, representing 18% of the parent population. The results are exclusive to MPA and, as such, do not allow for comparative information on the programs and procedures at LCLI and MPA. The following patterns were identified.

Strengths:

- 66% of parents indicated satisfaction with their involvement in the development of the interventions, strategies and supports included in the IEP and they participated in the decision making process
- 70% of parents reported the behavioral needs of their child are being met
- 79% of parents reported satisfactory academic progress for their child

Areas in Need of Improvement:

- 42% of parents reported there is a need for improvement in communication regarding student progress
- 50% of parents reported that their child does not always feel safe
- 50% of parents reported that transition planning could be improved
- 42% of parents did not answer a number of questions. This is indicative of respondents who may not feel fully informed of issues and programs central to their child's educational or developmental well being.

Summary Of Life Centered Learning Institute Parent Survey Data

Subsequent to the November 2006 NHDOE Program Approval visit to LCLI, it became apparent that LCLI had not distributed the parent surveys that were included in the application packet, therefore the results are not available for reporting within this document. The NHDOE, Bureau of Special Education, will work with LCLI gathering parent feedback and the administration of the NHDOE Special Education Program Approval parent survey, and will review the results when received.

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

Access To The General Curriculum

Implementation of IEPs

Provision of Non-Academic Services

Full Access to the District's Curriculum

Equal Education Opportunity

The visiting team observed that the implementation of the Plymouth Cooperative School District (SAU#48) curriculum was marginal. Based on the case studies presented in both programs, combined with interviews involving staff and students, LEA surveys, and review of policy and procedures, it became evident that instruction for students is highly individualized. All students are afforded the opportunity to progress at their own rates of learning and this individualized approach is not always linked to a curriculum.

This was especially evident at LCLI, where it was not clear who was responsible for the supervision of curriculum, instruction and assessment. The design and definition of learning standards was not clear. This directly references what students should know and be able to do within each course offering. At LCLI, no clear delineation between middle and high school programming or critical learning standards was evident. While personalized approaches to learning are to be encouraged, it is critical that the individualized approaches be connected to a curriculum and courses with a scope and sequence that include clear expectations for learning outcomes and a continuum of instruction to reach and assess the outcomes.

At MPA the school has evolved a number of intentional and very effective ways of placing students in charge of their own learning, and ensuring that they are provided access to both required coursework and requirements from the school district from which the child originated. In addition, the staff was able to clearly articulate course offerings and demonstrate how middle and high school course offerings were being implemented. There was varying evidence of connections with the Plymouth Cooperative School District curriculum. In addition, it was clear that special education was aligned with the general education course offerings, the role of the special education teachers was clearly defined and IEPs were written in meaningful ways that clearly demonstrated access to the courses offered at MPA.

Related to access to the general curriculum, both programs lack a full compliment of certified consultants, in order to meet the requirements outlined in the NH State Curriculum Standards. The following required content areas for high school credits are not met:

LCLI High School

- Arts Education
- Business Education
- Communication Technologies
- World Languages
- Technology Education

LCLI Middle School

- Arts Education
- Family and Consumer Science
- Communication Technologies and Technology Education

MPA High School

- Business Education
- World Languages
- Communication Technologies

MPA Middle School

- Communication Technologies

Transition

Transition Planning

Process: Provision of FAPE

Transition planning is a critical area for students placed in private special education facilities outside of their school district, and in particular for many of the students who are court placed, who may move from school to school with little to no preparation. The visiting team recognized the significant efforts that staff at Becket Family of Services makes in the area of writing transition plans, as well as the emphasis that is placed on transition planning at key points in a child's education. Overall, transition planning for students at Becket Family of Services was well documented, especially at MPA, where plans included transition plans and strategies that were presented as a coordinated set of activities related to the student's course of studies, with full student involvement.

At LCLI, the visiting team determined that written transition plans in student IEPs could be strengthened. Specifically, plans reviewed did not contain activities that focused on the student's course of studies, and did contain goals that were not measurable and outcomes that were general in nature. Transition plans should demonstrate full student participation and include the involvement of supportive agencies outside the school setting.

Behavior Strategies and Discipline

As a result of the NHDOE Special Education Case Study Compliance Review, the visiting team concluded that there were very distinct differences between MPA and LCLI when it came to management of student behaviors. At MPA it was clear that staff and administration have been provided with specialized training on intervention strategies to address the

individual needs of students who exhibit significant behavioral and mental health issues. All staff members at MPA appeared to be well trained to address challenging student behaviors, and MPA insures the necessary supports and professional development are provided. Behavior plans were comprehensive and behavioral data was collected and reviewed on an ongoing basis. Interventions used are positive and actively involve both the student and the family, whenever possible. In addition to the clearly outlined day-to-day behavioral expectations within each classroom, individual plans are developed for students as necessary. For those children in need of more specialized behavior programming, plans are written and included in the student's IEP, and data provided demonstrated evidence of how progress was assessed. MPA has developed a school wide advisory program that has also assisted in developing a positive learning culture within the school.

