

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

**Mount Prospect Academy
A Member of Becket Family of Services**

SUMMARY REPORT

**Jeff Caron, Executive Director
James Marshall, Assistant Executive Director
Karen Langley, Director of Academics**

Chairpersons, Visiting Team:
Richard Ayers, Ed.D., Education Consultant
Jane Bergeron-Beaulieu, M.Ed, Education Consultant

Site Visit Conducted on March 8 & 9, 2010
Report Date, June 7, 2010
Revised Report Date August 5, 2010

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I. TEAM MEMBERS

Visiting Team Members:

NAME	PROFESSIONAL ROLE
Chairpersons:	
Dr. Richard Ayers	Education Consultant
Jane Bergeron-Beaulieu	Education Consultant
Gary Bisson	Principal
Phyllis McKenna	Special Education Director
Scott Reuning	Special Education Director
Traci Dorsey	Special Educator

Building Level Team Members from Mount Prospect Academy:

NAME	PROFESSIONAL ROLE
Bryne MacMurtry	Special Educator
Angie Gannett	Special Educator
Karen Langley	Director of Education
Jay Marshall	Assistant Executive Director
Jason Stockbridge	Science Teacher
Jeffrey Bergeron	Title I Teacher
Craig Young	Vocational Teacher
Pam Underhill	Animal Science Teacher
Bill House	Forestry Teacher
Shawn Yager	English Teacher
Eryn Phelps	Clinician
Joshua Langley	Behavior Specialist
John Corey	Building Trades Teacher
Pam Smith	Day Program Coordinator
Amy Friedrich	Career Education
David Morrill	Automotive Teacher
Alan Quinney	Learning Lab Teacher
Sean Bean	Social Studies Teacher
Tommy Prairie	Physical Education Teacher
Jim Levitt	Math Teacher
Hayley Quinones	Physical Education

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 (MPA) offers a secure intake residential and day treatment program for youth expressing aggressive and sexually inappropriate behaviors. MPA is currently approved by the NHDOE as a year round special education school that provides education to 105 males, ages 11- 21 years of age, in grades 6-12, who have been identified as having any of the following educational disabilities: Autism, Emotional Disturbance, Other Health Impairment, and Specific Learning Disabilities. Mount Prospect Academy specializes in challenging and difficult to place adolescents who have been challenged in finding success in other treatment centers; the vast majority of students enrolled are court involved.

Becket Family of Services has been in existence since 1964 and the organization prides itself on educating adolescents, who are difficult to place, and who struggle with academics, social and emotional issues as well as behavioral challenges. The mission statement for Becket Family Services is: *“Our mission is to inspire our students to achieve, in their own unique and personal way, meaningful success. We do not define success for our students; they must do that themselves-without 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 is the school that provides an educational component to several Becket Family Services group homes/residential facilities that are located within the local communities. These facilities are listed below:

- Becket House at Plymouth
- Becket House at Warren
- Becket House at Campton
- Becket House at Rumney
- Becket House at Hall Farm

All of these facilities are licensed by state agencies, and were visited as part of the NHDOE Case Study Compliance Review process. For each of the residential settings, all code enforcement inspection reports were current, and the visits verified that no educational services were provided. In addition to the New Hampshire Programs, Becket Family of Services also is licensed for programs throughout the state of Maine. Mount Prospect Academy is also approved to accept day students. As of March 2010, there were 90 students enrolled in the day program.

SCHOOL PROFILE

SCHOOL DEMOGRAPHICS	2008-09	2009-10
Student Enrollment <u>as of December 1</u>	97	90
Do you accept out-of-state students? If so, list number from each state in 09-10	Yes. MA= 14, VT= 3, NY=4	

Number and Names of Sending New Hampshire LEAs (as of October 1, 2009)	Claremont, Farmington, Fall Mountain, Laconia, Hudson, Manchester, Nashua, Pittsfield, Lincoln, Pembroke, Milan, Con-Val, Rochester, Derry, Candia, Freedom, Milford, Kingswood Regional, Monadnock Regional, Concord, Newfound, Plymouth, Inter-Lakes, Londonderry, Timberlane, North Haverhill, Littleton	
# of Identified Students Suspended One or More Times	0	0
Average Length of Stay for Students		
<u>STAFF DEMOGRAPHICS</u>		
Student/Teacher Ratio (as of Oct. 1)	6:1	5:1
# of Certified Administrators	3	3
# of Certified Teachers	12	15
# of Teachers with Intern Licenses	2	4
# of Related Service Providers	1	1
# of Paraprofessionals	5	5
# of Professional Days Made Available to Staff	8	12

Please complete the table below, listing the number of students in each category.

