

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

**The Cedarcrest School
CEDARCREST CENTER for CHILDREN with DISABILITIES
SUMMARY REPORT**

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

Chairperson, Visiting Team:
Kathryn L. Skoglund, Education Consultant

Site Visit Conducted on April 14-15, 2010
Report Date, August 20, 2010
Revised Report Date August 30, 2010
Revised Report Date September 8, 2010

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. April 14-15, 2010 Case Study Compliance Review Results
 - Local Education Agency (LEA) Survey
 - Parent Participation
 - Summary of Findings from the Three Focus Areas
 - New Special Education Programs Seeking Approval from the New Hampshire Department of Education (NHDOE)
 - Commendations
 - Findings of Noncompliance
 - Suggestions for Program Improvement
- VI. Building Level Summary Report

I. TEAM MEMBERS

Visiting Team Members:

NAME	PROFESSIONAL ROLE
Chairperson: Kathryn L. Skoglund	Education Consultant
Archibald Campbell	Principal
Cari Christian-Coates	Assistant Special Education Director
Ann Giove	Curriculum Specialist
Donna Jones	Director of Special Education

Building Level Team Members from Cedarcrest Center for Children with Disabilities:

NAME	PROFESSIONAL ROLE
Amanda Coe	Teacher
Sara Hodgkins	1-on-1 Aide
Susan Britton	Education Assistant
Betsy Donovan	Education Assistant
Cheryl Jessie	Occupational Therapist
Rachael Walter	Physical Therapist
Bonnie Vaillancourt	Speech Pathologist
Charlene Bemis	Education Coordinator
Evelyn Pogorzelski	Teacher
Daniel LaCroix	1-on-1 Aide
JoEllen Kelly	Education Assistant
Cathy Gray	CEO/President

II. INTRODUCTION

The Cedarcrest Center for Children with Disabilities is a private, residential and day school and medical program located in Keene, NH. The Center is designed to meet the educational and pediatric medical needs of male and female children who are medically and developmentally complex. The Cedarcrest School Program is currently approved to accept a maximum of 20 students identified with Deaf/Blindness, Deafness, Emotional Disturbance, Hearing Impairment, Mental Retardation, Multiple Disabilities, Orthopedic Impairment, Other Health Impaired, Traumatic Brain Injury, Visual Impairment, and Developmental Delay. Presently, 19 students preschool through grade 11 are enrolled in the Cedarcrest Center.

Mission Statement

According to the application materials provided by the Cedarcrest Center for Children with Disabilities, their mission is to enrich the lives of children with complex medical and developmental needs, support their families and collaborate with other community providers to build a continuum of care.

Vision

The Vision is: Cedarcrest Center will be the model for best practices in the care and education of children with complex medical and developmental needs.

SCHOOL PROFILE

SCHOOL DEMOGRAPHICS	2008-09	2009-10
Student Enrollment <u>as of December 1</u>	18	19
Do you accept out-of-state students? If so, list number from each state in 09-10	On occasion; None in past three years	
Number and Names of Sending New Hampshire LEAs (as of October 1, 2009)	See attached	
# of Identified Students Suspended One or More Times	0	0
Average Length of Stay for Students	3.8 years	4.1 years
<u>STAFF DEMOGRAPHICS</u>		
Student/Teacher Ratio (as of Oct. 1)	8:1;4:1 preschool with Ed. Assists: 2:1	8:1;4:1 preschool with Ed. Assists: 2:1
# of Certified Administrators	0	1
# of Certified Teachers	2	2
# of Teachers with Intern Licenses	1	1
# of Related Service Providers	5	5
# of Paraprofessionals (Education Assistants)	8	12
# of Professional Days Made Available to Staff	3	3

SPECIAL EDUCATION PROGRAM DATA

<u>Primary Disability Types:</u>	2008-09	2009-10
Autism	0	0
Deaf / Blindness	0	0
Deafness	0	0

Emotional Disturbance	0	0
Hearing Impairment	0	0
Mental Retardation	0	0
Multiple Disabilities	17	18
Orthopedic Impairment	0	0
Other Health Impairment	1	1
Specific Learning Disabilities	0	0
Speech or Language Impairment	0	0
Traumatic Brain Injury	0	0
Visual Impairment	0	0
Developmental Delay ages 3-9	0	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 at The Cedarcrest Center for Children with Disabilities on April 14-15, 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 Free Appropriate Public Education (FAPE) for students with disabilities.

