

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

**Cedarcrest Center for Children with Disabilities  
SUMMARY REPORT**

**Cathy Gray, President/CEO  
Charlene Bemis, Education Coordinator**

Chairperson, Visiting Team: Jennifer Dolloff:  
Education Consultant

Visit Conducted on March 6 and March 7, 2007  
Report Date, May 21, 2007  
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## TABLE OF CONTENTS

- I. Team Members
- II. Introduction
- III. Purpose and Design of The Case Study Compliance Review Process
- IV. Status of Previous Program Approval Report and Corrective Actions
- V. March 6&7, 2007 Case Study Compliance Review Results
  - Parent Participation
  - Summary of Findings from the Three Focus Areas
  - New Special Education Programs Seeking Approval from the NHDOE
  - Commendations
  - Issues of Significance
  - Citations of Noncompliance
  - Suggestions for Program Improvement
- VI. Building Level Summary Reports
- VII. Addendum:
  - Out of District and James O Summaries
  - Innovative Practice Descriptions

## **I. TEAM MEMBERS**

Visiting Team Members:

<b>NAME</b>	<b>PROFESSIONAL ROLE</b>
Chairperson: Jennifer Dolloff	Educational Consultant, SERESC
Irene Mullan	Education Director

Building Level Team Members:

<b>NAME</b>	<b>PROFESSIONAL ROLE</b>
Charlene Bemis	Education Coordinator
Elizabeth Donovan	Teacher
Cathy Gray	CEO
Amanda Coe	Teacher

## II. INTRODUCTION

The Cedarcrest Center for Children with Disabilities is a private, self-contained residential day school and medical program located in Keene, in the Monadnock region of NH. The Center is designed to meet the educational and pediatric medical needs of male and female children who are medically and developmentally complex. Cedarcrest is the only Intermediate Care Facility for Children with Mental Retardation and Developmental Disabilities licensed by the state of New Hampshire. In addition to educational services, Cedarcrest provides skilled nursing care for children and is certified by the Division of Children, Youth and Families. Cedarcrest is also the states primary residential provider of comprehensive long term medical care for children under the age of three. Currently one third of the children residing at Cedarcrest are below the age of three. The Cedarcrest School Program is currently approved to accept a maximum of 23 students identified with Deaf-Blindness, Deafness, Emotional Disturbance, Hearing Impairment, Mental Retardation, Multiple Disabilities, Orthopedic Impairment, Other Health Impairment, Traumatic Brain Injury, Visual Impairment, and Developmental Delay. Presently, 15 students in preschool through grade 10 are enrolled in the Cedarcrest Center.

### Mission Statement

The mission of the Cedarcrest Center for Children with Disabilities is to provide a nurturing home and school for children with complex medical and developmental needs and to be an innovative resource for families, professionals and the community.

### Vision

The Cedarcrest Vision is to enable children with complex medical and developmental needs and their families to thrive by providing a model of exceptional care and support.

Educational programming is provided to all children over the age of three in the on-site school comprised of two classrooms and several activity areas. Classroom instruction is based on NH's Curriculum Frameworks and adapted to reflect the specific goals developed for each student in his or her Individual Education Plan (IEP). Onsite physical, occupational and communication therapists provide students with the necessary related services to address developmental, motor and communication needs as identified in student IEPs.

<b>SCHOOL DEMOGRAPHICS</b>	<b>2004-05</b>	<b>2005-06</b>	<b>2006-07</b>
Student Enrollment <u>as of December 1</u>		20	15
Do you accept out-of-state students? If so, list number from each state in 06-07	1 – Vermont		
# and Names of Sending New Hampshire LEAs (as of October 1)	SAU 01; SAU 03; SAU 18; SAU 21; SAU29; SAU 30; SAU37; SAU 38; SAU 40; SAU 54 and SAU 59		
DOE Approved Rate	\$176.42	\$176.42	\$197.15
Actual Expenditure per Pupil (Budget Divided by # of Students as of Oct 1)			\$282.92
# Identified Students Suspended One or More Times	0	0	0
Average Length of Stay for Students	N/A	3.5	3.5
<b><u>STAFF DEMOGRAPHICS</u></b>			
Student/Teacher Ratio (as of Oct. 1)	1:8	1:8	1:8
# of Certified Administrators	1 Nursing Home Administrator	1 Nursing Home Administrator	1 Nursing Home Administrator
# of Certified Teachers	2	2	1
# of Teachers with Intern Licenses	2	2	2
# of Non-certified Teachers	0	0	0