SPECIAL EDUCATION PROGRAM DATA		
<u>Primary Disability Types:</u>	2008-09	2009-10
Autism		
Deaf / Blindness		
Deafness		
Emotional Disturbance	40	36
Hearing Impairment		
Mental Retardation	1	0
Multiple Disabilities	0	1
Orthopedic Impairment		
Other Health Impairment	13	15
Specific Learning Disabilities	9	19
Speech or Language Impairment		
Traumatic Brain Injury		
Visual Impairment		
Developmental Delay ages 3-9		

II. 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 March 8 & 9, 2010, 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, 5 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 include 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

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 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 February 1, 2007, NHDOE Special Education Program Approval Report, and the corrective action plan dated March 5, 2007, the following patterns were identified as needing improvement:

Findings of Noncompliance (These Findings were based on previous NH Rules effective July 1, 2002 and IDEA 2004. The numbers may be different than the current NH Administrative Rules of June 2008.)	Status as of August 21, 2009	Status as of March 8-9, 2010
ED 1109.03 (a) Full Access to the General Curriculum ED 1133.05 (h) Program Requirements	MET	MET
ED 1133.05 (l) Assessment	MET	MET
Ed 1133.08 (a) Qualifications of Staff	MET	NOT MET

V. MARCH 8 -9, 2010, 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 private special education schools 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 Mount Prospect Academy there were 5 students randomly selected for the NHDOE Case Study Compliance Review Process. Through this selection it was determined that it would be necessary include students who had been enrolled at the school for a significant amount of time, and that a variety of disabilities, age groups and grade levels be represented in the selected case studies.

LEA SURVEYS

Mount Prospect Academy sent out 22 LEA surveys to representative districts that had students placed in the program. Of the 22 surveys, 14 were completed and returned, which represents a response rate of 64%. This is a statically significant response and is regarded as a meaningful representation of the perceptions of the school districts that have students enrolled at MPA. As reported by the administration of MPA the survey results indicate an overall satisfaction with the programming, as well as the progress made by the students enrolled. The one area noted as needing improvement is progress reporting; specifically, the monthly reporting should have a direct connection to the IEP goals. IEP documents are monitored quarterly, however it has been suggested that the monthly reports need to be aligned more closely to IEP goals.

SUMMARY REPORT OF SENDING LEAs

Name of Private School: Mount Prospect Academy		
Total number of surveys sent: 22	Total # of completed surveys received: 14	Percent of response: 64%
Number of students placed by: LEA: 6	Court: 69	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.	7	6	1		
2. I am satisfied with the educational program at the above school.	9	4	1		
3. The school consistently follows special education rules and regulations.	8	5	1		
4. The school has an effective behavioral program (if applicable).	7	7			
5. I am satisfied with the related services provided by the school.	7	7			
6. The school implements all parts of students' IEPs.	8	5			1
7. I feel the school provides the necessary skills to allow the student to make progress on the IEP goals.	8	6			
8. The school program measures academic growth.	8	6			
9. The school program measures behavioral growth (if applicable).	9	5			
10. The school completes a minimum of 3 comprehensive reports per year on each child with a disability enrolled.	8	5	1		
11. Progress reports describe the child's progress toward meeting the IEP goals, include a record of attendance, and are written in terminology understandable to the parent.	8	5	1		
12. Progress reports are provided to the LEA and to the parent of the child.	9	4	1		
13. I am satisfied with the way the school communicates students' progress.	8	5	1		
14. The school communicates effectively with parents.	10	4			1
15. The school communicates effectively with the LEA.	9	5	1		
16. The school involves parents in decision-making.	7	5			2
17. The school actively plans for future transition to a less restrictive placement.	9	4			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.	5	5			4
19. The school team sets meeting times that are convenient for both parents and LEA.	6	7	1		
20. The school has met my expectations.	7	6	1		
21. I have a good relationship with the school.	9	4	1		
22. I would enroll other students at the school.	8	4	1		1

Analysis of Responses from MPA Administration: Overall, the LEAs are satisfied with the services we provide to their students. We provide progress reports monthly to the LEA but they do not directly tie into the student's IEP goals. We meet on each student quarterly and review the Individualized Treatment Plan, but do not formally review the IEP.

