

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

**Monarch School of New England
SUMMARY REPORT
(Formerly Child Development Center)**

**Alan Reed-Erickson, Executive Director
Diane Gagnon, Program Director**

Chairperson, Visiting Team:
Jane Bergeron-Beaulieu, Education Consultant

Site Visit Conducted on December 13, 2007
Report Date, February 18, 2008

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I. TEAM MEMBERS

Visiting Team Members:

NAME	PROFESSIONAL ROLE
Chairperson: Jane Bergeron-Beaulieu	Education Consultant
Barbara Cohen	Project Director, Post Baccalaureate Program
Gretchen Cook	Lead Teacher
Mary Ellen Pantazis	Director of Special Education
Karen Staines	Executive Director

Building Level Team Members:

NAME	PROFESSIONAL ROLE
Diane Gagnon	Program Director
Kate Sisneroz	Teacher
Sandy Hawkins	Program Assistant
Abby Field	Teacher
Marie Melanson	Program Assistant
Holly Moquin	Program Assistant
Sue Lanzara	Speech-Language Pathologist
Kathy Perry	Occupational Therapist
Amanda Gebo	Speech-Language Pathologist
Christina Richardson	Occupational Therapist
Gabriella Roussos	Physical Therapist
Elaine Deschambeault	Physical Therapy Assistant
Diane McManus	Teacher
Stephanie Marzano	Teacher
Laura Thomas	Program Assistant
Linda Pierce	Program Assistant
Donna Marble	Occupational Therapy Assistant
Mark Bullard	Occupational Therapy Assistant

II. INTRODUCTION

The Monarch School of New England is comprised of 2 programs, the Williams Program and The Foss Program. At the time of the December 2007 New Hampshire Department of Education Case Study Compliance Review, between the two programs there were approximately 31 students enrolled at the Monarch School of New England. Students are bused in from 19 cities in New Hampshire and southern Maine. Both of the programs are self-contained special education day settings and accept a wide variety of students with significant learning and medical challenges. The Monarch School offers a unique range of innovative and effective programming to a student population that has significant cognitive impairments, medical needs, behavioral challenges, and severe communication issues. Some of the unique offerings include aquatics, horticulture, therapeutic riding and medical services that are structured to promote the health and safety of all the students enrolled. At both the Foss and Williams Programs, an interdisciplinary approach is utilized in provision of required academic content, and implementation of IEP's. The teachers, medical staff, and related service personnel integrate core curriculum, developmental and therapeutic needs while providing individual supports and specific interventions as needed.

The Williams Program is located in Gonic NH and is designed to meet the needs of the older student population, ages 14-21. The program offers both an academic and vocational component, and provides a well-equipped vocational center within the facility. The vocational programming provides the opportunity for students to learn a variety of skills in a work environment; additionally there are many community based work opportunities for the students. At the Williams Program there is much emphasis placed upon integrating required core curriculum with life skills and vocational work opportunities for students who have very significant learning impairments.

The Foss Program is located in Rochester NH, and serves the younger student population, ages 5-14. The students who attend the Foss Program have significant developmental delays and benefit from the small student staff ratio and the integrated approach to instruction. They newly created multipurpose room, now provides space for a computer lab and can be utilized for the arts.

SCHOOL DEMOGRAPHICS	2006-07	2007-08
Student Enrollment <u>as of December 1</u>	35	31
Do you accept out-of-state students? If so, list number from each state in 07-08	Yes. 8 from Maine	
Number and Names of Sending New Hampshire LEAs (as of October 1)	(5) Farmington SAU 61, (2) Pittsfield SAU 51, (1) Milton SAU 64, (6) Rochester, SAU 54, Hampton SAU 21, (1) Raymond SAU 33, (1) Claremont SAU 6, (2) Strafford SAU 44, (1) Manchester SAU 37, (1) Meredith SAU 2, (1) Somersworth SAU 5, (1) Hooksett SAU 15, (1) Chichester SAU 53	
# of Identified Students Suspended One or More Times	0	0
Average Length of Stay for Students	4.7	4.5 yrs
STAFF DEMOGRAPHICS		
Student/Teacher Ratio (as of Oct. 1)	9	8
# of Certified Administrators	1	1
# of Certified Teachers	3	1
# of Teachers with Intern Licenses	1	3
# of Non-certified Teachers	0	0
# of Related Service Providers	9	9
# of Paraprofessionals	32	30
# of Professional Days Made Available to Staff	3	3