# of Related Service Providers	6	5	6
# of Paraprofessionals	2	2 10	0 8
# of Professional Days Made Available to Staff	2	2	2

<b>SPECIAL EDUCATION PROGRAM DATA</b>	<b>2004-05</b>	<b>2005-06</b>	<b>2006-07</b>
<b><u>Primary Disability Types:</u></b>			
Autism	0	0	0
Deaf / Blindness	1	1	1
Deafness	0	0	0
Emotional Disturbance	0	0	0
Hearing Impairment	3	3	2
Mental Retardation	21	19	14
Multiple Disabilities	23	22	16
Orthopedic Impairment	5	5	3
Other Health Impairment	11	11	10
Specific Learning Disabilities	0	0	0
Speech or Language Impairment	9	9	5
Traumatic Brain Injury	0	0	0
Visual Impairment	14	11	7
Developmental Delay ages 3-9	2	2	0

### **III. PURPOSE AND DESIGN OF THE CASE STUDY COMPLIANCE REVIEW PROCESS**

The New Hampshire Department of Education (NHDOE) conducted a Special Education Program Approval Visit to the Cedarcrest Center for the purpose of reviewing the present status of programs and services made available to children and youth with disabilities. As part of the NHDOE Special Education Program Approval Visit, Case Study Compliance Reviews were conducted.

The New Hampshire Department of Education, Bureau of Special Education conducts program approval visits using a Case Study Model that is a focused review. This focused review permits the NHDOE to leverage its impact for change and improvement within school districts and private special education schools statewide, by focusing the attention of all educators on the following three areas of critical importance in the provision of FAPE for students with disabilities.

- 1 Access to the General Curriculum
- 2 Transition
- 3 Behavior Strategies and Discipline

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

- All application materials submitted
- Status of corrective actions since the last NHDOE Special Education Program Approval Visit
- Personnel credentials for special education staff (verified by NHDOE)
- Program descriptions and SPEDIS verification reports
- All data collected during the visit

The New Hampshire Department of Education provided a visiting team of professional educators to work collaboratively with the staff in the Cedarcrest Center in conducting the Case Study Compliance Review and the varied data collection activities. The NHDOE Special Education Program Approval Process allowed the visiting and building level team members

to conduct case studies of a representative sampling of the student population throughout the school. Case studies were conducted on randomly selected students from each of the classrooms.

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 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, and administrators. In addition, classroom observations were conducted for each of the case studies being reviewed. The collective data was summarized by the visiting and building level teams. The summaries, included in the report that follows, outline identified areas of strength and areas needing improvement for each school reviewed.

Throughout the entire review process, the visiting team worked in collaboration with the staff of the Cedarcrest Center. Their professionalism, active involvement in the process and cooperation were greatly appreciated and well recognized.

#### **IV. STATUS OF PREVIOUS NHDOE SPECIAL EDUCATION PROGRAM APPROVAL REPORT AND CORRECTIVE ACTIONS**

Based on review of the last NHDOE Special Education Program Approval Report, the following patterns were identified as needing improvement:

No citations were identified during the last NHDOE Special Education Program Approval Visit to Cedarcrest conducted April 29-30, 2002.