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

SCALE 4 STRONGLY AGREE 3 AGREE 2 DISAGREE 1 STRONGLY DISAGREE

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.	20	4		2
My child has opportunities to interact with non-disabled peers on a regular basis.	17	6	1	2
I am adequately informed about my child's progress.	21	5		
My child is informed about and encouraged to participate in school activities outside of the school day, and is offered necessary supports.	21	4		1
My child feels safe and secure in school and welcomed by staff and students.	18	8		
A variety of information (observations, test scores, school work, parent input) was used in developing my child's IEP.	19	6		1
I am satisfied with the progress my child is making toward his/her IEP goals.	16	8		2
FOR PARENTS OF HIGH SCHOOL STUDENTS ONLY:	15	2	1	8
My child earns credits toward a regular high school diploma in all of his/her classes.				
TRANSITION:				
I am satisfied with the planning and support provided for the moves my child has made from grade to grade and school to school.	18	5	1	2
All of the people who are important to my child's transition were part of the planning.	19	5		2
FOR PARENTS OF STUDENTS AGE 16 OR OLDER ONLY:	10	4		12
I am satisfied with the written secondary transition plan that is in my child's IEP.				
BEHAVIOR STRATEGIES AND DISCIPLINE:	Yes	No	No Answer	
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>	18	3	5	
I have been involved in the development of behavior interventions, strategies and supports for my child.	15	6	2	3
I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs.	17	7	1	1
OTHER:				
I fully participate in special education decisions regarding my child.	16	5	1	4
I have been provided with a copy of the procedural safeguards (parental rights) at least once a year	19	2	1	4

Analysis: The chairpersons of the visiting team created the following summary as Mount Prospect Academy did not analyze the findings of the survey. MPA distributed 70 surveys to parents, of which 26 were returned; this represents a response rate of 37%. Upon review of the survey results parents report an overall satisfaction with the programs and services provided to their child. However, upon more in-depth analysis of the responses, MPA may want to pay particular attention to the comment regarding perceptions related to the environment being safe and welcoming, and that several parents report a lack of satisfaction with progress in meeting IEP goals. This documentation reflects concerns that are worth further exploration and should be considered as the program continues to grow and improve.

SUMMARY 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

Based on the March 2010, NHDOE visitation to Mount Prospect Academy, it was clear that every effort is made to ensure that the students enrolled have equal educational opportunities and full access to the general education requirements as outlined by the NH state standards for middle and high school students. Of the five case studies presented, each has provided full documentation that students were being provided with a viable curriculum, aligned to state requirements and that instruction, assessment and writing of IEPs were aligned to that curriculum. Additionally, vocational education is clearly defined and most all of the curriculum offerings are provided by staff that are certified educators. The visiting team was impressed by the complete course of studies made available to all students, and that issuing of high school credits and maintaining of student transcripts are carefully monitored to ensure that students enrolled are meeting all of the requirements from their sending school districts. The special educators responsible for the oversight of IEPs work hard to ensure that all regulatory requirements are met, and while several IEP reviewed lacked annual measurable goals, there was ample evidence of student success and that the special education process is consistently adhered to. Based on the case studies presented, along with review of policy and procedures, there were no significant concerns raised as related to implementation of IEPs, FAPE, or equal educational opportunities.

Transition

Transition Planning

Process: Provision of FAPE

Transition Services

Transition planning, as required by IDEA and state special education rules was consistently evident in the IEPs reviewed at MPA. At both the middle and high school levels there was strong evidence of transition planning, along with documentation of ongoing monitoring of such plans. Based on the case studies presented it was evident that staff and administration at MPA recognize the importance of transition planning, and for the most part all required evidence was documented. Transition planning is a critical area for students placed outside of their home district, and in particular for those who are

court involved. Overall, MPA presented evidence of well documented transition planning, collaboration with LEAs , outside agencies, and parents which included consistent documentation of transition procedures, processes and monitoring of such plans.