SPECIAL EDUCATION PROGRAM DATA		
Primary Disability Types:	2006-07	2007-08
Autism	9	5
Deaf / Blindness		
Deafness		1
Emotional Disturbance	3	2
Hearing Impairment	1	1
Mental Retardation	8	6
Multiple Disabilities	16	15
Orthopedic Impairment	1	1
Other Health Impairment	8	7
Specific Learning Disabilities		
Speech or Language Impairment	8	6
Traumatic Brain Injury	1	1
Visual Impairment	10	10
Developmental Delay ages 3-9	1	1

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 December 13, 2007 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 the special education programs at the Monarch School of New England. These include:

- The Foss Program
- The Williams Program

The New Hampshire Department of Education, Bureau of Special Education, conducts program approval visits 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 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 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 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 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 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 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 July 2005 NHDOE Special Education Program Approval Report, there were 9 citations of non-compliance identified. Based on follow up NHDOE corrective action visits in September 2006, and review of related follow up correspondence, the Monarch School of New England has the following citations which are not yet met:

Citation	Status as of 1-yr CA Follow Up Visit Date	Status as of Current Visit Date
ED 1133.05 (c), (d), (h), Program Requirements, Content of IEP	November 2006: Curriculum Development: Partially Met	December 2007: Partially Met , Curriculum still in development
ED 1133.20 Protections Afforded to Children with Disabilities	November 2006: List of Required Consultants: Not Met	December 2007: Not Met
ED 1133.05 (h) Program Requirements CFR 300.347	November 2006: Transition Planning: Partially Met	December 2007: Partially Met

V. DECEMBER 2007 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 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 type 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.

At the Monarch School of New England, four students were randomly selected by the NHDOE, Bureau of Special Education, for the Case Study Compliance Review Process. These students ranged in age from elementary to high school and had varying disabilities.

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. Below is a summary of the results of the Monarch parent survey, along with a summary of the comments/feedback provided to the visiting team during the December 2007 Case Study Compliance Review at the Monarch School of New England.

SUMMARY OF PARENT SURVEY DATA

Name of Private School: Monarch School of New England		
Total number of surveys sent: 19	Total # of completed surveys received: 6	Percent of response: 32%

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.	4	1		1
My child has opportunities to interact with non-disabled peers on a regular basis.	1	2	1	2
I am adequately informed about my child's progress.	3	2		1
My child is informed about and encouraged to participate in school activities outside of the school day, and is offered necessary supports.	1	2	1	2
My child feels safe and secure in school and welcomed by staff and students.	5			1
A variety of information (observations, test scores, school work, parent input) was used in developing my child's IEP.	5			1
I am satisfied with the progress my child is making toward his/her IEP goals.	4	1		1
FOR PARENTS OF HIGH SCHOOL STUDENTS ONLY:				
My child earns credits toward a regular high school diploma in all of his/her classes.			2	
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.	2	2		2
All of the people who are important to my child's transition were part of the planning.	4			2
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.	1	1		
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>				
	3	2	1	No Answer
I have been involved in the development of behavior interventions, strategies and supports for my child.	2	1		1 n/a
I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs.	4			
OTHER:				
I fully participate in special education decisions regarding my child.	4			2
I have been provided with a copy of the procedural safeguards (parental rights) at least once a year	4			2

Interpretation of Results, Parent Survey:

The response rate to the survey (32%) is an indication that parents are reasonably involved in the programming at the Monarch School of New England. Upon review of the survey results, no significant patterns of concern surfaced. Based on the feedback provided by parents (from a mixture of grade levels), they are generally satisfied with programming and services offered. Parents feel involved, supported and that there is evidence of student success.

