

**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, Executive Director
Michael O'Hara, Director of Special Education**

Chairperson, Visiting Team:
Jennifer Dolloff, Education Consultant

Site Visit Conducted on February 5-6, 2013
Report Date, April 29, 2013

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I. TEAM MEMBERS

Visiting Team Members:

NAME	PROFESSIONAL ROLE
Deborah Snyder	Special Education Teacher
Andra Hall	Assistant Principal
Jennifer Dolloff	Chairperson, Education Consultant
Via Telephone:	
Georgia Caron	Director of Special Education
Paula Wensley	Special Education Administrator

Building Level Team Members from Cedarcrest School

NAME	PROFESSIONAL ROLE
Catherine Gray	Executive Director
Michael O'Hara	Director of Special Education
Elaina Waibel	Special Education Teacher
Amy Thacker	Speech and Language Pathologist
Cheryl Jessie	Occupation Therapist
Lisa Henry	Physical Therapist
Becky Trudelle	Director of Nursing
Amanda Coe	Special Education Director

INTRODUCTION

The Cedarcrest School is a year round non-profit school that provides educational services to children in preschool through grade 12. Students enrolled in the program must fall in the following age range: 2-21 years. The school is approved to serve as many as 20 students and enrolls both male and female students. The school is approved to provide services to students identified with the following educational disabilities: Autism, Deaf-blindness, Deafness, Developmental Delay, Hearing Impaired, Intellectual Disability, Multiple Disabilities, Orthopedic Impairment, Other Health Impairments, Traumatic Brain Injury and Visual Impairment.

During the time of this visit, 19 students were enrolled in the Cedarcrest School. Sixteen of New Hampshire LEA's currently have students enrolled in the school. The student to teacher ratio is approximately 6 to 1. Thirteen paraprofessionals assist staff and students in the school. The majority of the students were identified as having Multiple Disabilities. Other disability areas being served at the time of the visit were Intellectual Disability and Other Health Impairment.

The Mission of the Cedarcrest School 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.

The Vision the school holds is as follows:

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	2011-2012	2012-2013
Student Enrollment as of October 1	17	19
Do you accept out-of-state students? If so, list number from each state in 12-13	None	
Number and Names of Sending New Hampshire LEAs (as of October 1, 2012)	SAU #62 Mascoma Valley Regional SAU #21 Winnacunnet Cooperative SAU #37 Manchester School District SAU #29 Keene School District SAU # 14 Epping School District SAU #4 Newfound Area School SAU #42 Nashua Public School SAU #3 Berlin School District SAU #33 Raymond School District SAU #60 Fall Mountain Regional SAU #2 Inter-Lakes Regional SAU #66 Hopkinton School District SAU #88 Lebanon School District SAU #01 Contoocook Valley Regional SAU #30 Laconia School District SAU #24 Henniker School District	
# of Identified Students Suspended One or More Times	0	0
Average Length of Stay for Students		

STAFF DEMOGRAPHICS		
Student/Teacher Ratio (as of October 1, 2012)	5.66/1	6.33/1
# of Certified Administrators	1	1
# of Certified Teachers	3	3
# of Teachers with Intern Licenses	0	0
# of Related Service Providers	3	4
# of Paraprofessionals	11 (FTE)	13(FTE)
# of Professional Days Made Available to Staff	3	3
SPECIAL EDUCATION PROGRAM DATA		
Primary Disability Types:	2011-2012	2012-2013
Autism	0	0
Deaf / Blindness	0	0
Deafness	0	0
Developmental Delay	0	0
Emotional Disturbance	0	NA
Hearing Impairment	0	0
Intellectual Disability	1	1
Multiple Disabilities	14	16
Orthopedic Impairment	0	0
Other Health Impairment	1	1
Specific Learning Disabilities	0	NA
Speech or Language Impairment	1	NA
Traumatic Brain Injury	0	0
Visual Impairment	0	0

NA= Not Approved for this disability area

II. PURPOSE AND DESIGN OF THE CASE STUDY COMPLIANCE REVIEW PROCESS

The New Hampshire Department of Education (NHDOE) conducted a Special Education Program Approval Visit to the Cedarcrest School on February 5-6, 2013, for the purpose of reviewing the present status of programs and services made available to children and youth with educational disabilities. Program Approval Visits are conducted using a Case Study Model that is a focused review. This focused review permits the NHDOE to leverage its impact for change and improvement within private special education schools statewide, by focusing the attention of all educators on the following three areas of critical importance in the provision of FAPE for students with disabilities.