Behavior Strategies and Discipline

The MPA policies and procedures on discipline, behavior management and intervention speak clearly to 24 hour treatment, engagement of all staff, parents and outside agencies and to the positive approaches used in addressing challenging behaviors. Throughout the agency (school and residence), there are elaborate protocols that are well documented and include varying degrees of intervention which are supervised and monitored daily. The behavior management system is supported by daily recording systems and for the most part is adhered to consistently by faculty and staff. The observations of the visiting team verified the systems currently in place, and further noted the emphasis and importance that has been placed upon ensuring that academic expectations and teaching strategies were not compromised by behavioral issues. Realizing that the student population at MPA is extremely challenging, the staff appear to be well versed in a variety of intervention strategies, consistent professional development is required, and there is an imposed balance of therapeutic and academic expectations that advance student learning and engagement.

Special Education Policies

As part of the March 2010, NHDOE Case Study Compliance Review, the revised policy and procedures for Mount Prospect Academy were reviewed. Based on the documentation provided it was determined that there were no Findings of Noncompliance as related to written policy and procedure.

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

As part of the NHDOE Case Study Compliance Review, Mount Prospect Academy submitted a request to decrease capacity from 105 students to 90. Based on the application and supporting documentation it was recommended that the NHDOE approve this request.

COMMENDATIONS

The Mount Prospect Academy administration, faculty and staff are commended for their conscientious attention to the preparation for the Case Study Compliance Review, which was approached as a constructive opportunity to reflect upon the scope, relevance and strengths of their overall behavioral and academic programs and interventions. This was most evident in the hospitality and proactive stance throughout the NHDOE visitations for a well informed and high caliber visitation team. The visitation team has several commendations to include:

1. The dedication of the MPA staff/administration to a challenging student population
2. The expansive professional development opportunities for all faculty and staff
3. The support that MPA extends to the faculty for advanced degrees including requirements for certification

4. The uncompromising attention to the family component of the therapeutic aspect of the individual student
5. The efforts put forth to develop mutual partnerships with sending school districts
6. The favorable staff/student ratio
7. The instructional leadership provided to the program

**FINDINGS OF NONCOMPLIANCE IDENTIFIED AS A RESULT OF THE
MARCH 8 & 9, 2010, 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 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 findings of non-compliance listed below must be addressed in a corrective action plan and resolved within one year of this report. A template and instructions for such planning will be provided.**

Child Specific Findings of Noncompliance to Be Addressed by Both the LEA and Private School Setting:

**ED 1109.01 Individual Education Plan
CRF 300.320**

Responsible LEA: Claremont

The IEP reviewed for the student from Claremont lacked annual measurable goals.

**ED 1109.01 Individual Education Plan
CRF 300.320**

Responsible LEA: Contoocook Valley

The IEP reviewed for the student from Contoocook Valley lacked annual measurable goals.

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

ED#, 1114.05 Program Requirements (c)

Prior to enrolling a student at MPA, the school must ensure that the LEA provides an IEP that meets all requirements of ED 1109. Two of the IEPs reviewed lacked annual measurable goals.

ED 1114.10 (a) Qualifications and Requirements for Instructional, Administrative and Support Personnel

At the time of the 2010, NHDOE Case Study Compliance Review there was 4 teachers who did not hold NH Certification. All of these individuals were in the process of obtaining 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. Mount Prospect Academy will serve their student population well by continuing the focus upon ongoing curriculum review along with continued development of high school competencies. While recognition has been given to the MPA curriculum and course offerings, in order to continue a high standard for academic excellence, it will be important that there be a continued cycle for review and revision of curriculum.
2. Since MPA is currently utilizing the North West Educational Assessment (NWEA) to measure student success, it strongly suggested that MPA continue to provide professional development in the use of NWEA; specifically as it related to informing instruction, and the development of student IEPs.
3. As MPA moves to a new student data management system, it will be critical that all staff are provided with ongoing professional development, and that the administration pay close attention to assisting staff in utilizing the data to inform curriculum, instruction and assessment practices.
4. As MPA continues to work toward continuous program improvement, attention should be given to strengthening the connections with local school districts. This could be in the form of students being enrolled in public school programming, it could be joint professional development opportunities for staff, or it might represent provision of consultation and services that could be provided to the public school sector.
5. The attention that has been given to the academic culture at MPA over the past three years is impressive. In order to continue to strengthen the program, the administration may want to consider focusing upon improved availability of teacher planning time and consultation beyond what is currently available. MPA may want to further explore concepts related to Professional Learning Communities, and focus upon who to best utilize staff time when given the opportunity to engage in conversations regarding curriculum, instruction and improved student learning.
6. While MPA is commended for their continued growth and overall program improvement, the educational program might benefit from a guided strategic planning process that would be goal and performance based and which may open other avenues for outreach and program development for the student population they serve.

