

**New Hampshire
Department of Education
Bureau of Special Education Support**

**Monitoring Review for Approval of
Private Provider Special Education
Programs**

**Monarch School of New England
Summary Report
2023 - 2024**

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**Monitoring Visit Conducted on March 7, 2024
Report Date: May 7, 2024**

Overview of the Monarch School of New England Program

Monarch School of New England is a New Hampshire Department of Education (NHED), Bureau of Special Education Support (Bureau) Approved Program located in Rochester, New Hampshire. Monarch School of New England is an approved year round (200 days) day program for all genders in grades K through 12, has capacity for 63 students (both in state and out of state students), and awards a certificate of completion.

Monarch School of New England has two sites, the Foss site and the Williams site, both serving students with a primary educational disability of Autism, Deaf-Blindness, Deafness, Developmental Delay, Emotional Disturbance, Hearing Impairments, Intellectual Disability, Multiple Disabilities, Orthopedic Impairment, Other Health Impairments, Specific Learning Disability, Speech-Language Impairments, Traumatic Brain Injury, and Visual Impairments.

The Foss site, located at 105 Eastern Avenue in Rochester, NH, is situated on 11.5 wooded acres and serves students in grades K-8/9. It includes five classrooms, a kitchen, therapy areas, a gym/multipurpose room, a second multipurpose kitchen area, (used for activities of daily living), a nursing suite, a playground, a therapeutic garden and greenhouse with a nature trail accessible to students, as well as a conference room and office areas.

The Williams site, located at 13 Monarch Way in Rochester, NH, is situated on wide open farmland and is just a half mile away from the Foss site. The Williams site serves students in grades 10-12 (up to age 21 inclusive) and includes a Technical Center with a full Culinary Kitchen, an Art/Music room, a Horticulture room, a Woodworking and Trades room, a Retail space, a Technology room, and a Staff room. In addition to administrative office areas and a Boardroom, there are four classrooms, a full sized gym with two shower rooms, several therapy and equipment storage rooms, and a large nursing suite.

With a Vision of “bringing individuals with intellectual, physical, medical and behavioral disabilities into the mainstream of everyday life” Monarch School of New England provides unlimited opportunities for students with disabilities to reach their greatest potential. Monarch School of New England blends traditional and innovative methodologies to support the educational journey of each student. Their creative, collaborative, and multi-disciplinary approach to education makes learning accessible and keeps students actively engaged in academics, community, and life-skill activities.

Monarch School of New England holds high expectations and encourages independence for their students. Comprehensively trained staff work one-on-one with each student to provide a nurturing and supportive environment. Monarch School of New England provides meaningful and motivational learning and believes learning can take place everywhere. Therapies and Functional Life Skills are integrated in all school environments at naturally occurring times during the school day. By uniquely integrating education and therapy students are better able to generalize skills and make successful transitions within the school and the community.

Working closely and collaboratively with school districts and parents, Monarch School of New England helps students meet their postsecondary education goals. Instruction is provided across multiple areas, including academics, employment, independent living, community participation, and adult services. Monarch School of New England cultivates and maintains strong supportive partnerships with the community and offers vocational training in multiple career sectors. When working in the community students receive valuable hands-on skills and experiences, preparing them for meaningful employment opportunities after graduation.

The leadership team at Monarch School of New England consists of the Executive Director, Co-Directors of Education, Director of Vocational Services/Transition Coordinator, Director of Nursing, Director of Finance, Director of Related Services, Director of Community Engagement and Director of Human Resources.

Program Strengths and Notable Achievements and Recommended Preventive Actions

Program Strengths and Notable Achievements

During the monitoring visit, it had been revealed that the **Monarch School of New England** includes several practices in their teaching, lessons, and expectations which are noteworthy. Such practices include:

- Integrating both low tech and high tech assistive technology in the classroom, throughout the curriculum as well as in the community.
- Combining verbal information with visual examples, as well as providing students with multiple modes of communicating their knowledge of learned material.
- Building upon students' strengths and knowledge while strengthening areas of weakness.
- Mutual respect between all staff and students. Staff and students share a trusting relationship which was observed in all classrooms.
- Classrooms that are safe, comfortable, and supportive environments where students are encouraged and able to engage.
- Ensuring students are participating in the most inclusive environment as possible by working with families, school districts and within the community.
- Recreational spaces, both inside and outside, that provide positive interactions and opportunities for students to relax and practice their social skills.

- Creating activities for students that mirror similar types of activities offered in public schools (themed days, prom, field trips, etc.)
- Building upon students' strengths and knowledge while strengthening areas of weakness to promote independence, engaging relationships, and productive lives for students at home, at school, and in the community.
- Building and maintaining long lasting partnerships within the community.

Recommended Preventative Actions

During the monitoring visit, the NHED did not identify any preventative actions at **Monarch School of New England**.

Overview of the Monitoring Review for Approval of Special Education Programs Process

Each Private Provider must meet the requirements for special education program approval pursuant to The Individuals with Disabilities Education Improvement Act (IDEA) (2004), The New Hampshire Standards for the Education of Children with Disabilities, and New Hampshire State Statutes (RSA 186-C:5, RSA 189:64).