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

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

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

- ♦ All application materials submitted
- ♦ Status of corrective actions since the last NHDOE Special Education Program Approval Visit
- ♦ Personnel credentials for special education staff (verified by NHDOE)
- ♦ Program descriptions and NHSEIS verification reports
- ♦ All data collected during the visit
- ♦ Any new or changed special education programs seeking approval from the NHDOE

The New Hampshire Department of Education provided a visiting team of professional educators to work collaboratively with staff in each of the schools in conducting the Case Study Compliance Review and the varied data collection activities. Throughout the entire review process, the visiting team worked in collaboration with the staff of the Cedarcrest Center. Their professionalism, active involvement in the process and cooperation were greatly appreciated and well recognized.

Evidence of the work conducted and results related to student outcomes were gathered throughout the process, guided by the materials and templates provided by the NHDOE, Bureau of Special Education. Examples of evidence included student individual education 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 March 6 -7, 2007, NHDOE Special Education Program Approval Report, the following patterns were identified as needing improvement:

There were no findings of non-compliance.

V. APRIL 14-15, 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 educational communities (schools or private settings) 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.

Comprehensive case studies were conducted on two randomly selected students who reside at Cedarcrest. The first was a young woman age 16 years and in the 9th grade. She has been a student at Cedarcrest since February, 2009. The second student was a young man age 13 and in the 5th grade. He arrived at Cedarcrest in January of 2008. Each of these students reflects the range of services and supports available to students at Cedarcrest.

SURVEYS

Private schools provide necessary options to New Hampshire students with educational disabilities. Effective partnerships with LEAs are an important part of establishing and implementing successful private special education programs that improve student outcomes. By surveying LEA perceptions of current program(s), private schools can self assess these relationships and determine if there are areas in need of improvement. To this end, Cedarcrest Center distributed the LEA Survey to the contact people in all LEAs that have students currently enrolled in the school. They received a 44 % response from the LEAs.

The Cedarcrest staff utilized the LEA surveys included with the Case Study materials and went beyond that by developing some Survey questions of their own. The results from the LEA surveys are positive with most responses falling into the 3-4 category range on a four-point scale, four being the highest. The additional questions raised by the Cedarcrest staff addressed issues such as improving the admissions process, student and sending district services and support, communication, billing services, and timeliness of responses back to school districts. Responses to the additional question were also positive with only one or two specific suggestions regarding changes in practice. Specific comments on the surveys as reported by the Cedarcrest staff were as follows: friendly staff, nice facility, pleasant, welcoming atmosphere, professional staff, and exemplary program.

SUMMARY REPORT OF SENDING LEAs

Name of Private School: Cedarcrest School		
Total number of surveys sent: 16	Total # of completed surveys received: 7	Percent of response: 44%
Number of students placed by: LEA:	Court:	Parent:

SCALE 4 STRONGLY AGREE 3 AGREE 2 DISAGREE 1 STRONGLY DISAGREE

	4	3.5	3	2.5	2	1	No Answer
1. The private school team has positive expectations for students.	5		1	1			
2. I am satisfied with the educational program at the above school.	5						2
3. The school consistently follows special education rules and regulations.	4		2	1			
4. The school has an effective behavioral program (if applicable).	2		1				4
5. I am satisfied with the related services provided by the school.	4	1	1	1			
6. The school implements all parts of students' IEPs.	4		1	1			1
7. I feel the school provides the necessary skills to allow the student to make progress on the IEP goals.	5		1	1			
8. The school program measures academic growth.	4		2	1			
9. The school program measures behavioral growth (if applicable).	2		1				4
10. The school completes a minimum of 3 comprehensive reports per year on each child with a disability enrolled.	5		2				
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.	3		1	1			2
12. Progress reports are provided to the LEA and to the parent of the child.	5		2				
13. I am satisfied with the way the school communicates students' progress.	5		1	1			
14. The school communicates effectively with parents.	4		3				
15. The school communicates effectively with the LEA.	5		1	1			
16. The school involves parents in decision-making.	5		1	1			
17. The school actively plans for future transition to a less restrictive placement.	2				1		4
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.	2		1				4
19. The school team sets meeting times that are convenient for both parents and LEA.	4		2	1			
20. The school has met my expectations.	5		1	1			
21. I have a good relationship with the school.	5		2				
22. I would enroll other students at the school.	5		1		1		

