

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

**Becket Family of Services
Mount Prospect Academy
SUMMARY REPORT**

**Susan Beck, Executive Director
Karen Langley, Director of Special Education**

Chairpersons, Visiting Team:
Jen Dolloff, Joseph Miller
Education Consultants

Site Visit Conducted on March 20-21, 2013
Report Date, July 12, 2013

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I. TEAM MEMBERS

Visiting Team Members:

NAME	PROFESSIONAL ROLE
Chairperson: Jen Dolloff	Education Consultant
Chairperson: Joseph Miller	Education Consultant
McKenzie Harrington	NHDOE Education Consultant
Tammy Johnson	Special Education Coordinator
John Tuttle	Director of Education
Ann Holton	Special Education Director
Jocelyn Robinson	Special Education Building Coordinator

Building Level Team Members from Mount Prospect Academy:

NAME	PROFESSIONAL ROLE
Karen Langley	MPA Director of Academics
Sarah Pollinger	Special Education Academic Case Manager
Allen Abendroth	LEA Representative
Nathan Heathe	Paraeducator
Christi Guay	BHHF Clinician
Connie Ingalls	Permanency Specialist
Daryn Fenoff	Vocational Director
Pat Underhill	Herd Manager/Certified Teacher
Jessie Gaudioso	Special Education Academic Case Manager
Richard Potack	Adult Living Teacher
Barry Smith	Adult Living Coordinator
Bart Blanchard	BIEE Teacher
Don Jones	JROTC Vocational Instructor
Shaun Bean	Social Studies Teacher
Sam Moise	Social Work Intern
Frank Latosek	Fire Safety/Life Safety Instructor
Samantha Stewart	Teacher's Assistant to Dean of Students
Franz Kuder	Music Teacher
Peter McGurkin	Experiential Education Coordinator
Mark Labonte	Life Safety Instructor
Lindsay Middleton	English Teacher
Angelina Gannett	Special Education Academic Case Manager
Jana Wolf	Case Manager
John Kettner	Dean of Students
Jim Leavitt	Math Teacher
Karen Healey	Science Teacher
Chris Boyd	Computer Teacher
Andy Ellis	Teacher Assistant, Math
Lisa Hevey	LEA Representative

II. INTRODUCTION

Mount Prospect Academy is a private school approved by the New Hampshire Department of Education for special education and as a non-public education facility. Located in Plymouth, NH, Mount Prospect Academy provides educational services to boys ranging in age from 10-21. The program specializes in serving clients with behavioral disorders that are often associated with underlying mental health conditions, trauma, and cognitive impairments. MPA provides an active milieu that emphasizes academics, public service, adventure, vocation, and healthy living.

The Mission of the Mount Prospect School 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 that themselves with the guidance of those whom they love and respect. For this reason, we encourage the involvement of others in this process of guidance and support.”

Mount Prospect Academy provides educational services to students residing in Becket Family Services group homes and residences. These facilities are located within the local community and include the Becket House in Plymouth, NH, the Becket House in Rumny, NH, The Becket House in Warren, NH, the Becket House in Campton, NH, and the Becket House at Hull Farm in Pike, NH. As part of the NHDOE Case Study Review each of these facilities were visited. For each of these residential settings, all code enforcement inspection reports were current. Mount Prospect Academy is also approved to accept day students. At the time of the visit, 80 residential and day students were enrolled at the Academy.

SCHOOL DEMOGRAPHICS	2011-2012	2012-2013
Student Enrollment <u>as of October 1</u>	64	82
Do you accept out-of-state students? If so, list number from each state in 12-13	Yes. VT – 15, MA – 13, CT – 2	
Number and Names of Sending New Hampshire LEAs (as of October 1, 2012)	SAU 36 White Mountain Regional - 2 SAU 54 Rochester - 1 SAU 60 Fall Mountain - 1 SAU 73 Gilford - 1 SAU 62 Mascoma - 1 SAU 88 Lebanon - 3 SAU 21 Winnacunnet - 1 SAU 4 Newfound - 5 SAU 41 Hollis - 1 SAU 55 Plaistow - 1 SAU 49 Governor Wentworth - 1 SAU 15 Hooksett - 2 SAU 30 Laconia - 2 SAU 6 Claremont - 2 SAU 37 Manchester - 3	

Number and Names of Sending New Hampshire LEAs (as of October 1, 2012) - continued	SAU 42 Hudson - 1 SAU 48 Plymouth - 2 SAU 51 Pittsfield - 1 SAU 35 Lisbon - 2 SAU 18 Franklin - 3 SAU 8 Concord - 1 SAU 59 Winnisquam - 1 SAU 10 Derry - 1 SAU 28 Windham - 1 SAU 9 Conway - 1 SAU 93 Monadnock School District - 2 SAU 42 Nashua - 2 SAU 3 Berlin - 2 SAU 61 Farmington - 1 SAU 53 Newport - 1 SAU 29 Keene - 2 SAU 77 Monroe - 1	
# of Identified Students Suspended One or More Times		5
Average Length of Stay for Students		48 weeks
STAFF DEMOGRAPHICS		
Student/Teacher Ratio (as of October 1, 2012)	1:4	1:4
# of Certified Administrators	3	3
# of Certified Teachers	8	7
# of Teachers with Intern Licenses	0	4
# of Related Service Providers	0	0
# of Paraprofessionals		5
# of Professional Days Made Available to Staff		10 full 4 Early Release

