

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

**Bradford School
SUMMARY REPORT**

**Paul Dann, Executive Director
Keith Howard, Program Director
Alita Phelps, Education Director**

**Chairpersons, Visiting Team:
Mary Anne Byrne
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Education Consultants**

**Site Visit Conducted on April 11, 2012
Report Date: August 10, 2012**

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I. TEAM MEMBERS

Visiting Team Members:

NAME	PROFESSIONAL ROLE
Chairperson: Mary Anne Byrne	Education Consultant
Co-Chairperson: Maryclare Heffernan	Education Consultant
Nancy Pierce	Special Education Coordinator
Sherry Burbank	Special Education Coordinator
Tim Goggin	English Teacher
Santina Thibedeau	NHDOE Bureau Administrator
Rose Darrow	Out of District Coordinator

Building Level Team Members from NFI Bradford School:

NAME	PROFESSIONAL ROLE
Keith Howard	Program Director
Alita Phelps	Education Coordinator
Ann Gratton	Director NFI Contoocook School
Jan Williamson	Regional Director
Peter Afflerbach	Clinical Coordinator
Catherine Cyr	Teacher
Jonathan Spreeman	Teacher

INTRODUCTION

The Bradford School, located in Bradford, New Hampshire, is a non-public day school for male and female students in grades 6 through 12, ages 11 to 21. The Bradford School is owned and operated by NFI North, Inc. a non-profit human services agency with education and residence programs throughout the states of Maine and New Hampshire. The school's maximum program capacity is for fifteen students who may or may not have an Individual Education Program (IEP). The school year only is currently approved to provide educational services to students identified with Autism, Specific Learning Disability, Other Health Impairment or Emotional Disturbance.

The Bradford School is the newest of the NFI NH school programs, with initial approval granted in 2008. The school is located on the same campus with the NFI Midway Shelter program in rural NH. At the time of the NHDOE Program Approval visit there were a total of nine students enrolled in the program from six sending NH school districts.

Mission Statement:

The Bradford School's mission is for each member to demonstrate: "To Value and Respect Ourselves and the Community while Learning and Growing". The school states that they teach the mission every day to help students develop the social and community skills that will assist them in becoming more engaged and responsible human beings.

The Bradford School's educational beliefs are as follows:

- We need to address all areas of a child's growth simultaneously for long term changes
- Students want to learn
- Addressing issues outside of the academic realm can enhance academic performance
- Process is far more important than product
- Experience enhances concept development
- Skills can be grasped more easily if experience provides content
- Every community member is a teacher and a learner
- People learn when they are having fun
- Family connection and communication is key for student success
- Encouragement and empowerment of every student to feel they have a voice

Like the other NFI school programs, the Bradford School follows the NFI agency's model of behavior management through the Normative Approach that "stems from a belief that people are social and want to belong". By creating opportunities for community membership that are meaningful, positive and pro-social, people will join and adopt the behaviors, values and beliefs held by the membership. The Normative Approach emphasizes the following:

- A normalized setting
- Emphasis on strengths
- De-emphasis on labels, a safe environment, family involvement and youth voice
- Open and honest communication
- Creation of a strong and positive peer culture

The result of this living mission coupled with the implementation of the strength based Normative Approach is the promotion of a mutual desire to live in an environment in which healthy boundaries

and safety are a reality. The program provides a setting that is educational, supportive, therapeutic, and individualized through a range of relevant learning experiences that extends the students academic and social opportunities beyond the school walls.

This mission is a commonly shared mission among all of the NFI programs.

The Bradford School administrators and staff are working to extend the students academic and social learning opportunities beyond the school walls. The students have participated in trips to Boston, local lakes and hiking trails, and Habitat for Humanity among others.