Analysis of Parent Responses by Cedarcrest Center staff:

- ♦ Very friendly staff, nice facility. Parent is pleased with the services that their son is getting.
- ♦ Friendly staff, pleasant, welcoming atmosphere.

- ♦ Working with the Cedarcrest Center staff has always been very professional.
- ♦ “At this time academics are very therapy- based due to my student's needs. I would find it helpful if Cedarcrest would use an IEP program rather than their current format.” Direct parent quote)

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.

The Cedarcrest staff distributed 19 Parent Surveys and received nine back for a 50% return rate. Like the LEA Survey, Cedarcrest added questions to the survey provided for the Case Study process. The additional questions addressed the following issues: communication, admissions process, transition planning, and ways in which Cedarcrest might improve childcare and/or student education. The highest percentage of responses by far fell within the 3-point category on a three-point scale, three being the highest. The Cedarcrest staff tallied the additional feedback from parents reflecting the following information: very satisfied, everything done with love and compassion, great communication, smooth admissions process. A few, constructive comments were offered by way of improvement: urge Cedarcrest residence and medical staff to communicate with education staff, increased use of email, more “family rooms” available for family visiting times, and having a parent experienced with Cedarcrest available to parents new to Cedarcrest.

SUMMARY OF PARENT SURVEY DATA

Name of Private School: Cedarcrest School				
Total number of surveys sent: 19	Total # of completed surveys received: 9	Percent of response: 50%		
SCALE 3 = COMPLETELY 2 = PARTIALLY 1 = NOT AT ALL				
ACCESS TO THE GENERAL CURRICULUM:	3	2	1	No Answer
I am satisfied with my child’s program and the supports that he/she receives.	9			
My child has opportunities to interact with non-disabled peers on a regular basis.	4	1	1	3
I am adequately informed about my child’s progress.	8		1	
My child is informed about and encouraged to participate in school activities outside of the school day, and is offered necessary supports.	6			3
My child feels safe and secure in school and welcomed by staff and students.	9			

A variety of information (observations, test scores, school work, parent input) was used in developing my child's IEP.	7	2		
I am satisfied with the progress my child is making toward his/her IEP goals.	7	2		
FOR PARENTS OF HIGH SCHOOL STUDENTS ONLY: My child earns credits toward a regular high school diploma in all of his/her classes.				9
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.	7	1		1
All of the people who are important to my child's transition were part of the planning.	7			2
FOR PARENTS OF STUDENTS AGE 16 OR OLDER ONLY: I am satisfied with the written secondary transition plan that is in my child's IEP.	1			8
BEHAVIOR STRATEGIES AND DISCIPLINE:				
My child's classroom behaviors affect his/her ability to learn. <i>If the answer is yes, please answer the next two questions. If no, skip to OTHER.</i>	YES		NO	
	3	2	1	No Answer
I have been involved in the development of behavior interventions, strategies and supports for my child.	5	1		3
I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs.	5	1		3
OTHER:				
I fully participate in special education decisions regarding my child.	8	1		
I have been provided with a copy of the procedural safeguards (parental rights) at least once a year	9			

Comments as reported on the surveys: I believe that Cedarcrest is a wonderful place and that everything that can be done to help XXX learn to his full potential is being done for him – and beyond! Mrs. Coe, XXX's teacher and Jennilee (his 1on1) are both great and answer any issues I may have – we keep in contact.