SUMMARY REPORT OF SENDING LEAs

Total number of surveys sent: 16	Total # of completed surveys received: 3	Percent of response: 19%
Number of students placed by: LEA: All	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.	3				
2. I am satisfied with the educational program at the above school.	1	1	1		
3. The school consistently follows special education rules and regulations.	1	2			
4. The school has an effective behavioral program (if applicable).	1	1			
5. I am satisfied with the related services provided by the school.	2	1			
6. The school implements all parts of students' IEPs.	2	1			
7. I feel the school provides the necessary skills to allow the student to make progress on the IEP goals.	1	2			
8. The school program measures academic growth.	1	1	1		
9. The school program measures behavioral growth (if applicable).	1	2			
10. The school completes a minimum of 3 comprehensive reports per year on each child with a disability enrolled.	1	3			
11. Progress reports describe the child's progress toward meeting the IEP goals, include a record of attendance, and are written in terminology understandable to the parent.	1	1	1		
12. Progress reports are provided to the LEA and to the parent of the child.	1	2			
13. I am satisfied with the way the school communicates students' progress.	1	1	1		
14. The school communicates effectively with parents.	2	1			
15. The school communicates effectively with the LEA.	2	2			
16. The school involves parents in decision-making.	1	1			
17. The school actively plans for future transition to a less restrictive placement.			1	1*	
18. If the school finds it necessary to change or terminate placement, they notify the LEA by convening the IEP team to: review the concerns, review/revise the IEP, discuss the placement and determine if the facility can fully implement the IEP and provide FAPE.					
19. The school team sets meeting times that are convenient for both parents and LEA.	1	2			
20. The school has met my expectations.	1	1	1		
21. I have a good relationship with the school.	1	2			
22. I would enroll other students at the school.	1		2*		

*Yes, if 17 improves dramatically.

Interpretation of Survey Results:

Based on the significantly low response rate from LEA's, no direct conclusions can be made to include in this report. However, that being said, the insignificant response rate is one that raises many questions that the Monarch School of New England may want to further explore. It is questionable as to whether or not LEA's have a strong partnership with the Monarch School of New England.

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 ongoing curriculum development at the Monarch School of New England is impressive. The interdisciplinary approach used in the design of the curriculum aligns functional life skills to the NH Curriculum Frameworks, the NHDOE Grade Level Expectations, and Grade Span Expectations. The result has been a curriculum that demonstrates access to the general curriculum in a variety of core content areas. The staff at the Monarch School of New England is utilizing this curriculum in the development of IEP's and in the instruction and assessment provided to students enrolled. Because key curriculum content is being targeted for the very unique student population, it has resulted in instruction that is developmentally appropriate, and includes framework aligned with general education curriculum scopes and sequences, alternative standards and functional skills.

As part of the Case Study Compliance Review Process student IEP's were presented to the visiting team and reviewed with staff, parents and students (as appropriate). As in the past, not all of the documents had goals that were written in measurable terms and, while there has been improvement in this area, further professional development is needed in order to ensure that this requirement is met. Also, as part of this review, the Monarch School of New England was asked to document how all of the "required" course offerings outlined in the NH Minimum State Curriculum Requirements were being met for elementary, middle and high school levels. While some of the basic core curriculum offerings are part of the Monarch School curriculum, there continue to be many that are not yet documented. These include, but are not limited to library media services, consumer and family services, technology education, the arts, etc. Not only is curriculum not yet fully developed, there is not a full array of certified curriculum consultants who can provide the necessary guidance and expertise to the Monarch staff in the delivery of such content areas. In order for the Monarch School of New England to demonstrate that all students have equal educational opportunities, there must be a completed curriculum with all required content, k-12. Lastly, it was noted that the Monarch School of New England is currently approved to accept students who are age 5, which would include the need for early childhood curriculum considerations. As of the December 2007 visit to the Monarch School, the programs are not currently staffed or equipped to provide such programming.