SPECIAL EDUCATION PROGRAM DATA		
Primary Disability Types:	2011-2012*	2012-2013
Autism		6
Deaf / Blindness	NA	NA
Deafness	NA	NA
Developmental Delay	NA	NA
Emotional Disturbance		48
Hearing Impairment	NA	NA
Intellectual Disability		1
Multiple Disabilities		1
Orthopedic Impairment	NA	NA
Other Health Impairment		12
Specific Learning Disabilities		11
Speech or Language Impairment		3
Traumatic Brain Injury	NA	NA

Visual Impairment	NA	NA
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*This data is not available due to a change in Mount Prospect Academy's data management system.

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 Mount Prospect Academy on March 20-21, 2013 for the purpose of reviewing the present status of programs and services made available to children and youth with educational disabilities. Program Approval Visits are conducted using a Case Study Model that is a focused review. This focused review permits the NHDOE to leverage its impact for change and improvement within private special education schools statewide, by focusing the attention of all educators on the following three areas of critical importance in the provision of FAPE for students with disabilities.

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

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

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

- All application materials submitted
 - Status of corrective actions since the last NHDOE Special Education Program Approval Visit
 - Personnel credentials for special education staff (verified by NHDOE)
 - Program descriptions and NHSEIS verification reports
 - All data collected during the visit
 - Any new or changed special education programs seeking approval from the NHDOE
- No new or changed programs have been established since the last 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 Mount Prospect Academy. Their professionalism, active involvement in the process and cooperation were greatly appreciated and well recognized.

Evidence of the work conducted and results related to student outcomes were gathered throughout the process, guided by the materials and templates provided by the NHDOE, Bureau of Special Education. Examples of evidence included student individual education programs (IEPs), progress reports, samples of student work, grades, extracurricular involvement, permanent records, curriculum, etc. Input was gathered from key constituents, including interviews with professional staff, parents, administrators, and in some cases the students. In addition, classroom observations were conducted for each of the case studies being reviewed. The visiting and building level teams summarized the collective data. 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 June 7, 2010 (Revised Report Date August 5, 2010) NHDOE Special Education Program Approval Report and the completion of the subsequent Corrective Action Plan, all previous findings have been met.

Findings of Noncompliance	Status as of June 7, 2011	Status as of March 20-21,2013
Ed 1109.01 Individual Education Plan CFR 300.320 Claremont student lacked annual measureable goals	MET	MET
Ed 1109.01 Individual Education Plan CFR 300.320 Contoocook Valley student lacked annual measureable goals	MET	MET
Ed 1114.05 (c) Program Requirements IEP did not meet all requirements of Ed 1109 lacked annual measureable goals	MET	MET
Ed 1114.10 (a) Qualifications and Requirements for Instructional, Administrative and Support Personnel 4 Teachers did not hold NH certifications	MET	Not Met

V. MARCH 20-21, 2013 CASE STUDY COMPLIANCE REVIEW RESULTS

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

Mount Prospect Academy is approved by the New Hampshire Department of Education to provide educational services to students with Autism, Emotional Disturbance, Intellectual Disability, Multiple Disabilities, Other Health Impairment, Specific Learning Disabilities, and Speech Language Impairment. The majority of students attending Mount Prospect Academy are involved with the Juvenile Justice System and/or the Division of Children, Youth and Families.

Four students were selected to participate in Case Studies as part of this NHDOE Compliance Review. The reviews included one eighth-grade student and three students enrolled in the high school. Students rotate through a two-day schedule that includes academic studies and work-study sessions and community service experiences provided by the Academy. Recreational and Vocational Experiences include Outdoor Adventure Club, Mountain Biking, Equine Care, Culinary, Junior Reserve Officer Training Corporation, (JROTC) Farm Management, Grounds Keeping, Horticulture, Life Safety, Automotive, and Workshop.

LEA SURVEYS

Private schools provide necessary options to New Hampshire students with educational disabilities. Effective partnerships with LEAs are an important part of establishing and implementing successful private special education programs that improve student outcomes. By surveying LEA perceptions of current program(s), private schools can self-assess these relationships and determine if there are areas in need of improvement. To this end, Mount Prospect Academy distributed the LEA Survey to the contact people in all LEAs that have students currently enrolled in the school. They received a 36% response from the LEAs.