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

Access to the General Curriculum

Implementation of Individual Education Plans (IEPs)

Provision of Non-Academic Services

Full Access to the District's Curriculum

Equal Education Opportunity

Cedarcrest staff works hard to assure that their students are exposed to a variety of educational experiences in spite of the fact that, for the majority of students, learning may be compromised due to the severe nature of their disabilities. All students participate in classroom thematic units modeled on the New Hampshire Curriculum Frameworks and field trips are provided to help students make the necessary correlation with the classroom content. Related services (occupational therapy, physical therapy, speech therapy) are often delivered collaboratively (two therapists working together with the student) in the classroom to enhance generalization of skills and knowledge. Specialized instruction is evident and increases the students' access to the educational environment. IEPs are developed with the students strengths and needs in mind and the education staff are clearly aware of the goals and objectives for each child. One area of concern, however, is the potential overlap between the IEP and the "Total Plan of Care" (TPC). The visiting team observed situations where information should have been in the IEP and was in the TPC and vice versa. (See recommendation elsewhere in this report.) Data are taken consistently on each student and used to monitor progress. In addition to the field trips,

outings with a more social focus also occur on a regular basis to expose the students to the community outside the school. Although contact with non-disabled peers occurs during these outings, it tends to be coincidental and not structured or deliberate. Finally, although the Cedarcrest administration has developed a curriculum for its school, it needs to be expanded to include assessment techniques, materials, resources, and scope and sequence appropriate for Cedarcrest students. (See recommendations elsewhere in this report.)

Transition

Transition Planning

Process: Provision of Free Appropriate Public Education (FAPE)

Transition Services

Transitions (from home to Cedarcrest, public school to Cedarcrest, grade to grade, program to program) occur frequently for students at Cedarcrest and are handled smoothly and sensitively by Cedarcrest staff. Students reflect the care and concern that go into managing changes and parents report a great deal of faith in the Cedarcrest process. Transition for students leaving or “aging out of” Cedarcrest is surely student-centered and planful, but staff needs to comply with the steps, procedures, and documentation required under the IDEA and the New Hampshire Rules for the Education of Children with Disabilities.

Behavior Strategies and Discipline

Due to the levels of disabilities and significant needs of Cedarcrest students, students are heavily staffed and supported during their school days. Where behaviors need to be addressed, behavior plans are incorporated into the IEPs and all staff was aware of their existence and able to implement them.

Special Education Policies

Cedarcrest submitted their Policies and Procedures Manual, Administrative practices, Human resources documents, education materials, and Safety Information. Review and verification of these documents found them to be in compliance with all the applicable “New Hampshire Rules for the Education of Students with Disabilities.”

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

In July, The Cedarcrest School requested a decrease in capacity from 23 to 20 students, which was granted approval by the NHDOE, Bureau of Special Education. During the April 2010 Case Study Compliance Review Visit, it was confirmed that the capacity is at 20 students.

COMMENDATIONS

As a result of the observations during the two-day on-site visit at Cedarcrest and considering the input of parents, sending school districts, and visiting team members, the following commendations regarding Cedarcrest Center are offered:

1. It is difficult to grasp the effectiveness of the Cedarcrest staff. Their skills are significant, but these are enhanced by the depth of caring and respect accorded to every student regardless of how significant his or her disability is.

2. A culturally rich environment is evident at Cedarcrest; performances by outside artists in music, art, dance, etc., are frequent. Many opportunities are available for the students that would be available to their non-handicapped peers: field trips, local excursions to the post office, museums, and farms, proms, musical performances, and artistic events.
3. The Cedarcrest Center boasts a warm, welcoming, clean, and bright atmosphere. Classrooms are personalized and provide an appropriate learning environment.
4. Services and therapies are coordinated throughout the day and include education, residential, and medical staff. This effort assures a continuous and consistent support system for each student.
5. Cedarcrest staff has been trained in the collection and analysis of data. Data are used to make educational, medical, and behavioral adjustments in a student's program as well as to provide evidence of student growth.

**FINDINGS OF NONCOMPLIANCE IDENTIFIED AS A RESULT OF THE
April 14-15, 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, CRF 300.320 Elements of an Individualized Education program

Responsible LEA: Hillsboro-Deering

The IEP reviewed did not have measurable goals.