At LCLI, the visiting team observed an educational program where discipline strategies were designed to correct problems after they occurred, with little, if any, attention to informed strategies for preventing discipline problems. Students at LCLI are regularly scanned with monitoring devices to detect metal objects and staff is assigned to patrol the halls with radios, which publicly announce any and all discipline issues. It was not clear that school wide discipline data is being collected and reviewed in a strategic manner, to inform staff and administration regarding the culture and climate of the building and how student behavior may be impacting the learning process. While data is collected on individual students and reviewed regularly, there is no indication of focused discussion or collaborative planning in place to assess the impact that student behaviors have upon the culture, climate and, more importantly, upon student learning.

COMMENDATIONS

Becket Family of Services (MPA and LCLI)

1. The Becket Family of Services mission statement and beliefs are alive and being implemented within the programs.
2. The administration and the board are commended for the provision of necessary supplies, materials, resources, professional development and facilities to meet the needs of a very complex student population.
3. Staff within both programs were consistently described as skilled, caring and dedicated to working with a very challenging and complex student population.
4. Within each program there is a sense of pride, teamwork and spirit of enthusiasm.
5. There is strong collaboration between clinical staff, residential staff, parents and teachers.
6. The adventure based programming is a strong component at both sites.
7. The vocational opportunities for students are quite impressive.
8. Staff/student ratio is appropriate for working with students who demonstrate such significant emotional, behavioral and mental health needs.
9. Efforts to engage the greater community in the school are evident at both MPA and LCLI.
10. Since the last NHDOE Special Education Program Approval visit, Becket Family of Services has added the position of Curriculum and Professional Development Coordinator.
11. The respect and positive relationship between students and staff is evident and impressive.
12. The Becket education programs continue to grow and evolve, and suggestions for improvement provided by the NHDOE are viewed as important in guiding future decisions related to special education programming.
13. LEAs working with The Becket Family of Services report satisfaction with programs, services, quality of staff and positive student outcomes.
14. Professional development opportunities for educators within Becket are ongoing and encouraged by the administration. Administration continues to work toward a more formalized mentoring program for new hires.
15. Both MPA and LCLI are recognized for the hospitality extended to the visiting team and for the time and effort put forth in preparing for the visit.

Mount Prospect Academy

1. Staff at MPA were well prepared for the Case Study Compliance Review, and the general education staff who took the lead in the presentations did an outstanding job in gathering and providing the evidence to demonstrate compliance in the three focus areas.
2. The Special Education Director for MPA is commended for her vision, leadership and ability to engage LEAs, parents, students and staff in the special education process.

ISSUES OF SIGNIFICANCE

Issues of significance are defined as systemic deficiencies that impact the effective delivery of services to all students, including those with educational disabilities. Examples of such may include system wide issues related to curriculum, instruction and assessment. Other examples might be concerns related to inadequate facilities, ineffective communication systems within the educational community, leadership, shared mission, vision and goals, deficiencies in policies and procedures, staff recruitment and retention, professional development or other important factors related to the learning organization.

While there were many praiseworthy strategies and interventions identified during the November 2006 NHDOE Special Education Case Study Compliance Review at the Becket Family of Services, the visiting team identified several issues of significance, some of which are newly identified, while others are issues that were identified in the NHDOE Special Education Program Approval visit in November 2003. It is important to note that many of the issues of significance are not the result of a lack of effort to address; they are systemic issues that will take a significant amount of time and resources to fully resolve.

Specifically, these issues are listed below:

- **Full Access to the General Curriculum:** Students at the middle and high school level, in both programs, need to have full access to the “required” course work that is outlined in the NH State Curriculum Standards. In addition, Becket Family of Services must have a viable curriculum in place that teachers are using on a daily basis; one that is directly connected to the course offerings outlined in the application material submitted. The emphasis must be matched with an assessment model that allows for indicators of incremental growth.
- **Individual Education Plans:** IEPs for students enrolled at LCLI need to include IEP goals that are measurable, and transition plans (within both programs) that meet compliance.
- **Assessment Data:** Consistent with the citation to follow (on page 14), a process needs to be established at each site which insures consistency in the application of the data from academic assessments to inform the application of curriculum, instructional strategies and IEP development. This should include baseline assessments as administered upon admittance and periodic assessments of student achievement for the purpose of determining academic growth.
- **Qualifications of Staff:** Becket Family of Services must ensure that all staff has appropriate certification for the position they hold. In addition, there must be certified consultants for those content areas where certified Becket teachers are providing instruction yet do not hold the content certification.
- **Supervision and Evaluation of Staff:** At both programs there needs to be clarification on who is responsible for meaningful supervision and evaluation of staff. This includes professional development goals for staff and administration that are connected to a professional development master plan, mentoring of new staff, and the design of professional development opportunities system wide for both sites
- **Curriculum Development and Description:** Programs at MPA and LCLI need to have a clear reference to the Plymouth Cooperative School District (SAU 48) curriculum.