Transition

Transition Planning

Process: Provision of FAPE

Transition Services

The Monarch School of New England has a well written set of procedures to describe transition activities from post school to the adult world, within the programs at the Monarch School, and for those students who are transitioning to a lesser restrictive environment. And while these procedures are clearly articulated in written policy, documentation of such was not always found to be present in the Case Studies presented during the December 2007 visit to the Monarch School. What was evident is that all staff at the Monarch School are committed to smooth and successful transitions; however, there is a continued need to demonstrate that all transition planning requirements are met as required by both state and federal special education rules and regulations. As indicated in the July 2005 NHDOE Case Study compliance review, there is a continued need for recording and documenting transition planning, and that there be a process and method for measuring the effectiveness of transition planning. This transition planning needs to be outcome oriented and include post high school goals.

Behavior Strategies and Discipline

At the Monarch School of New England, the staff utilizes numerous methods and diversified behavioral strategies to address some very challenging student behaviors. It is not uncommon for teams to utilize several behavioral supports that are individually designed to be proactive, and to decrease the probability that the negative behavior will return.

All staff is provided with significant professional learning related to managing student behaviors and data collection; the use of data is impressive, and all of this is related to the development and monitoring of IEP's. As needed, staff at the Monarch School work with LEA's in conducting Functional Behavioral Assessments and, based on the December 2007 Case Studies presented, it was evident that there is a very strong system of behavioral supports provided to all students. It was also noted that parents are communicated with on a daily basis regarding student behaviors. This includes, but is not limited to communication books to relay information home, as well as tracking sheets that contain routine information on what the child has been working on (e.g. aggressive behaviors, toileting, etc).

As a result of the December 2007 Case Study Compliance review, there was ample evidence that indicated staff are highly trained and skilled in utilizing numerous methods of child management, most of which is derived from applied behavior analysis to remediate students' problem behaviors in both a proactive and reactive manner. All staff is trained and certified in Nonviolent Crisis Intervention (CPI). This provides much consistency across settings and among staff. The communication systems are strong among parents and outside agencies, which supports the consistent implementation of the behavior plans at school, in the home and in the community or work setting.

COMMENDATIONS

1. The staff and administration are commended for their dedication in working with a very challenging student population.
2. The integration of therapies into the curriculum is most impressive.
3. Staff student ratios are appropriate for the population of children served.
4. School nurses are in the classroom and are a part of the educational team.
5. There are two itinerant teachers of the visually impaired who work among all the classrooms.
6. There are many modes of communication with students; these include, but are not limited to, PECS, Object Symbols, Mighty Mo, Sign Language, etc.
7. The utilization of assistive technology in the classrooms is impressive.
8. The community is a resource to the school, and is used as an extension of the classroom.
9. In observing classrooms, students were actively engaged in the learning process.
10. Students could articulate the materials being taught in lessons and there were multiple instructional methodologies being used.
11. While the written curriculum is still in development, it is well done, connected to state curriculum expectations and appropriate for the learning levels of the students enrolled.
12. At the Monarch School of New England the availability of extra curricular activities for both parents and staff is to be commended.
13. The communication systems, including academic and therapy tracking sheets, have contributed to the many ongoing assessments that are conducted on students on a daily basis.
14. The staff and administration are commended for the preparation put forth to prepare for the Case Study Compliance Review. The presentations were comprehensive and well presented.
15. The Monarch School of New England places a strong value on parental involvement, and parents voice much support and feel that they are "partners" with the school.