Responsible District: Mascoma

The IEP reviewed did not have measurable goals.

ED1109.01 (a) (10), CFR 300.43 Transition

Responsible LEA: Mascoma

The IEP reviewed had no evidence of a) measurable post-secondary goals, b) Transition Services Needs statement, c) current level of performance related to Transition Services, d) Transition Services presented as a coordinated set of activities, e) Transition services and instruction, f) Transition Services and community experiences, g) Transition Services and the development of employment skills

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

ED 1114.05(g), CRF 300.320 Access to equal educational opportunities; access and ability to progress in general curriculum

Cedarcrest curriculum is not sufficient to enable students enrolled at Cedarcrest to have access to equal education opportunities.

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. Cedarcrest staff must determine a way to develop IEP goals that are not confused with ICF/MR (Intermediate Care Facility for Children with Mental Retardation) goals. Currently, each student at Cedarcrest has both IEP and ICF/MR goals. Staff is finding it challenging to monitor both sets of goals. In addition, some goals appear in the Total Plan of Care, but not in the IEP. Coordinating these goals and assuring that all goals are included in the agreed-upon IEP and are measurable and compatible with the Cedarcrest program will facilitate progress monitoring and help meetings to be both more efficient and less frequent.
- 2.* Cedarcrest has made a start on developing a curriculum document that references the New Hampshire Curriculum Frameworks and is appropriate for the population, but it needs to be expanded beyond its current state. A complete curriculum must include: materials used for instruction and assessment, resources, entry-level skills, and competencies reflecting a scope and sequence appropriate for Cedarcrest students. It is logical that the final Cedarcrest document would reference the Early Learning Curriculum and build from there. Samples of curriculum developed for students similar to the Cedarcrest population are available as models.
3. The Visiting Team suggests that Cedarcrest consider developing a long-range Technology Plan to be reviewed and revised annually as needed with the focus on both generic and assistive technology needs. This will allow planned equipment purchases within budget and in a timely manner.
4. Due to large enrollment numbers at the preschool level, Cedarcrest is urged to add a .5 preschool teacher to its staff. Currently, the Education Director is teaching the preschool group which takes her away from her other important responsibilities. Cedarcrest has asked to expand the preschool program due to increased requests; adequate staffing for this particularly challenging population is critical.

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: Cedarcrest School	Date: April 14- 15, 2010
Programs: Education	Number of Cases Reviewed: 2 How many of the reviewed students are age 16+? 1

Recorder/Summarizer: Kathryn Skoglund

Name: Archibald Campbell	Visiting
Name: Cari Christian-Coates	Visiting
Name: Ann Giove	Visiting
Name: Donna Jones	Visiting
Name: Amanda Coe	Building Level
Name: Jennilee Hogancamp	Building Level
Name: Susan Britton	Building Level
Name: Betsy Donovan	Building Level
Name: Cheryl Jessie	Building Level
Name: Rachael Walter	Building Level
Name: Bonnie Vaillancourt	Building Level
Name: Charlene Bemis	Building Level
Name: Evelyn Pogorzelski	Building Level
Name: Daniel La Croix	Building Level
Name; JoEllen Kelly	Building Level
Name: Cathy Gray	Building Level

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

SUMMARY OF BUILDING LEVEL DATA

ACCESS TO THE GENERAL CURRICULUM STATEMENTS					Filled in with the combined <u>number</u> of times a statement is marked on all Data Collection Forms for this school or building				
								YES	NO
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"									
A1.) Team uses multiple measures to design, implement and monitor the student's program.					2				
A2.) All IEP goals are written in measurable terms.						2			
A3.) Student's IEP has at least one functional goal.					2				
A4.) Student has made progress over the past three years in IEP goals. Goal 1					2				
A5.) Student has made progress over the past three years in IEP goals. Goal 2					2				
A6.) Student <u>has access to</u> the general curriculum (as outlined by the district, sending district or NH frameworks.)					2				
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.								2	
A8.) 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	
A9.) Student <u>participates</u> appropriately in state, district and school-wide assessments.					2				
A10.) Student <u>shows progress</u> in state, district and school-wide assessments.					2				
A11.) Student <u>has opportunities</u> to participate in general extracurricular and other non-academic activities with necessary supports.					2				
A12.) Student <u>does participate</u> in general extracurricular and other non-academic activities with necessary supports.					2				
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)					1		1*		
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 X* Summary report not written	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.							2		
A15.) <i>IF YES:</i> within 4 years?									
A16.) Student will earn an IEP diploma or a certificate of competency.** Not at Cedarcrest; students leave Cedarcrest at age 18								**	
A17.) <i>IF YES:</i> within 4 years?									
A18.) Does this school have a clear policy for earning a high school diploma? ** Cedarcrest does not award a high school diploma								**	