CITATIONS OF NONCOMPLIANCE IDENTIFIED AS A RESULT OF THE NOVEMBER 2006 CASE STUDY COMPLIANCE REVIEW

Citations of noncompliance are defined as deficiencies that have been identified through the Case Study Compliance Review Process that are in violation of state and federal special education rules and regulations. Citations may result from review of policies and procedures and related application materials, case study presentations, review of student records or any program approval activity related to the visit. **It is important to note that all citations of noncompliance included in this section of the report will need to be addressed in a corrective action plan.**

As a result of the Case Study Compliance Review, the following citations of non-compliance were identified. Each citation 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.

**Citations of Non-Compliance Identified at Both Mount Prospect Academy and
Life Centered Learning Institute:**

1.) ED 1109.03 (a) Full Access To The General Curriculum

ED 1133.05 (h) Program Requirements

All students enrolled at the Becket Family of Services (LCLI and MPA) must have access to equal educational opportunities within their programs and the ability to progress in the general curriculum as under state and federal special education rules and regulations.

2.) ED 1133.05 (I) Assessment

Becket Family of Services (LCLI and MPA) needs to develop a system of ongoing, consistent formalized assessment to measure student progress, writing of IEPs and assess the effectiveness of curriculum and instruction provided to students enrolled.

3.) ED 1133.05 (K) Program Requirements

ED 1133.08 (A) Qualifications and Requirements for Instructional, Administrative and Support Personnel

All staff providing services to students with disabilities within the Becket Family of Services must hold appropriate certification. This includes teachers at both facilities who are not certified and vocational instructors who are not certified. In addition, for those teachers who are providing instruction in content areas for which they are not certified, there must be a certified individual who is providing consultation on a regular basis. The individual listed as a special education director at LCLI must hold certification as an administrator.

4.) ED 1133.05(H) Program Requirements

Both MPA and LCLI must have a written curriculum utilized by staff to guide instruction and assessment of student progress. Additionally, IEPs should be aligned with the curriculum.

5.) CFR 300.347(c) Transfer of Rights

For students at MPA and LCLI, there must be documentation that students are informed of their rights under IDEA prior to age 17. At the least, MPA and LCLI need to have on file confirmations from the LEA that students are informed of their rights.

6.) CFR 300.305(e)(2)(3) Summary of Performance

For students preparing to graduate, MPA and LCLI need to ensure that student records have a “summary of performance” document, which is forwarded to the LEA.

7.) ED 1119.01 Individual Education Plans

At LCLI, all IEPs must meet compliance with state and federal special education rules and regulations. This includes measurable annual goals, and transition plans that have all required components. At MPA staff need to ensure the transition plans in IEPs meet all requirements.

Citation of Non-Compliance Identified at Life Centered Learning Institute Only:

8.) ED 1133.13 (B) Physical Facilities

At LCLI there needs to be a written schedule of maintenance and housekeeping activities to ensure that the grounds are safe and promote the health of the children enrolled in the program. The administration, staff and/or students should not be responsible for the daily maintenance of the building. The administration and staff need to direct all of their attention toward instruction, curriculum, assessment and the implementation of student IEPs.

9.) ED 1102.28 IEP Meetings

LCLI needs to ensure that students are invited to their IEP meeting “if a purpose of the meeting will be consideration of the student’s transition services needs”.

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. Suggestions for individual programs are included in the Building Level Case Study Data Summary Reports, pp.17-30.** It should be noted that in the Building Level Data Summary Reports, any suggestion made by a visiting team member that is actually a citation of noncompliance, has an asterisk (*) before it, and it is also listed above with the citations of noncompliance.