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

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

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

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

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 Cedarcrest School. Their professionalism, active involvement in the process and cooperation were greatly appreciated and well recognized.

Evidence of the work conducted and results related to student outcomes were gathered throughout the process, guided by the materials and templates provided by the NHDOE, Bureau of Special Education. Examples of evidence included student individual education programs (IEPs), progress reports, samples of student work, grades, extracurricular involvement, permanent records, curriculum, etc. Input was gathered from key constituents, including interviews with professional staff, parents, administrators, and in some cases the students. In addition, classroom observations were conducted for each of the case studies being reviewed. The 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 April 14-15, 2010, NHDOE Special Education Program Approval Report, the following patterns were identified as needing improvement:

Findings of Noncompliance	Status as of August 19, 2011	Status as of February 5-6, 2013
ED 1114.05(g)/CFR 300.320 Access to Equal Educational Opportunity	Met	Met
ED 1109.01/ CFR 300.320 Elements/contents of an IEP: No evidence of annual measurable goals	Met	Met
Ed 1109.01 (a) (10)/CFR 300.43: Transition Services IEPs did not contain measurable post – secondary goals.	Met	Met

V. FEBRUARY 5-6, 2013 CASE STUDY COMPLIANCE REVIEW RESULTS

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

Two comprehensive case studies were conducted on randomly selected students enrolled in the Cedarcrest School. The first was an eighteen-year-old student in the 10th grade. He attends Cedarcrest fulltime. The second student was a seven-year-old student in the 1st grade. Both students have been identified with multiple disabilities and require comprehensive services while in school.

LEA SURVEYS

Private schools provide necessary options to New Hampshire students with educational disabilities. Effective partnerships with LEAs are an important part of establishing and implementing successful private special education programs that improve student outcomes. By surveying LEA perceptions of current program(s), private schools can self-assess these relationships and determine if there are areas in need of improvement. To this end, the Cedarcrest School distributed the LEA Survey to the contact people in all LEAs that have students currently enrolled in the school. They received a 38% response rate from the LEAs. Of the 18 surveys sent to LEAs, 7 were completed and returned. The vast majority of responses fell into the strongly agree and agree category. Three responses fell in the disagree category, including:

1. I am satisfied with the special education, related and other supplementary services provided by the school.
2. The school has a comprehensive progress monitoring system that is communicated and provided to the LEA and parents at least as often as the sending district.
3. The school actively plans for future transition to a less restrictive environment.

SUMMARY REPORT OF SENDING LEAs

Name of Private School: Cedarcrest School					
Total number of surveys sent: 18	Total # of completed surveys received: 7		Percent of response: 38		
Number of students placed by: LEA:19 (medically 15)		Court:	Parent:		
SCALE 4 STRONGLY AGREE 3 AGREE 2 DISAGREE 1 STRONGLY DISAGREE					
	4	3	2	1	No Answer
1. The private school has a curriculum fully aligned to NH Curriculum Frameworks/Common Core State Standards.	3	3	1		
2. I am satisfied the student has made progress in the educational curriculum at the above school.	3	4			

3. There is evidence of effective instruction aligned with fidelity to the curriculum.	3	4			
4. The school consistently follows special education rules and regulations.	3	4			
5. The school has developed and implemented effective policies and procedures for management of student behavior including the use of aversives.	2	4			1
6. The school has an effective behavioral management program.	3	3			1
7. I am satisfied with the special education, related and other supplementary aids and services provided by the school.	4	2	1		
8. The school implements all parts of students' IEPs including accommodations and modifications in both instruction and assessment.	5	2			
9. The school effectively uses data to measure academic growth and to inform instruction.	4	3			
10. The school uses data to measure behavioral growth and to inform instruction.	4	3			
11. A mid-year review and annual evaluation of the child's progress relative to the IEP are conducted.	6	1			
12. The school has a comprehensive progress monitoring system that is communicated and provided to LEA and parents at least as often as the sending district (minimum 3 times per year).	4	2	1		
13. The progress monitoring reports describe the child's progress toward meeting the IEP goals, include a record of attendance, and are written in terminology understandable to the parent.	6	1			
14. I am satisfied with the way the school communicates students' progress to the parents and the LEA.	5	2			
15. The school actively plans for future transition to a less restrictive environment.	5	1	1		
16. The school implements all aspects of the transition services needs for students turning 14 during the IEP service period and Transition Services as outlined in Indicator 13 (16 years).	5				2
17. If the school finds it necessary to change or terminate placement, they notify the LEA by convening the IEP team to: review the concerns, review/revise the IEP, discuss the placement and determine if the facility can fully implement the IEP and provide FAPE.	4	2			1
18. The school team sets meeting times that are convenient for both parents and the LEA.	5	2			
19. I would enroll other students at the school.	5	2			

