

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

**CLEARWAY HIGH SCHOOL
SUMMARY REPORT**

**Mary Jordan, Executive Director
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**Chairpersons, Visiting Team:
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Education Consultants**

**Site Visit Conducted on May 28, 2009
Report Date, July 31, 2009
Revised Date, September 4, 2009**

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I. TEAM MEMBERS

Visiting Team Members:

NAME**PROFESSIONAL ROLE**

Chairpersons:

Richard Ayers
Jane Bergeron-Beaulieu
Terry Brune
Teri Cannon
Kelly Mask

Education Consultant
Education Consultant
NHDOE Education Consultant
Education Coordinator
Assistant Principal

Building Level Team Members:

NAME**PROFESSIONAL ROLE**

Mary Jordan
Marianne Wiley
Kathleen Hannabach
David Content
Ellen Greenberg

Executive Director
Director/Coordinator of Education/Special Education
Special Education Coordinator
Social Studies Teacher
LEA Representative

II. INTRODUCTION

Clearway High School has a thirty-two year history of serving a broad spectrum of students who benefit from an alternative educational setting. The school predominantly serves young adults in the Nashua area who have left formal schooling or who are at risk of dropping out for a broad range of reasons. The primary goal of Clearway is to help students learn to participate effectively in society as they gain knowledge and experience personal success. The goal is realized through strategic objectives that focus upon; the acquisition of basic skills, the ability to access school and community services and the promotion of self-knowledge and self-respect.

Clearway has a flexible enrollment policy that is made possible by the highly individualized instructional culture that is multi-grade level and multi-aged. Curricular offerings are consistent with the graduation requirements of the Nashua School District although Clearway is approved as a 20-credit diploma granting school. Clearway students are assessed using the NH required NECAP tests. The school also provides a wide-range of enrichment programs that include educational field trips, community-service projects and credit earning opportunities in local settings. Thirteen of the sixty-one students enrolled at Clearway are identified with learning disabilities.

The faculty and staff of Clearway have established over time a learning environment that appeals to the characteristics of the student population, thus the long-standing tradition of the school. This is attributed to the fact that a majority of the teaching and administrative staff of the school have been at the school for over a decade. The common commitment to serving disadvantaged youth has been acknowledged by the governing board of Clearway who continue to engage the greater Nashua community in supporting the school's mission and contribution to the community.

SCHOOL DEMOGRAPHICS	2007-08	2008-09
Student Enrollment as of <u>December 1</u>	63	61
Do you accept out-of-state students? If so, list number from each state in 08-09	N/A	
Number and Names of Sending New Hampshire LEAs (as of October 1)	8 Nashua 1 Milford	12 Nashua 1 Milford
# of Identified Students Suspended One or More Times	N/A	N/A
Average Length of Stay for Students	2 years	2 years
STAFF DEMOGRAPHICS		
Student/Teacher Ratio (as of Oct. 1)	9:1	8:1
# of Certified Administrators	2 (includes 1 intern)	2 (includes 1 intern)
# of Certified Teachers	6	6
# of Teachers with Intern Licenses	1	1
# of Non-certified Teachers	0	1
# of Related Service Providers	1	1
# of Paraprofessionals	1	0
# of Professional Days Made Available to Staff	6	6
SPECIAL EDUCATION PROGRAM DATA		
<u>Primary Disability Types:</u>	2007-08	2008-09
Autism		
Deaf / Blindness		
Deafness		
Emotional Disturbance	11	4
Hearing Impairment		

Mental Retardation		
Multiple Disabilities		
Orthopedic Impairment		
Other Health Impairment	3	4
Specific Learning Disabilities	2	5
Speech or Language Impairment		
Traumatic Brain Injury		
Visual Impairment		
Developmental Delay ages 3-9		

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

The New Hampshire Department of Education (NHDOE) conducted a Special Education Program Approval Visit to Clearway High School 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, case studies were randomly selected by the NHDOE prior to the visit, and staff was asked to present these 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

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 Clearway High 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 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 May 28, 2009 NHDOE Special Education Program Approval Report, the following patterns were identified as needing improvement:

Citation	Status as of April 24, 2007	Status as of May 28, 2009
1. ED 1109.01 Elements of an IEP IEP goals must be stated in measurable terms. IEP must include current level of performance related to transition services.	Partially met	Met
2. ED 1102.53 Transition Services. Documentation of transition planning of services for post-high school goals in place by age 16.	Met	Met
3. ED 1133.08 Personnel Credentials One staff member lacks a statement of eligibility to participate in Alt. IV certification process. Administrative certification for the Director and certification for the Guidance Counselor are currently in process.	In Process	Met

V. MAY 28, 2009 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 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.