SCHOOL PROFILE

SCHOOL DEMOGRAPHICS	2010-2011	2011-2012
Student Enrollment as of December 1	15	11
Do you accept out-of-state students? If so, list number from each state in 11-12	No	
Number and Names of Sending New Hampshire LEAs (as of October 1, 2011)	SAU 93: Monadnock SAU 43: Newport SAU 85: Sunapee SAU 65: Kearsarge SAU 6: Claremont SAU 34: Hillsboro-Deering Coop	
# of Identified Students Suspended One or More Times	7	1
Average Length of Stay for Students	1.8	1.6
<u>STAFF DEMOGRAPHICS</u>		
Student/Teacher Ratio (as of October 1, 2011)	4:1	4:1
# of Certified Administrators	1	1
# of Certified Teachers	5	4
# of Teachers with Intern Licenses	1	2
# of Related Service Providers	2	2
# of Paraprofessionals	1	1
# of Professional Days Made Available to Staff	24	24

Please complete the table below, listing the number of students in each category.

SPECIAL EDUCATION PROGRAM DATA		
Primary Disability Types:	2010-2011	2011-2012
Autism	0	0
Deaf / Blindness	0	0
Deafness	0	0
Developmental Delay	0	0
Emotional Disturbance	11	8
Hearing Impairment	0	0
Intellectual Disability	0	0

Multiple Disabilities	0	0
Orthopedic Impairment	0	0
Other Health Impairment	2	1
Specific Learning Disabilities	2	2
Speech or Language Impairment	0	0
Traumatic Brain Injury	0	0
Visual Impairment	0	0

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

The New Hampshire Department of Education (NHDOE) conducted a Special Education Program Approval Visit to Bradford School on April 4, 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
- Any new or changed special education programs seeking approval from the NHDOE

The New Hampshire Department of Education provided a visiting team of professional educators to work collaboratively with staff in each of the schools in conducting the Case Study Compliance Review and the varied data collection activities. Throughout the entire review process, the visiting team worked in collaboration with the staff of Bradford 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

The Bradford School opened with initial approval in 2008. The April 11, 2012 NHDOE Program Approval visit represents the school’s first NHDOE Program Approval visit. No previous findings of non-compliance have been recorded.

Findings of Noncompliance	Status as of (N/A)	Status as of April 11, 2012
N/A This is the first NHDOE Program Approval visit since opening.	-----	-----

V. APRIL 11, 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.

In preparation for the visit, the Bradford School was asked to develop an overview of the program as well as two case study presentations describing the educational programs provided to students, with attention to the three focus areas of Access to the General Curriculum, Transition and Behavior Strategies and Discipline. In the overview, demographic information included: student and program demographics, academic program design, the behavioral approach employed including student incentives, community service opportunities, off campus social and learning experiences, as well as transition services and processes utilized to support students’ return to home and school.

During the visit the school presented two case studies of two randomly selected students with an IEP. The case studies included student participation. Additionally the NHDOE program approval team conducted classroom observations, a parent interview, student interview, administrative team interview and review of student and program records.

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, Bradford School distributed the LEA Survey to the contact people in all LEAs that have students currently enrolled in the school. At the time of the survey the school had eleven IEP students enrolled from six sending districts. They received three of the six surveys back representing a 50% response from the LEAs. While this survey sample is very small the survey results indicate overall positive satisfaction with the work of the Bradford School.

SUMMARY REPORT OF SENDING LEAs

Name of Private School: Bradford School		
Total number of surveys sent: 6	Total # of completed surveys received: 3	Percent of response: 50%
Number of students placed by: LEA: 11	Court: 0	Parent: 0

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

Analysis of Responses by Private School:

Of the six surveys sent, only three were returned. While the size of the response is very limited, all three of the LEAs indicated they did not receive at least three comprehensive reports a year, yet they acknowledge receiving quarterly progress reports. This may indicate some miscommunication about what constitutes a comprehensive report. Another area noted by the Bradford School is that only one response comment indicated a lack of awareness of how behavior is measured indicating a potential lack of communication in this area between the school and district. While the surveys show that general communication between school and LEA, as well as with parents, is good, there may be a need to review the content of the information shared to ensure full understanding of the program and student progress. All three respondents indicated that they have a good relationship with the school.