Suggestions for improvement included:

1. Develop a new IEP form.
2. Incorporate plans into IEPs.
3. Provide training for staff around the special education process.
4. Compile curriculum resources into one place.
5. Develop a curriculum.
6. Continue to involve community agencies in planning.

Improvement activities were carried out for all of the above suggestions and evidence of the impact on students was identified.

#### **V. MARCH 6-7, 2007 CASE STUDY COMPLIANCE REVIEW RESULTS**

Data collection is an important part of the NHDOE Special Education Case Study Compliance Review Process. In the Cedarcrest Center, the NHDOE worked with the staff and administration in the selection of case studies to ensure that there was a representative sampling of data collected from the classrooms located within the center. In order to monitor whether or not special education programs are in compliance in the three focus areas, and determine any root causes of problems that may be identified through the case study process, it is essential that each case study team dig deeply into the data, and not just take a surface look. This process takes time, and the entire team working with the child being studied must be involved in collecting and analyzing the data, as well as presenting and summarizing the data with the visiting team. As such, the NHDOE works with educational communities to determine the number and types of case studies to be prepared and presented, to ensure that building teams are not inundated with much more data than they can possibly analyze, allowing them to reflect upon and generalize their newly found knowledge of their programs, practices, policies and procedures.

Comprehensive NHDOE Case Studies were conducted on two of the 15 students enrolled in the Cedarcrest Center School Program. One case study was conducted on a high school student with Multiple Disabilities, Mental Retardation, Visual Impairment, Other Health Impairment and Orthopedic Impairment. The other case study was conducted on a second grade student identified with Multiple Disabilities, Mental Retardation and Other Health Impairment. Both of the students

reviewed receive the services of multiple specialists. Both students require the use of a wheelchair, are nonverbal and utilize a gastrointestinal tube for feeding and/or medication.

## **PARENT PARTICIPATION**

One of the defining features of effective schools is strong parent/community relations and open communication. Having parents as an active stakeholder in the NHDOE Special Education Program Approval Process ensures broader perspectives and brings forth new ideas. In addition, including the parent perspective enhances and strengthens the teams' case study presentations, and makes for stronger school/parent relationships. As such, parent participation and input is a required part of the NHDOE Special Education Program Approval Process. In order to ensure parent participation and feedback, the NHDOE, Bureau of Special Education involves parents in a variety of aspects of the Special Education Program Approval Process. First, parents are encouraged to be active participants in the case study presentations; second, parents of the children presented in the case study process are formally interviewed; and third, the SAU/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 the March 6-7, 2007 Case Study Compliance Review in the Cedarcrest Center.

Program administrators at the Cedarcrest Center interpreted the parent survey results as follows:

### Analysis of Family Survey Data 2006-2007

Of the 17 surveys sent to parents or guardians, surveys were received from six families. While it is difficult to make strong statements from the relatively small sample size, the information below speaks to the feedback received.

Access to the General Curriculum:

1. Programs and supports are appropriate to children's needs.
2. IEP development is a collaborative process.
3. Families are participants in regular progress updates.

Transition:

1. Key individuals are a part of the planning process.
2. Planning and supports are satisfactory.

Behavior strategies and discipline:

1. Families are involved in decisions about behavioral interventions and supports.
2. Families are satisfied with how their child is supported socially, developmentally and behaviorally.

Overall Strengths:

1. Parents are fully involved in the special education decisions for their child.
2. Children's programs are reviewed at least on a quarterly basis. Programs are modified to reflect children's level of performance and functionality.
3. Staff truly cares for the student's well-being. Students are safe and well cared for.

Overall Areas for Improvement, as identified by families:

One of the six families was only partially satisfied in most areas surveyed. One family noted the need for a greater level of therapy services.

Action plan:

To reach out to other programs and make certified education staff and therapists from Cedarcrest School available as consultants in schools throughout the state.

