

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

**Clearway High School (Adult Learning Center)
SUMMARY REPORT**

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Marianne Wiley, Director of Special Education**

Chairperson, Visiting Team:
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Education Consultant

Site Visit Conducted on March 27, 2012
Report Date, June 1, 2012

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I. TEAM MEMBERS

Clearway High School Team Members:

| NAME | PROFESSIONAL ROLE |
|-------------------|--|
| Mary Jordan | Executive Director |
| Marianne Wiley | Director |
| Rebecca McHugh | Special Education Coordinator |
| Jackie Hackett | Guidance Counselor |
| Ellen Greenberg | LEA/ Nashua |
| Judy Boucher | Math Teacher |
| Chris Dorman | Computer/ Tech Ed Teacher |
| Stephanie Cassidy | English Teacher |
| Jessica Frederick | Art Teacher |
| Jessica Holt | Science and Contemporary Cooking Teacher |
| Jim Chisolm | Social Studies Teacher |
| Dave Contant | Social Studies Teacher |

Visiting Team Members:

| NAME | PROFESSIONAL ROLE |
|---------------------------------|---|
| Chairpersons : Jennifer Dolloff | Technical Assistant, SERESC |
| Ed Hendry | Technical Assistant, SERESC |
| Kerry Fay | Administrative Principal |
| Lisa DeLacey | Learning Disabilities Specialist/Case Manager |

II. INTRODUCTION

Clearway High School is a private high school established in 1977 by the Adult Learning Center. It is located in Southern New Hampshire, in the City of Nashua. The school serves students ages 14- 21 who require a specialized setting to successfully obtain a high school diploma or a Graduate Equivalency Degree (GED). Clearway High School has a maximum program capacity of 20 for students with educational disabilities. The school is approved to serve students identified with Emotional Disturbance, Other Health Impairment, Speech and Language Impairment and Specific Learning Disabilities. The high school is open and in session during the school year. The school serves both girls and boys. Not all students attending the school have been identified with educational disabilities. Approximately two-thirds of the students do not have Individual Education Plans.

As part of the Adult Learning Center, Clearway High School is a vibrant, exciting place in which to learn. The following mission guides all of the programs:

To provide academic programs, skills training, and support services designed to enable adults and young adults to achieve more productive lives for themselves and their children.

Students who are considered to be at risk for school failure benefit from the flexibility Clearway High School is able to provide. Features of the school include: monthly enrollment for new students, multi-age and multi-grade classrooms and individualized instruction. The Clearway High School curriculum was developed specifically for its student population.

The goals of the program include:

1. To improve basic skills, enabling students to earn their GED or to achieve academic credits that lead to the acquisition of a high school diploma.
2. To increase student abilities to access and utilize both services and opportunities available to them.
3. To promote improved self-knowledge, self-respect and self-advocacy so that students can more effectively and confidently function at school, at work, and in the community.

| SCHOOL DEMOGRAPHICS | 2010-2011 | 2011-2012 |
|---|-----------------------|------------------|
| Student Enrollment <u>as of December 1</u> | 50 | 59 |
| Do you accept out-of-state students? If so, list number from each state in 11-12 | N/A | |
| Number and Names of Sending New Hampshire LEAs (as of October 1, 2011) | 12 Nashua 1 Pelham | |
| # 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 October 1, 2011) | 8:1 | 8:1 |
| # of Certified Administrators | 2 | 2 |
| # of Certified Teachers | 7 | 8 |
| # of Teachers with Intern Licenses | 1 | 0 |

| | | |
|--|---|---|
| # of Related Service Providers | 1 | 1 |
| # of Paraprofessionals | 0 | 0 |
| # of Professional Days Made Available to Staff | 7 | 7 |

| SPECIAL EDUCATION PROGRAM DATA | | |
|---------------------------------------|------------------|------------------|
| Primary Disability Types: | 2010-2011 | 2011-2012 |
| Autism | | |
| Deaf / Blindness | | |
| Deafness | | |
| Developmental Delay | | |
| Emotional Disturbance | 12 | 5 |
| Hearing Impairment | | |
| Intellectual Disability | | |
| Multiple Disabilities | | |
| Orthopedic Impairment | | |
| Other Health Impairment | 1 | 1 |
| Specific Learning Disabilities | 7 | 7 |
| Speech or Language Impairment | 2 | |
| Traumatic Brain Injury | | |
| Visual Impairment | | |

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 on March 27, 2012 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
- No requests for new or changed special education programs were submitted.