1. As in the past, it is strongly suggested that both facilities utilize a consistent approach to the development and implementation of IEPs.
2. Becket Family of Services may want to consider the development of a professional library for staff that could be directed toward supporting professional development goals for both facilities, and avail the resources at NHDOE.
3. The Becket Family of Services should give serious consideration to having some expertise and consultation from an individual who has expertise in specialized reading instruction. Many of the students enrolled in the programs are challenged by their lack of reading skills, and currently there is no effective remedial reading methodology available. There appears to be a very strong need for a formalized, consistent approach to literacy and basic reading instruction for many of the students. As the facility begins to examine and develop curriculum, consultation from a reading specialist might be highly beneficial.
4. The Becket Family of Services may want to consider the formation of a “Stakeholder Advisory” group that could assist in improving connections with LEAs and parents.
5. While having a position of Professional Development Coordinator is a strength, it is strongly suggested that staff be afforded the opportunity to contribute to the design of professional development planning, including the Professional Development Master Plan. Professional development at the Becket Family of Services is encouraged, however it appears to be highly individualized rather than connected to system wide goals that would strengthen student outcomes. System wide goals relate to consistency between programs and facilities.
6. Staff would benefit from professional development in the area of measures of assessment based on authentic tasks, activities, or problems; specifically, learning how to require students to “demonstrate the application of their learning”.
7. The administration at LCLI would benefit from the expanse of training that is apparent at MPA. This should include strategies in positive behavioral intervention and curriculum development and implementation. This could lead to consistency in expectations, intervention strategies and follow through with staff, parents and responsible LEAs.
8. Behavior management strategies that consider the importance of privacy issues and consistency in application are suggested as an important element in strengthening the culture and climate of LCLI. This should include policies and procedures that outline rationale for routine student “services”, etc.
9. The Becket Family of Services would benefit from a Director of Facilities, who would follow an articulate protocol and improvement plan that recognizes the importance of safe, flexible and contained learning environments.
10. MPA and particularly LCLI would benefit from an annual survey of parents that focuses upon the programs and interventions particular to each facility.

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: **Becket / Mount Prospect Academy**

Date: 11/16/06

Programs:

Number of Cases Reviewed: 3

Recorder/Summarizer:

Collaborative Team Members:

Name: Stacy Buckley	Building Level or <u>Visiting</u>
Name: Kelly Mask	<u>Building Level</u> or Visiting
Name: Nicole Canning	<u>Building Level</u> or Visiting
Name: Thomas Donahue	Building Level or <u>Visiting</u>
Name: Susan Ellis	Building Level or <u>Visiting</u>
Name: John Dawson	Building Level or <u>Visiting</u>
Name: Karen Langley	Building Level or <u>Visiting</u>

Based on data collected from the Data Collection Forms, Interview Forms, Classroom Observations, etc. the following summary is intended to provide a “snapshot” of the quality of services and programs in the school/private facility in the areas of:
Access to the General Curriculum, Transition and Behavior Strategies and Discipline.

SUMMARY OF BUILDING LEVEL DATA

Filled in with the number of times a statement was marked from all Data Collection Forms:

<u>ACCESS TO THE GENERAL CURRICULUM STATEMENTS</u>							
Ed. 1109.01 Elements of an IEP CFR 300.347 Content of IEP Ed. 1109.05, Implementation of IEP 20 U.S.C. 1414 (d) Ed. 1115.07, Ed 1119.01(f) Provision of Non-Academic Services/Settings CFR 300.553 Ed. 1119.03, Full Access to District's Curricula CFR 300.24, CFR 300.347 Ed. 1119.08, Diplomas Ed. 1107.04 (d) Qualified Examiner Ed. 1133.05 (c)(h)(k) CFR 300.347 Program Requirements, Content of IEP Ed. 1133.20 Protections Afforded to Children with Disabilities CFR 300.347(a) (1) (i) ". . . general curriculum (i.e. ,the same curriculum as for nondisabled children)" CFR 300.347 (a) (3) (iii) "To be educated and participate with other children with disabilities and non disabled children"					YES	NO	N/A
Team uses multiple measures to design, implement and monitor the student's program.					3		
IEP goals are written in measurable terms.					3		
Student has made progress over the past three years in IEP goals. Goal 1							3
Student has made progress over the past three years in IEP goals. Goal 2							3
Student <u>has access to</u> the general curriculum (as outlined by the district, sending district or NH frameworks.)					3		
Student <u>participates in</u> the general curriculum in a regular education setting with non-disabled peers, as appropriate, with necessary supports.					3		
When participating in a regular education setting with non-disabled peers with necessary supports, student <u>has made progress in</u> the general curriculum.					3		
Student participates appropriately in state, district and school-wide assessments.					1		2
Student <u>shows progress</u> in state, district and school-wide assessments.							
Student <u>has opportunities</u> to participate in general extracurricular and other non-academic activities with necessary supports.					3		
Student <u>does participate</u> in general extracurricular and other non-academic activities with necessary supports.					3		
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)					3		
Extension in Place	Lack of Qualified Personnel Psychologist Educator Related Services Other	Evaluation Not Completed in Time	Summary Report Not Written in Time	Meeting Not Held in Time	Other		
<i>For High School Students:</i>					YES	NO	NA
Student is earning credits toward a regular high school diploma.					2		
<i>IF YES:</i> within 4 years?					1	1	
Student will earn an IEP diploma or a certificate of competency.					2		
<i>IF YES:</i> within 4 years?					1	1	
Does this school / district have a clear policy for earning a high school diploma?					2		

Access to the General Curriculum

Strengths	Suggestions for Improvement
<ol style="list-style-type: none">1. Participation of MPA students with nondisabled peers in residential / community setting is impressive.2. Students are actively involved in IEP and Individual Treatment Plan meetings and establishing goals / measuring progress.3. Staff works hard to match students' interests to vocational programming.4. Vocational options, both in Haverhill and in community settings, are a strength of the overall programming.	<ol style="list-style-type: none">1. Staff is encouraged to continue to look at varied ways to measure IEP goals and work toward more specific quantitative data.2. *Administration needs to continue to develop curriculum to meet state standards and requirements.3. Expand opportunities for hands-on activities, especially in the content area of science (i.e. labs, software, inquiry science kits, etc.)