Analysis of Response by Private School:

Overall the data seem to indicate that the school districts are generally satisfied. Some comments included that districts are pleased with the fact that Cedarcrest now uses EasyIEP more consistently; communication seems to be an area with which most respondents are quite satisfied. One district did comment that we should start the IEP drafting process further ahead of the due date than we currently do.

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 School distributed one Parent Survey to each of the parents of all 19 students. They received a 32% response rate from parents. Of the 19 surveys sent to parent's, 6 were completed and returned. The vast majority of responses, 70, fell into the completely satisfied category of the scale. Three responses fell in the partially satisfied category.

SUMMARY OF PARENT SURVEY DATA

Name of Private School: Cedarcrest School				
Total number of surveys sent: 19	Total # of completed surveys received: 6	Percent of response: 31.5		
SCALE 3 = COMPLETELY 2 = PARTIALLY 1 = NOT AT ALL				
ACCESS TO THE GENERAL CURRICULUM:	3	2	1	No Answer
1. I am satisfied that my child has access to the general education curriculum (Academic IEP goals and school curriculum aligned with Common Core State Standards /NH Curriculum Frameworks).	6			
2. My child has opportunities to interact with non-disabled peers on a regular basis unless the IEP team has determined that the interaction is not appropriate/reasonable.	5	1		
3. I am informed on a regular basis and with clear evidence of my child's progress in the general education curriculum.	4	1		1
4. I understand that a variety of information (observations, test scores, results of evaluations, school work samples, behavioral data, etc) was considered in developing my child's IEP for this placement.	5			1
5. I am satisfied that there is a direct connection between my child's needs and the components of his/her IEP and the supports and services ("reasonably calculated to provide educational benefit").	4	1		1
6. I am satisfied that the sending school district has fully considered the Least Restrictive Environment in recommending this placement for my child (to the maximum extent appropriate, my child is educated with non-disabled peers).	6			
7. I know whom to contact if I have questions about my child's placement or progress in this program.	6			
8. I am satisfied that the staff of this placement worked collaboratively with my school district in developing my child's current IEP.	6			
9. I have been involved in the development of my child's IEP.	6			
10. I am satisfied that my child is making progress toward his/her IEP goals.	6			
FOR PARENTS OF HIGH SCHOOL STUDENTS ONLY:				6
11. My child earns credits toward a regular high school diploma in all of his/her classes.				6
12. My student will graduate with a high school diploma				6
TRANSITION:				
13. I am satisfied with the planning and support provided for my child as he/she moves from grade to grade, school to school, public school to private school.	5			1
14. All of the people who are important to my child's transition were part of the planning (grade appropriate).	5			1

15. All of the people/agencies who are required to be part of transition planning for my child were part of the transition process.	5			1
16. FOR PARENTS OF STUDENTS AGE 16 OR OLDER ONLY: I am satisfied that my child's IEP meets all the requirements of Secondary Transition: measureable post-secondary goals, necessary supports and services, age-appropriate transition assessments, specific invitation to the Transition meeting, etc. (DOE Indicator #13)	1			5
17. I am satisfied that the post-secondary Transition Goals for my child are reviewed on a regular basis, have the necessary supports and services to be accomplished, are connected to annual IEP goals, and can lead my child to productive participation/activities post-graduation or post-21 years as appropriate.	1			5
BEHAVIOR STRATEGIES AND DISCIPLINE:				
18. My child's classroom behaviors affect his/her ability to learn. <i>If the answer is yes, please answer the next two questions. If no, skip to OTHER.</i>	YES		NO	
	3	2	1	No Answer
19. I have been involved in the development of behavior interventions, strategies and supports for my child.	5			1
20. I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs.	4	1		1
OTHER:				
21. I fully participate in special education decisions regarding my child.	6			
22. I have been provided with a copy of the procedural safeguards (parental rights) at least once a year.	6			