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.

SUMMARY OF PARENT SURVEY DATA

Name of Private School: Bradford School				
Total number of surveys sent: 9	Total # of completed surveys received: 2	Percent of response: 22%		
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.	1	1		
My child has opportunities to interact with non-disabled peers on a regular basis.	1			1
I am adequately informed about my child's progress.	1		1	
My child is informed about and encouraged to participate in school activities outside of the school day, and is offered necessary supports.	1		1	
My child feels safe and secure in school and welcomed by staff and students.	1		1	
A variety of information (observations, test scores, school work, parent input) was used in developing my child's IEP.	1	1		
I am satisfied with the progress my child is making toward his/her IEP goals.	1	1		
FOR PARENTS OF HIGH SCHOOL STUDENTS ONLY:				
My child earns credits toward a regular high school diploma in all of his/her classes.	1			1
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.	1			1
All of the people who are important to my child's transition were part of the planning.	1			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.	1			1
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 3		NO	
	3	2	1	No Answer
I have been involved in the development of behavior interventions, strategies and supports for my child.	1			1
I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs.	1			1
OTHER:				
I fully participate in special education decisions regarding my child.	2			
I have been provided with a copy of the procedural safeguards (parental rights) at least once a year	2			

Analysis of Responses by Private School: At the time of the survey the school had nine IEP students enrolled. They received two of the nine surveys back representing a 22% response from the parents. This survey sample is very small but the results indicate that while one of the two responses completely agreed with the areas polled, the other response ranged from partially or not at all agree with satisfaction including: adequately informed of student progress, student is informed and encouraged to participate in activities outside of school, and student feels safe and secure in school. The school should actively pursue parent feedback to gain a broader perspective on parent satisfaction with the school programs and supports, specifically progress reporting, participation in outside of school activities and feeling safe and secure in school, in order to respond to any parent concerns.

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**

The Bradford School has undergone a series of administrative and instructional staff changes this school year. At the time of the visit a newly hired Program Director was in place and the administration expressed the need to provide increased emphasis on effective and engaging instruction which would in turn reduce the incidents of student behaviors. This was noted as a priority.

Visits to the classrooms to conduct student observations revealed a range of instructional practices from very effective to highly ineffective. There was a lack of consistently displayed instructional/learning targets posted for students and visitors to see, and a range of student engagement from one student working on his own for an extended period of time with little or no adult interaction to other students in a different classroom working together in a collaborative and interactive lesson. Additionally there was concern noted about the classes offered to students to meet their specific course

requirements as well as a lack of mathematics program and materials needed to meet basic course requirements. The lack of instructional and program consistency was noted as a concern by the visiting team who made a strong suggestion for ensuring that clear expectations are set and oversight of all aspects of the curriculum, instruction and assessment is provided at the Bradford School.

The NFI agency is preparing to transition to an agency-wide use of the Northwest Evaluation Association (NWEA) MAP testing at all of their NH schools. This assessment will also provide baseline academic achievement information necessary in determining student learning levels to design student specific instruction.

The agency has plans to update the school curriculum for all of the NFI New Hampshire schools to align with the Common Core State Standards (CCSS) in the near future.

Transition

Transition Planning

Process: Provision of Free Appropriate Public Education (FAPE)

Transition Services

There is a need to strengthen the transition planning aspects of programming at the Bradford School from providing professional development in the design of Transition Plans for students to ensuring that all aspects of Indicator 13 are well met. There is also a need to create systems for identifying student transition needs and with accurate records of student transcripts reflecting credits earned, grades and other information in a well-organized and effective system. Such systems are in place at other NFI school programs and those models would serve well as a template for the Bradford School program.