SUMMARY REPORT OF SENDING LEAs

Name of Private School: Mount Prospect Academy		
Total number of surveys sent: 90	Total # of completed surveys received: 32	Percent of response: 36%
Number of students placed by: LEA:	Court:	Parent:

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

SCALE 4 STRONGLY AGREE 3 AGREE 2 DISAGREE 1 STRONGLY DISAGREE

	4	3	2	1	No Answer
1. The private school has a curriculum fully aligned to NH Curriculum Frameworks/Common Core State Standards.	5	19	4	0	4
2. I am satisfied the student has made progress in the educational curriculum at the above school.	5	18	7	0	2
3. There is evidence of effective instruction aligned with fidelity to the curriculum.	3	21	4	0	2
4. The school consistently follows special education rules and regulations.	10	16	4	0	2
5. The school has developed and implemented effective policies and procedures for management of student behavior including the use of aversives.	10	18	3	0	1
6. The school has an effective behavioral management program.	8	16	6	1	1
7. I am satisfied with the special education, related and other supplementary aids and services provided by the school.	8	18	3	1	2
8. The school implements all parts of students' IEPs including accommodations and modifications in both instruction and assessment.	8	20	3	0	1
9. The school effectively uses data to measure academic growth and to inform instruction.	6	17	7	0	2
10. The school uses data to measure behavioral growth and to inform instruction.	8	18	3	1	2
11. A mid-year review and annual evaluation of the child's progress relative to the IEP are conducted.	7	19	1	1	4
12. The school has a comprehensive progress monitoring system that is communicated and provided to LEA and parents at least as often as the sending district (minimum 3 times per year).	7	17	4	0	4
13. The progress monitoring reports describe the child's progress toward meeting the IEP goals, include a record of attendance, and are written in terminology understandable to the parent.	11	15	2	0	4
14. I am satisfied with the way the school communicates students' progress to the parents and the LEA.	6	14	9	1	2
15. The school actively plans for future transition to a less restrictive environment.	9	18	5	0	0
16. The school implements all aspects of the transition services needs for students turning 14 during the IEP service period and Transition Services as outlined in Indicator 13 (16 years).	9	16	6	0	1
17. If the school finds it necessary to change or terminate placement, they notify the LEA by convening the IEP team to: review the concerns, review/revise the IEP, discuss the placement and determine if the facility can fully implement the IEP and provide FAPE.	5	15	3	0	9
18. The school team sets meeting times that are convenient for both parents and the LEA.	16	9	2	1	4
19. I would enroll other students at the school.	10	14	2	3	1
Analysis of Response by Private School (Insert additional page if needed): A majority of the LEA's agree or strongly agree with all of the items. Communication of IEP progress to the parents and LEA, although 20 out of 32 agree or strongly agree, 10 disagree or strongly disagree. The last two quarters we have been consistently mailing out the IEP progress report with the report card and monthly reports.					

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PARENT PARTICIPATION

One of the defining features of effective schools is strong parent/community relations and open communication. Having parents as active stakeholders in the NHDOE Special Education Program Approval Process ensures broader perspectives and brings forth new ideas. In addition, including the parent perspective enhances and strengthens the teams' case study presentations, and makes for

stronger school/parent relationships. As such, parent participation and input is a required part of the NHDOE Special Education Program Approval Process. In order to ensure parent participation and feedback, the NHDOE, Bureau of Special Education involves parents in a variety of aspects of the Special Education Program Approval Process. First, parents are encouraged to be active participants in the case study presentations; second, parents of the children presented in the case study process are formally interviewed; and third, the school is required to send all parents of students with disabilities a written survey with a request to respond. Below is a summary of the results of the parent survey, along with a summary of the comments/feedback provided to the visiting team during this Case Study Compliance Review.

SUMMARY OF PARENT SURVEY DATA

Name of Private School: Mount Prospect Academy		
Total number of surveys sent: 72	Total # of completed surveys received: 14	Percent of response: 19%

INSTRUCTIONS FOR SCHOOL:
PLEASE FILL IN ACTUAL NUMBER OF RESPONSES (NOT PERCENT) IN EACH BOX.

SCALE 3 = COMPLETELY 2 = PARTIALLY 1 = NOT AT ALL

ACCESS TO THE GENERAL CURRICULUM:	3	2	1	No Answer
1. I am satisfied that my child has access to the general education curriculum (Academic IEP goals and school curriculum aligned with Common Core State Standards /NH Curriculum Frameworks).	12	0	1	1
2. My child has opportunities to interact with non-disabled peers on a regular basis unless the IEP team has determined that the interaction is not appropriate/reasonable.	12	1	0	1
3. I am informed on a regular basis and with clear evidence of my child's progress in the general education curriculum.	8	2	4	0
4. I understand that a variety of information (observations, test scores, results of evaluations, school work samples, behavioral data, etc) was considered in developing my child's IEP for this placement.	11	0	1	2
5. I am satisfied that there is a direct connection between my child's needs and the components of his/her IEP and the supports and services ("reasonably calculated to provide educational benefit").	9	1	1	3
6. I am satisfied that the sending school district has fully considered the Least Restrictive Environment in recommending this placement for my child (to the maximum extent appropriate, my child is educated with non-disabled peers).	10	1	0	3
7. I know whom to contact if I have questions about my child's placement or progress in this program.	8	4	2	0
8. I am satisfied that the staff of this placement worked collaboratively with my school district in developing my child's current IEP.	8	2	2	2
9. I have been involved in the development of my child's IEP.	9	0	3	2
10. I am satisfied that my child is making progress toward his/her IEP goals.	7	3	3	1
FOR PARENTS OF HIGH SCHOOL STUDENTS ONLY:	10	2	0	2
11. My child earns credits toward a regular high school diploma in all of his/her classes.	7	1	0	6
12. My student will graduate with a high school diploma	7	1	0	6
TRANSITION:				
13. I am satisfied with the planning and support provided for my child as he/she moves from grade to grade, school to school, public school to private school.	8	2	1	3
14. All of the people who are important to my child's transition were part of the planning (grade appropriate).	9	2	1	2
15. All of the people/agencies who are required to be part of transition planning for my child were part of the transition process.	8	3	1	2
16. FOR PARENTS OF STUDENTS AGE 16 OR OLDER ONLY: I am satisfied that my child's IEP meets all the requirements of Secondary Transition: measureable post-secondary goals, necessary supports and services, age-appropriate transition assessments, specific invitation to the Transition meeting, etc. (DOE Indicator #13)	4	2	1	7