* This is a citation

SUMMARY OF BUILDING LEVEL DATA

Filled in with the number of times a statement was marked from all Data Collection Forms:

<u>TRANSITION STATEMENTS</u>	YES	NO	
Ed .1102.53, Transition Services CFR 300.29 Ed. 1107.02 CFR 300.132 Part C Transition Ed. 1109.01, Elements of an IEP (Transition Services) CFR 300.347 (b) (1) (2) 20 U.S.C. 1401 (34) 20 U.S.C. 1414 (d)(1)(A)(i)(VIII)(aa)(bb)(cc) Ed. 1109.03, IEP Team CFR 300.344 (b) (1) Ed. 1133.05 CFR 300.347 (b)(1)(2) Program Requirements This includes movement from (a) Early Supports and Services (ESS) to preschool, b) preschool to elementary school, (c) age 14 or younger, or (d) age 16 or older, as well as from grade to grade and school to school.	YES	NO	
For all students, respond to the following 3 statements:			
Transition planning from grade to grade takes place.	3		
Transition planning from school to school takes place.	3		
Collaboration has occurred between general and special education staff in IEP development and in transition planning.	3		
For middle or high school students, <u>also</u> respond to the following 4 statements:			
Transition planning is designed as a results oriented process that promotes movement from school to the student's desired post-school goals.	3		
IEP team includes parent as part of transition planning.	3		
IEP team and process includes student as part of transition planning.	3		
IEP includes current level of performance related to transition services.	3		
If the student is age 14 or older during the course of the IEP, <u>also</u> respond to the following 3 statements:			
There is documentation that the student has been invited to attend IEP meetings.	3		
A statement of the transition service needs is included in the IEP.	3		
The statement of transition focuses on the student's course of study (e.g. vocational programming, advanced placement).	3		
If the student is age 16 or older during course of the IEP, <u>also</u> respond to the following 11 statements:	YES	NO	N/A
Transition plan includes coordinated, measurable, annual IEP goals and includes transition services that will reasonably enable the student to meet the post-secondary goals.		2	
There is documentation that representatives of other agencies have been invited to IEP meetings.	2		
Statement of needed transition services is presented as a coordinated set of activities.	2		
The statement of transition focuses on the student's course of study (e.g. vocational programming, advanced placement).	2		
The IEP includes a statement of needed transition services and considers instruction.	2		
The IEP includes a statement of needed transition services and considers related services.	2		
The IEP includes a statement of needed transition services and considers community experiences.	2		
The IEP includes a statement of needed transition services and considers development of employment skills.	2		
The IEP includes a statement of needed transition services and considers development of daily living skills.	2		
Student is informed prior to age 17 of his/her rights under IDEA.	1	1	
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		2

Transition	
Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> 1. Transition planning and spreadsheet of documentation is very impressive, comprehensive and informative. 2. IEP team works exceptionally hard to meet each child's individual needs and to be sure that they are aware of all required services available to students. Team also assists students in understanding and organizing materials to be prepared for transition meetings and related activities. 3. Respect of individual student preferences and desires is a part of transition planning and fosters independent thought. 4. Mount Prospect Academy does a great job of working with LEAs on student transitions. Staff are willing and available to go to schools and work with staff and students throughout the transition process. 	<p>* Goals in transition plans need to be measurable.</p>

* This is a Citation

SUMMARY OF BUILDING LEVEL DATA

Filled in with the number of times a statement was marked from all Data Collection Forms:

<u>BEHAVIOR STRATEGIES AND DISCIPLINE</u>			
<p>Ed. 1109.02 Program CFR 300.346 Ed. 1119.11 Disciplinary Procedures CFR 300.519-300.529 Ed. 1133.07 (a) (b) (c) (d) (e) CFR 300.510-300.529 20 U.S.C. 1415 (K) Child Management – Private Schools RSA 169-C Child Protection Act</p>	YES	NO	N/A
Data are used to determine impact of student behavior on his/her learning.	3		
Has this student ever been suspended from school?			3
If yes, for how many days?			
If appropriate, a functional behavior assessment has been conducted.			3
IEP team has addressed behaviors that are impacting student learning.	3		
A behavior intervention plan has been written to address behaviors.	3		
All individuals working with the student have been involved in developing behavior intervention strategies.	3		
Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.	3		
Results of behavior intervention strategies are evaluated and monitored.	3		
A school-wide behavior intervention model exists.	3		
Strengths	Suggestions for Improvement		
<ol style="list-style-type: none"> 1. Individual behavior strategies /goals are outlined in IEPs and data is collected. This happens for individual students as well as school-wide. 2. The MPA level system is effective and holds students accountable and responsible for their own behavior. 3. Staff is well trained in behavioral initiatives and data collection. 			