The Monitoring Review Process for Approval of Private Provider Special Education Programs ensures that students with educational disabilities have access to; can participate in; and can demonstrate progress within the general education curriculum, thereby improving student learning. The primary focus of the monitoring review is to improve educational results and functional outcomes for all children with disabilities.

The NHED Bureau of Special Education Support's Approval of Private Provider Special Education Programs Monitoring Process (AP3s) consists of a review of required application materials and an on-site component with program visit(s) and random sampling. The AP3s process occurs during the last year of approval of the Private Special Education Program (Private Provider).

The spring prior to the AP3s process, the Bureau notified **Monarch School of New England** of the upcoming monitoring and scheduled a time to meet with the administrative team to review the process and answer any questions. The Bureau sent written communication in the fall of the monitoring year which included an overview of the monitoring process and tentative dates for the on-site Data Collection Form training and on-site monitoring visit.

As part of the AP3s process **Monarch School of New England** submitted required application materials for review and the Bureau confirmed their nonpublic school approval.

The Bureau visited the program on March 7, 2024 to conduct the AP3s on-site monitoring visit. Prior to conducting this visit, the Bureau provided training to **Monarch School of New England** staff on how to complete the On-site Data Collection Form for the random sampling and what would be acceptable evidence.

Based on the on-site monitoring components for the AP3s Process there is one main component to corrective actions titled, "*Corrective Action Regarding the Implementation of the Regulations*", which typically involves the Private Provider participating in or providing professional development training to appropriate personnel for areas found in noncompliance. For any corrective action regarding the implementation of the regulations, evidence of provided trainings is required and must be submitted to the Bureau. It is recommended that all corrective actions be verified by the Bureau within three months from the date of this report but cannot go unaddressed longer than one year of the date of the on-site monitoring visit. Any required Corrective Action completed and verified compliant prior to the report meeting will be noted as verified compliant in the written report. The final close-out letter will not be issued until all corrective actions have been verified corrected.

The New Hampshire Department of Education, Bureau of Special Education Support review members for **Monarch School of New England's** on-site monitoring review included Heidi Clyborne and Alexandra Ferraro.

Special Education Procedures and Effective Implementation

Each Private Provider must have Special Education Procedures and effective implementation of practices that are aligned and support the implementation of IDEA and the *New Hampshire Standards for the Education of Children with Disabilities*.

During their 2018-2019 AP3s process, **Monarch School of New England's** Special Education Procedures were verified compliant with State and Federal regulations regarding administration, confidentiality of information, program requirements, responsibilities of private providers of special education implementation of IEPs, behavioral interventions, RSA 126-U Limiting the use of child restraint practices in schools and treatment centers, qualifications and requirements for instructional, administrative and support personnel, change in placement or termination of enrollment, physical facilities, health and medical care, photography and audio-visual recording, and emergency planning and preparedness.

Since then, there has been one rule change, (Ed 1119.01 Confidentiality Requirements), affecting the Special Education Procedures. Private Providers monitored for program approval prior to this change needed to submit, for review, only the sections of their Special Education Procedures pertaining to the revised rule.

Based on the review of **Monarch School of New England's** Special Education Procedures the monitoring team determined there were **0 findings of noncompliance**.

Private Provider Curriculum and Effective Implementation

Monarch School of New England's K-8 curriculum was verified compliant during their 2018-2019 AP3s process in the learning areas of Arts Education, English/Language Arts, Health Education, Physical Education, Family & Consumer Science, Information & Communications Technologies, Mathematics, Science, Social Studies, and Technology Education, pursuant to Ed 306.26(b)(1) and (2) & Ed 306.27(c).

Since **Monarch School of New England's** last AP3s process, there has been one change to the New Hampshire Minimum Standards, Ed 306.49 Holocaust and Genocide Education Program, which was widely shared with all of New Hampshire's Private Providers of Special Education Programs in 2022. With the understanding that the State is currently reviewing and making recommendations for some revisions to the Administration of Minimum Standards (Ed 306), the Bureau has determined that reviewing curriculum for the addition of Ed 306.49 is not warranted at this time.

Monarch School of New England issues a certificate of completion.

Based on the previous review of **Monarch School of New England's** curriculum, the monitoring team determined there were **0 findings of noncompliance**.

Personnel

The Bureau has reviewed **Monarch School of New England** personnel certifications using the New Hampshire Educator Information System. The review process was for educators employed during 2023 – 2024 school year.

The personnel roster provided by **Monarch School of New England** was compared to the data in the New Hampshire Educator Information System. Each personnel member's endorsement was compared to the subject/assignment. This process was used for personnel that hold Beginning Educator Certification (BEC) and Experienced Educator Certification (EEC). If the endorsement was appropriate to the subject/assignment, then the renewal date of the endorsement was verified to ensure that the endorsement was current.