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

| Findings of Noncompliance | Status as of September 24, 2010 | Status as of March 27, 2012 |
|--|--|------------------------------------|
| <p>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.</p> | Met /September 2010 | Met /March 2012 |
| <p>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.</p> | Met /September 2010 | Met /March 2012 |

| | | |
|---|---------------------|-----------------|
| <p>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.</p> | Met /September 2010 | Met /March 2012 |
|---|---------------------|-----------------|

V. MARCH 27, 2012 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.

The school serves students ages 14- 21 who require a specialized setting to successfully obtain a high school diploma or a Graduate Equivalency Degree (GED). The school is approved to serve students identified with Emotional Disturbance, Other Health Impairment, Speech and Language Impairment and Specific Learning Disabilities. The high school is open and in session during the school year. The school serves both girls and boys. Not all students attending the school have been identified with educational disabilities.

Two extensive case studies were conducted during the March 27, 2012 visit:

1. The first case study review involved a 17-year-old student with a Specific Learning Disability. This student enrolled in Clearway as a sophomore. This student has a long history of attendance concerns and work avoidance. Anxiety, work avoidance, lack of homework and class work completion were chronic problems for this student prior to entering Clearway. During this student's tenure at Clearway High School, teachers consistently describe him as a model student academically, behaviorally and interpersonally with staff and students. TABE scores achieved in September of 2010 and December of 2011 indicate that this student's reading skills have improved significantly. His math scores have similarly progressed.

This student's current course schedule includes English 3, Geometry, Introduction to Computers, Writing Workshop, and US and NH History. This student will earn his high school diploma at the end of this school year. As a result of exemplary transition planning, the student will attend college in the fall. Clearway high school staff participated in all stages of this student's planning for enrollment in college, including visiting the school and assistance with entrance exams.

2. The second case study review involved a 16-year-old tenth grade student with a Specific Learning Disability. Prior to entering Clearway High School, this student's attendance was extremely

erratic. This student’s TABE scores indicate that she has made more than one years growth in both math and reading in one year. This student has had nearly perfect attendance since enrolling in Clearway High 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, Clearway distributed the LEA Survey to the contact people in all LEAs that have students currently enrolled in the school. They received a 100% response from the LEAs. Both sending LEAs reported being very satisfied with the programming provided at the Clearway School.

SUMMARY OF LEA SURVEY DATA

| | | |
|--|--|---------------------------|
| Name of Private School: Clearway High School | | |
| Total number of surveys sent: 2 | Total # of completed surveys received: 2 | Percent of response: 100% |
| Number of students placed by: LEA: 13 | Court: | Parent: |

INSTRUCTIONS: PLEASE TYPE TOTAL NUMBER OF RESPONSES IN EACH BOX.

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). | 2 | | | | |
| 5. I am satisfied with the related services provided by the school. | 2 | | | | |
| 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 the 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 by Private School:

Clearway continues to have a solid working relationship with the LEAs who send students to our school. They have provided highly positive and supportive feedback on their surveys, indicating strong satisfaction in our educational setting. The Nashua LEA refers the vast majority of our identified students to us, and we have worked well with her for many years. She understands our program, supports our policies and practices, and effectively reinforces them to the students she refers. She is adept at selecting appropriate students for Clearway, and our success rate with them over time has therefore been high. She has been a solid advocate for Clearway with district level administration as well as a valuable representative of our school at Team Meetings before formal referrals are made to us. There is no question that our mutual respect and the stability of our relationship with her have benefitted students and our school.

The second LEA who completed the survey has referred a student to us for the first time in many years, and we have easily resumed a good working relationship with her. She provided completely positive feedback on her survey, and has been consistently supportive, helpful and apparently satisfied with our program. She has recently suggested that she has another potential pending Clearway referral, and we look forward to building on the foundation of a good working relationship with this LEA.

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.