**SUMMARY OF PARENT SURVEY DATA**

Total number of surveys sent: 17	Total # of completed surveys received: 6	Percent of response: 35%
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\*Surveys were mailed to the parents of NH students only  
**Scale 3 = Completely 2 = Partially 1 = Not at all**

<b>ACCESS TO THE GENERAL CURRICULUM:</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>No Answer</b>
I am satisfied with my child's program and the supports that he/she receives.	5	1		
My child has opportunities to interact with non-disabled peers on a regular basis.	5	1		
I am adequately informed about my child's progress.	5	1		
My child is informed about and encouraged to participate in school activities outside of the school day, and is offered necessary supports.	5	1		
My child feels safe and secure in school and welcomed by staff and students.	5	1		
A variety of information (observations, test scores, school work, parent input) was used in developing my child's IEP.	5	1		
I am satisfied with the progress my child is making toward his/her IEP goals.	5	1		
<b>FOR PARENTS OF HIGH SCHOOL STUDENTS:</b>			1	
My child earns credits toward a regular high school diploma in all of his/her classes.				
<b>TRANSITION:</b>				
I am satisfied with the planning and support provided for the moves my child has made from grade to grade and school to school.	3			
All of the people who are important to my child's transition were part of the planning.	4			
<b>FOR PARENTS OF STUDENTS AGE 16 OR OLDER:</b>				
I am satisfied with the written secondary transition plan that is in my child's IEP.	1			
<b>BEHAVIOR STRATEGIES AND DISCIPLINE:</b>				
My child's classroom behaviors affect his/her ability to learn. <i>If yes, please answer the next two questions. If no, skip to OTHER.</i>		<b>YES 3</b>		<b>NO 2</b>
I have been involved in the development of behavior interventions, strategies and supports for my child.	2	1		
I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs.	3	1		
<b>OTHER:</b>				
I fully participate in special education decisions regarding my child.	6			
I have been provided with a copy of the procedural safeguards (parental rights) at least once a year.	6			

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

**Access To The General Curriculum  
Implementation of IEPs  
Provision of Non-Academic Services  
Full Access to the District's Curriculum  
Equal Education Opportunity**

The case studies conducted and the other NHDOE Special Education Program Approval activities provide clear evidence that the Cedarcrest personnel are committed to delivering effective special education programming and services to students enrolled at the center. The Cedarcrest Center has made progress in the area of providing students with greater access to the general curriculum. A comprehensive curriculum for grades 1 to 12 that is aligned with the NH State Curriculum Frameworks has been adopted with permission, from a neighboring school district. The visiting team found classroom instruction to be developmentally appropriate to the Cedarcrest students and IEP goals reviewed were written in measurable terms. The school portion of the Cedarcrest Center is very spacious allowing students to move to different areas to

experience multiple activities. Educational assistants are available to provide students support on a moment to moment basis. All of the assistants appeared to be very professional and student focused. Extensive use of augmentative and alternative communication (AAC) was evident within the classrooms in the form of two-cell switches, specialized gestures, sign language, or small handheld icons. Other techniques used included schedule charts, physical prompting and language boards.

## **Transition**

### **Transition Planning**

#### **Process: Provision of FAPE**

### **Transition Services**

Transition planning at Cedarcrest is very child centered, comprehensive and begins long before a child exits the program. On most occasions students transition into the program after a thorough and comprehensive intake process has been completed. On occasion and in emergency situations the intake process is expedited to meet the immediate needs of students. Cedarcrest staff work with parents and outside providers to design appropriate and meaningful transition plans. Planning also occurs when students move from one program to another within the school. Internal transitioning includes the involvement of staff, parents and related service providers. The leadership at the center is very flexible in adapting the program to meet individual student circumstances in order to best meet the needs of students entering and exiting the program. When appropriate, individual students reside at the Cedarcrest Center and attend local public schools, others students reside at Cedarcrest and attend the onsite school program on a short term basis to assist in transitioning from a hospital to a home or from the home to a long-term care facility. At the time of the visit the leadership at the Cedarcrest Center was working cooperatively with a local LEA in the development of an independent living environment that would provide two students with programming in a setting closer to their families.