SUMMARY OF BUILDING LEVEL STRENGTHS AND SUGGESTIONS FOR IMPROVEMENT

Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> 1. Transition planning at all levels is a strength. 2. New teacher orientation assists staff in better understanding the school. 3. There are diverse opportunities for academic engagement and multiple ways for implementation in varied settings. 4. The Becket Family Services vision and mission are clear and demonstrated throughout all aspects of the program. 	<ol style="list-style-type: none"> 1. Continue to expand curriculum development. 2. Continue to explore opportunities for engagement with nondisabled peers. 3. Explore opportunities to include teacher assistants in professional development and team building. 4. While student advisory groups can be very useful and productive, it is strongly suggested that expectations / outcomes from each class be the same.

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: **Becket – Life Centered Learning Institute**

Date: 11/16/06

Programs:

Number of Cases Reviewed: 2

Recorder/Summarizer: Rick Sharp

Collaborative Team Members:

Name: Rick Sharp	Building Level or <u>Visiting</u>
Name: Steve Lussier	<u>Building Level</u> or Visiting
Name: Jeff Caron	<u>Building Level</u> or Visiting
Name: David Parker	Building Level or <u>Visiting</u>
Name: Greg Magoon	Building Level or <u>Visiting</u>

Based on data collected from the Data Collection Forms, Interview Forms, Classroom Observations, etc. the following summary is intended to provide a “snapshot” of the quality of services and programs in the school/private facility in the areas of:
Access to the General Curriculum, Transition and Behavior Strategies and Discipline.

SUMMARY OF BUILDING LEVEL DATA

Filled in with the number of times a statement was marked from all Data Collection Forms:

<u>ACCESS TO THE GENERAL CURRICULUM STATEMENTS</u>							
Ed. 1109.01 Elements of an IEP CFR 300.347 Content of IEP Ed. 1109.05, Implementation of IEP 20 U.S.C. 1414 (d) Ed. 1115.07, Ed 1119.01(f) Provision of Non-Academic Services/Settings CFR 300.553 Ed. 1119.03, Full Access to District's Curricula CFR 300.24, CFR 300.347 Ed. 1119.08, Diplomas Ed. 1107.04 (d) Qualified Examiner Ed. 1133.05 (c)(h)(k) CFR 300.347 Program Requirements, Content of IEP Ed. 1133.20 Protections Afforded to Children with Disabilities CFR 300.347(a) (1) (i) ". . . general curriculum (i.e. ,the same curriculum as for nondisabled children)" CFR 300.347 (a) (3) (iii) "To be educated and participate with other children with disabilities and non disabled children"					YES	NO	N/A
Team uses multiple measures to design, implement and monitor the student's program.					2		
IEP goals are written in measurable terms.						2	
Student has made progress over the past three years in IEP goals. Goal 1					2		
Student has made progress over the past three years in IEP goals. Goal 2					2		
Student <u>has access to</u> the general curriculum (as outlined by the district, sending district or NH frameworks.)						2	
Student <u>participates in</u> the general curriculum in a regular education setting with non-disabled peers, as appropriate, with necessary supports.							2
When participating in a regular education setting with non-disabled peers with necessary supports, student <u>has made progress in</u> the general curriculum.							2
Student participates appropriately in state, district and school-wide assessments.							
Student <u>shows progress</u> in state, district and school-wide assessments.							
Student <u>has opportunities</u> to participate in general extracurricular and other non-academic activities with necessary supports.							2
Student <u>does participate</u> in general extracurricular and other non-academic activities with necessary supports.							2
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		
Extension in Place	Lack of Qualified Personnel Psychologist Educator Related Services Other	Evaluation Not Completed in Time	Summary Report Not Written in Time	Meeting Not Held in Time	Other		
<i>For High School Students:</i>					YES	NO	NA
Student is earning credits toward a regular high school diploma.					2		
<i>IF YES:</i> within 4 years?					2		
Student will earn an IEP diploma or a certificate of competency.						2	
<i>IF YES:</i> within 4 years?							
Does this school / district have a clear policy for earning a high school diploma?					2		