Ten surveys were mailed to parents of students currently attending the Clearway School. Seven of the ten surveys were returned. Overall parent responses appear positive. Items with the highest score include:

1. My child feels safe and secure in school and welcomed by staff and students
2. My child earns credits toward a regular high school diploma in all of his/her classes.

Two areas that appear to be of concern to parents are:

1. My child has opportunities to interact with non-disabled peers on a regular basis.
2. My child is informed about and encouraged to participate in school activities outside of the school day, and is offered necessary supports.

The Clearway School Staff may want to review practices and parental views regarding activities outside of school and opportunities for the students to interact with nondisabled peers.

SUMMARY OF PARENT SURVEY DATA

| | | |
|--|--|--------------------------|
| Name of Private School: Clearway High School | | |
| Total number of surveys sent: 10 | Total # of completed surveys received: 7 | Percent of response: 70% |

Number of Responses

| 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. | 6 | 1 | | |
| My child has opportunities to interact with non-disabled peers on a regular basis. | 5 | 2 | | |
| I am adequately informed about my child's progress. | 6 | 1 | | |
| My child is informed about and encouraged to participate in school activities outside of the school day, and is offered necessary supports. | 3 | 3 | | 1 |
| .My child feels safe and secure in school and welcomed by staff and students | 7 | 0 | | |
| A variety of information (observations, test scores, school work, parent input) was used in developing my child's IEP. | 6 | 1 | | |
| I am satisfied with the progress my child is making toward his/her IEP goals. | 6 | 1 | | |
| FOR PARENTS OF HIGH SCHOOL STUDENTS ONLY: | | | | |
| My child earns credits toward a regular high school diploma in all of his/her classes. | 7 | 0 | | |
| 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. | 6 | 1 | | |
| All of the people who are important to my child's transition were part of the planning. | 6 | 1 | | |
| 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. | 4 | n/a | n/a | 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 6 | | | NO (1 n/a)) |
| | 3 | 2 | 1 | No Answer |
| I have been involved in the development of behavior interventions, strategies and supports for my child. | 5 | 1 | | 1 (n/a) |

| | | | | |
|---|---|---|--|---------|
| I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs. | 5 | 1 | | 1 (n/a) |
| OTHER: | | | | |
| I fully participate in special education decisions regarding my child. | 6 | | | 1 |
| I have been provided with a copy of the procedural safeguards (parental rights) at least once a year | 6 | 1 | | |

Analysis of Responses by Private School:

Clearway received 7 responses from 10 parents, despite our focused effort to achieve a 100% rather than a 70% overall response. Overall, Clearway parents seem satisfied with their child's experience with us, as indicated by scores of "3" in all areas from most parents. We generally get very positive feedback in our conversations with parents, and we were pleased with the inherent support represented by the strong scores on anonymous surveys. Not all parents included their names, but when they did we were sometimes frustrated with the responses. A parent who rarely attends meetings, for example, gave us most of our "2" scores, yet her absence and lack of involvement with her child's education suggests that her responses may not be fully based on her experience with Clearway.

Regarding Access to the General Curriculum, the strongest areas were: "My child feels safe and secure in school and welcomed by staff and students" and "My child earns credit toward a high school diploma in all of his/her classes". All parents who responded to the survey checked the highest score of "3" on these items. Their responses seem particularly meaningful to us because so many students who interview for Clearway enrollment express their unhappiness with the "drama" and social safety in their prior schools. Prior to Clearway enrollment, the majority of our students also expressed difficulty in relationships with their former teachers, and usually had sustained histories without acquisition of school credit. Parental feedback indicating that their students feel safe, secure and welcomed certainly provides the necessary foundation for academic success. Indication that their children are earning credits toward a diploma in all classes further suggests educational achievement.

The relatively weakest area in the Access to the General Curriculum category was: "My child is informed about and encouraged to participate in school activities outside of the school day, and is offered necessary supports." Of the 7 parents who responded to the survey, 3 scored a "3", 3 scored a "2", and one did not answer this item. While Clearway has long struggled with the logistics of extracurricular activities, we have gradually begun to develop after-school activities for our students and anticipate offering more than "free art" as the year progresses. Meanwhile, all students are informed at their Placement and IEP Meetings that they have the right to participate in the activities of their local sending district, few choose to do so. It seems apparent that interest may be highest if we can offer extracurricular activities in our own setting.