### **Behavior Strategies and Discipline**

Students placed at the Cedarcrest Center often require behavioral interventions to decrease repetitive self injuries or disruptive behaviors. Visitors noted several interventions taking place during the visit. These interventions included physical prompting, medical braces, multiple positioning devices and medical intervention in the form of medication. Specialized training for implementing interventions and support is provided to staff and parents. All educational assistants have Nursing Assistant licensure which permits them to provide medical support throughout the school day. Data is collected on each student to assist with decisions made regarding the interventions and results are evaluated and monitored by educational, medical and related service personnel. The visiting team was impressed when several educational assistants demonstrated the ability to anticipate and respond to individual student needs when students became agitated or distressed.

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

### **Approval through age 17 and grade 11**

At the time of the March 2007 NHDOE visit to Cedarcrest Center, the center submitted a program approval application for an increase in approval through grade 11 to age 17. The current approval ends at grade 10. The NHDOE Bureau of Special Education will respond to this request.

## **COMMENDATIONS**

There are many praiseworthy things happening at the Cedarcrest Center.

1. The Cedarcrest Center School staff are hardworking professionals committed to providing effective educational programming to all of their students.
2. The strong level of communication taking place between the educational, medical and clinical staff is evident resulting in consistency in practice seen throughout the classrooms.
3. The leadership team is commended for their work to continually review progress and to create a culture of continuous improvement within the education model at the Cedarcrest School.
4. The staff and administration are commended for use of multiple forms of AAC devices including Powerlink and various switches that are integrated into the school day.
5. The staff and administration are commended for developing and maintaining a caring and warm environment that allows parents and children to feel welcomed and at home.

6. Classroom teachers and educational assistants are commended for developing strong relationships with each of the students in the center. These relations clearly assist staff as they anticipate and respond to individual student needs.

### **ISSUES OF SIGNIFICANCE**

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

Review of the data and information gathered during the visit to the Cedarcrest Center indicate that no issues of significance exist at this time.

### **CITATIONS OF NONCOMPLIANCE IDENTIFIED AS A RESULT OF THE March 6-7, 2007 CASE STUDY COMPLIANCE REVIEW**

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

**No citations of non-compliance.**

### **SUGGESTIONS FOR PROGRAM-WIDE IMPROVEMENT**

Suggestions for improvement, simply stated, are recommendations provided by the visiting team that are intended to strengthen and enhance programs, services, instruction and professional development, and the NHDOE strongly encourages that serious consideration be given to the suggestions. However, discretion may be used in this area; suggestions for improvement are not considered to be required corrective actions and you may determine which suggestions most warrant follow up and address those in your corrective action plan. **System wide suggestions for improvement are listed below. Suggestions for individual programs are included in the Building Level Case Study Data Summary Reports, pages 12-18.** It should be noted that in the Building Level Data Summary Reports, any suggestion made by a visiting team member that is actually a citation of noncompliance, has an asterisk (\*) before it, and it is also listed above with the citations of noncompliance.

1. Review current IEP development practices and explore ways to work more collaboratively with LEAs to ensure IEPs are constructed by individuals who are most knowledgeable about current student needs and abilities.
2. Continue to explore and develop additional community based social experiences.
3. Continue to explore and develop additional school or community activities that provide students with exposure to non-disabled peers.
4. Review current special education programmatic practices and explore ways to efficiently separate the educational required materials from the medically required materials to ensure compliance with IDEA 2004. All required educational materials, including permission to evaluate forms, written prior notice forms and complete IEPs should be located in one cumulative file that educators are permitted to access with ease.

