

**New Hampshire
Department of Education
Bureau of
Special Education Support
Monitoring Review for Approval of
Private Provider Special Education
Programs**

**Cedarcrest School – Day Program
Summary Report
2022 – 2023**

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**Monitoring Visit Conducted on March 7, 2023
Report Date: May 5, 2023**

Overview of the Cedarcrest School - Day Program

Cedarcrest Center for Children with Disabilities, located at 91 Maple Avenue in Keene, New Hampshire, is certified as a residential facility by the NH Department of Health, Division of Children, Youth and Families, licensed as an Intermediate Care Facility for Individuals with Intellectual Disabilities, a provider of skilled nursing services, and offers a comprehensive program of medical, special education and therapy services for children who are medically and developmentally complex. Cedarcrest School - Day Program, is a New Hampshire Department of Education, Bureau of Special Education Support, Approved Special Education Program.

As an approved year-round special educational program, Cedarcrest School - Day Program has the capacity to serve 20 students of all genders in grades Pre-K through 12 with primary disabilities in the areas of Autism, Deafness-Blindness, Deafness, Developmental Delay, Hearing Impairment, Intellectual Disability, Multiple Disabilities, Orthopedic Impairment, Other Health Impairments, Traumatic Brain Injury, and Visual Impairments.

Believing that “all students have the potential to learn and grow regardless of their disabilities,” the staff at Cedarcrest School - Day Program provide a broad range of special education programming to children with significant cognitive impairments and complex medical and therapeutic needs. Programming is based on individual developmental levels and supports the unique complex educational, social, and medical needs of each student.

Cedarcrest School - Day Program has three main classrooms, the elementary classroom, the upper elementary classroom, and the high school classroom. Each classroom utilizes an integrated team approach for the care and education of all students. These comprehensive teams include special educators, 1:1 assistants, physical therapists, occupational therapists, speech therapists, and nursing staff.

The Unique Learning System curriculum, used in each classroom, provides standards based interactive tools designed to meet the instructional levels and individual needs of each student. Included in this curriculum are rigorous standards-based materials where the students can interact with differentiated, thematic units of study with text to speech. It also offers a variety of activities and multiple opportunities to demonstrate knowledge. The books, lessons, and activities are accessible on a variety of platforms, such as tablets, whiteboards, and smartboards and are delivered with a scaffolded approach to better develop skills and make new levels of achievement possible.

Skills worked on at Cedarcrest School - Day Program include academic skills, life skills, communication, and therapies. The staff understands and believes that gaining necessary life skills and enhancing communication are essential for student progress. Students are routinely engaged in meaningful activities in the areas of academics, life skills, vocational, community, and therapies and are given opportunities to participate in the same types of activities and events as any other student, regardless of their individual limitations.

Cedarcrest School - Day Program works closely with the local area public schools to include students in appropriate activities and/or take classes with typical peers.

Students at Cedarcrest School - Day Program are provided opportunities to participate with their peers by accessing both indoor and outdoor recreational activities. There is a universally accessible playground and paved pathways which are utilized during pleasant weather as well as a state-of-the-art sensory room providing students with a balance of sensory input options. Recreational activities provide students a time to have fun while at the same time strengthen basic motor skills, promote intellectual and sensory stimulation, and foster communication and socialization.

Noteworthy Practices and Areas in Need of Refinement

Noteworthy Practices

During the monitoring visit, it had been revealed that the Cedarcrest School - Day Program includes several practices which are noteworthy. Such practices include:

- Proactively working with LEAs to correctly reflect Specially Designed Instruction (SDI) on the services page of the IEP.
- Integrating assistive technology in all the classrooms and throughout the curriculum.
- Combining verbal information with visual examples, as well as providing students with multiple modes of communicating their knowledge of learned material.
- Routinely involving parents and guardians to work with a comprehensive team of educators, therapists, and medical staff in the planning of educational, social, medical, and developmental goals.
- Working in conjunction with the local schools to keep students connected to their communities through a variety of activities, and other community-based outings.
- Providing opportunities for students to attend classes at the local public school.
- Using Unique Learning System curriculum to provide each student with lessons at their individual developmental level.
- Conducting, at a minimum, quarterly meetings with families to review progress of IEP goals. These meetings are offered in person or virtually and LEAs are invited to attend.