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

The Cedarcrest Center is designed and staffed to provide for the complex medical, therapeutic and educational needs of each child at the center. The entrance provides staff, students, guests and families with a warm, bright, welcoming atmosphere. Ample space is available throughout the center for students, families and guests to spend time privately or in central locations. The classrooms are also large and can accommodate school or medical materials, supplies, and therapeutic and mobility devices. Students who require assistance or physical support for mobility can comfortably move in and around the center. The staff at the center work to provide a warm, caring and homelike atmosphere for the students living at the center, day students and the families and guests that visit the center. All bedrooms are decorated appropriately, with quilts designed for each of the students who reside at the center. Swinging computer monitors and gliding chairs are utilized in the classroom to ensure all students are engaged in learning.

Since the previous visit, the Cedarcrest Center has worked to increase access to the general education curriculum through increased access to technology, and development of curriculum. The current curriculum is aligned with state standards and is more comprehensive than past curricula. The School has also increased the number of students who attend all or part of the day in public school settings.

Access to the General Curriculum

Implementation of Individual Education Programs (IEPs)

**Provision of Non-Academic Services
Full Access to the District's Curriculum
Equal Education Opportunity**

The Cedarcrest School staff takes the lead in developing student Individual Education Programs. The staff collaborates closely during this process, with sending school district members, outside agencies and parents and other family members. Comprehensive uses of formative and summative assessments drive classroom instruction. Assessments include the New Hampshire Alternate Learning Progressions Assessment (NH-ALPs), state's alternative assessment, the Hawaii Early Learning Profile (HELP), chart reviews, the Bayley Scales of Infant development and classroom observations. Classrooms have been equipped with Smart-boards and iPad use is increasing among staff members and students. The list of seasonal and holiday activities that include nondisabled peers has increased as have afterschool activities, such as T- ball and girl scouts.

In order to allow access to the general education curriculum, lessons are aligned with New Hampshire content area standards. Since the last visit, the Cedarcrest School has been working closely with other private school providers to update and refine curriculum. Consultants provide technical assistance to assist teachers with guidance in content areas in which they do not hold certification. At the time of the visit consultants were not available in the certification areas of Library Media Specialist or Physical Education Teacher.

Transition

Transition Planning

Process: Provision of Free Appropriate Public Education (FAPE)

Transition Services

As students transition into the Cedarcrest Center, the sending school district and parents provide center staff with to assist with the transition. Prior to enrollment, a pre-placement meeting is held at the Cedarcrest School. Both students reviewed as part of the NHDOE Case Study Compliance Review Process were placed at Cedarcrest Center for their unique medical needs. Both sets of parents arrived with their children and spent time in the classroom sharing information with the teacher to assure all individual student needs and communication methods were understood and were being met. The Cedarcrest School has referral criteria in place to insure that upon enrollment the LEA provides all special education documentation, including but not limited to the child's current IEP, recent assessments and current therapy and medical care recommendations.

For older students, staff members work with the sending school, therapists, outside agencies, the social worker, parents and nursing staff to develop individual transition plans. The transition plan reviewed by the visiting team was designed within a results-oriented process and focused on his movement from the Cedarcrest Center and post-school goals. Students do not have the ability to earn a high school diploma at the Cedarcrest School.

Behavior Strategies and Discipline

None of the student reviews involved students with a behavior that impedes learning or school activities. All of the students enrolled in the center are provided with adult and therapeutic support to ensure they are comfortable and able to attend to lessons. Interventions, strategies and individual supports are monitored daily. Each student's program is individually designed to provide positive

supports, which may include sensory, fine motor, gross motor activities. The positive culture and climate, as mentioned earlier in the report, supports staff and students during classroom instruction and less structured times throughout the day. As a result, students are provided a structured, consistent and safe learning environment.

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

At the time of the February 5-6, 2013 visit to the Cedarcrest School, the facility was not seeking approval for any new programs.

COMMENDATIONS

The quality of the teaching staff at the Cedarcrest School is commendable. Visitors noted during the visit, a high level of professionalism among these staff members, warm and sincere relationships among staff and students, and a very strong knowledge base among teachers regarding both student educational needs and medical needs.