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17. I am satisfied that the post-secondary Transition Goals for my child are reviewed on a regular basis, have the necessary supports and services to be accomplished, are connected to annual IEP goals, and can lead my child to productive participation/activities post-graduation or post-21 years as appropriate.	5	0	0	9
BEHAVIOR STRATEGIES AND DISCIPLINE:				
18. My child's classroom behaviors affect his/her ability to learn. <i>If the answer is yes, please answer the next two questions. If no, skip to OTHER.</i>	YES		NO	
	3	2	1	No Answer
19. I have been involved in the development of behavior interventions, strategies and supports for my child.	9	1	2	1
20. I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs.	8	2	1	2
OTHER:				
21. I fully participate in special education decisions regarding my child.	9	2	1	2
22. I have been provided with a copy of the procedural safeguards (parental rights) at least once a year.	13	0	0	1

Parent Responses: The chairpersons of the visiting team created the following summary: Seventy-two surveys were mailed to parents, while only fourteen surveys were returned. The response rate to this survey was 19%. While the majority of parents reported being completely or partially satisfied in the survey areas, several parents indicated an interest in being more frequently informed of the progress their child is making in the general education curriculum.

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

Access to the General Curriculum

Implementation of Individual Education Programs (IEPs)

Provision of Non-Academic Services

Full Access to the District's Curriculum

Equal Education Opportunity

Based on the March 20-21, 2013 NHDOE visit to Mount Prospect Academy, it was evident that students enrolled in the program have equal educational opportunities and full access to the general education requirements as outlined by the New Hampshire State Standards for middle and high school students. The visiting team noted that formative and summative assessments occur through out each student's time at Mount Prospect Academy. NWEA/ MAP tests are administered three times per year, and students in grades 8 and 11 participate in the state's NECAP assessment. Staff members also actively prepare students to take the GED, ASVABs, PSAT, and SAT tests. Upon admission, all students participate in the Comprehensive Assessment and Short Term Treatment evaluation (CAST), and the Child and Adolescent Needs and Strengths Inventory (CANS).

Visitors identified the Adventure Science Program to be an area of particular strength. Students in this course participate in a variety of active learning experiences, like testing stream water and conducting a crime scene investigation, that culminate with closing activities, such as a field trip to the Florida coast and a staged courtroom hearing. Each of the four case studies presented demonstrated documentation that students were being provided with a curriculum aligned to state requirements. Vocational education is clearly defined and provided by certified educators.

The educational setting is flexible and the supports provided by the Becket Interaction Room (BART) positively focus on student strengths and interests. The robotics program was found to be very engaging and comprehensive and the Kaliadacare software system keeps communication, data collection, and data sharing fluid and user friendly across settings.

The visiting team did note that three staff members are currently in the process of being certified and have a Statement of Eligibility from the NHDOE, but are awaiting full certification or an Interim License.

Transition Planning

Process: Provision of Free Appropriate Public Education (FAPE)

Transition Services

Transition planning, as required by IDEA and state special education rules, was consistently evident in the IEPs reviewed and the team discussions held relative to students transitioning out of the program and those graduating from high school. Staff and administration at MPA clearly recognize the importance of effective transition planning. All of the IEPs reviewed contained comprehensive transition plans with services that will reasonably enable the students to meet their postsecondary goals.

Transition planning begins when students are first enrolled in MPA. Vocational programming is highly individualized and based on vocational assessments and interest inventories. In the educational setting and during after school activities, students are exposed to a variety of vocational opportunities and participate in “on the job” training experiences. When students’ transition back to their sending schools MPA case managers travel to the schools to assist with the transition. Students are also provided with “in-home” services after for a set period of time after leaving MPA.

Behavior Strategies and Discipline

Policies and procedures on discipline and behavior management are clear, well documented, and evident when observing students in the school setting. The positive behavioral approach utilized throughout the program supports student learning and enables staff to redirect and stop negative behaviors while allowing students to maintain dignity and self-control. The behavior plan is built on the program PILLARS of behavior. As a result, seclusion rooms no longer exist at MPA and data collected indicates a sharp decrease in the number of physical restraints used in the program. Students are provided with multiple areas and opportunities to take space to create structures with Legos, build with Lincoln Logs and play chess. Student participation in trips, team building, and participation in positive relationships, creates a comfortable and positive climate and culture.

SPECIAL EDUCATION POLICIES/ NHDOE BUREAU OF SCHOOL APPROVAL NON-PUBLIC SCHOOL APPLICATION MATERIALS

In addition to the above noted focus areas for the case study presentations, material submitted as part of the application for program approval included: Health/Fire Facility Inspection Reports, the Private School Self Study, Special Education Policies and Procedures, Administrative Policy and Procedures, Current Program Information, and Personnel Roster and Consultant Roster Review and verification of these documents found the Mount Prospect Academy to be in compliance with all applicable New Hampshire Rules and the Education of Students with Disabilities and requirements for Non-Public Approval.