At the May 28, 2009 Case Study Visit the visiting team participated in two Case Study Reviews. **Case Study #1** was of a 10th grade student with a primary disability of Emotional Disability and no secondary disability. The program focus for this student consisted of: (1) Post Secondary Training and Learning Opportunities, Future Employment Planning, Future Home Independent Living and Community Participation as well as Adult Services that include counseling services, (2) improved school attendance, improved reading skills, improved math problem solving ability and improved writing samples using the six traits model. **Case Study #2** was a 12th grade student with a primary disability of Emotional Disturbance with no secondary disability. The program focus for the student included: (1) Post-Secondary Training, Future Employment, Future Home Independent Living and Community Participation as well as Adult Services to include consultation with a vocational rehabilitation counselor, (2) maintaining passing grade of B or above in all classes, continue to follow all rules of the school over the school year, and continue demonstration of self-advocacy.

LEA SURVEYS

The NHDOE Special Education Approval Process for Private Facilities requires the surveying of LEAs to gain their perceptions of the quality of the school's programs and service to the students they serve. In addition the information gleaned from the LEA survey will allow the school to assess their relations with the schools and districts who refer students to the private setting and to determine areas in which they may advance student outcomes.

Clearway High School administration surveyed two (2) districts that are the predominant districts making referrals to Clearway and received completed surveys from each of the districts. Accordingly, the response to the survey was 100% and represented 13 students currently enrolled in the school. The survey represented very high marks for

Clearway in all areas, with the exception of marginal response by one district in regard to the effectiveness of behavioral intervention programs and satisfaction with the related services provided at Clearway. The second district chose not to indicate an opinion on these two questions.

The analysis of the Clearway administration acknowledged the positive survey results as indication of their long standing working relationship with the districts and their commitment to developing and sustaining a ‘solid, trusting’ working relationship with LEA personnel. Although the feedback is ‘circumstantial’ with the fact that only two LEAs were surveyed, the marginal response in relation to behavioral intervention and related services may serve as a focus for discussion with the LEAs administration and staff. For each of these students, all were provided with a full course of studies, leading toward a high school diploma.

SUMMARY REPORT OF SENDING LEAs

Total number of surveys sent: 2	Total # of completed surveys received: 2	Percent of response:100%			
Number of students placed by: LEA: 13	Court: 0	Parent: 0			
SCALE 4 STRONGLY AGREE 3 AGREE 2 DISAGREE 1 STRONGLY DISAGREE					
	4	3	2	1	No Answer
1. The private school team has positive expectations for students.	2				
2. I am satisfied with the educational program at the above school.	2				
3. The school consistently follows special education rules and regulations.	2				
4. The school has an effective behavioral program (if applicable).	1				1
5. I am satisfied with the related services provided by the school.	1				1
6. The school implements all parts of students’ IEPs.	2				
7. I feel the school provides the necessary skills to allow the student to make progress on IEP goals.	2				
8. The school program measures academic growth.	2				
9. The school program measures behavioral growth (if applicable).	2				
10. The school completes a minimum of 3 comprehensive reports per year on each child with a disability enrolled.	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.	2				
12. Progress reports are provided to the LEA and to the parent of the child.	2				
13. I am satisfied with the way the school communicates students’ progress.	2				
14. The school communicates effectively with parents.	2				
15. The school communicates effectively with the LEA.	2				
16. The school involves parents in decision-making.	2				
17. The school actively plans for future transition to a less restrictive placement.	2				
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				
19. The school team sets meeting times that are convenient for both parents and LEA.	2				
20. The school has met my expectations.	2				
21. I have a good relationship with the school.	2				
22. I would enroll other students at the school.	2				

Analysis of Responses:

Clearway works well with LEAs, as evidenced by their extremely positive survey feedback. We feel that their written comments are well aligned with our mission: “Clearway provides students with a chance to be successful...They ‘think outside the box’ when programming” and “[Clearway] staff are very professional and caring...They set forth clear expectations of the students, communicate effectively and follow each student’s IEP and needs. A variety of students do very well there.” Clearway will continue to value the importance of its relationship with sending districts. We feel that we have developed solid, trusting working relationships with various LEA personnel that will enable us to communicate openly with one another in the future should any concerns or issues arise.