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 are many praiseworthy strategies and interventions identified during the December 2007 Case Study Compliance Review at the Monarch School of New England, the visiting team identified some system wide citations that warrant continued attention. It is important to note that many of the issues of significance listed below are not the result

of a lack of effort to address them; they are systemic issues that are faced by many of the private special education schools, and will take a significant amount of time and resources to resolve. Specifically the issues are listed below:

- **Full Access to the General Curriculum:** At both the Foss and Williams Programs, elementary, middle and high school students continue to lack full access to the required course work that is outlined in the NH State Curriculum Standards for elementary, middle and high school.
- **Facilities:** As a result of the December 2007 visit to the Monarch School of New England, concern was raised regarding the physical facilities and the lack of appropriate instructional space for students who have significant learning needs. Currently both the Foss and Williams Programs have classrooms that are small, space for therapies is limited, and space for content such as physical education, library media services and the arts is insufficient. While this will not be noted as a “citation of non-compliance” significant concerns were raised by the visiting team regarding the space constraints and the impact that this has upon the curriculum and instruction being provided to a very challenging student population.

CITATIONS OF NONCOMPLIANCE IDENTIFIED AS A RESULT OF THE DECEMBER 2007 CASE STUDY COMPLIANCE REVIEW

Citations 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. Citations of non-compliance 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 citations of non-compliance that are 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.

ED 1109.03 (a) Full Access to the General Curriculum

ED 1133.05 (h) Program Requirements

ED 1133.20 Protections Afforded to Children with Disabilities

All students enrolled at the Williams and Foss Programs must have equal educational opportunities within their programs and the ability to progress in the general curriculum as outlined in state and federal special education rules and regulations.

ED 1109.01 Individual Education Plans

The Monarch School of New England IEP Form needs to be revised to ensure it has all of the components required by state and federal special education rules and regulations.

Transition Planning ED 1133.05 (H) Program Requirements

Transition plans in IEP’s must meet all state and federal transition planning requirements.

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

All staff providing services to students with disabilities at the Monarch School of New England must hold appropriate certification. At the time of the December 2007 Case Study Compliance Review, the Program Director did not hold certification or an intern license as an administrator, and two of the staff had only statements of eligibility for teacher certification; they did not have an intern license. In addition, the Monarch School must have a full compliment of certified consultants in the content areas for which they do not currently have staff (e.g. the arts, vocational programming, library media services, content areas etc.).

ED 1133.05 (c), (d), (h) Program Requirements, Content of IEP

The written curriculum that is still under development must be completed.

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. 13-18.** 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. The Monarch School of New England may want to consider inclusion of the behaviorist in program descriptions. Currently, the behaviorist is working with most all of the students on shaping behaviors, task analysis, behavioral plans, etc. However, only a few students have this outlined in their IEP's.
2. The Monarch School IEP forms need to be reviewed to ensure that the documents contain all required components. It is suggested that the Monarch School contact the NHDOE to request technical assistance in this area.
3. The Monarch School of New England needs to give serious consideration to conducting pre and post assessments that are directly aligned to their curriculum. This could assist in better assessing student progress over time, and measuring success on measurable annual IEP goals.

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: Monarch School of New England

SAU:

Date: 12/13/07

Programs: Foss Program, Williams Program

Number of Cases Reviewed: 4

Recorder/Summarizer: Jane Bergeron-Beaulieu

Team Members:

Name: Barbara Cohen	Building Level	or	<u>Visiting</u>
Name: Gretchen Cook	Building Level	or	<u>Visiting</u>
Name: Mary Ellen Pantazis	Building Level	or	<u>Visiting</u>
Name: Karen Staines	Building Level	or	<u>Visiting</u>
Name: Diane Gagnon	<u>Building Level</u>	or	Visiting
Name: Kate Sisneroz	<u>Building Level</u>	or	Visiting
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Name: Marie Melanson	<u>Building Level</u>	or	Visiting
Name: Holly Moquin	<u>Building Level</u>	or	Visiting
Name: Sue Lanzara	<u>Building Level</u>	or	Visiting
Name: Kathy Perry	<u>Building Level</u>	or	Visiting
Name: Amanda Gebo	<u>Building Level</u>	or	Visiting
Name: Christina Richardson	<u>Building Level</u>	or	Visiting
Name: Gabriella Roussos	<u>Building Level</u>	or	Visiting
Name: Elaine Deschambeault	<u>Building Level</u>	or	Visiting