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

At the time of the March 2013 visit to Mount Prospect Academy, the facility was not seeking approval for any new programs.

COMMENDATIONS

The Mount Prospect Academy administration and staff are commended for the time and effort they devoted to preparing for the Case Study Compliance Review and for welcoming and supporting the visitors that participated in the process.

Additional commendations include:

1. The positive nature of student staff relationships, the decrease in student restraints, and the removal of all seclusion rooms.
2. The dedication and commitment staff and administration demonstrate toward all of the students and their many needs.

**Number of Cases Reviewed During the Mount Prospect Academy, March 20-21, 2013, NHDOE
Compliance Visitation**

Preschool	0
Elementary School	0
Middle School	1
High School, Age Below 16	1
High School, Age 16 or Above	2
Number of Noncompliance for Indicator 13	0
Total Number of Case Studies Reviewed	4

**FINDINGS OF NONCOMPLIANCE IDENTIFIED AS A RESULT OF THE
MARCH 20-21, 2013 CASE STUDY COMPLIANCE REVIEW**

Findings of noncompliance are defined as deficiencies that have been identified through the Case Study Compliance Review Process, which are in violation of state and federal special education rules and regulations. Findings of noncompliance may result from review of policies and procedures and related application materials, case study presentations, review of student records or any other program approval activity related to the visit. **It is important to note that all findings of noncompliance listed below must be addressed in a corrective action plan and resolved within one year of this report. A template and instructions for such planning will be provided.**

Issues of significance are 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.

No issues of significance were identified during the 2013 NHDOE Case Study Visit to Mount Prospect Academy.

Child Specific Findings of Noncompliance to be Addressed by Both the LEA and Private School Setting: *Please Note: The NH Department of Education, Bureau of Special Education requires that Child Specific Findings of Noncompliance be addressed and resolved within 45 days of notification.*

Three child specific findings of Noncompliance were identified during the case study visit.

Ed 1109.01 (a)(1) Elements of an Individualized Education Program; 34 CFR 300.320 (a)(2)(i) Definition of individualized education program

Finding: 1 IEP lacked evidence of statements of measurable annual goals

Ed 1109.04 (b)(1) Copies of the IEP and Evidence of Implementation.

Finding: 2 IEPs did not include evidence to indicate that the special education related services described in the IEP had been delivered

Systemic Findings of Noncompliance to Be Addressed by the Private School Setting

Please Note: The NH Department of Education, Bureau of Special Education requires that Systemic Findings of Noncompliance be addressed in a corrective action plan and met within one year of the date of the report; a template and instructions for such planning will be provided.

Ed1114.05 (j) Program Requirements

Finding: At the time of the visit, there were three teachers who did not hold NH certification.

SUGGESTIONS FOR PROGRAM-WIDE IMPROVEMENT

Suggestions for improvement, simply stated, are recommendations provided by the visiting team that are intended to strengthen and enhance programs, services, instruction and professional development, and the NHDOE strongly encourages that serious consideration be given to the suggestions. However, discretion may be used in this area; suggestions for improvement are not considered to be required corrective actions and you may determine which suggestions most warrant follow up and address those in your corrective action plan. **System wide suggestions for improvement are listed below.** It should be noted that, in the Building Level Data Summary Report on the following pages, any suggestion made by a visiting team member that is actually a finding of noncompliance, has an asterisk (*) before it, and it is also listed above with the findings of noncompliance.

1. Continue to explore transitioning club activities/job shadowing/community experience into extended learning opportunities (ELOs).
2. Develop a plan of action or appropriate strategies to respond to concerns identified via the Parent and LEA Surveys.

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: Mount Prospect Academy	Date: March 20-21, 2013	
Programs: Mount Prospect Academy	Number of Cases Reviewed: 4	
Recorder/Summarizer: Jen Dolloff	Number of students reviewed age 16+:2	Number of students age 16+ cited for Indicator 13: 0

CLEARLY PRINT NAMES OF ALL COLLABORATIVE TEAM MEMBERS

Jennifer Dolloff	Technical Consultant	Visiting
Joseph Miller	Technical Consultant	Visiting
McKenzie Harrington	NHDOE Education Consultant	Visiting
Tammy Johnson	Special Education Coordinator	Visiting
John Tuttle	Director of Education	Visiting
Anne Holton	Special Education Director	Visiting
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Shaun Bean	Social Studies Teacher	Building Level
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Karen Healey	Science Teacher	Building Level
Chris Boyd	Computer Teacher	Building Level
Andy Ellis	Teacher Assistant, Math	Building Level
Lisa Hevey	LEA Representative	Building Level

Based on data collected from the Data Collection Forms, Interview Forms, Classroom Observations, etc. the following summary is intended to provide a “snapshot” of the quality of services and programs in the school 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