## 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

SAU:	School: Cedarcrest	Date: 3/7/07
Programs: Residential		Number of Cases Reviewed: 2
Recorder/Summarizer: Jen Dolloff		

#### Collaborative Team Members:

Name: Charlene Bemis	<b>Building Level</b>	or	Visiting
Name: Irene Mullan	Building Level	or	<b>Visiting</b>
Name: Jennifer Dolloff	Building Level	or	<b>Visiting</b>
Name: Elizabeth Donovan	<b>Building Level</b>	or	Visiting
Name: Cathy Gray	<b>Building Level</b>	or	Visiting
Name: Amanda Coe	<b>Building Level</b>	or	Visiting

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

## SUMMARY OF BUILDING LEVEL DATA

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

<b><u>ACCESS TO THE GENERAL CURRICULUM STATEMENTS</u></b>							
<b><u>Ed. 1109.01 Elements of an IEP CFR 300.347 Content of IEP</u></b> <b><u>Ed. 1109.05, Implementation of IEP 20 U.S.C. 1414 (d)</u></b> <b><u>Ed. 1115.07, Ed 1119.01(f) Provision of Non-Academic Services/Settings CFR 300.553 Ed. 1119.03, Full Access to District's Curricula CFR 300.24, CFR 300.347 Ed. 1119.08, Diplomas</u></b> <b><u>Ed. 1107.04 (d) Qualified Examiner</u></b> <b><u>Ed. 1133.05 (c)(h)(k) CFR 300.347 Program Requirements, Content of IEP</u></b> <b><u>Ed. 1133.20 Protections Afforded to Children with Disabilities</u></b> <b><u>CFR 300.347(a) (1) (i)</u></b> “. . . general curriculum (i.e. ,the same curriculum as for nondisabled children)” <b><u>CFR 300.347 (a) (3) (iii)</u></b> “To be educated and participate with other children with disabilities and non disabled children”					<b>YES</b>	<b>NO</b>	<b>N/A</b>
Team uses multiple measures to design, implement and monitor the student’s program.					2		
IEP goals are written in measurable terms.					2		
Student has made progress over the past three years in IEP goals. Goal 1					2		
Student has made progress over the past three years in IEP goals. Goal 2					2		
Student <u>has access to</u> the general curriculum (as outlined by the district, sending district or NH frameworks.)					2		
Student <u>participates in</u> the general curriculum in a regular education setting with non-disabled peers, as appropriate, with necessary supports.							2
When <u>participating in a regular education setting with non-disabled peers</u> with necessary supports, student <u>has made progress in</u> the general curriculum.							2
Student participates appropriately in state, district and school-wide assessments.					2		
Student <u>shows progress</u> in state, district and school-wide assessments.					2		
Student <u>has opportunities</u> to participate in general extracurricular and other non-academic activities with necessary supports.					2		
Student <u>does participate</u> in general extracurricular and other non-academic activities with necessary supports.					2		
Was the student’s most recent individual evaluation (initial or reevaluation), including a written summary report and meeting, held within 45 days of parental permission to test? <b>If not, was it due to:</b> (check all that apply)					1		
Extension in Place	Lack of Qualified Personnel Psychologist      Educator Related Services      Other	Evaluation Not Completed in Time	Summary Report Not Written in Time	Meeting Not Held in Time	Other		
<b><i>For High School Students:</i></b>					<b>YES</b>	<b>NO</b>	<b>NA</b>
Student is earning credits toward a regular high school diploma.						2	
<i>IF YES:</i> within 4 years?							
Student will earn an IEP diploma or a certificate of competency.							
<i>IF YES:</i> within 4 years?						2	
Does this school / district have a clear policy for earning a high school diploma?							

**Access to the General Curriculum**

**Strengths**

1. Staff places kids needs first throughout the school day.
2. Staff accept kids as they are while celebrating the achievements they make no matter how small they may be.
3. Cedarcrest teachers and classroom assistants demonstrate comprehensive use of visual supports.
4. The physical plant is spacious and allows for students to better access the curriculum by moving from one area to another.
5. Alternation of activities is excellent; students transition smoothly from one activity to another.
6. Staff are commended for adapting educational materials to meet individual student needs.
7. Supplies appear adequate to meet student needs.
8. Assistive communication devices are used effectively and staff continually adapt and revise these devices based on student needs.
9. Cedarcrest staff effectively partner with school districts and parents.
10. The Program flexibility allows for effective student programming. For example, one current student attends public school a few days per week, other students have been permitted to reside at home and attend Cedarcrest as day students, while other students have utilized the center as an interim placement while moving from a hospital to home.