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 8 & 9, 2010

Programs: N/A

Number of Cases Reviewed: 5

How many of the reviewed students are age 16+: 4

Recorder/Summarizer: Jane Bergeron-Beaulieu

Name: Richard Ayers	Building Level or <u>Visiting</u>
Name: Brynne MacMurtry	<u>Building Level</u> or Visiting
Name: Gary Bisson	Building Level or <u>Visiting</u>
Name: Karen Langley	<u>Building Level</u> or Visiting
Name: Jay Marshall	<u>Building Level</u> or Visiting
Name: Phyllis McKenna	Building Level or <u>Visiting</u>
Name: Traci Dorsey	Building Level or <u>Visiting</u>
Name: Scott Reuning	Building Level or <u>Visiting</u>

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

SUMMARY OF 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. 1113.08, Full Access to District's Curricula Ed. 1113.13, Diplomas Ed. 1107.04 (d) Qualified Examiner Ed. 1109.01 CFR 300.320 Program Requirements, Content of IEP Ed. 1119 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	1				
A2.) All IEP goals are written in measurable terms.						3	2				
A3.) Student's IEP has at least one functional goal.						3	2				
A4.) Student has made progress over the past three years in IEP goals. Goal 1						1	4				
A5.) Student has made progress over the past three years in IEP goals. Goal 2						1	4				
A6.) Student <u>has access to</u> the general curriculum (as outlined by the district, sending district or NH frameworks.)						5					
A7.) Student <u>participates in</u> the general curriculum <u>in a regular education setting with non-disabled peers</u> , as appropriate, with necessary supports.									5		
A8.) When participating in a regular education setting with non-disabled peers with necessary supports, student <u>has made progress</u> in the general curriculum.									5		
A9.) Student <u>participates</u> appropriately in state, district and school-wide assessments.						5					
A10.) Student <u>shows progress</u> in state, district and school-wide assessments.						3	2				
A11.) Student <u>has opportunities</u> to participate in general extracurricular and other non-academic activities with necessary supports.						5					
A12.) Student <u>does participate</u> in general extracurricular and other non-academic activities with necessary supports.						5					
A13.) Was the student's most recent individual evaluation (initial or reevaluation), including a written summary report and meeting, held within 45 days of parental permission to test? If not, was it due to: (check all that apply)						5					
a.) Extension in Place	b.) Lack of Qualified Personnel ___Psychologist ___Educator ___Related Services ___Other	c.) Evaluation Not Completed in Time	d.) Summary Report Not Written in Time	e.) Meeting Not Held in Time	f.) Other						
For High School Students:						YES	NO				
A14.) Student is earning credits toward a regular high school diploma.						5					
A15.) <i>IF YES:</i> within 4 years?						4	1				
A16.) Student will earn an IEP diploma or a certificate of competency.											
A17.) <i>IF YES:</i> within 4 years?											
A18.) Does this school have a clear policy for earning a high school diploma?											

