

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

**SUMMARY REPORT**

**CLEARWAY HIGH SCHOOL**

**Mary Jordan  
Executive Director, Adult Learning Center**

**Marianne Wiley  
Director/Coordinator of Education/Special Education**

**Dick Lates  
Education Consultant, SERESC**

Visit Conducted on March 14-15, 2006  
Report Date, April 6, 2006  
Revised, April 24, 2006

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## **I. TEAM MEMBERS**

### Visiting Team Members:

<b>NAME</b>	<b>PROFESSIONAL ROLE</b>
Chairperson: Dick Lates	Education Consultant
Barbara Cohen	NHDOE Consultant
Ken Duesing	Asst. Director Student Services
David Parker	Director, Parker Academy
Nancy Pierce	Director, Contoocook NFI

### Building Level Team Members:

<b>NAME</b>	<b>PROFESSIONAL ROLE</b>
Marianne Wiley	Clearway Director
Jessica Holt	Special Education Coordinator
Stephanie Cassidy	Teacher - English
Janice Martin	LEA – School Psychologist
Melanie Mazzane	Project RENEW
Mary Jordan	Director, Adult Learning Center
Kristine Paquin	Counselor
Bonnie Guercio	Teacher – Art
David Contant	Teacher – Social Studies
Meg Johnson	LEA Out-of-District Coordinator

## II. INTRODUCTION

Clearway High School serves a broad spectrum of high school age students for whom public school has proven ineffective. Since 1977 the school has provided an innovative, individualized educational setting for greater Nashua-area teenagers who have left public school or who are at risk of dropping out for a variety of reasons. Clearway offers its students monthly enrollment, multi-age and multi-grade organizations and individual instruction. Enrichment activities include field trips, individual and group counseling, and physical fitness. Prior to 2004-05, Clearway was a GED-only program, but in 2005 was granted NH Department of Education approval to become a 20-credit diploma granting school as well. Approximately one-third of Clearway's students are identified as educationally disabled. These students are all fully included in a modified regular educational setting. At present, Clearway serves 59 students, of which 15 are identified with educational disabilities. The school currently has a waiting list of 8 students.

Clearway students have typically experienced a long succession of failures. Many have dropped out of school prior to Clearway enrollment. Most have not participated in public school life. They have failed to take part (or have lacked the opportunity to take part) in extracurricular activities. Most have felt alienated within the school environment. Clearway administration and staff hold the philosophy that, if students are able to demonstrate competence, their feelings of self worth and potential for leading productive lives will increase. Clearway High School is committed to serving disenfranchised youth.

### SCHOOL PROFILE

<b>SCHOOL DEMOGRAPHICS</b>	<b>2003-04</b>	<b>2004-05</b>	<b>2005-06</b>
Student Enrollment <u>as of December 1</u>	47	33	54
Do you accept out-of-state students? If so, list number from each state in 05-06	N/A		
# and Names of Sending New Hampshire LEAs (as of October 1)	1 Amherst 5 Merrimack 5 Nashua	1 Hollis	1 Litchfield 8 Nashua
DOE Approved Rate	\$17,679.00	\$18,154.80	\$18,154.80
Actual Expenditure per Pupil (Budget Divided by # of Students as of Oct 1)	17,679 sped 7,712.63 ave.	18,154 sped 9,843.09 ave.	18,154 sped 8,453.42 ave.
# Identified Students Suspended One or More Times	-	-	-
Average Length of Stay for Students	1 year	1 year	TBD
<b>STAFF DEMOGRAPHICS</b>	<b>2003-04</b>	<b>2004-05</b>	<b>2005-06</b>
Student/Teacher Ratio (as of Oct. 1)	1:9	1:6	1:8
# of Certified Administrators	-	-	-
# of Certified Teachers	3	3	5
# of Teachers with Intern Licenses	1	1	1
# of Non-certified Teachers	1	1	1
# of Related Service Providers – certified counselor	1	-	1
# of Paraprofessionals	-	-	-
# of Professional Days Made Available to Staff	7	6	7
<b>SPECIAL EDUCATION PROGRAM DATA</b>	<b>2003-04</b>	<b>2004-05</b>	<b>2005-06</b>
<b><u>Primary</u> Disability Types:</b>			
Autism			
Deaf / Blindness			
Deafness			