Access Strengths	Access Suggestions for Improvement
<p>1. The level of disability and medical issues of the students could complicate the implementation of IEPs at Cedarcrest. However, the staff works diligently to support and encourage students to participate and maximize their exposure to the curricular opportunities.</p> <p>2. Members of the IEP teams at Cedarcrest are accustomed to using data to measure progress and academic growth. Data charts are available and regularly accessed.</p> <p>3. Children in the classrooms at Cedarcrest are exposed to thematic units based on the NH Curriculum Frameworks with excellent examples of experiential, hands-on learning.</p> <p>4. Special education Related Services often co-treat (combine therapies with classroom activities or other therapies) thereby increasing the intensity of the therapy for greater success for the child.</p> <p>5. The variations in learning styles and needs is enormous at Cedarcrest, but the ability of the teaching staff to differentiate instruction for each child is great and very evidently in practice.</p> <p>6. Cedarcrest provides a culturally rich environment for its students.</p> <p>7. The level of need of some students at Cedarcrest may inhibit interaction with other students, but the staff makes every effort to enable students to be aware of and communicate with each other.</p> <p>8. Cedarcrest boasts an attractive and functional playground for its students, developed to allow access by all students in all seasons.</p>	<p>1.* The IEP teams at Cedarcrest need to assure that Evaluation Summary Reports are written within required timelines and copies provided as required.</p> <p>2. Cedarcrest is urged to develop a plan to facilitate deliberate, structured interactions among Cedarcrest students and their non-handicapped peers. Cedarcrest is diligent about providing outings and field trips for students that provide <i>exposure</i> to typical peers, but do not necessarily allow for direct <i>interaction</i> of the students.</p> <p>3. Cedarcrest provides a high-quality educational experience for its preschool population, underscoring the value of early intervention. However, the addition of a .5 preschool teacher would further enhance the preschool offerings while allowing the Education Director, presently teaching the preschool class, to tend to other important administrative tasks.</p> <p>4. Concern was expressed by some parents through the survey process that improvement was needed regarding the communication among staff responsible for different departments at Cedarcrest; more structured communication was suggested among educational, medical and residential staff.</p> <p>5.* Cedarcrest must expand upon the curriculum base that now exists, including materials, assessments, curriculum competencies, assessments, scope and sequence at levels appropriate for the Cedarcrest population.</p> <p>6. It is somewhat difficult to see how progress is monitored in Cedarcrest IEPs. Combining IEP goals and Total Plan of Care goals may help clarify progress on all goals for the student.</p>

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.		YES	NO
T1.) Transition planning from grade to grade takes place.		2	
T2.) Transition planning from school to school takes place.		2	
T3.) Collaboration has occurred between general and special education staff in IEP development and in transition planning.		2	
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)		—	
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.			1
T6.) IEP team includes parent as part of transition planning.		1	
T7.) IEP team and process includes student as part of transition planning.		1	
T8.) IEP includes current level of performance related to transition services.			1
T9.) There is documentation that the student has been invited to attend IEP meetings.		1	
T10.) A statement of the transition service needs is included in the IEP.			1
T11.) The statement of transition service needs focuses on the student's course of study (e.g. vocational programming, advanced placement).		1	
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)			1
T13.) Statement of needed transition services is presented as a coordinated set of activities.			1
T14.) The IEP includes a statement of needed transition services and considers instruction.			1
T15.) The IEP includes a statement of needed transition services and considers community experiences.			1
T16.) The IEP includes a statement of needed transition services and considers development of employment skills.			1
T17.) Student is informed prior to age 17 of his/her rights under IDEA. ** Parents are initiating guardianship proceedings.			1**
Only the following 4 statements may be answered N/A if appropriate. All statements above must be answered Yes or No.		YES	NO
T18.) There is documentation that representatives of other agencies have been invited to IEP meetings.		1	
T19.) The IEP includes a statement of needed transition services and considers related services.			1
T20.) The IEP includes a statement of needed transition services and considers development of daily living skills.			1
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.			1