It was evident to participating members of the visiting team that the Cedarcrest Center strive to ensure high levels of parent and family involvement. Parents interviewed during this process reported feeling welcome at the center and confident in the support and caring their children are receiving.

During the visit, the administrative staff at the Cedarcrest Center appeared very supportive and proud of the school staff and the services they provide at the Cedarcrest School.

The board members interviewed during the visit reported feeling very confident in the work and accomplishments of the Executive Director and Special Education Director.

Number of Cases Reviewed During the Cedarcrest School, February 5-6, 2013, NHDOE Compliance Visitation: 2

Preschool	0 (none enrolled)
Elementary School	1
Middle School	0
High School, Age Below 16	0
High School, Age 16 or Above	1
Total Number of Case Studies Reviewed	2

**FINDINGS OF NONCOMPLIANCE IDENTIFIED AS A RESULT OF THE
FEBRUARY 5-6, 2013 CASE STUDY COMPLIANCE REVIEW**

Findings of noncompliance are defined as deficiencies that have been identified through the Case Study Compliance Review Process, which are in violation of state and federal special education rules and regulations. Findings of noncompliance may result from review of policies and procedures and related application materials, case study presentations, review of student records or any other program approval activity related to the visit. It is important to note that all findings of noncompliance listed

below must be addressed in a corrective action plan and resolved within one year of this report. A template and instructions for such planning will be provided.

Issues of significance are 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.

There were no issues of significance identified during the February 5-6, 2013 visit.

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

There were no child specific findings of Noncompliance noted during the February 5-6, 2013 visit

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

Ed1114.05 (j) Program Requirements

Consultants must be available to the school if certified teachers in the required content areas are not on staff. Neither consultants nor certified teachers are available to instruct as a Library Media Specialist or Physical Education Teacher.

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. The Cedarcrest Center has made significant strides in acquiring and supporting technology in the classrooms. Continue to explore ways to effectively integrate the technology in classroom instruction.
2. Continue your efforts to increase the number of opportunities students have to interact with nondisabled peers.

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: 2/6/13	
Programs:	Number of Cases Reviewed:2	
Recorder/Summarizer:	Number of students reviewed age 16+: 1	Number of students age 16+ cited for Indicator 13:

CLEARLY PRINT NAMES OF ALL COLLABORATIVE TEAM MEMBERS (See list of all participants on page 3)

Name:	Position:	Building Level or Visiting (circle one)
Name:	Position:	Building Level or Visiting (circle one)
Name:	Position:	Building Level or Visiting (circle one)
Name:	Position:	Building Level or Visiting (circle one)
Name:	Position:	Building Level or Visiting (circle one)
Name:	Position:	Building Level or Visiting (circle one)
Name:	Position:	Building Level or Visiting (circle one)
Name:	Position:	Building Level or Visiting (circle one)

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

SUMMARIZE YOUR BUILDING LEVEL DATA

ACCESS TO THE GENERAL CURRICULUM STATEMENTS

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

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

² Ed 1114.05(h) Program Requirements

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

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

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

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

⁷ Ed 1109.01 Elements of an IEP

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

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

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

9. There is evidence the student <u>has access to, is participating and progressing in the general education curriculum (aligned with NH Curriculum Frameworks/CCSS)</u> ¹¹ .	2		
10. There is evidence that the accommodations ¹² and/or modifications ¹³ , as described in the IEP allows the student to access, participate and show progress in the general curriculum ¹⁴ .	2		
11. There is evidence in the IEP of individual accommodations necessary to measure academic achievement or functional performance in state, school-wide or classroom assessments ^{15, 16} .	2		
12. There is evidence that supports and accommodations are provided to this student to allow participation in extracurricular and other non-academic activities ¹⁷ .	2		
13. There is evidence that the IEP team made the placement decision based on Free and Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE) ¹⁸ .	2		
14. There is evidence the student's IEP is reasonably calculated to result in educational benefit.	2		
For High School Students:			
Student is earning credits toward a regular high school diploma ¹⁹ .			2
IF YES: within 4 years?			2
Student will earn an IEP diploma or a certificate of completion ¹⁹ .	2		
IF YES: within 4 years?			2
Does this school have a clear policy for earning a high school diploma ²⁰ ?			2

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

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

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

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

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

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

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

¹⁸ Ed 1111.02 Placement Decisions; 34 CFR 300.116 Placements

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

²⁰ Ed 1114.05 Program Requirements (a)(b)