Emotional Disturbance	8	1	8
Hearing Impairment			
Mental Retardation			
Multiple Disabilities			
Orthopedic Impairment			
Other Health Impairment	2	2	6
Specific Learning Disabilities	10	6	8
Speech or Language Impairment	5	1	-
Traumatic Brain Injury			
Visual Impairment			
Developmental Delay ages 3-9			

### SURVEY OF SENDING LEAs

Total number of surveys sent: 3	Total # of completed surveys received: 3	Percent of response: 100
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**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.	3				
2. I am satisfied with the educational program at the above school.	3				
3. The school consistently follows special education rules and regulations.	3				
4. The school has an effective behavioral program (if applicable).	3				
5. I am satisfied with the related services provided by the school.	2	1			
6. The school implements all parts of students' IEPs.	3				
7. I feel the school provides the necessary skills to allow the student to make progress on the IEP goals.	3				
8. The school program measures academic growth.	3				
9. The school program measures behavioral growth (if applicable).	3				
10. The school completes a minimum of 3 comprehensive reports per year on each child with a disability enrolled.	2	1			
11. The 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	1			
12. Progress reports are provided to the LEA and to the parent of the child.	2	1			
13. I am satisfied with the way the school communicates students' progress.	2	1			
14. The school communicates effectively with parents.	3				
15. The school communicates effectively with the LEA.	3				
16. The school involves parents in decision-making.	3				
17. The school actively plans for future transition to a less restrictive placement.	3				
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.	3				
19. The school team sets meeting times that are convenient for both parents and the LEA.	3				
20. The school has met my expectations.	3				
21. I have a good relationship with the school.	3				
22. I would enroll other students at the school.	3				

### 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. As part of the NHDOE Special Education Program Approval Visit, Case Study Compliance Reviews of two cases were conducted by colleagues from other schools/districts. The New Hampshire Department of Education, Bureau of Special Education conducts program approval visits 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 school districts and 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

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

- ♦ All application materials submitted by the SAU
- ♦ 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 SPEDIS verification reports
- ♦ All data collected during the visit
- ♦ Any new special education programs or conditions seeking approval from the NHDOE

The New Hampshire Department of Education provided a visiting team of professional educators to work collaboratively with staff in each of the schools in conducting the Case Study Compliance Review and the varied data collection activities. The NHDOE Special Education Program Approval Process allowed the visiting and building level team members to conduct case studies of a representative sampling of the special education student population throughout the school district.

Evidence of the work conducted in-district and results related to student outcomes was 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 summary, included in the report that follows, outlines identified areas of strength and areas needing improvement for each school reviewed.

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.

### IV. STATUS OF PREVIOUS NHDOE SPECIAL EDUCATION PROGRAM APPROVAL REPORT AND CORRECTIVE ACTIONS

Based on review of the May 8, 2002 NHDOE Special Education Program Approval Report, the following patterns were identified as needing improvement:

- |   |               |
|---|---------------|
| • Expand relationships with area school administrations               | Met           |
| • Strengthen staff mentoring/consulting relationships and support     | Met           |
| • Develop and finalize written curriculum for diploma granting status | Met           |
| • Expand professional development opportunities                       | Met           |
| • Offer opportunities for staff to visit other schools                | Partially Met |
| • Improve compensation to retain staff                                | Met           |
| • Gather student outcome data   | Partially met |

A corrective action visit was conducted in 2003 to review progress on the school's corrective action plan. Progress was again reviewed during the March 14-15, 2006 visit, and progress determinations were made at the later time.

## **V. MARCH 14-15, 2006 CASE STUDY COMPLIANCE REVIEW RESULTS**

Data collection is an important part of the NHDOE Special Education Case Study Compliance Review Process. At Clearway High School, the NHDOE worked with staff and administration in the selection of case studies to ensure that there was a representative sampling of data collected from the school. 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 types 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.