Review of IEP transition planning goals and service planning found that not all required elements of transition planning was included in the IEPs. Professional development to support increased staff capacity in the development of transition plans is suggested.

Behavior Strategies and Discipline

By self-description the climate and culture at the Bradford School has improved in recent months. Student behaviors have improved and damage to the school's facility had significantly decreased, according to school administrators. This is attributed to recent changes in student engagement in and greater community experiences. However this trend in student behavior is new and there is a need to further formalize the emerging practices to ensure stability over time.

The NFI agency-wide Normative Approach, based on the premise that all people desire to belong to a group/community, provides the basis for positive behavior interventions and supports at the Bradford School. The model emphasizes the creation of a positive peer culture through open discussion, feedback and problem solving. The daily point system self-assesses participation and behavior and the use of the Evolve system to gather and track student behavior is acknowledged. However the school is encouraged to continue to refine that system to more effectively utilizing student behavior data to inform decisions and develop individual student behavior plans.

**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 a review of: Health/Fire Facility Inspection Reports, the Private School Self Study, Special Education Policies and Procedures, Administrative Policy and Procedures, Current Program Information, Curriculum, and Personnel Roster and Consultant Roster. Review and verification of these documents found the Bradford School not to be in compliance with New Hampshire Rules and the Education of Students with Disabilities and requirements for Non-Public Approval in the areas of updated curriculum, employing a full complement of required content area Consultants (missing High School Math) and lengthening the instructional school day.

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

At the time of the April 11, 2012 visit to the Bradford School the school was not seeking approval for any new programs. The school administrators have requested a reduction in capacity from 18 to 15 at this time.

**NUMBER OF CASES REVIEWED DURING THE BRADFORD SCHOOL APRIL 4, 2012
NHDOE COMPLIANCE VISITATION**

Preschool	
Elementary School	
Middle School	
High School, Age below 16	
High School, Age 16 or above	2
Number of Noncompliance for Indicator 13	
Total Number of Case Studies Reviewed	

COMMENDATIONS

The commendations below are a result of the visitors' observations, student, parent and leadership interviews, record reviews and the two Case Study presentations given to the visitors.

1. The relevant community engagement and involvement in extended learning is seen as effective and meaningful for the Bradford School students.
2. The strength-based focus and embedded mission of "Respect and Responsibility for Self and Others" derived from the Normative Approach has created a welcoming environment where students are able to feel safe and focus on learning.
3. The Bradford School's administration and staff are committed to their students and to making the school experience meaningful and effective for all students.
4. The anticipated adoption of the NWEA Measures of Academic Progress will serve to enhance the academic assessment and progress monitoring of all students.

5. There is good communication and relationships between the school and sending districts and parents.

**FINDINGS OF NONCOMPLIANCE IDENTIFIED AS A RESULT OF THE
APRIL 11, 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.**

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.*

Ed. 1109.01 Elements of an IEP

Responsible LEA: Newport School District

All elements of the IEP are not met as goals are not written in measurable terms, statement of transition service needs not included in the IEP and statement of transition service needs is not presented as a coordinated set of activities.

Ed 1120, CRF 300.43 Transition Services

Responsible LEA: Kearsarge School District

The Transition Plan in the student's IEP does not include a statement of transition service needs presented as a coordinated set of activities.

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.*

During one of the Case Study Presentations it was made clear that firecrackers had been used on the school grounds to demonstrate a social studies lesson titled "How to Blow Up the World". The firecrackers were lit and exploded by the instructor on school grounds in the presence of the students. While the judgment involved in using any explosive to demonstrate a classroom lesson is questionable there is additional concern that an appropriate process for gaining approval was not considered and utilized in activating any explosive device on the school property.

The lighting of firecrackers on school property is thus identified as a citation for the Bradford School. The use of fireworks on public property or property of another requires written permission. If the product is being used with written permission and is used within 200 feet of a person it requires a permit from the state Fire Marshall's office. Without meeting those requirements a school is in violation of the law and may be charged criminally.