Regarding Transition, responses were again favorable. Six of 7 parents indicated that they are completely satisfied with: "planning and support provided for moves from grade to grade and school to school" and with "all of the people who were important to my child's transition were part of the planning", while the seventh person indicated partial satisfaction in both areas with a score of 2. All 4 parents of our identified students ages 16 or older indicated that they were completely satisfied "with the written secondary plan that is in my child's IEP." Clearway is again pleased with the very positive feedback, and will continue to place high priority on transition planning for our students.

Regarding Behavior Strategies and Discipline, 6 of 7 parents indicated that "my child's classroom behaviors affect his/her ability to learn". Of these 6, feedback was again very positive with 5 of 6 parents indicating complete satisfaction with having been "involved in the development of behavior interventions,

strategies and supports for my child” as well as being completely satisfied with “*the way the school is supporting my child’s behavioral, social and developmental needs*”. One of 6 parents suggested partial satisfaction in these areas with a score of “2”. Clearway will continue its practice of making consequences for behavior clear to all students and parents, and of including parents in any disciplinary consequences or behaviors that pervade a school day or interfere with individual or class learning. Clearway’s culture of shared respect often facilitates a calm, supportive learning atmosphere where behaviors that might be triggered in a larger class setting are simply not activated.

Based on parent survey data, Clearway will continue to focus on the general area of Access to the General Curriculum by developing extracurricular activities that can enhance student success, positive social connections, attachment to school, and feelings of competence for our students. Clearway’s Director has already talked with Nashua School District’s Superintendent about making Nashua High School’s Prom available to our entire population. When offered opportunity to participate in more general public school activities, however, our students have tended to decline, but they have expressed strong interest in participation in Clearway activities. We plan to strengthen this component of our program over time, and have already begun to act. We plan to more fully address parent input and awareness and will seek their support as we expand our after-school offerings.

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

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

Approximately two thirds of the students attending Clearway High School are nondisabled students; the remaining students are eligible for special education services. The high school is a regular education setting; all students attend classes with nondisabled students and access the general education curriculum with appropriate supports. The Clearway High School Curriculum is aligned with New Hampshire Grade Level Expectations (GLEs) and Grade Span Expectations (GSEs).

Progress monitoring is formalized through weekly progress updates of work completion, assessments, and biannual Test for Adult Basic Education (TABE) administration. Students attending Clearway High School are eligible and encouraged to participate in sports and other extra-curricular activities in their sending districts. Students attending Clearway High School earn credit in general education classrooms toward a 20 credit regular Clearway High School Diploma. Students in the high school attend trips to New Hampshire Technical Institute and Nashua Community College. Students also attend a College Fair in Bedford, NH at Bedford High School.

Transition

Transition Planning

Process: Provision of Free Appropriate Public Education (FAPE) Transition Services

Students attending Clearway High School earn credits in general education classrooms toward a 20 credit regular Clearway High School Diploma. Students in the high school attend trips to New Hampshire Technical Institute and Nashua Community College. Students also attend a College Fair in Bedford, NH, at Bedford High School. Clearway staff members provide assistance in the college application process. A representative from New Hampshire Vocational Rehabilitation participates in transition planning when students are found eligible for this service. When appropriate, students participate in sample New Hampshire Technical Institute sample placement exams.

One of the students reviewed during the visit toured the student support center at New Hampshire Technical College and interviewed a graduate of the Police Academy. Staff at Clearway also assist students in completing Free Application for Federal Student Aid (FAFSA) documents to secure assistance with college costs. IEPs include measureable post-secondary goals based on transition assessments. These goals are updated annually. Students work with their case managers at Clearway to develop their own Summary of Performance prior to graduating. The Clearway guidance counselor reviews credit status and course needs at the end of each quarter. This information is shared with staff and students at the start of each new quarter.