The Case Study Compliance Review of Clearway High School considered two case studies, the first of whom is a Learning Disabled student and the second Other Health Impaired (ADHD). All educationally disabled students are served in a modified regular educational setting. The school is approved to serve students identified with Specific Learning Disabilities, Emotional Disturbance, Speech or Language Impairment and Other health Impairment, and the case studies presented provided a representative sampling of the disabilities served.

On May 25, 2005, representatives of the NHDOE and the Program Approval Management Team met with the Clearway High School administration and special education staff in a pre-visit meeting in order to provide technical assistance in preparation for a 2005-06 Case Compliance Visit. Clearway staff were preparing for major program changes in the following school year and needed information prior to their summer preparation work. Clarification was provided regarding diploma-granting status, course description requirements, staff certification, administrative certification, school schedule, GED programming, intake of students identified with educational disabilities, and rate-setting and increased capacity.

### **PARENT PARTICIPATION**

One of the defining features of effective schools is strong parent/community relations and open communication. Having parents as an active stakeholder 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 SAU/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 March 14-15, 2006 Case Study Compliance Review.

After reviewing feedback from their parent survey, the Clearway staff have decided to add theater and basketball to their school activities in order to expand extra-curricular opportunities. During one parent interview, a parent commented that "they need to build more schools like Clearway."

**SUMMARY OF CLEARWAY PARENT SURVEY DATA**

Total number of surveys sent: 14	Total # of completed surveys received: 5	Percent of response: 35%
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**Scale 3 = Completely 2 = Partially 1 = Not at all**

<b>ACCESS TO THE GENERAL CURRICULUM:</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>No Answer</b>
I am satisfied with my child's program and the supports that he/she receives.	5			
My child has opportunities to interact with non-disabled peers on a regular basis.	5			
I am adequately informed about my child's progress.	3	2		
My child is informed about and encouraged to participate in school activities outside of the school day, and is offered necessary supports.	2	2		
My child feels safe and secure in school and welcomed by staff and students.	5			
A variety of information (observations, test scores, school work, parent input) was used in developing my child's IEP.	4	1		
I am satisfied with the progress my child is making toward his/her IEP goals.	5			
<b>FOR PARENTS OF HIGH SCHOOL STUDENTS:</b>	5			
My child earns credits toward a regular high school diploma in all of his/her classes.				
<b>TRANSITION:</b>				
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	2		
All of the people who are important to my child's transition were part of the planning.	4	1		
<b>FOR PARENTS OF STUDENTS AGE 16 OR OLDER:</b>	5			
I am satisfied with the written secondary transition plan that is in my child's IEP.				
<b>BEHAVIOR STRATEGIES AND DISCIPLINE:</b>				
My child's classroom behaviors affect his/her ability to learn. <i>If yes, please answer the next two questions. If no, skip to OTHER.</i>	<b>YES</b>			<b>NO</b>
I have been involved in the development of behavior interventions, strategies and supports for my child.	5			
I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs.	5			
<b>OTHER:</b>				
I fully participate in special education decisions regarding my child.	5			
I have been provided with a copy of the procedural safeguards (parental rights) at least once a year.	5			

**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 provides its students with educational disabilities with a fully inclusive academic and extra-curricular program. The blending of GED and diploma-seeking students is providing a mutually enriching educational experience for all students. Clearway staff provide flexible and individualized academic planning for each student. Clearway is an ungraded high school, featuring credit accumulation rather than grade promotion. Clearway staff have developed a curriculum that delivers curriculum essentials connected to students' experience and interests, while aligning with state curriculum standards and sending district expectations. Classroom teachers are employing classroom-based assessment strategies.



Clearway staff review the IEP of an entering student within 30 days of student intake. IEPs are rewritten at this time, to fit the Clearway program for effective use by classroom teachers.