Access Strengths	Access Suggestions for Improvement
<ol style="list-style-type: none"> 1. Staff and administration at MPA are working hard on the development of high school competencies. 2. The staff are dedicated to a challenging student population and willing to diversify to ensure full access to the general curriculum. 3. The staff and administration work as a team to ensure the needs of all learners are met. 4. The vocational offerings at MPA are impressive. 5. The staff/student ratios are appropriate for the student population served. 6. The IEPs developed by the team are meaningful, carefully monitored and aligned to the curriculum. 7. Over the past several years there has been a focus upon instructional practices, quality teaching and improved student learning. 8. There is carry over in the residence in regard to educational expectations and reinforcement of concepts learned. 9. At MPA there is a choice of content and courses that allow for students to have a variety of options. 10. Students report that they are engaged in the learning process and that staff are able to meet their varied learning styles and ability levels. 	<ol style="list-style-type: none"> 1. MPA is encouraged to work toward documenting high learning expectations for all learners, including individual learning plans for all students. 2. Continued work on curriculum mapping is strongly encouraged. 3. The administration and staff are encouraged to research and purchase additional resources/interventions that would support the curriculum. 4. Further explore specialized learning interventions that would benefit all students. This is especially important in the areas of literacy and mathematics. 5. The staff and administration may want to think about the use of an RtI Model (Response to Intervention). Specifically, consider tiering students and using an intervention block and providing specialized interventions. 6. Administration is encouraged to provide staff with continued support and ongoing supervision as they strive toward more meaningful engagement of students in the learning process. 7. Staff and administration may want to pay careful attention to student voice, and how to best motivate and engage the challenging student population.

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

Transition Strengths	Transition Suggestions for Improvement
<ol style="list-style-type: none"> 1. Home interventions and transitional supports are strong. 2. Staff and administration do an outstanding job of tracking and maintaining high school credits. 3. At MPA the career exploration opportunities enhance transition planning. 4. The use of technology and variety of hands on learning experiences is impressive. 5. The written transition plans in IEPs are strong and measurable. 6. Transition planning is individually designed, creative and ensure successful transitions to home and to a lesser restrictive educational environment. 7. The follow up and consultation available to LEAs for students who leave MPA is impressive. 8. The transition strategies provided to the home and family result in successful experiences. 9. The transitions/communication between school and residence at MPA is strong. 	<ol style="list-style-type: none"> 1. MPA may want to consider developing a consistent way to monitor the success rates of transition plans. 2. Improved communication between academic and vocational programs would assist in smoother transitions for students.

SUMMARY OF BUILDING LEVEL DATA

BEHAVIOR STRATEGIES AND DISCIPLINE		Filled in with the combined number of times a statement is marked on all Data Collection Forms for this school or building		
<u>Ed. 1109 Program</u> <u>CFR 300.324</u> <u>Ed. 1124 Disciplinary Procedures</u> <u>CFR 300.530-300.536</u> <u>20 U.S.C. 1415 (K)</u> <u>Child Management – Private Schools</u> <u>RSA 169-C Child Protection Act</u>		YES	NO	N/A
B1.) Data are used to determine impact of student behavior on his/her learning.		5		
B2.) Has this student ever been suspended from school?			5	
B3.) If yes, for how many days?				
B4.) If appropriate, a functional behavior assessment has been conducted.				5
B5.) IEP team has addressed behaviors that are impacting student learning.		5		
B6.) A behavior intervention plan has been written to address behaviors.		5		
B7.) All individuals working with the student have been involved in developing behavior intervention strategies.		5		
B8.) Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.		5		
B9.) Results of behavior intervention strategies are evaluated and monitored.		5		
B10.) A school-wide behavior intervention model exists.		5		
Behavior Strategy Strengths	Behavior Strategy Suggestions for Improvement			
<ol style="list-style-type: none"> 1. All staff and administration provide consistent behavioral expectations for students. 2. The staff and administration target intentional use of specific data in addressing student behaviors. 3. The concept of a 24 hour consistent treatment plan is strong. 4. The therapist time overlaps between school and residence which provides much consistency in regard to behavior planning and monitoring of plans. 5. The rapport between students, staff and administration is one of respect. 6. MPA provides ample supports on all levels to ensure positive behavioral interventions for all students. 7. The school and residence provide a safe and well supervised environment for a very challenging student population. 	<ol style="list-style-type: none"> 1. As staff review and refine behavior protocols, consider changing the language to better reflect the positive expectations associated with student behaviors. 2. As with any program dealing with students with challenging behaviors, ensure that all staff are provided with ongoing support and professional development. 3. The staff and administration may want to consider the utilization of a more comprehensive motivation system within the classrooms which is directly connected to improved student learning. 4. Behavioral data for all kids should be used and reviewed. Currently, it appears that those students focused upon are those who have the most significant issues. 			