Areas in Need of Refinement

Areas in need of refinement are practices that have the potential to become noncompliant. Whereas these practices do not rise to the standard of noncompliance, and therefore require no corrective actions, the NHED believes that the practices, and potential remedies, are noteworthy to be addressed.

- Some of the services for Specially Designed Instruction (SDI) were written for an entire school day rather than the amount of time necessary to work on goals in specific areas. This was brought to the attention of Cedarcrest School - Day Program staff prior to the on-site monitoring visit. Since being made aware of this issue, staff participated in SDI training provided by NHED Bureau of Special Education Support and have worked closely with LEAs to amend any IEP not correctly reflecting services for SDI.

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

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

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

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

The spring prior to the AP3s process, the Bureau notified Cedarcrest School - Day Program of the upcoming monitoring and scheduled a time to meet with the administrative team to review the process and answer any questions. The Bureau sent written communication in the fall of the monitoring year informing the Private Provider of the tentative dates for the On-site Data Collection Form training and on-site monitoring visit as well as an overview of the monitoring process.

As part of the AP3s process Cedarcrest School - Day Program submitted required application materials for review and the Bureau confirmed the Private Provider's nonpublic school approval.

On March 7, 2023, the Bureau visited the program to conduct the AP3s on-site monitoring visit. Prior to conducting this visit, the Bureau conducted training to Cedarcrest School - Day Program staff on how to complete the On-site Data Collection Form for the random sampling and what would be acceptable evidence.

There is one component to corrective actions titled, "*Corrective Action Regarding the Implementation of the Regulations*" which typically involves the Private Provider participating in or providing professional development training to appropriate personnel with regards to areas found in noncompliance. To satisfy any corrective actions, the Private Provider must submit evidence to the Bureau documenting such trainings. It is recommended that all corrective actions be verified by the Bureau within three months from the date of this report but cannot go unaddressed longer than one year of the date of the on-site monitoring visit.

The New Hampshire Department of Education, Bureau of Special Education Support review members for Cedarcrest School - Day Program on-site monitoring review included Heidi Clyborne and Alexandra Ferraro.

Special Education Procedures and Effective Implementation

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

During their previous monitoring, conducted in 2017-2018, Cedarcrest School - Day Program's Special Education Procedures were verified compliant with State and Federal regulations regarding administration, confidentiality of information, program requirements, responsibilities of private providers of special education implementation of IEPs, behavioral interventions, RSA 126-U Limiting the use of child restraint practices in schools and treatment centers, qualifications and requirements for instructional, administrative and support personnel, change in placement or termination of enrollment, physical facilities, health and medical care, photography and audio-visual recording, and emergency planning and preparedness.

Since Cedarcrest School - Day Program's 2017-2018 monitoring, there has been one rule change, (Ed 1119.01 Confidentiality Requirements), affecting the Special Education Procedures. Private Providers monitored for program approval prior to this change needed to submit, for review, only the sections of their Special Education Procedures pertaining to the revised rule.

Based on the review of Cedarcrest School - Day Program's Special Education Procedures the monitoring team determined there were **no findings of noncompliance**.

Private Provider Curriculum and Effective Implementation

Cedarcrest School - Day Program's K-12 curriculum was verified compliant during their previous monitoring review process in the learning areas of Arts Education, English/Language Arts, Health Education, Physical Education, Family & Consumer Science, Information & Communications Technologies, Mathematics, Science, Social Studies, and Technology Education, pursuant to Ed 306.26(b)(1) and (2) & Ed 306.27(c).