Behavior Strategies and Discipline

Students attending Clearway High School typically present with work avoidance and school truancy issues prior to enrolling. Once students are enrolled in Clearway High School, attendance and tardiness data is collected daily and reviewed weekly by staff members. This data is mailed home monthly to parents and guardians. These data practices assist parents and staff intervene quickly, prior to a pattern of truancy or school avoidance developing. Students in the high school sign a contract prior to enrolling. This contract outlines the rules and expectations of Clearway High School. The Director of Clearway High School individually reviews the student handbook, which includes behavioral and academic expectations, with each student before or during the first day of enrollment. Behaviors that typically prevent students from accessing the general curriculum in home schools dissipate as students in Clearway High School develop personal relationships with staff members and peers at the high school and academic and functional performance data is collected and reviewed regularly.

SPECIAL EDUCATION POLICIES/ NHDOE BUREAU OF SCHOOL APPROVAL NON-PUBLIC SCHOOL APPLICATION MATERIALS

In addition to the above noted focus areas for the case study presentations, material submitted as part of the application for program approval included: Health/Fire Facility Inspection Reports, the Private School Self Study, Special Education Policies and Procedures, Administrative Policy and Procedures, Current Program Information, and Personnel Roster and Consultant Roster Review and verification of these documents found the Clearway High School to be in compliance with all applicable New Hampshire Rules and the Education of Students with Disabilities and requirements for Non-Public Approval.

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

At the time of the DATE visit to Clearway High School, the facility was not seeking approval for any new programs.

INTRO TO COMMENDATIONS

The following commendations were developed as a result of student interviews, staff interviews, parent interviews, leadership interviews, IEP reviews, classroom observations and informal discussions during the visit, in the Clearway High School educational community.

COMMENDATIONS

1. The Clearway High School community has developed a uniquely positive climate and culture of shared responsibility. This student-focused climate helps students experience freedom and security simultaneously while working toward a high school diploma and post school outcomes. Within this community, students appear to develop a powerful sense of personal power and optimism about the future.
2. Staff members are commended for assisting students in developing a needed sense of personal responsibility for their own educational outcomes and career and/ or college plans.
3. The Clearway staff provides strong role models for their students. They are respectful of each other and their students and present as courteous and polite, while still asserting their feelings and ideas.
4. Materials utilized during the visit were well organized and comprehensive.
5. The teachers in Clearway High School demonstrate high regard and respect for both the School Director and Executive Director.

Number of Cases Reviewed During Clearway High School , March 27, 2012, NHDOE
Compliance Visitation

| | |
|--|---|
| Preschool | 0 |
| Elementary School | 0 |
| Middle School | 0 |
| High School, Age Below 16 | 0 |
| High School, Age 16 or Above | 2 |
| Number of Noncompliance for Indicator 13 | 2 |
| Total Number of Case Studies Reviewed | 2 |

FINDINGS OF NONCOMPLIANCE IDENTIFIED AS A RESULT OF THE MARCH 27, 2012 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.**

No findings of noncompliance were noted during the review of documents and during the visit.

No issues of significance were identified during the review of materials or during the 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.*

No Child Specific Findings were identified during the review.

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.

No Systematic Findings of Noncompliance were identified during the review.

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. Parent surveys indicate two areas of concern:
 - a. My child has opportunities to interact with non-disabled peers on a regular basis, and
 - b. My child is informed about and encouraged to participate in school activities outside of the school day, and is offered necessary supports.Staff and Administration at the Clearway School should consider looking more deeply into these concerns and consider ways to address them.

2. Consider developing a checklist of items to refer to when requesting information from the sending school cumulative files.
3. Consider ways to expand the number of extracurricular activities.
4. Continue to explore new ways to utilize technology for increased student engagement and learning, and to accommodate student needs.

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: Clearway High School | Date: March 27, 2012 | Number of Cases Reviewed: 2 |
| Programs: Private High School | How many of the reviewed students are age 16+ 2 | How many are noncompliant for Indicator 13? 0 |
| Recorder/Summarizer: Jennifer Dolloff | | |

| | |
|-------------------------|----------------|
| Name: Mary Jordan | Building Level |
| Name: Marianne Wiley | Building Level |
| Name: Rebecca McHugh | Building Level |
| Name: Jackie Hackett | Building Level |
| Name: Ellen Greenberg | Building Level |
| Name: Judy Boucher | Building Level |
| Name: Chris Dorman | Building Level |
| Name: Stephanie Cassidy | Building Level |
| Name: Jessica Frederick | Building Level |
| Name: Jessica Holt | Building Level |
| Name: Jim Chisolm | Building Level |
| Name: Dave Contant | Building Level |
| Name: Jennifer Dolloff | Visiting |
| Name: Ed Hendry | Visiting |
| Name: Kerry Fay | Visiting |
| Name: Lisa DeLacey | 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.**