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.**

SUMMARIZE YOUR BUILDING LEVEL DATA

ACCESS TO THE GENERAL CURRICULUM STATEMENTS						Filled in with the combined number of times a statement is marked on all Data Collection Forms for this school or building					
Ed. 1109.01 Elements of an IEP CFR 300.320 Content of IEP Ed. 1109.05, Implementation of IEP 20 U.S.C. 1414 (d) Ed. 1115.07, Ed 1119.01(f) Provision of Non-Academic Services/Settings CFR 300.320(a) CFR 300.34 Ed. 1119.03, Full Access to District's Curricula Ed. 1119.08, Diplomas Ed. 1107.04 (d) Qualified Examiner Ed. 1133.05 (c)(h)(k) CFR 300.320 Program Requirements, Content of IEP Ed. 1133.20 Protections Afforded to Children with Disabilities CFR 300.320(a)(1)(i) "... general curriculum (i.e. ,the same curriculum as for nondisabled children)" CFR 300.320(a)(4)(iii) "To be educated and participate with other children with disabilities and non disabled children"						YES	NO	N/A			
A1.) Team uses multiple measures to design, implement and monitor the student's program.						4					
A2.) All IEP goals are written in measurable terms.						4					
A3.) Student has made progress over the past three years in IEP goals. Goal 1						4					
A4.) Student has made progress over the past three years in IEP goals. Goal 2						4					
A5.) Student <u>has access to</u> the general curriculum (as outlined by the district, sending district or NH frameworks.)						2	2				
A6.) Student <u>participates in</u> the general curriculum <u>in a regular education setting with non-disabled peers</u> , as appropriate, with necessary supports.						1			3		
A7.) 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.						1			3		
A8.) Student <u>participates</u> appropriately in state, district and school-wide assessments.						4					
A9.) Student <u>shows progress</u> in state, district and school-wide assessments.						4					
A10.) Student <u>has opportunities</u> to participate in general extracurricular and other non-academic activities with necessary supports.						4					
A11.) Student <u>does participate</u> in general extracurricular and other non-academic activities with necessary supports.						4					
A12.) 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)						4					
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	
A13.) Student is earning credits toward a regular high school diploma.										2	
A14.) <i>IF YES:</i> within 4 years?											
A15.) Student will earn an IEP diploma or a certificate of competency.						2					
A16.) <i>IF YES:</i> within 4 years?										2	
A17.) Does this school or district have a clear policy for earning a high school diploma?						School does not offer diplomas					

Access Strengths	Access Suggestions for Improvement
<ol style="list-style-type: none"> 1. The Monarch School of New England continues to work on curriculum development that is aligned to the NH Curriculum Frameworks, Grade Level Expectations and Grade Span Expectations 2. Staff demonstrate the ability to incorporate the written curriculum into lesson planning, and have well established measures for collecting data as evidence of student progress. 3. The interdisciplinary approach to instruction is working well and demonstrates how curriculum offerings are being met. 4. The Monarch School of New England has a skilled staff that are able to modify and accommodate the general curriculum requirements for the very challenging student population. 5. Staff/family relations are strong, which assists in the delivery of instruction and access to the general curriculum 	<ol style="list-style-type: none"> 1. Continued emphasis needs to be placed upon improved facilities that would enable the staff to provide full access to the general curriculum and equal educational opportunities for all the students enrolled at the Monarch School of New England. 2. In developing IEP's, Monarch School may want to explore possible opportunities in working with LEA's on the use of the E-Z IEP Program currently used in many school districts. 3. The Monarch School of New England may want to consider establishing a partnership with a local school district for the purposes of obtaining content level consultants to provide guidance, supervision and technical assistance in the required curriculum content areas as outlined in the NH Minimum State Standards.