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 the May 28th Case Study Compliance Review in Clearway High School.

The Clearway High School survey of parents was distributed to twelve (12) parents of whom three (3) responses were received for a response rate of 25%. The survey results do represent a marginal indicator of parental opinion due to the relatively small sample size (12) and the number of respondents (3). However, the summary of the surveys indicate a high level of satisfaction by the parents with the programs and services provided to their child and the efforts of the school to communicate and involve the parent in their child's education. The highest level of response surrounded the school's climate (safety, interaction with peers and relationship with staff), the involvement of parents in the development of the child's IEP and the levels of support provided in the transition of students to higher grade levels or to different school settings. The areas that may be interpreted as a concern of parents are in the area of support services, communication and the progress of students toward established goals, although there is insufficient consensus in these areas to merit concentrated attention. Clearly the survey results are of limited value in this approval process due to the limited response, however they may serve as a foundation for more focused discussions with groups of parents of students currently attending Clearway High School, regardless of whether or not the student is identified with a learning disability.

SUMMARY OF PARENT SURVEY DATA

Total number of surveys sent: 12	Total # of completed surveys received: 3	Percent of response: 25%
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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.	2	1		
My child has opportunities to interact with non-disabled peers on a regular basis.	3			
I am adequately informed about my child's progress.	2	1		
My child is informed about and encouraged to participate in school activities outside of the school day, and is offered necessary supports.	2	1		
My child feels safe and secure in school and welcomed by staff and students.	3			
A variety of information (observations, test scores, school work, parent input) was used in developing my child's IEP.	3			
I am satisfied with the progress my child is making toward his/her IEP goals.	2	1		
FOR PARENTS OF HIGH SCHOOL STUDENTS ONLY:				
My child earns credits toward a regular high school diploma in all of his/her classes.	3			
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.	3			
All of the people who are important to my child's transition were part of the planning.	3			
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.	2			1 n/a

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 2		NO 1	
	3	2	1	No Answer
I have been involved in the development of behavior interventions, strategies and supports for my child.	2			1 n/a
I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs.	2			1 n/a
OTHER:				
I fully participate in special education decisions regarding my child.	3			
I have been provided with a copy of the procedural safeguards (parental rights) at least once a year	3			

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

Access To The General Curriculum

Implementation of IEPs

Provision of Non-Academic Services

Full Access to the District's Curriculum

Equal Education Opportunity

Clearway High School has a long established reputation for focusing upon individual student needs. This was predominantly evident during the May 28th Case Study Compliance review when observing classroom settings and in conversations with the administration, faculty and staff. The curriculum, although not fully matured, is mirrored after the Nashua School District, from which a majority of the students are placed at the school. Worthy of note is the fact that a strong majority of the faculty has been at Clearway for 8 to 15 years, a compliment to any school and especially to a school which serves students who are disenfranchised with public school settings and configuration. The steadfast confirmation of the school's Mission is apparent and significant to the sustaining of the well-tempered learning environment. The classroom environment at Clearway is totally inclusive and sufficiently comprehensive to provide students with a variety of academic options in each subject area. The course offerings are comprehensive and sufficient to meet the graduation requirements of the schools that place students at Clearway. The clear focus upon credit accumulation rather than grade promotion well serves the student population, whether aligned to receiving a GED, high school diploma from their parent high school or receiving a Clearway diploma which mirrors the NH requirement for a 20 credit diploma. Within 20 instructional days of enrollment the Clearway staff review the IEPs of students transitioned to the school. The scope of services are, for the most part, fully accommodated by qualified faculty and staff at Clearway; however, support services are contracted for in areas specified in the IEPs to include speech and language, occupational therapy and social and vocational counseling. The school is very deliberate about connecting students to the 'world of work' through internships, community based field trips and support for job embedded training in vocational skills. The expanse of materials prepared by the Clearway High School administration and staff included an overview of the Diploma Requirements and Course Descriptions. The 20 credit Diploma Requirement for a Clearway diploma is approved by the New Hampshire Department of Education and represents the comprehensive curriculum noted previously. The 2008-09 Course Descriptions presents a well-described scope or overview of the curriculum for each of the courses that lead to a Clearway diploma. However, the overview does not represent the requirement for full access to the general curriculum or a detailed descriptor of the specific concepts and skills inherent to curricular documentation to include reference to the NH Grade Level Equivalents, High School Competencies or Grade Level Standards.