Fill in the combined <u>number</u> of times a statement is marked on all Data Collection Forms for this school or building.			
	YES	NO	N/A
1. There is evidence that when developing the IEP the IEP Team considers: the strengths of the child; (ii) The concerns of the parents for enhancing the education of their child; (iii) The results of the initial or most recent evaluation of the child; and (iv) The academic, developmental, and functional needs of the child ¹ .	4		
2. There is evidence of a system among <i>all</i> staff members who provide direct services for the child, including instructional and residential, of their participation in the process of planning for that child and knowing the contents of the IEP and all other reports and evaluations, as appropriate to their roles and responsibilities ² .	4		
3. There is evidence that the Team uses multiple measures to design, implement and monitor the student's program ^{3,4} .	4		
4. All IEP goals are written in measurable terms ⁵ .	3	1	
5. Student's IEP has at least one functional goal (as applicable) ⁶ .	4		
6. There is evidence that the student has made progress in IEP Goals over the past three years ^{7,8} .	4		
7. There is evidence that the special education, supplementary aids and/or related services described in the IEP have been delivered ⁹ .	2	2	
8. There is evidence that NH Minimum Standards for required subjects (credits) are met and provided to the student ¹⁰ .	4		
9. There is evidence the student <u>has access to, is participating and progressing in</u> the general education curriculum (aligned with NH Curriculum Frameworks/CCSS) ¹¹ .	4		

¹ Ed 1109.03 When an IEP Is in Effect; IEP Meetings; Development, Review, and Revision of an IEP; Transition Services; 34 CFR 300.324 Development, review, and revision of IEP

² Ed 1114.05(h) Program Requirements

³ Ed 1109.01 (a)(1) Elements of an Individualized Program; 34 CFR 300.320 (a) Definition of IEP

⁴ Ed. 1109.01 Elements of an Individualized Program; 34 CFR 300.320 (3)(i)(ii); Definition of IEP

⁵ Ed. 1109.01 Elements of an IEP; 34 CFR 300.320 Content of IEP

⁶ Ed 1102.01(u) Definitions Functional Goal *Functional goal* means a measurable outcome that is developed by the IEP team to address a need detailed in the analysis of the student's functional performance

⁷ Ed 1109.01 Elements of an IEP

⁸ Ed 1109.03 When an IEP Is in Effect; IEP Meetings; Development, Review, and Revision of an IEP; Transition Services; 34 CFR 300.324 Development, review, and revision of IEP

⁹ Ed 1109.04 (b) Copies of the IEP and evidence of implementation

¹⁰ Ed 1114.05 (g) Program Requirements 34 CFR 300.320 Content of IEP

10. There is evidence that the accommodations ¹² and/or modifications ¹³ , as described in the IEP allows the student to access, participate and show progress in the general curriculum ¹⁴ .	4		
11. There is evidence in the IEP of individual accommodations necessary to measure academic achievement or functional performance in state, school-wide or classroom assessments ^{15, 16} .	4		
12. There is evidence that supports and accommodations are provided to this student to allow participation in extracurricular and other non-academic activities ¹⁷ .	4		
13. There is evidence that the IEP team made the placement decision based on Free and Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE) ¹⁸ .	1		3
14. There is evidence the student's IEP is reasonably calculated to result in educational benefit.	4		
For High School Students:			
Student is earning credits toward a regular high school diploma ¹⁹ .	2		
IF YES: within 4 years?	2		
Student will earn an IEP diploma or a certificate of completion ^{Error! Bookmark not defined.} .			
IF YES: within 4 years?			
Does this school have a clear policy for earning a high school diploma ²⁰ ?	2		

¹¹ Ed 1113.08 Curricula; Ed. 1109.01 Elements of an IEP; 34 CFR 300.320 Content of IEP

¹² "Accommodation" means any change in instruction or evaluation determined necessary by the IEP team that does not impact the rigor and/or validity of the subject matter being taught or assessed.

¹³ "Modification" means any change in instruction or evaluation determined necessary by the IEP team that impacts the rigor and validity or rigor or validity, of the subject matter being taught or assessed.

¹⁴ Ed 1113.08 Curricula; Ed. 1109.01 Elements of an IEP; 34 CFR 300.320 Content of IEP

¹⁵ Ed 1109.01 Elements of an IEP; 34 CFR 300.320 Content of IEP

¹⁶ Ed 1109.01 Elements of an IEP; 34 CFR 300.320 (6)(i) Definition of Individualized Education Program

¹⁷ Ed 1113.08 Curricula; Ed 1109.01 Elements of an IEP; 34 CFR 300.320 Content of IEP

¹⁸ Ed 1111.02 Placement Decisions; 34 CFR 300.116 Placements

¹⁹ Ed 1113.13 Diplomas (a)(b)(c); 34 CFR 300.102 Limitation-Exception to FAPE for certain ages

²⁰ Ed 1114.05 Program Requirements (a)(b)

Access Strengths	Access Suggestions for Improvement
<ul style="list-style-type: none"> • Nice job creating very individualized education plans inclusive of standards and goals, and students interests. • Access to more learning opportunities and disciplines than most children • The settings for learning are flexible and supports Becket Interaction Educational Environment (BARTS room) - focus on students competencies. • The Adventure Science program and robotics program are exemplary • The positive behavioral approach supports student learning. • Students take part in a great deal of team learning, students work together frequently on different projects. • Teaching real life skills is emphasized throughout the program; including shop, woodshed, bench, farming and automotive. • Kaliadacare, software MPA uses for communication data sharing, is very effective. 	<ul style="list-style-type: none"> • Include specific baseline data when developing goals. • Continue to explore transitioning club activities, job shadowing, and community experience into ELOs.