This is a citation for the Bradford School.

160-C:11 Possession and Display of Permissible Fireworks; Penalty

I. Notwithstanding RSA 160-B:4, a person who is 21 years of age or older may possess permissible fireworks except in a municipality which has voted to prohibit possession pursuant to RSA 160-C:6. A person who is 21 years of age or older may display permissible fireworks on private property with the written consent of the owner or in the owner's presence, except in a municipality which has voted to prohibit display of permissible fireworks pursuant to RSA 160-C:6.

II. Any person who violates the provisions of this section shall be guilty of a violation if a natural person, or guilty of a class B misdemeanor if any other person.

Ed. 1109.01 Elements of an IEP

The IEPs reviewed did not include all of the required components (i.e. IEP goals are written in measurable terms, Transition Services not evident).

Ed. 1102 Transition Services; CFR 300.43

For student who will turn 14 during the IEP service period the IEP did not include a statement that student is informed of his/her rights under IDEA; an appropriate measurable postsecondary goal that covers education or training and employment, and, as needed, independent living; a statement of transition services that reasonably enable the student to meet his or her postsecondary goal and statement of transition service needs not included in the IEP and statement of transition service needs is not presented as a coordinated set of activities.

Ed. 1119.03 Full Access to the General Education Curriculum

The Bradford School has worked with the other NFI schools to develop a universal list of consultants in various subject matters. All but a consultant in High School Math are in place.

SUGGESTIONS FOR PROGRAM-WIDE IMPROVEMENT

Suggestions for improvement, simply stated, are recommendations provided by the visiting team that are intended to strengthen and enhance programs, services, instruction and professional development, and the NHDOE strongly encourages that serious consideration be given to the suggestions. However, discretion may be used in this area; suggestions for improvement are not considered to be required corrective actions and you may determine which suggestions most warrant follow up and address those in your corrective action plan. **System wide suggestions for improvement are listed below.** It should be noted that, in the Building Level Data Summary Report on the following pages, any suggestion made by a visiting team member that is actually a finding of noncompliance, has an asterisk (*) before it, and it is also listed above with the findings of noncompliance.

1. The Bradford School has experienced recent periods of change in personnel and a lack of consistently implemented administrative and instructional practices. The clear and focused oversight from the NFI organization appears to be critical to moving forward to a more stable and consistent school model. To that end create stronger partnerships and oversight between Bradford School and the other NFI schools to support growth and shared effective practices.
2. Revisit the Vision, Mission, Beliefs and Core Values for the Bradford School as an opportunity to clarify, reframe and restate the focus of the work of the school going forward.

3. Review the staffing patterns of the school to determine if there is a need to adjust the amount of administrative positions with the direct instructional staff. This recommendation is made with the understanding that while increased administrative oversight appears critical at this time there also appears to be a need for more access to highly qualified instructors to provide effective access to the general curriculum for all students.
4. Establish a process for organizing and maintaining student records that includes transition binders of credits earned, grades, test scores and transition plans.
5. Consider professional development in the areas identified by the NHDOE Program Approval visit including IEP development and Transition planning, development of effective behavior plans, use of student outcome data to inform decisions, Extended Learning Opportunities, alignment and implementation of curriculum that is aligned with the CCSS, etc.
6. Consider providing professional development in the areas of accommodations and modifications for students in IEP for instruction and assessment, the development of FBAs and related behavior plans, and the use of student outcome data to inform instructional decisions.
7. Consider providing additional Professional Development opportunities for staff to ensure that they have access to up to date knowledge of state and federal rules and regulations, as well as best practices for all aspects of the work of the non-public school.
8. Consider providing professional development in the use of the new NWEA Map assessment data to support instructional decisions.
9. Increase access to technology for use in educating the students with the purchase of e-tablets (E.g. iPad) and increasing availability to PLATO and VLACS.
10. Formalize the development of Extended Learning Opportunities (ELO) so that the existing community based activities can become credit bearing. This will require consultation and support from the NHDOE or an experienced high school ELO consultant.
11. Review the current grading system that puts emphasis on student participation and engagement to include clear measure of student learning outcomes as well.
12. Continue to develop the capacity to utilize student outcome data to determine instructional decisions. The access to the NHDOE's Performance Plus longitudinal data reports would be highly beneficial for all staff.