## **Transition**

### **Transition Planning**

#### **Process: Provision of FAPE**

#### **Transition Services**

Clearway enrolls new student on a monthly basis at this time, but is considering moving to a quarterly enrollment. The Director follows a careful and thoughtful protocol to ensure that the needs of a prospective, new student will be appropriately served in Clearway. Clearway staff employ a wrap-around approach to student intake, and involve area agencies (Project RENEW) in developing an individualized education plan to address the incoming student's needs. Clearway staff immediately review the student's IEP, as prepared by LEA, and rewrite the IEP to fit Clearway programs for efficient implementation by Clearway teachers. It is recommended that, during this IEP review, Clearway staff complete and document within the IEP a transition plan, to ensure that planning is completed by age 16.

Clearway administration and staff have recently reviewed and updated their policies and student handbook (February, 2006) to conform with federal and state regulations and recent program changes at the school. Clearway's policy self-assessment and review by the visiting team indicate that Clearway complies with all policy requirements.

## **Behavior Strategies and Discipline**

Clearway High School provides students with a school-wide behavior management system with clear behavioral expectations based upon mutual respect between all members of the school community – students and adults. The school provides a caring, calm and safe environment for learning. When asked to choose two words to describe Clearway High School, one case study student, after careful thought, responded, “focused and helpful.” The Clearway staff have demonstrated the ability to work with students presenting challenging behaviors without resorting to any restrictive procedures.

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

As part of the Case Study Compliance Review, Clearway staff has applied for an increase in program capacity from 15 to 20 identified students. The visiting team reviewed this request with respect to facility and program capability and recommend approval of this request for increased capacity.

## **COMMENDATIONS**

Clearway High School staff and administration are to be commended for:

1. A caring, competent, loyal and hard-working staff
2. The close and positive student-teacher relationship
3. Preparing well-written course descriptions
4. Changing Clearway from a GED program to a program that encompasses both GED and diploma options
5. Cultivation of a school climate based upon respect
6. A school-wide behavior system that provides students with clear and consistent expectations
7. A safe, patient and caring learning environment that provides clear focus and positive feedback
8. The careful screening process that is followed prior to admission of a new student to ensure that a student's needs will be appropriately met at Clearway
9. The optimistic persistence of the Clearway staff who refuse to accept student failure
10. The carefully considered practices at Clearway, effective and consistent over time, such as “no touching”, allowing students to excuse themselves from class and requiring no homework

## 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 within the educational community, 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.

No issues of significance were identified at Clearway High School.

### CITATIONS OF NONCOMPLIANCE IDENTIFIED AS A RESULT OF THE MARCH 14-15, 2006 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 that are included in this section of the report will need to be addressed in a corrective action plan.**

As a result of the Case Study Compliance Review, the following citations of non-compliance were identified. Each citation 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.

- 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.
- 2. ED 1102.53 Transition Services.** Documentation of transition planning of services for post-high school goals in place by age 16.
- 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.

### 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. Suggestions for individual programs are included in the Building Level Case Study Data Summary Report, pp.12-18.** It should be noted that in the Building Level Data Summary Report, any suggestion made by a visiting team member that is actually a citation of noncompliance, has an asterisk (\*) before it, and it is also listed above with the citations of noncompliance.

As a result of the Case Study Compliance Review, it is suggested that the staff and administration of Clearway High School consider the following:

1. Provide a mechanism to help students review and chart their own progress over time.
2. Provide training to students to increase their understanding of their IEPs and to support them in self-advocacy in their IEP development and transition planning with the IEP team.
3. As part of the IEP annual review, document all transition planning and discussions, so that information will follow the student.
4. Provide sending LEAs with an information checklist to provide consistent baseline data to assist staff in responding immediately to needs of new students.
5. Consider adding a vocational component to the program with stronger emphasis on career exploration, work behaviors, apprenticeship/intern options, etc.
6. Provide professional development opportunities for staff in the special education process and IEP writing.
7. Review your current schedule to be certain that it complies with the length of day minimum standard, once the new minimum standards and special education rules are promulgated by the State Department of Education.