TRANSITION STATEMENTS²¹

Fill in the combined <u>number</u> of times a statement is marked on all Data Collection Forms for this school or building.		
	YES	NO
1. There is evidence that at the time of transition the evaluation summary and other related documents were received in a timely manner ²² .	4	
2. There is evidence and documentation that special education, supplementary aids and/or related services described in the IEP were delivered at the time of transition ²³ .	3	1
3. There is evidence that the information on this student has been shared between each transition including school to school, grade to grade and teacher to teacher including academic and behavior ²⁴ .	4	
4. There is evidence that the placement decision is made at least annually by the IEP team with consideration that the student is placed in the least restrictive environment ²⁵ .	4	
5. There is evidence that there is collaboration between the LEA and the non-public school in the development, review and revision of the IEP ²⁶ .	4	
6. There is evidence of a collaboration process between general and special education staff in the development, review and revision of IEPs, including transition planning for this student ²⁷ .	4	
7. There is evidence that the student and parents have been involved in transition discussions and activities ²⁸ .	4	
8. If the student turned 14 during the IEP period (or younger if determined by the IEP team), there is evidence that the IEP includes a statement of transition service needs that focuses on the students courses of study ²⁹ .	4	
9. If the student turned 16 during the IEP period, there is evidence that the transition plan is designed within a results-oriented process focused on improving academic and functional improvement to facilitate his or her movement from school to post-school goals and activities ³⁰ .	4	

²¹ 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.

²² 34 CFR 300.323(g) Transmittal of records

²³ Ed 1114.06 Responsibilities of Private Providers of Special Education or Other Non- LEA Programs in the Implementation of IEPs.

²⁴ Ed 1114.05 Program Requirements

²⁵ Ed 1111.02 Placement Decisions; 34 CFR 300.116 Placements

²⁶ Ed 1109.05 IEPs for Children Placed in Private Providers of Special Education or other non-LEA Programs by Public Agencies; 34 CFR 300.325 Private school placements by public agencies

²⁷ Ed 1103.01 IEP Team; 34 CFR 300.321 IEP Team

²⁸ Ed 1103.01 IEP Team; 34 CFR 300.321 IEP Team

²⁹ Ed 1109.01 (10) Elements of the individualized education program

10. There is evidence that outside agencies who are involved with this student's transition have participated in transition planning (e.g. DCYF, DJJS, and Area Agency) ³¹ .	3	1 – N/A
TRANSITION STATEMENTS	YES	NO
(Transition questions must be answered Yes or No, not N/A)		
For a student who will turn age 14 during the IEP service period (or younger if determined appropriate by the IEP team): The IEP includes a statement of the transition service needs that focuses on the student's course of study, such as participation in advanced-placement courses or a vocational education program	4	
For students under age 16, answer only the first 4 statements above. Then skip to the next page. If the student is age 16 or older during the course of the IEP, answer all statements on this page. (required data for federal statistics purposes)		
1. Is there an appropriate measurable postsecondary goal or goals that covers education OR training AND employment, and, as needed, independent living?	2	
<i>Can the goal(s) be counted? Will the goal(s) occur after the student graduates from school? Based on the information available about this student, does (do) the postsecondary goal(s) seem appropriate for this student? • If yes to all three, then check Y OR if a postsecondary goal(s) is (are) not stated, check N.</i>	2	
2. Is (are) the postsecondary goal(s) updated annually?	2	
<i>Was (were) the postsecondary goal(s) addressed/ updated in conjunction with the development of the current IEP? • If yes, then check Y OR If the postsecondary goal(s) was (were) not updated with the current IEP, check N.</i>	2	
3. Is there evidence that the measurable postsecondary goal(s) were based on age appropriate transition assessment?	2	
<i>Is the use of transition assessment(s) for the postsecondary goal(s) mentioned in the IEP or evident in the student's file? • If yes, then check Y OR if no, then check N.</i>		
4. Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goal(s)?	2	
<i>Is a type of instruction, related service, community experience, or development of employment and other post-school adult living objectives, and if appropriate, acquisition of daily living skills, and provision of a functional vocational evaluation listed in association with meeting the post-secondary goal(s)? • If yes, then check Y OR if no, then check N.</i>		
5. Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goal(s)?	2	
<i>Do the transition services include courses of study that align with the student's postsecondary goal(s)? • If yes, then check Y OR if no, then check N.</i>	2	
6. Is (are) there annual IEP goal(s) related to the student's transition services needs?	2	

³⁰ Ed 1109.01 (a)(10) Elements of an IEP; 34 CFR 300.320 Definition of an IEP (b); 34 CFR 300.43 Transition Services (a)(1)