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: Bradford School	Date: April 11, 2012	Number of Cases Reviewed: 2
Programs:	How many of the reviewed students are age 16+?	How many are noncompliant for Indicator 13?
Recorder/Summarizer: Maryclare Heffernan		
Name: Mary Anne Byrne	Visiting	
Name: Maryclare Heffernan	Visiting	
Name: Nancy Pierce	Visiting	
Name: Sherry Burbank	Visiting	
Name: Tim Goggin	Visiting	
Name: Santina Thibedeau	Visiting	
Name: Rose Darrow	Visiting	
Name: Keith Howard	Building Level	
Name: Alita Phelps	Building Level	
Name: Ann Gratton	Building Level	
Name: Jan Williamson	Building Level	
Name: Peter Afferbach	Building Level	
Name: Catherine Cyr	Building Level	
Name: Jotham Spreeman	Building Level	

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 number of times a statement is marked on all Data Collection Forms for this school or building	
		YES	NO
		YES	NO
<p><u>Ed. 1109.01 Elements of an IEP CFR 300.320 Content of IEP</u> <u>Ed. 1109.05 Implementation of IEP 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) . . . general curriculum (i.e. ,the same curriculum as for nondisabled children)"</u> <u>CFR 300.320(a)(4)(iii) "To be educated and participate with other children with disabilities and non disabled children"</u></p>			
A1.)	Team uses multiple measures to design, implement and monitor the student's program.		2
A2.)	All IEP goals are written in measurable terms.	1	1
A3.)	Student's IEP has at least one functional goal.	1	1
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 has access to the general curriculum (as outlined by the district, sending district or NH frameworks.)		2
A7.)	Student participates in the general curriculum in a regular education setting with non-disabled peers, as appropriate, with necessary supports.	1	1
A8.)	When participating in a regular education setting with non-disabled peers with necessary supports, student has made progress in the general curriculum.	1	1
A9.)	Student participates appropriately in state, district and school-wide assessments.		2
A10.)	Student shows progress in state, district and school-wide assessments.		2
A11.)	Student has opportunities to participate in general extracurricular and other non-academic activities with necessary supports.	1	1
A12.)	Student does participate in general extracurricular and other non-academic activities with necessary supports.	1	1
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)	1	1
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:			
A14.)	Student is earning credits toward a regular high school diploma.	1	
A15.)	IF YES: within 4 years?		1
A16.)	Student will earn an IEP diploma or a certificate of completion.		1
A17.)	IF YES: within 4 years?		1
A18.)	Does this school 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 Bradford School administrators and staff demonstrate a willingness to evolve in their design of instruction to meet the changing needs of their student population and to include 21st Century skills and interests. 2. The Bradford School has worked hard to establish effective relationships with the local school districts. 3. The Bradford School administrators and staff are responsive to the sending school districts in communicating and planning transitions for the students. 4. The school's classrooms are clean, well organized, inviting and include the appropriate instructional tools and materials. 	<ol style="list-style-type: none"> 1. Review course descriptions and program of studies to clarify that the required curriculum is reflected in the courses needed and schedules provided to Bradford School students. 2. Continue to increase and upgrade technology in the classrooms and incorporate the use of technology into all aspects of instruction. 3. Formalize the development of Extended Learning Opportunities (ELO) so that the existing community based activities can become credit bearing. This will require consultation and support from the NHD OE or an experienced high school ELO consultant. 4. Consider additional use of online courses to extend the course offerings to include subjects such as foreign language and advanced placement courses as needed. 5. Review and revised the school class schedule as necessary to reflect that all students are participating in required courses. 6. Identify Instructional Targets (or Essential Learning) for each lesson and post publicly on the classroom board so that students and staff are aware of the specific learning goal. 7. Provide Bradford School teachers with the opportunity to visit and observe public high school classes and school activities to better prepare students for transition back to the home school environment. 8. Develop and establish an induction/mentoring program for new teachers to better support new staff in both academic and behavior areas. 9. There is a need to determine if all staff have a clear understanding of the distinction between student accommodations and modifications and are able to provide each appropriately. Professional development in this area is recommended.