Access Strengths	Access Suggestions for Improvement
<p>The school has actively sought out opportunities for students to engage with nondisabled peers. Students are able to attend classes or events at Jonathan Daniel's Elementary School and Keene Middle School. Members of the Waldorf School and Monadnock Regional High School have performed at the Cedarcrest Center and students at the center have participated in a Girls Scout Troup and a softball league.</p>	<p>Continue to seek out opportunities for students to engage with nondisabled peers.</p>

TRANSITION STATEMENTS²¹

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

²¹ This includes movement from (a) Early Supports and Services (ESS) to preschool, b) preschool to elementary school, or (c) age 16 or older, as well as from grade to grade and school to school.

²² 34 CFR 300.323(g) Transmittal of records

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

²⁴ Ed 1114.05 Program Requirements

²⁵ Ed 1111.02 Placement Decisions; 34 CFR 300.116 Placements

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

²⁷ Ed 1103.01 IEP Team; 34 CFR 300.321 IEP Team

²⁸ Ed 1103.01 IEP Team; 34 CFR 300.321 IEP Team

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

9. If the student turned 16 during the IEP period, there is evidence that the transition plan is designed within a results-oriented process focused on improving academic and functional improvement to facilitate his or her movement from school to post-school goals and activities ³⁰ .	1	
10. There is evidence that outside agencies who are involved with this student's transition have participated in transition planning (e.g. DCYF, DJJS, and Area Agency) ³¹ .	1	
TRANSITION STATEMENTS (Transition questions must be answered Yes or No, not N/A)	YES	NO
For a student who will turn age 14 during the IEP service period (or younger if determined appropriate by the IEP team): The IEP includes a statement of the transition service needs that focuses on the student's course of study, such as participation in advanced-placement courses or a vocational education program		
For students under age 16, answer only the first 4 statements above. Then skip to the next page. If the student is age 16 or older during the course of the IEP, answer all statements on this page. (required data for federal statistics purposes)		
1. Is there an appropriate measurable postsecondary goal or goals that covers education OR training AND employment, and, as needed, independent living?	1	
<i>Can the goal(s) be counted? Will the goal(s) occur after the student graduates from school? Based on the information available about this student, does (do) the postsecondary goal(s) seem appropriate for this student? • If yes to all three, then check Y OR if a postsecondary goal(s) is (are) not stated, check N.</i>		
2. Is (are) the postsecondary goal(s) updated annually?	1	
<i>Was (were) the postsecondary goal(s) addressed/ updated in conjunction with the development of the current IEP? • If yes, then check Y OR If the postsecondary goal(s) was (were) not updated with the current IEP, check N.</i>		
3. Is there evidence that the measurable postsecondary goal(s) were based on age appropriate transition assessment?	1	
<i>Is the use of transition assessment(s) for the postsecondary goal(s) mentioned in the IEP or evident in the student's file? • If yes, then check Y OR if no, then check N.</i>		
4. Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goal(s)?	1	
<i>Is a type of instruction, related service, community experience, or development of employment and other post-school adult living objectives, and if appropriate, acquisition of daily living skills, and provision of a functional vocational evaluation listed in association with meeting the post-secondary goal(s)? • If yes, then check Y OR if no, then check N.</i>		
5. Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goal(s)?	1	

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

³¹ Ed 1103.01 IEP Team; 34 CFR 300.321 IEP Team

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

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

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

Transition Strengths	Transition Suggestions for Improvement
<p>The Cedarcrest School works closely with parents, sending LEAs and outside agencies to develop comprehensive transition plans for students 16 years and older.</p>	

BEHAVIOR STRATEGIES AND DISCIPLINE

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

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

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

³⁶ Ed 1102.01 Definitions (n)

³⁷ Ed 1114.07 Behavioral Interventions

³⁸ Ed 1114.05 Program Requirements

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

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

⁴¹ Ed 1114.09 Use of Aversive Behavioral Interventions

⁴² Ed 1114.07 (a) Behavioral Interventions

Behavior Strategy Strengths	Behavior Strategy Suggestions for Improvement
<p>Neither of the student reviews involved students with behaviors of concern. The students at the Cedarcrest School have multiple medical and otherwise complex needs. Teachers, support staff and nurses manage the needs of the students on a moment to moment basis.</p>	