## 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

SAU:	School: Clearway High School	Date: March 14-15, 2006
Programs: Special Education – Modified Regular Education		Number of Cases Reviewed: 2
Recorder/Summarizer: Dick Lates		

#### Collaborative Team Members:

Name: Marianne Wiley	<u>Building Level</u>	or	Visiting
Name: Mary Jordan	<u>Building Level</u>	or	Visiting
Name: Jessica Holt	<u>Building Level</u>	or	Visiting
Name: David Parker	Building Level	or	<u>Visiting</u>
Name: Ken Duesing	Building Level	or	<u>Visiting</u>
Name: Nancy Pierce	Building Level	or	<u>Visiting</u>
Name: Dick Lates	Building Level	or	<u>Visiting</u>
Name: Barbara Cohen	Building Level	or	<u>Visiting</u>

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/private facility in the areas of:  
**Access to the General Curriculum, Transition and Behavior Strategies and Discipline.**

## SUMMARY OF BUILDING LEVEL DATA

Filled in with the number of times a statement was marked from all Data Collection Forms:

<b><u>ACCESS TO THE GENERAL CURRICULUM STATEMENTS</u></b>							
<b>Ed. 1109.01 Elements of an IEP</b> <b>CFR 300.347 Content of IEP</b> <b>Ed. 1109.05, Implementation of IEP</b> <b>20 U.S.C. 1414 (d)</b> <b>Ed. 1115.07, Ed 1119.01(f) Provision of Non-Academic Services/Settings</b> <b>CFR 300.553 Ed. 1119.03, Full Access to District's Curricula</b> <b>CFR 300.24, CFR 300.347</b> <b>Ed. 1119.08, Diplomas</b> <b>Ed. 1107.04 (d) Qualified Examiner</b> <b>Ed. 1133.05 (c)(h)(k) CFR 300.347 Program Requirements, Content of IEP</b> <b>Ed. 1133.20 Protections Afforded to Children with Disabilities</b> <b>CFR 300.347(a) (1) (i)</b> ". . . general curriculum (i.e. ,the same curriculum as for nondisabled children)" <b>CFR 300.347 (a) (3) (iii)</b> "To be educated and participate with other children with disabilities and non disabled children"					<b>YES</b>	<b>NO</b>	<b>N/A</b>
Team uses multiple measures to design, implement and monitor the student's program.					1	1	
IEP goals are written in measurable terms.						2*	
Student has made progress over the past three years in IEP goals. Goal 1					2		
Student has made progress over the past three years in IEP goals. Goal 2							2
Student <u>has access to</u> the general curriculum (as outlined by the district, sending district or NH frameworks.)					2		
Student <u>participates in</u> the general curriculum in a regular education setting with non-disabled peers, as appropriate, with necessary supports.					2		
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		
Student participates appropriately in state, district and school-wide assessments.					2		
Student <u>shows progress</u> in state, district and school-wide assessments.					1		1
Student <u>has opportunities</u> to participate in general extracurricular and other non-academic activities with necessary supports.					2		
Student <u>does participate</u> in general extracurricular and other non-academic activities with necessary supports.					2		
Was the student's most recent LEA evaluation, including a written summary report and meeting, held within 45 days of parental permission to test? <b>If not, was it due to:</b> (check all that apply)					1		1
Extension in Place	Lack of Qualified Personnel — Psychologist    Educator Related Services    Other	Evaluation Not Completed in Time	Summary Report Not Written in Time	Meeting Not Held in Time	Other		
<b><i>For High School Students:</i></b>					<b>YES</b>	<b>NO</b>	<b>NA</b>
Student is earning credits toward a regular high school diploma.					2		
<i>IF YES:</i> within 4 years?					2		
Student will earn an IEP diploma or a certificate of competency.						2	
<i>IF YES:</i> within 4 years?						2	
Does this school / district have a clear policy for earning a high school diploma?					2		

**Access to the General Curriculum**

**Strengths**

**Suggestions for Improvement**

Student progress is clearly demonstrated.

All students are fully included without social stigma.

There are clear connections between student work and state standards.

IEPs are developed collaboratively: staff, sending district, parents, and students.

The blend of GED and diploma students provides a mutually enriching learning environment.