If there was a discrepancy between endorsement and the subject/assignment, the private provider was given an opportunity to verify the data. If the discrepancy could not be resolved a finding of noncompliance was made based on Personnel Standards pursuant to Ed 1114.10(a), 34 CFR 300.18, and 34 CFR 300.156.

Based on the review of **Monarch School of New England's** personnel certifications, the monitoring team determined there were **0 findings of noncompliance**.

General Program Approval Requirements

Each Private Provider must meet the requirements for special education program approval pursuant to The Individuals with Disabilities Education Improvement Act (IDEA) (2004), The New Hampshire Standards for the Education of Children with Disabilities, and New Hampshire State Statutes (RSA 186-C:5, RSA 189:64).

The monitoring review for the approval of Private Provider Special Education Programs includes an application with specified materials that must be submitted to the Bureau at least 30 days prior to the onsite monitoring visit in the year monitored.

Based on the review of the **Monarch School of New England's** application materials, the monitoring team determined there were **0 findings of noncompliance**.

Program Monitoring and Random Sampling

Per RSA 186-C:5 the Monitoring Process must include on-site monitoring to include program monitoring and random sampling. The AP3s Process for **Monarch School of New England** included an on-site monitoring visit during which the Bureau monitoring team was provided with a program overview, visited all approved locations for the approved program and collected random sampling data using the On-site Data Collection Form. Random sampling data consisted of comprehensive reports per Ed 1114.06(i), Ed 1114.06 (j), Ed 1114.06 (k) and service implementation per Ed 1114.03(a).

At least 30 days prior to the scheduled monitoring on-site visit **Monarch School of New England** submitted to the Bureau a completed On-site Data Collection Form that included a coded list of twenty percent of the New Hampshire students enrolled in the program the year prior to monitoring for verification of comprehensive reports and a coded list of the services **Monarch School of New England** was responsible for providing to all of their NH students enrolled in the program during the three-week period of October 23, 2023 - November 10, 2023 for verification of service implementation. **Monarch School of New England** was notified by the Bureau of the three-week time period on December 14, 2023.

At the on-site monitoring visit the Bureau monitoring team used the On-site Data Collection Form to verify evidence that **Monarch School of New England** completed a minimum of three comprehensive reports for each student listed on the form per Ed 1114.06(i), Ed 1114.06 (j), Ed 1114.06 (k) and that required services were provided during the designated time period per Ed 1114.03(a).

Based on the review of the **Monarch School of New England's** program monitoring and random sampling, the monitoring team determined there was **1 finding of noncompliance**.

Required Corrective Action was completed and verified compliant by the Bureau prior to the written report.

COMPLIANCE CITATIONS	AREA OF COMPLIANCE
Comprehensive Report Regulatory Component	Review Status
Ed 1114.06(i) Ed 1114.06(j) Ed 1114.06(k)	Each private provider of special education or other non-LEA program shall complete a minimum of 3 comprehensive reports per year on each child with a disability enrolled in the program. The reports shall describe the child's progress toward meeting the IEP goals, include a record of attendance, be written in terminology understandable to the parent, and be provided to the sending LEA and the parent of the child. Reports shall be provided to parents in the native language or other mode of communication used by the parent.
100% of student codes reviewed at the Monarch School of New England program demonstrated evidence that a minimum of 3 comprehensive reports per year are completed on each child with a disability enrolled in the program meeting all compliance criteria. This results in 0 findings of noncompliance since comprehensive reports reviewed were in 100% compliance.	

COMPLIANCE CITATIONS	AREA OF COMPLIANCE
Service Implementation Regulatory Component	Review Status
Ed 1114.03(a)	A private provider of special education or other non-LEA program shall be responsible for providing students with disabilities all services detailed in their IEPs unless the provision of those services has been agreed upon by contract with the sending LEA.
98% of services, that were the responsibility of the Monarch School of New England program had evidence demonstrating provision. This results in 1 finding of noncompliance since service provision was not in 100% compliance.	
Corrective Action Regarding the Implementation of the Regulations: Provide training to appropriate staff to ensure that the private provider implements special education and related services as outlined in the IEP.	
Provide the dates, names of attendees, and a description of the trainings, which defines the private provider's procedure for complying with this specific rule, to the Bureau within 3 months from the date of this report.	
Corrections Verified Compliant prior to written report.	

Determining Program Approval Periods

To determine the length of program approval the Approval of Private Provider Programs is broken down into 7 sections. Points are accumulated based on the number of findings in each section and weighted towards those areas most directly impacting the provision of FAPE.

- Application Materials, not covered in other sections, (0-5 points)
- Curriculum (0-22 points)
- Personnel Certified (0-9 points)
- Required Staff (0-9 points)
- Special Education Procedures (0-5 points)
- Service Provision (0-40 points)
- Comprehensive Reports (0-10 points)

A program is given a percent score based on the total number of points received out of the maximum possible. The higher a percentage a program receives the shorter their approval period.

- 5 years: 0-20%
- 4 years: 21-40%
- 3 years: 41-60%
- 2 years: 61-80%
- 1 year: 81-100%

Based on the findings outlined in this report **Monarch School of New England's** program received a score of **5%** and a **5 year program approval**.