Access to the General Curriculum

Strengths	Suggestions for Improvement
<ol style="list-style-type: none">1. Staff continues to work toward consistent behavioral programming and this helps students stay focused and access the curriculum.2. Staff is working hard to focus curriculum upon employment, which assists students in connecting classroom learning with the real world of work.3. Staff individualizes instruction to meet kids at varying academic levels.4. The position of curriculum coordinator / professional development coordinator has great potential in assisting staff and administration in curriculum development, curriculum mapping, and connecting professional development to goals developed by staff and administration.	<ol style="list-style-type: none">1. Through case study presentations, it was evident that LCLI focuses on behavioral issues. Academic programming and curriculum needs to be strengthened.2. * LCLI needs to demonstrate that students have full access to middle and high school offerings as required by the NH Minimum Standards.3. Staff needs additional support in aligning lessons to a curriculum, as well as measuring the success of students in lessons presented.4. Staff would benefit from professional development in the implementation of accommodations and modifications outlined in IEPs.5. If LCLI is going to continue to use the SAU#48 curriculum, it will be essential that they connect with district administration to explore competency-based curriculum assessments.

* This is a citation

SUMMARY OF BUILDING LEVEL DATA

Filled in with the number of times a statement was marked from all Data Collection Forms:

<u>TRANSITION STATEMENTS</u>			
<p>Ed .1102.53, Transition Services CFR 300.29 Ed. 1107.02 CFR 300.132 Part C Transition Ed. 1109.01, Elements of an IEP (Transition Services) CFR 300.347 (b) (1) (2) 20 U.S.C. 1401 (34) 20 U.S.C. 1414 (d)(1)(A)(i)(VIII)(aa)(bb)(cc) Ed. 1109.03, IEP Team CFR 300.344 (b) (1) Ed. 1133.05 CFR 300.347 (b)(1)(2) Program Requirements</p> <p>This includes movement from (a) Early Supports and Services (ESS) to preschool, b) preschool to elementary school, (c) age 14 or younger, or (d) age 16 or older, as well as from grade to grade and school to school.</p>	YES	NO	
For all students, respond to the following 3 statements:			
Transition planning from grade to grade takes place.	2		
Transition planning from school to school takes place.	2		
Collaboration has occurred between general and special education staff in IEP development and in transition planning.	2		
For middle or high school students, <u>also</u> respond to the following 4 statements:			
Transition planning is designed as a results oriented process that promotes movement from school to the student's desired post-school goals.	2		
IEP team includes parent as part of transition planning.	2		
IEP team and process includes student as part of transition planning.	2		
IEP includes current level of performance related to transition services.	2		
If the student is age 14 or older during the course of the IEP, <u>also</u> respond to the following 3 statements:			
There is documentation that the student has been invited to attend IEP meetings.		2	
A statement of the transition service needs is included in the IEP.	2		
The statement of transition focuses on the student's course of study (e.g. vocational programming, advanced placement).	2		
If the student is age 16 or older during course of the IEP, <u>also</u> respond to the following 11 statements:			
Transition plan includes coordinated, measurable, annual IEP goals and includes transition services that will reasonably enable the student to meet the post-secondary goals.		2	N/A
There is documentation that representatives of other agencies have been invited to IEP meetings.	2		
Statement of needed transition services is presented as a coordinated set of activities.	2		
The statement of transition focuses on the student's course of study (e.g. vocational programming, advanced placement).		2	
The IEP includes a statement of needed transition services and considers instruction.	2		
The IEP includes a statement of needed transition services and considers related services.			2
The IEP includes a statement of needed transition services and considers community experiences.	2		
The IEP includes a statement of needed transition services and considers development of employment skills.	2		
The IEP includes a statement of needed transition services and considers development of daily living skills.			2
Student is informed prior to age 17 of his/her rights under IDEA.		2	
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.		2	

Transition

Strengths

1. LCLI has a strong focus on vocational exploration, which assists students as they think about career planning.
2. There are many pre-vocational connections within the community.
3. Staff assists students in arranging for possible employment opportunities.

Suggestions for Improvement

1. Staff would benefit from professional development in the writing of transition plans that are part of student IEPs.
2. * For students preparing to graduate, staff need to work with the LEA to ensure that a written summary of performance is developed.
3. * Student files need to have documentation that prior to age 17 students are informed of their rights.
4. * LCLI should ensure that students are invited to their IEP meeting.

* This is a citation

SUMMARY OF BUILDING LEVEL DATA

Filled in with the number of times a statement was marked from all Data Collection Forms:

<u>BEHAVIOR STRATEGIES AND DISCIPLINE</u>			
<p>Ed. 1109.02 Program CFR 300.346 Ed. 1119.11 Disciplinary Procedures CFR 300.519-300.529 Ed. 1133.07 (a) (b) (c) (d) (e) CFR 300.510-300.529 20 U.S.C. 1415 (K) Child Management – Private Schools RSA 169-C Child Protection Act</p>	YES	NO	N/A
Data are used to determine impact of student behavior on his/her learning.	2		
Has this student ever been suspended from school?	2		
If yes, for how many days?			
If appropriate, a functional behavior assessment has been conducted.			2
IEP team has addressed behaviors that are impacting student learning.	2		
A behavior intervention plan has been written to address behaviors.	2		
All individuals working with the student have been involved in developing behavior intervention strategies.	2		
Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.	2		
Results of behavior intervention strategies are evaluated and monitored.	2		
A school-wide behavior intervention model exists.	2		
Strengths	Suggestions for Improvement		
<ol style="list-style-type: none"> 1. The staff has a genuine interest in addressing the complex behaviors of the students. 2. Professional development is made available to staff in the area of behavior management. 3. Staff / student relations are appropriate for the complex students served in the program. 	<ol style="list-style-type: none"> 1. Consider parental involvement and training connected to school behavior expectations. 2. Staff needs to explore ways to begin to collect school wide behavioral data that can be reviewed on a regular basis. 3. Staff and administration may want to utilize some of the positive intervention strategies in use at MPA. 		

SUMMARY OF BUILDING LEVEL STRENGTHS AND SUGGESTIONS FOR IMPROVEMENT

Strengths	Suggestions for Improvement
<ol style="list-style-type: none">1. There is an abundance of day to day behavioral information maintained on students.2. The staff is student centered and takes a genuine interest in the well being of all students.	<ol style="list-style-type: none">1. Staff and administration need to explore development of curriculum competencies and competency evaluations.2. Staff would benefit from professional development in IEP development, specifically writing measurable annual goals, measuring student progress and writing transition plans.

**VI. ADDENDUM: JAMES O SUMMARIES
DESCRIPTIONS OF INNOVATIVE PRACTICES**

**ADDENDUM
JAMES O. MONITORING PROGRAM**

Becket Family of Services: Mount Prospect Academy

Date: November 2006

Reviewer: Jane Bergeron-Beaulieu

Number of files reviewed: 2

COMMENDATIONS:

- Staff at MPA have worked hard to ensure full compliance with all requirements in the James O Consent Decree
- It is evident that staff at MPA have a strong working relationship with LEAs and the court system
- Student records were well organized and contained all required documentation
- IEPs were well written, and student progress well documented

CITATIONS OF NONCOMPLIANCE:

Based on the two student records reviewed, no citations were identified.

INNOVATIVE PRACTICES

Definition of Innovative Practice: Educational practices that are infused with respect and rigor, provoke discussion, hold possibilities for growth and change, and improve student performance.

Components of Innovative Practices: (Indicate one of these three categories for each innovative practice identified)

1. **Classroom/School Environment** (behavior management strategies, culture, communication, celebrations and recognitions, etc.)
2. **Curriculum, Instruction and Assessment** (e.g. engaging all students in learning, integration of technology, diversified instruction, use of data to inform instruction, involving all staff in curriculum decisions, etc.)
3. **Professional Responsibilities** (e.g. professional development, communicating with families, reflecting upon teaching, mentoring, collaboration between general and special education, etc.)

Description of an Innovative Practice in Your Educational Community:

Classroom/School Environment: Team Advisory and Pillars of Character

During the 2006 –07 School Year we decided to focus on building student character and school community. It was determined that we would work on this through a two- pronged approach: Team Advisory and the Pillars of Character.

Daily, in the morning and afternoon, teachers meet with an assigned Advisory group of 8 – 10 students. During the morning meetings, behaviors from the evening and morning are reviewed and processed if needed. Students are asked to make a goal for the day to work on. In the afternoon meetings the students review their “school day” and discuss whether or not they met their goal and why. The students will also talk about how they are going to behave during the evening.

Once a week, therapists will join a group to co- facilitate activities aimed at improving social skills, communication skills and self- management skills. These activities are related to the current Pillar of Character.

Pillars of Character were developed to focus on during the school year. Each month there is a different trait that the entire school is focusing on and the activities are related to. These pillars are related to a school –wide incentive plan, every time a student is observed demonstrating the current characteristic it is noted and when the tally reaches a pre-set amount the entire school will earn a pre-determined reward. For example, the reward the students are currently working towards is a “make your own sundae” buffet with an afternoon of activities (e.g., basketball, board games, movie). The Pillars of Character for the 2006-07 school year are as follows: Respect (September), Responsibility, Compassion, Family, Courage, Tolerance, Trustworthiness, Balance, Diligence, and Integrity (June).

Please provide a brief commentary on data collection that has identified this practice as having a positive impact upon student performance.

This practice began at the start of our 2006 –07school year. The original plan was to collect data every three months and compare; therefore, to date no data has been collected.

Please describe how this innovative practice is evaluated.

The plan is to collect data every three months. We will be comparing the overall number of level ones (major behavioral infractions) that have occurred during the time frame. Once collected, a graph will be created to visually depict what progress was made, the graph will then be displayed and added onto as the school year progresses so that everyone will be able to note the progress being made.