Transition Strengths	Transition Suggestions for Improvement
<p>1. The transition from home to school and/or public school to Cedarcrest is handled sensitively and thoroughly for each student.</p> <p>2. Transitions from program to program within Cedarcrest are smooth and involve a great deal of communication and preparation. The student is supported throughout the process.</p> <p>3. As students progress from program to program at Cedarcrest, the staff provides celebrations of learning and growth, helping students feel honored and cared for.</p> <p>.</p>	<p>1.* Transition planning and services as required for students ages fourteen and sixteen respectively needs to be expanded and formalized. Transition planning must be a results-oriented, coordinated set of activities that promote movement from the child's school to desired post-school goals. The plan must include the student and address current level of performance related to transition services, transition service needs, measurable post-secondary goals, and consider instruction, community experiences, and development of employment skills.</p> <p>2.* Information documenting Transition planning (meeting minutes, assessments, contacts, resources, goals, objectives) needs to be included in the student's IEP and IEP/confidential file.</p>

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.		1		1
B2.) Has this student ever been suspended from school?			2	
B3.) If yes, for how many days?				
B4.) If appropriate, a functional behavior assessment has been conducted.		1		1
B5.) IEP team has addressed behaviors that are impacting student learning.		1		1
B6.) A behavior intervention plan has been written to address behaviors.		1		1
B7.) All individuals working with the student have been involved in developing behavior intervention strategies.		1		1
B8.) Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.		1		1
B9.) Results of behavior intervention strategies are evaluated and monitored.		1		1
B10.) A school-wide behavior intervention model exists.		yes		
Behavior Strategy Strengths	Behavior Strategy Suggestions for Improvement			
<p>1. Little impact is felt from behavioral issues of Cedarcrest students and when it is, it generally results from the degree or nature of the student’s disability. However, where behavior needs to be addressed, it is addressed appropriately, quickly, and consistently among all staff.</p> <p>2. Many on-going interventions in support of the students serve to reduce the likelihood of behavioral disruptions.</p>				

Summary of Building Level Strengths and Suggestions

Strengths	Suggestions for Improvement
<p>1. The services and supports (educational, medical, and residential) provided by the staff and Cedarcrest Center are delivered with care and respect. Students with significant disabilities are supported and sustained through the efforts of this dedicated staff.</p> <p>2. Considering the level of needs of its students, Cedarcrest makes a great effort to coordinate medical, residential, and educational services.</p> <p>3. The educational staff at Cedarcrest has worked hard to develop thematic units based on the NH Curriculum Frameworks. Each of these units builds on the students' abilities and interests and knits the academic classroom together.</p> <p>4. The efforts to build a volunteer program for Cedarcrest are significant. The presence of these well-trained and caring individuals enhances and expands the student experience at Cedarcrest.</p> <p>5. The staff at Cedarcrest is keenly aware of the need to inform parents of their child's status and progress. Every effort is made to keep parents informed of daily routines allowing the parents to feel engaged in their child's life and work.</p>	<p>1. Work needs to be done on the existing curriculum to bring it up to the standards required within the New Curriculum Frameworks.</p> <p>2. It is important that Cedarcrest staff clarify the contents of the IEP and the Total Plan of Care and assure that all the required elements of the IEP are contained in that document.</p> <p>3. Although the Cedarcrest program has a local outreach component, it is important that field trips and other excursions into the community be designed for deliberate interaction among Cedarcrest students and their non-handicapped peers to maximize that experience for both populations.</p>