Transition

Transition Planning

Process: Provision of FAPE

Transition Services

The transition services at Clearway are well thought out and consistently applied both from sending schools and in the transition to students back to the traditional high school settings. This is possible, in part, due to the limited number of schools and school districts the school serves in the communities surrounding Nashua. The rolling admission policy of

accepting students on a monthly basis continues to serve both the school and students well, particularly for students who are referred initially on a short-term basis. The policy and procedures for transition have been so consistent and reliable over time that the faculty easily accept and accommodate the spectrum of disabilities and learning implications for students transitioning to the school. The policy and procedures for Clearway High school were recently revised (June 2008) and thoroughly address the regularity requirements for the transition of students. Although procedurally the transition framework is well established, the application of transition services in the two case studies was not fully accommodated. In particular, the transition of seniors, about to graduate, was not viewed as sufficient and worthy of more specific attention. Although noted as a citation, the visiting team expressed confidence that Clearway will aptly address this issue given the expressed plans for future outreach to services in the greater community. Of note is the comprehensive nature of the revised policy manual that clearly establishes the protocol for student services and educational accommodations consistent with all regulatory requirements for students who receive special education services as well as those applicable to students who receive general educational support and guidance. Clearway complies with all policy requirements.

Behavior Strategies and Discipline

The school wide management system provides a very stable culture for teaching and learning at Clearway. The behavioral and discipline issues are minimal due to the consistency in intervention and student support services that have been provided over the years. Clearly, the expressed satisfaction of students for the teaching and learning environment at Clearway is a substantial factor in the minimal referrals for either discipline or behavioral issues. The school does have a clearly defined behavioral intervention policy in place that is well understood and applied by the faculty and staff. The school sustains an environment that is caring, safe and productive.

COMMENDATIONS

As previously mentioned the historical stature of Clearway High School continues to serve the students, parents, faculty and staff and the member school districts well. The school sustains a learning environment that is personalized and comprehensive in regard to the expanse of curricular offerings. Of particular interest to the visiting team was the detail with which students on IEPs were monitored and tracked in terms of their academic achievement, adherence to the clearly documented behavioral guidelines and related factors such as school attendance, and transition planning. In addition the following commendations are noted:

- A well versed, dedicated and creative teaching and support staff
- The personalized attention given to students at Clearway regardless of their prior history in schooling or the greater community and the near absent specialized attention due to documented disabilities
- The emerging focus upon service learning where students will be supported in community placements to a greater degree than presently in place
- The very engaging, well kept and comfortable learning environment for students and staff
- The natural environment for interdisciplinary teaching due to the purposeful focus upon collaborative planning and discussions among the faculty
- The unique talents of the faculty who are dedicated to Clearway despite their apparent appeal to other educational settings
- A school wide behavioral system with clear expectations and guided intervention, when necessary. The minimal number of referrals for discipline or behavioral issues speaks soundly to the respect students have for the school and the learning environment
- The attention to the recommendations and suggestions from the previous Case Study Review such as the graphic display of student progress in the IEP documentation
- The well written, clear and distributed rules and regulations for the school which meet and exceed statutory requirements for private schools in New Hampshire

ISSUES OF SIGNIFICANCE

Issues of significance are defined as systemic deficiencies that impact the effective delivery of services to all students, including those with educational disabilities. Examples of such may include system wide issues related to curriculum,

instruction and assessment. Other examples might be concerns related to inadequate facilities, ineffective communication systems, leadership, shared mission, vision and goals, deficiencies in policies and procedures, staff recruitment and retention, professional development or other important factors related to the learning organization.

The one issue of significance at Clearway is that of a clearly established curriculum which relates directly to strategies for assessing student achievement as well as being cross-referenced to High School Competencies and Grade Level Standards.

CITATIONS OF NONCOMPLIANCE IDENTIFIED AS A RESULT OF THE MAY 28, 2009 CASE STUDY COMPLIANCE REVIEW

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

Systemic/Program Specific Citations to Be Addressed by the Private School Setting

ED 1114.10 Qualifications and Requirements for Instructional, Administrative, and Support Personnel CRF.300.320 Personnel Credentials

One staff member lacked NH teacher certification. This individual does have a “statement of eligibility” which was issued by the NHDOE, Bureau of Credentialing; however the individual has no intern license or teacher certification.