Since Cedarcrest School - Day Program's last AP3s process, there has been one change to the New Hampshire Minimum Standards, Ed 306.49 Holocaust and Genocide Education Program, which was widely shared with all of New Hampshire's Private Providers of Special Education Programs in 2022.

As the State is reviewing and making additional revisions to the Administration of Minimum Standards (Ed 306), the Bureau will review approved special education programs curriculum for areas where there are revisions once all changes are in effect.

Based on the previous review of Cedarcrest School - Day Program's curriculum, the monitoring team determined there were **0 findings of noncompliance**.

Personnel

The Bureau of Special Education Support has reviewed Cedarcrest School - Day Program's personnel certifications using the New Hampshire Educator Information System. The review process was for educators employed during 2022 - 2023 school year.

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

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

Based on the review of Cedarcrest School - Day Program's personnel certifications, the monitoring team determined there was **1 finding of noncompliance**.

COMPLIANCE CITATIONS	AREA OF COMPLIANCE
34 CFR 300.18; 34 CFR 300.156; Ed 1114.10(a)	Personnel Standards
Findings of Noncompliance: Cedarcrest School - Day Program does not have a full-time, certified special education administrator or principal resulting in 1 finding of noncompliance .	
Corrective Action regarding the Implementation of the Regulations: Cedarcrest School - Day Program must hire a special education administrator or principal who currently hold appropriate credentials.	
Provide the Bureau with evidence that resolves the discrepancies between subject/assignments and endorsements as well as a description of the method used to inform staff to NHED as soon as possible but no later than 6 months from the date of this report.	

Cedarcrest School - Day Program was notified of the concerns listed above, via email, on March 13, 2023. Staff specific information was included in the email.

General Program Approval Requirements

Each private provider must meet the requirements for special education program approval pursuant to The Individuals with Disabilities Education Improvement Act (IDEA) (2004), The New Hampshire Standards for the Education of Children with Disabilities, and New Hampshire State Statutes (RSA 186-C:5, RSA 189:64). If seeking nonpublic school approval each private provider must meet the requirements of The New Hampshire Rules for the Approval of Nonpublic Schools (Ed 400, 2005).

The monitoring review for the approval of private provider special education programs includes an application with specified materials that must be submitted to the Bureau at least 30 days prior to the onsite monitoring visit in the year monitored.

Based on the review of the Cedarcrest School - Day Program’s application materials, the monitoring team determined there were **0 findings of noncompliance**.

Program Monitoring and Random Sampling

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

At least 30 days prior to the scheduled monitoring on-site visit Cedarcrest School - Day Program submitted to the Bureau a completed On-site Data Collection Form that included the information below.

- A coded list of twenty percent of the New Hampshire students enrolled in the program the year prior to monitoring for verification of comprehensive reports.
- A coded list of the services Cedarcrest School - Day Program was responsible for providing to all of their New Hampshire students enrolled in the program during the three-week period of October 31, 2022 - November 18, 2022 for verification of service implementation. (Seacoast Learning Collaborative was notified by the Bureau of the three-week time period on December 12, 2022).

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

Based on the review of the Cedarcrest School - Day Program's program monitoring and random sampling, the monitoring team determined there was **1 finding of noncompliance**.

COMPLIANCE CITATIONS	AREA OF COMPLIANCE
Comprehensive Report Regulatory Component	Review Status
Ed 1114.06(i)	Each provider of special education or other non-LEA program shall complete a minimum of 3 comprehensive reports per year on each child with a disability enrolled in the program.
100% of student codes reviewed at the Cedarcrest School - Day Program demonstrated evidence that a minimum of 3 comprehensive reports are completed per year for each child with a disability enrolled in the program meeting all compliance criteria. This results in 0 findings of noncompliance since comprehensive reports reviewed were in 100% compliance.	

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

Determining Program Approval Periods

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

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

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

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

Based on the findings outlined in this report the Cedarcrest School - Day Program received a score of 7% **and a 5 year program approval.**