Small classes and student body promote good student-teacher relationships.

Students are provided with individualized instruction and accommodations.

Students advance through a credit accumulation process rather than by grade promotion.

Explore distance learning and intern opportunities.

Encourage independent study during study tutorial periods at the beginning and end of the day.

Find ways to access sending district programs at the home school site (vocational, foreign language, advanced courses).

\*IEP goals need to be written in measurable terms.

Provide professional development opportunities in IEP development and implementation.

Employ diagnostic testing for better prescriptive IEP writing.

Use the DOE model IEP form.

Add the graduation credit requirements to the Student Handbook.

\* This is a citation

## SUMMARY OF BUILDING LEVEL DATA

Filled in with the number of times a statement was marked from all Data Collection Forms:

<b><u>TRANSITION STATEMENTS</u></b>			
<b>Ed. 1102.53, Transition Services</b> <b>CFR 300.29</b> <b>Ed. 1107.02</b> <b>CFR 300.132 Part C Transition</b> <b>Ed. 1109.01, Elements of an IEP (Transition Services)</b> <b>CFR 300.347 (b) (1) (2)</b> <b>20 U.S.C. 1401 (34)</b> <b>20 U.S.C. 1414 (d)(1)(A)(i)(VIII)(aa)(bb)(cc)</b> <b>Ed. 1109.03, IEP Team</b> <b>CFR 300.344 (b) (1)</b> <b>Ed. 1133.05</b> <b>CFR 300.347 (b)(1)(2) Program Requirements</b> This includes movement from (a) Early Supports and Services (ESS) to preschool, b) preschool to elementary school, (c) age 14 or younger, or (d) age 16 or older, as well as from grade to grade and school to school.			
<b>For all students, respond to the following 3 statements:</b>			
Transition planning from grade to grade takes place.	2		
Transition planning from school to school takes place.	2		
Collaboration has occurred between general and special education staff in IEP development and in transition planning.	2		
<b>For middle or high school students, <u>also</u> respond to the following 4 statements:</b>			
Transition planning is designed as a results oriented process that promotes movement from school to the student's desired post-school goals.	1		1
IEP team includes parent as part of transition planning.	2		
IEP team and process includes student as part of transition planning.	2		
IEP includes current level of performance related to transition services.			2*
<b>If the student is age 14 or older during the course of the IEP, <u>also</u> respond to the following 3 statements:</b>			
There is documentation that the student has been invited to attend IEP meetings.	2		
A statement of the transition service needs is included in the IEP.	2		
The statement of transition focuses on the student's course of study (e.g. vocational programming, advanced placement).	2		
<b>If the student is age 16 or older during course of the IEP, <u>also</u> respond to the following 11 statements:</b>			
Transition plan, including student's <u>measurable</u> post-high school goals, is in place.	1	1*	
There is documentation that representatives of other agencies have been invited to IEP meetings.	2		
Statement of needed transition services is presented as a coordinated set of activities.	1	1	
The statement of transition focuses on the student's course of study (e.g. vocational programming, advanced placement).	1	1	
The IEP includes a statement of needed transition services and considers instruction.	1	1	
The IEP includes a statement of needed transition services and considers related services.	1	1	
The IEP includes a statement of needed transition services and considers community experiences.	1	1	
The IEP includes a statement of needed transition services and considers development of employment skills.	1	1	
The IEP includes a statement of needed transition services and considers development of daily living skills.	1	1	
Student is informed prior to age 17 of his/her rights under IDEA.	1		
1If the student is preparing to graduate this year, there is a summary of the student's <b>academic achievement and functional performance</b> , which includes recommendations on how to assist the student in meeting his or her post-secondary goals.			2

**Transition**

**Strengths**

**Suggestions for Improvement**

Clearway staff review new student's IEP within 30 days of intake.

IEPs are rewritten to fit Clearway program for effective classroom use.

Staff work closely with area agencies (e.g. Project RENEW).

Clearway is now approved to issue high school diplomas.

IEP teams are properly constituted.