**Suggestions for Improvement**

Continue to explore ways to bring in non-disabled peers.

## SUMMARY OF BUILDING LEVEL DATA

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

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

**Transition**

**Strengths**

**Suggestions for Improvement**

1. The Cedarcrest Center is very child centered when transitioning students into and out of the program.
2. The transition process is collaboration and flexible.
3. Parents are included in the transition process.
4. Cedarcrest practices an open door policy with parents at all times. This often eases transition difficulties families may experience.
5. Transitions from class to class are very smooth.
6. The administration is involved at the state level in exploring and developing new placements for students with significant needs who are over sixteen.

Review and ensure IEP transition plan format aligns with IDEA 04.

**SUMMARY OF BUILDING LEVEL DATA**

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

<b><u>BEHAVIOR STRATEGIES AND DISCIPLINE</u></b>				
<u>Ed. 1109.02 Program</u>	<u>CFR 300.346</u>			
<u>Ed. 1119.11 Disciplinary Procedures</u>	<u>CFR 300.519-300.529</u>			
<u>Ed. 1133.07 (a) (b) (c) (d) (e)</u>	<u>CFR 300.510-300.529</u>			
<u>20 U.S.C. 1415 (K)</u>				
<u>Child Management – Private Schools</u>	<u>RSA 169-C Child Protection Act</u>	<b>YES</b>	<b>NO</b>	<b>N/A</b>
Data are used to determine impact of student behavior on his/her learning.		2		
Has this student ever been suspended from school?			2	
If yes, for how many days?				
If appropriate, a functional behavior assessment has been conducted.			2	
IEP team has addressed behaviors that are impacting student learning.		2		
A behavior intervention plan has been written to address behaviors.		2		
All individuals working with the student have been involved in developing behavior intervention strategies.		2		
Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.		2		
Results of behavior intervention strategies are evaluated and monitored.		2		
A school-wide behavior intervention model exists.		2		
<b>Strengths</b>		<b>Suggestions for Improvement</b>		
<ol style="list-style-type: none"> <li>1. Behavioral interventions are well documented.</li> <li>2. All staff members appear skilled at working with kids whose behavioral needs arise and require attention.</li> <li>3. Staff in the building are very collaborative. Staff members share behavioral ideas and strategies freely.</li> <li>4. Staff members anticipate student needs prior to students becoming agitated or distressed.</li> </ol>				

## SUMMARY OF BUILDING LEVEL STRENGTHS AND SUGGESTIONS FOR IMPROVEMENT

<b>Strengths</b>	<b>Suggestions for Improvement</b>
<ol style="list-style-type: none"><li>1. All staff members appear to be very professional and focused on students.</li><li>2. The Cedarcrest Center provides very child-centered educational program.</li><li>3. The center is very family friendly.</li><li>4. The climate and culture is very positive and caring.</li><li>5. A great deal of attention has been given to the environment as demonstrated by handmade quilts, thoughtfully decorated bedrooms and other decor.</li></ol>	

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

**ADDENDUM**

**Out-of-District File Review**

**Cedarcrest School**

Date: March 6-7, 2007

Reviewer: Jennifer Dolloff

<b>ADDENDUM</b> <b>Out-of-District File Review</b>
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Cedarcrest Center

Number of Files Reviewed: 2

**COMMENDATIONS**

The educational coordinator demonstrated a strong knowledge of individual students and files reviewed were well organized.

**CITATIONS OF NONCOMPLIANCE**

None