SUMMARY OF BUILDING LEVEL DATA

| ACCESS TO THE GENERAL CURRICULUM STATEMENTS | | | | | Filled in with the combined <u>number</u> of times a statement is marked on all Data Collection Forms for this school or building | | |
|--|--|--------------------------------------|--|------------------------------|---|-----------|----|
| | | | | | | | |
| <u>Ed. 1109.01 Elements of an IEP</u> <u>CFR 300.320 Content of IEP</u> <u>Ed. 1109.05, Implementation of IEP</u> <u>20 U.S.C. 1414 (d)</u> <u>Ed. 1115.07, Ed 1119.01(f) Provision of Non-Academic Services/Settings</u> <u>CFR 300.320(a) CFR 300.34 Ed. 1113.08, Full Access to District's Curricula</u> <u>Ed. 1113.13, Diplomas</u> <u>Ed. 1107.04 (d) Qualified Examiner</u> <u>Ed. 1109.01 CFR 300.320 Program Requirements, Content of IEP</u> <u>Ed. 1119 Protections Afforded to Children with Disabilities</u> <u>CFR 300.320(a)(1)(i)</u> "... general curriculum (i.e., the same curriculum as for nondisabled children)" <u>CFR 300.320(a)(4)(iii)</u> "To be educated and participate with other children with disabilities and non disabled children" | | | | | | | |
| A1.) Team uses multiple measures to design, implement and monitor the student's program. | | | | | 2 | | |
| A2.) All IEP goals are written in measurable terms. | | | | | 2 | | |
| A3.) Student's IEP has at least one functional goal. | | | | | 2 | | |
| A4.) Student has made progress over the past three years in IEP goals. Goal 1 | | | | | 2 | | |
| A5.) Student has made progress over the past three years in IEP goals. Goal 2 | | | | | 2 | | |
| A6.) Student <u>has access to</u> the general curriculum (as outlined by the district, sending district or NH frameworks.) | | | | | 2 | | |
| A7.) Student <u>participates in</u> the general curriculum <u>in a regular education setting with non-disabled peers</u> , as appropriate, with necessary supports. | | | | | 2 | | |
| A8.) When <u>participating in a regular education setting with non-disabled peers</u> with necessary supports, student <u>has made progress in</u> the general curriculum. | | | | | 2 | | |
| A9.) Student <u>participates</u> appropriately in state, district and school-wide assessments. | | | | | 2 | | |
| A10.) Student <u>shows progress</u> in state, district and school-wide assessments. Only 11th grade test scores | | | | | | | 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? | | | | | | | NA |
| A18.) Does this school have a clear policy for earning a high school diploma? | | | | | 2 | | |

| Access Strengths | Access Suggestions for Improvement |
|---|---|
| <p>Students are held to high academic standards.</p> <p>The Clearway Curriculum is well developed, comprehensive and user friendly.</p> <p>Classroom practices are flexible and recognize individual student strengths and challenges.</p> <p>Career and Life Skills Class.</p> <p>Working relationship with sending LEA.</p> <p>Knowledge level of staff members in content areas.</p> <p>½ Credit Science Electives</p> | <p>Consider extending school day in order to provide after school activities.</p> |