SUMMARIZE YOUR BUILDING LEVEL DATA

TRANSITION STATEMENTS <u>Ed .1102.53 Transition Services CFR 300.43</u> <u>Ed. 1107.02 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. 1109.03, IEP Team CFR 300.320(b) Ed. 1133.05</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.	Filled in with the combined number of times a statement is marked on all Data Collection Forms for this school or building		
	YES	NO	
If the student is under age 16, answer the following 3 statements only: (If the student is 16 or over, skip to question 4.)			
T1.) Transition planning from grade to grade takes place.	4		
T2.) Transition planning from school to school takes place.	4		
T3.) Collaboration has occurred between general and special education staff in IEP development and in transition planning.	4		
If the student is age 16 or older during the course of the IEP answer all of the following statements (do not answer the 3 statements above):			
T4.) Transition planning is designed as a results oriented process that promotes movement from school to the student's desired post-school goals.	2		
T5.) IEP team includes parent as part of transition planning.	2		
T6.) IEP team and process includes student as part of transition planning.		2	
T7.) IEP includes current level of performance related to transition services.		2	
T8.) There is documentation that the student has been invited to attend IEP meetings.	2		
T9.) A statement of the transition service needs is included in the IEP.	2		
T10.) The statement of transition focuses on the student's course of study (e.g. vocational programming, advanced placement).			2
T11.) 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
T12.) Statement of needed transition services is presented as a coordinated set of activities.	2		
T13.) The statement of transition focuses on the student's course of study (e.g. vocational programming, advanced placement).	2		
T14.) The IEP includes a statement of needed transition services and considers instruction.	2		
T15.) The IEP includes a statement of needed transition services and considers community experiences.	2		
T16.) The IEP includes a statement of needed transition services and considers development of employment skills.	2		
T17.) Student is informed prior to age 17 of his/her rights under IDEA.	2		
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.	2		
T19.) The IEP includes a statement of needed transition services and considers related services.	2		
T20.) The IEP includes a statement of needed transition services and considers development of daily living skills.	2		
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.		2	

Transition Strengths	Transition Suggestions for Improvement
<ol style="list-style-type: none"> 1. Transition planning is strong and is emphasized at all IEP meetings. 2. The integration of community and work experiences for all students is impressive. 3. Staff work hard to involve parents, students, LEA's and outside agencies in transition planning. 4. Longevity of staff assists in smooth transitions for students. 	<ol style="list-style-type: none"> 1. Staff and administration may want to consider tracking and documenting the success rates of students who transition to less restrictive environments and/or post school environments. 2. Staff and administration need to pay careful attention to written transition planning for high school students to ensure that the plans meet compliance.

SUMMARIZE YOUR BUILDING LEVEL DATA

BEHAVIOR STRATEGIES AND DISCIPLINE		Filled in with the combined <u>number of times a statement is marked on all Data Collection Forms for this school or building</u>		
<u>Ed. 1109.02 Program</u> <u>CFR 300.324</u> <u>Ed. 1119.11 Disciplinary Procedures</u> <u>CFR 300.530-300.536</u> <u>Ed. 1133.07 (a) (b) (c) (d) (e)</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.		4		
B2.) Has this student ever been suspended from school?		4		
B3.) If yes, for how many days?		4		
B4.) If appropriate, a functional behavior assessment has been conducted.		4		
B5.) IEP team has addressed behaviors that are impacting student learning.		4		
B6.) A behavior intervention plan has been written to address behaviors.		4		
B7.) All individuals working with the student have been involved in developing behavior intervention strategies.		4		
B8.) Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.		4		
B9.) Results of behavior intervention strategies are evaluated and monitored.		4		
B10.) A school-wide behavior intervention model exists.		4		
Behavior Strategy Strengths	Behavior Strategy Suggestions for Improvement			
<ol style="list-style-type: none"> 1. Within all of the programs at the Monarch School of New England there are consistent and positive behavioral expectations for students. 2. The behavioral data collected is impressive, and is utilized consistently in the planning of curriculum, instruction and assessment. 3. Staff have a well developed mechanism for monitoring student behaviors, and parents and the LEA are a part of the communication loop. 				