Clearway follows a thoughtful screening process to ensure that proper supports will be available.

The school's ungraded organization places all students on an equal social footing.

\*Ensure that transition planning is completed for all students when the IEP is written for each new student.

Develop an intake checklist to solicit a consistent set of baseline data from the sending district on each student.

Increase the students' understanding of and involvement in their IEP meetings.

Increase the school's autonomy from sending districts in student's IEP development and control.



## SUMMARY OF BUILDING LEVEL DATA

Filled in with the number of times a statement was marked from all Data Collection Forms:

<b><u>BEHAVIOR STRATEGIES AND DISCIPLINE</u></b>			YES	NO	N/A
<b>Ed. 1109.02 Program</b>	<b>CFR 300.346</b>				
<b>Ed. 1119.11 Disciplinary Procedures</b>	<b>CFR 300.519-300.529</b>				
<b>Ed. 1133.07 (a) (b) (c) (d) (e)</b>	<b>CFR 300.510-300.529</b>				
<b>20 U.S.C. 1415 (K)</b>					
<b>Child Management – Private Schools</b>	<b>RSA 169-C Child Protection Act</b>				
Data are used to determine impact of student behavior on his/her learning.		2			
Has this student ever been suspended from school?			2		
If yes, for how many days?					
If appropriate, a functional behavior assessment has been conducted.					2
IEP team has addressed behaviors that are impacting student learning.		2			
A behavior intervention plan has been written to address behaviors.					2
All individuals working with the student have been involved in developing behavior intervention strategies.					2
Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.					2
Results of behavior intervention strategies are evaluated and monitored.					2
A school-wide behavior intervention model exists.		2			
<b>Strengths</b>	<b>Suggestions for Improvement</b>				
<p>There is an atmosphere of mutual respect between adults and students.</p> <p>There are clear behavioral expectations that are adhered to consistently and are expressed clearly in the student handbook.</p> <p>Behavioral strategies are incorporated into the school’s curriculum and culture.</p> <p>The school maintains strong parent contact and communication. Parents are called with “good news” about their student.</p> <p>Staff are able to work with challenging students through positive reinforcement and without the use of restrictive procedures.</p> <p>STAR Power (Substance and Tobacco Abuse Reduction) has been a successful innovative program to reduce student risk behavior in these two areas. Students do not smoke in the bathrooms.</p> <p>There is no fighting or physical violence of any kind at the school. Students respect the “no touching” rule.</p>	<p>Provide professional development opportunities in writing behavior plans and in behavior management strategies and risk management training.</p>				

## SUMMARY OF BUILDING LEVEL STRENGTHS AND SUGGESTIONS FOR IMPROVEMENT

Strengths	Suggestions for Improvement
<p>Clearway is a very student-centered school. There is strong student-teacher rapport.</p> <p>The staff attitude is positive and caring.</p> <p>Clearway staff demonstrate a strong work ethic and a commitment to program development. They have accomplished a large-scale organizational change in a short time frame.</p> <p>One student describes the school as “focused and helpful.”</p> <p>The school maintains a calm and safe atmosphere that discourages inappropriate behavior.</p> <p>Staff members promote and model tolerant and respectful behavior.</p> <p>When the open campus was eliminated at lunchtime, students accepted the change without challenge, thus demonstrating a high trust level.</p> <p>The school experiences no vandalism. Students act like adults because they are expected to and because that is the accepted norm.</p> <p>There is low staff turnover from year-to-year.</p> <p>The staff understand the needs of the Clearway student population.</p> <p>Clearway has strong, committed and reflective leadership with a clear vision.</p> <p>One parent stated that, “They need to build more schools like Clearway.</p>	<p>Consider summer programming to offer electives and independent study to provide additional credit-earning opportunities.</p>

**VI. JAMES O FILE REVIEW AND DESCRIPTIONS OF INNOVATIVE PRACTICES**

**ADDENDUM**

**James O File Review**

**Clearway High School**

Date: March 14-15, 2006

Reviewer: Dick Lates

There are no court-placed students at Clearway High School who fall under the James O. Consent Decree.