³¹ Ed 1103.01 IEP Team; 34 CFR 300.321 IEP Team

Is (are) an annual goal(s) included in the IEP that is/are related to the student's transition services needs? • If yes, then check Y OR if no, then check N.			
7. Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed?	2		
8. For the current year, is there documented evidence in the IEP or cumulative folder that the student was invited to attend the IEP Team meeting? • If yes, then check Y OR if no, then check N.	2		
Only the following statement may be answered N/A if appropriate. All statements above must be answered Yes or No.	YES	NO	N/A
9. If appropriate, is there evidence that a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority?	2		
10. For the current year, is there evidence in the IEP that representatives of any of the following agencies/services were invited to participate in the IEP development including but not limited to: postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living or community participation for this post-secondary goal? Was consent obtained from the parent (or student, for a student the age of majority)? • If yes to both, then check Y. • If no invitation is evident and a participating agency is likely to be responsible for providing or paying for transition services and there was consent to invite them to the IEP meeting, then check N. • If it is too early to determine if the student will need outside agency involvement, or no agency is likely to provide or pay for transition services, check NA. • If parent or individual student consent (when appropriate) was not provided, check NA.	1		1
11. Student is informed prior to age 17 of his/her rights under IDEA ³² .	2		
12. Does the IEP meet the requirements of Indicator 13? (Check one) Yes (all Ys or NAs for each item (1 – 10) on the Checklist or No (one or more Ns checked)	2		
13. There is evidence of the 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 ³³ .	2		

³² Ed 1120.01 Applicability; Transfer of Rights 34 CFR 300.320 (c) Transfer of Rights at age of majority

³³ Ed 1109.04 Copies of the IEP and Evidence of Implementation (c) 34 CFR 300.305 (e)(2)

Transition Strengths	Transition Suggestions for Improvement
<ul style="list-style-type: none"> • Transition includes a comprehensive assessment. • Students are provided with a variety of vocational opportunities. • Transition planning is highly individualized and includes a great deal of on the job training experience. • Adult living skills and daily living skills are taught throughout the program. • A strong level of communication takes place with the sending school district. • Case managers physically go to schools to assist with transitioning students. • The program provides access to in-home services after students leave and go home. 	

BEHAVIOR STRATEGIES AND DISCIPLINE

Fill in the combined <u>number</u> of times a statement is marked on all Data Collection Forms for this school or building		
	YES	NO
1. There is evidence that, where it has been determined that a child's behavior impedes learning, the use of positive behavioral interventions and supports, and other strategies to address that behavior have been implemented ³⁴ .	4	
2. There is evidence that data are used to determine impact of student behavior on his/her learning.	4	
3. There is evidence that the IEP team conducted a functional behavior assessment of the student's behavior ³⁵ .	4	
4. If appropriate, there is evidence that the IEP team developed a behavior intervention plan that described strategies and supports ³⁶ .	4	
5. There is evidence that the interventions, strategies and supports have been developed to address the student's behavior ³⁷ .	4	
6. There is evidence that positive interventions, strategies and supports been communicated to the student, parents and key school personnel ³⁸ .	4	
7. There is evidence that professional development, and specialized training has been provided to staff, parents, providers and others as appropriate to support the implementation of the behavior plan and strategies ³⁹ .	4	
8. If aversive behavioral interventions were used, there is evidence that they were authorized in writing by a physician, and the IEP team, and included in the student's IEP ^{40,41} .	N/A	
9. There is evidence that that the team uses data to demonstrate the results of the behavioral interventions, strategies and supports ⁴² .	4	
10. A school-wide behavior intervention model exists.	4	

³⁴ Ed 1114.07 Behavioral Interventions; Ed 1109.01 Elements of an IEP; 34 CFR 300.320 Content of IEP

³⁵ Ed 1124.01 (f)(1)(i)(ii) Disciplinary Procedures; 34 CFR 300.530 Authority of school personnel

³⁶ Ed 1102.01 Definitions (n)

³⁷ Ed 1114.07 Behavioral Interventions

³⁸ Ed 1114.05 Program Requirements

³⁹ Ed 1114.10 Qualifications and Requirements for Instructional, Administrative, and Support Personnel

⁴⁰ Ed 1113.06 (a)(b) Use of Aversive Behavioral Interventions "Aversive Behavioral Interventions" mean (1) A non-medical mechanical restraint that physically restricts student's movement; and (2) physical restraint, not in response to a threat of imminent, serious, physical harm.

⁴¹ Ed 1114.09 Use of Aversive Behavioral Interventions

⁴² Ed 1114.07 (a) Behavioral Interventions

Behavior Strategy Strengths	Behavior Strategy Suggestions for Improvement
<ul style="list-style-type: none"> • Positive nature of behavioral programs. Seclusion areas have been removed. • There has been a sharp decrease in the number of physical restraints • Plenty of areas and opportunities for students to take space when needed. Including areas with Legos, Lincoln logs, chess, and other activities. • Student Empowerment Council rewrote rules of the school – now permitting some students to use backpacks • Trips, team building, collaborative learning process all lead to enhanced relationships. 	<ul style="list-style-type: none"> • Continue to explore ways to collect adaptive data and analyze and further refine coping strategies.

Please use this page to summarize the building level strengths and suggestions. At the report-out, the visiting team members will be asked to provide a brief overview of the building they visited. This summary will be the basis for that overview.

Building Level Strengths	Building Level Suggestions for Improvement
<ul style="list-style-type: none">• Staff members committed and working effectively with students.• Adventure Science approach.• Use of responsive classroom and PBIS approach.• CSI, Biathlon.	