| TRANSITION STATEMENTS | | Filled in with the combined number of times a statement is marked on all Data Collection Forms for this school or building | |
|--|--|---|-----------|
| Ed .1102 Transition Services CFR 300.43 Ed. 1106 Process; Provision of FAPE CFR 300.124 Part C Transition Ed. 1109.01 Elements of an IEP (Transition Services) CFR 300.320(a)(7)(b) 20 U.S.C. 1402 (34) 20 U.S.C. 1414 (d)(1)(A) and (d)(6) Ed. 1103 IEP Team CFR 300.320(b) | | YES | NO |
| 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. (required data for federal statistics purposes) | | | |
| T5.) Is there an appropriate measurable postsecondary goal or goals that covers education OR training AND employment, and, as needed, independent living? | | 2 | |
| <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 | |
| T6.) Is (are) the postsecondary goal(s) updated annually? | | 2 | |
| <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> | | 2 | |
| T7.) Is there evidence that the measurable postsecondary goal(s) were based on age appropriate transition assessment? | | 2 | |
| <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> | | 2 | |
| T8.) Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goal(s)? | | 2 | |
| <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> | | 2 | |

| | | | |
|--|------------|-----------|------------|
| T9.) Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goal(s)? | 2 | | |
| <i>Do the transition services include courses of study that align with the student's postsecondary goal(s)?</i> • If yes, then check Y OR if no, then check N | 2 | | |
| T10.) Is (are) there annual IEP goal(s) related to the student's transition services needs? | 2 | | |
| <i>Is (are) an annual goal(s) included in the IEP that is/are related to the student's transition services needs?</i> • If yes, then check Y OR if no, then check N | 2 | | |
| T11.) Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed? | 2 | | |
| <i>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?</i> • If yes, then check Y OR if no, then check N | 2 | | |
| Only the following statement may be answered N/A if appropriate. All statements above must be answered Yes or No. | YES | NO | N/A |
| T12.) 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 | | 1 |
| <i>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?</i> <i>Was consent obtained from the parent (or student, for a student the age of majority)?</i> • 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 | 2 | | |
| T13.) Does the IEP meet the requirements of Indicator 13? (Check one) Yes (all Ys or NAs for each item (1 – 8) on the Checklist or No (one or more Ns checked) | 2 | | |
| T14.) Student is informed prior to age 17 of his/her rights under IDEA | 2 | | |

| Transition Strengths | Transition Suggestions for Improvement |
|--|---|
| <p>Transition planning strengths include:</p> <ol style="list-style-type: none"> 1. Well designed Transition Plans 2. Involvement of outside agencies 3. Guidance and support in exploring post school options 4. Attendance at College Fairs 5. College Application Support 6. FASFA guidance and Support 7. Vocational Exploration Activities | <p>Continue to strengthen and establish a strong working relationship with New Hampshire Vocational Rehabilitation staff.</p> |

SUMMARY OF BUILDING LEVEL DATA

| BEHAVIOR STRATEGIES AND DISCIPLINE | | Filled in with the combined number of times a statement is marked on all Data Collection Forms for this school or building | | |
|--|--|---|-----------|------------|
| <u>Ed. 1109 Program</u> <u>CFR 300.324</u> <u>Ed. 1124 Disciplinary Procedures</u> <u>CFR 300.530-300.536</u> <u>20 U.S.C. 1415 (K)</u> <u>Child Management – Private Schools</u> <u>RSA 169-C Child Protection Act</u> | | YES | NO | N/A |
| B1.) Data are used to determine impact of student behavior on his/her learning. | | 1 | | 1 |
| B2.) Has this student ever been suspended from school? | | | 2 | |
| B3.) If yes, for how many days? | | | | |
| B4.) If appropriate, a functional behavior assessment has been conducted. | | | | 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. | | | | |
| Behavior Strategy Strengths | | Behavior Strategy Suggestions for Improvement | | |
| <p>High standards and expectations regarding completion of work and behavior.</p> <p>Support from the community and the Adult Learning Center with regard to funding, library access and technology.</p> | | | | |

Summary of Building Level Strengths and Suggestions

| Strengths | Suggestions for Improvement |
|--|--|
| <p>The advocacy staff and leadership provide for high-risk students brings an impressive level of respectability to students who were previously disengaged, bullied or failing academically.</p> <p>Career and Life Skills Class.</p> <p>High standards and expectations are evident for all students.</p> <p>The school works closely and cooperatively with LEA's to insure students receive appropriate programming and services.</p> <p>Parents interviewed report being very pleased with their child's experience at Clearway. They also report positive change in their child's self esteem and academic confidence.</p> | <p>Continue to expand technology options. Assist students in utilizing technology to accommodate learning.</p> |