ED 1114.05(g) Full Access to the District’s Curriculum/ Equal Educational Opportunities CRF 300.320 9 (a)

All students enrolled at Clearway must have full access to equal educational opportunities within their programs. The programs must support the student’s progress in the general curriculum as defined in state and federal and special education rules and regulations. Specific reference is required to current state regulations for High School Competencies and Grade Level Standards.

ED 1109.01 Elements of IEP (Transition Services), CFR 300.30 (b) (1) (2), USC 1401 (34)

Two of the IEPs presented during the Case Study Reviews lacked annual measurable goals in regard to transitions in subject matter and upon graduation from Clearway.

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.

As a result of the Case Study Compliance Review, the following suggestions are forwarded for consideration by the school’s administration, faculty and staff

- Create a methodology for receiving a comprehensive understanding of parental satisfaction with their child’s education and involvement at Clearway. This may well be incorporated with an effort to engage parents more fully in the school.
- Consider incorporating web-based learning options for students that can expand their options for receiving high school credits and research on curricular topics offered. This direction will require the digital infrastructure, supports and time for students to have the options available in most high school settings.

- Expand the capacity and availability of the school's library for small group projects and research based projects.
- Expand the graphic illustrations of student academic progress protocol included in IEPs to all students.
- Establish a clear and obtainable goal for students' engagement in vocational or service-based programs in the greater community. This will require an additional level of oversight to insure the vocational and service based programs are supported by criteria for meeting curricular standards.
- Establish a formal process for regular conferencing with sending LEAs to allow for program integration, transition planning and credit recovery.
- Consider adopting additional means of assessing student academic performance in regard to NH standards and the criteria established by the sending LEAs.

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: Adult Learning Center	Date: May 28, 2009
Programs: Clearway High School	Number of Cases Reviewed: 2
Recorder/Summarizer: Jane Bergeron-Beaulieu	

Name: Kelly Mask	Visiting
Name: Terry Brune	Visiting
Name: Teri Cannon	Visiting
Name: Mary Jordan	Building Level
Name: Kathleen Hannabach	Building Level
Name: Ellen Greenberg	Visiting
Name: Marianne Wiley	Building Level
Name: Richard Ayers	Visiting
Name: Jane Bergeron-Beaulieu	Visiting

Based on data collected from the Data Collection Forms, Interview Forms, Classroom Observations, etc. the following summary is intended to provide a “snapshot” of the quality of services and programs in the school 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 number of times a statement is marked on all Data Collection Forms for this school or building		
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. 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 participating in a regular education setting with non-disabled peers 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.					1		1
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)					2		
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	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?					2		
A16.) Student will earn an IEP diploma or a certificate of competency.							2
A17.) <i>IF YES:</i> within 4 years?							
A18.) Does this school or district have a clear policy for earning a high school diploma?					2		

Access Strengths	Access Suggestions for Improvement
<ol style="list-style-type: none"> 1. The instruction provided within the classroom is individualized and meets the specific student needs. 2. Students observed in classrooms were actively engaged in the instruction being provided. 3. Clearway High School offers a variety of coursework, much of which is aligned with requirements of sending school districts. 4. Students report being very engaged in the learning process and focused upon graduating from high school. 5. Students with disabilities are fully engaged in the curriculum and integrated with their non-disabled peers. 6. The small group instruction provided to students is effective. 7. The varied instructional strategies used in the classrooms, meet the needs of a very diverse student population. 8. Students have the option to participate in course offerings in their home schools. 	<ol style="list-style-type: none"> 1. The written curriculum needs to be further developed and aligned with the instruction provided in the classrooms. 2. It is suggested that Clearway High School research the use of integration of technology into the curriculum and instruction being provided in the classrooms. 3. Clearway High School may want to explore further connections with the Virtual Learning Academy (VLAC) to allow for additional on-line course offerings. 4. Further facilitation is encouraged to better engage and involve students in their home schools and course offerings in such areas as vocational opportunities and course work not offered at Clearway. 5. Clearway may want to consider ways to engage students in extra curricula activities (Girls and Boys Club, athletics, YMCA, YWCA, etc.) 6. Clearway High School should consider the development of a library/resource area that could be utilized by both students and staff.

SUMMARY OF BUILDING LEVEL DATA

<u>TRANSITION STATEMENTS</u>		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	
<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.				
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)		2		
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.		2		
T6.) IEP team includes parent as part of transition planning.		2		
T7.) IEP team and process includes student as part of transition planning.		2		
T8.) IEP includes current level of performance related to transition services.		2		
T9.) There is documentation that the student has been invited to attend IEP meetings.		2		
T10.) A statement of the transition service needs is included in the IEP.		2		
T11.) The statement of transition service needs focuses on the student's course of study (e.g. vocational programming, advanced placement).		2		
T12.) Transition plan includes coordinated, measurable, 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)				2
T13.) Statement of needed transition services is presented as a coordinated set of activities.		2		
T14.) The IEP includes a statement of needed transition services and considers instruction.		2		
T15.) The IEP includes a statement of needed transition services and considers community experiences.		2		
T16.) The IEP includes a statement of needed transition services and considers development of employment skills.		2		
T17.) Student is informed prior to age 17 of his/her rights under IDEA.		2		
Only the following 4 statements may be answered N/A if appropriate. All statements above must be answered Yes or No.		YES	NO	N/A
T18.) There is documentation that representatives of other agencies have been invited to IEP meetings.		2		
T19.) The IEP includes a statement of needed transition services and considers related services.		2		
T20.) The IEP includes a statement of needed transition services and considers development of daily living skills.		2		
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		1

Transition Strengths	Transition Suggestions for Improvement
<ol style="list-style-type: none"> 1. Clearway High School makes a strong effort to connect and maintain an open line of communication with sending school districts. 2. Relationships with vocational rehabilitation, area agencies and the community at large are strong. 3. Clearway High School has strong connections with the local community colleges. 4. The Career/Life Skills course assists students with transition planning. 5. Students are personally involved in transition planning and goal setting. It was evident that transition planning addresses student interests/skill levels. 	<p>Staff at Clearway High School would benefit from continued professional development in the writing of transition plans as related to IEPs. This would include measurable goals, and objectives that are more specific to the individual student.</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.		2		
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.				2
B5.) IEP team has addressed behaviors that are impacting student learning.		2		
B6.) A behavior intervention plan has been written to address behaviors.				2
B7.) All individuals working with the student have been involved in developing behavior intervention strategies.		2		
B8.) Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.			2	
B9.) Results of behavior intervention strategies are evaluated and monitored.				2
B10.) A school-wide behavior intervention model exists.		2		
Behavior Strategy Strengths		Behavior Strategy Suggestions for Improvement		
<ol style="list-style-type: none"> 1. The culture and climate at Clearway High School promotes a positive environment where there are clear expectations and respect for all. 2. The interaction between students, staff, administration and parents is respectful, open, honest and sincere. 3. Students take ownership for their own behaviors, and assist their peers in resolving conflicts that might arise. 4. Throughout the school there are many positive behavioral interventions that are administered. 		<p>The staff and administration at Clearway may want to consider increased use of functional behavioral assessments.</p>		

Summary of Building Level Strengths and Suggestions

Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> 1. The staff and administration at Clearway were well prepared for the NHDOE Case Study Compliance Review Process, and the evidence provided was impressive. 2. The teamwork among staff and administration is impressive. Throughout the school there is a sense of collegiality and a dedication to a very challenging student population. 3. The connection with sending school districts enhances the programming provided to the students. There is a true sense of collaboration in meeting the needs of the students enrolled. 4. The board of the Adult Learning Center is diverse and represents the community well. The board has a desire to be knowledgeable of the programs and support administration, staff, students and parents. 5. The culture and climate at Clearway High School is child centered, positive and dedicated to meeting the needs of a very challenging student population. 6. The tenure, longevity and skill level of staff is impressive. 7. The consistency and dedication of the leadership is commendable. 	<ol style="list-style-type: none"> 1. Professional development for staff as related to best practice in curriculum, instruction and assessment is suggested. A more formalized relationship with sending school districts in regard to professional development offerings would be of benefit to the staff. 2. The teacher supervision/evaluation systems at Clearway would benefit from review and revision. Specifically, a model that is more focused upon instruction and student outcomes is strongly suggested. 3. Staff would benefit from continued professional development in the areas of differentiated instruction and Response to Intervention Models. 4. Clearway High School should consider collecting data regarding success rates of students who graduate from the program. Possible considerations might be the use of social networking opportunities.