10. Continue to develop the capacity to utilize student outcome data to determine instructional decisions. The access to the NHDOE's Performance Plus longitudinal data reports would be highly beneficial for all staff.

TRANSITION STATEMENTS

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)
 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.

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	YES	NO
T1.) Transition planning from grade to grade takes place.	1	1
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 be 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)		
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?	1	1
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.		
T6.) Is (are) the postsecondary goal(s) updated annually?	2	
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		
T7.) Is there evidence that the measurable postsecondary goal(s) were based on age appropriate transition assessment?	2	1
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		
T8.) Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goal(s)?	1	1
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		

	YES	NO	N/A
T9.) Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goal(s)? Do the transition services include courses of study that align with the student's postsecondary goal(s)? • If yes, then check Y OR if no, then check N	1		1
T10.) Is (are) there annual IEP goal(s) related to the student's transition services needs? Is (are) an annual goal(s) included in the IEP that is/are related to the student's transition services needs? • If yes, then check Y OR if no, then check N	2		
T11.) Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed? For the current year, is there documented evidence in the IEP or cumulative folder that the student was invited to attend the IEP Team meeting? • If yes, then check Y OR if no, then check N	2		
Only the following statement may be answered N/A if appropriate. All statements above must be answered Yes or No.			
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? For the current year, is there evidence in the IEP that representatives of any of the following agencies/services were invited to participate in the IEP development including but not limited to: postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living or community participation for this post-secondary goal? Was consent obtained from the parent (or student, for a student the age of majority)? • If yes to both, then check Y • If no invitation is evident and a participating agency is likely to be responsible for providing or paying for transition services and there was consent to invite them to the IEP meeting, then check N • If it is too early to determine if the student will need outside agency involvement, or no agency is likely to provide or pay for transition services, check NA • If parent or individual student consent (when appropriate) was not provided, check NA	1		1
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	1	1	

Transition Strengths	Transition Suggestions for Improvement
<ol style="list-style-type: none"> 1. The Bradford School provides clear opportunities for real time experiences in exploring vocational opportunities. 2. The school works to create relationships with families and LEAs to create support for transitioning students back into their home communities. 3. The general focus on parent and family relationships and partnerships is important and effective. 	<ol style="list-style-type: none"> 1. Provide Professional Development in Indicator 13 and the design of effective and complete transition plans for all students. 2. Identify the list of services needed in transition plans. 3. Create a clear system of organizing student credits, transcript, grades and other school experiences into a Transition Binder so that students have a portable record of work accomplished to transfer to other school settings, or post-secondary. 4. Create more intentional efforts to support students in their plans for post-secondary education (e.g. PSAT prep classes, visits to college campuses, online search for schools and careers). 5. Create a system of tracking students post-secondary to determine the long-range impact of the Bradford School experience on student outcomes.

SUMMARY OF BUILDING LEVEL DATA

	Filled in with the combined number of times a statement is marked on all Data Collection Forms for this school or building	
	YES	NO N/A
BEHAVIOR STRATEGIES AND DISCIPLINE		
<u>Ed. 1109 Program</u> <u>Ed. 1124 Disciplinary Procedures</u> <u>20 U.S.C. 1415 (K)</u> <u>Child Management – Private Schools</u> <u>RSA 169-C Child Protection Act</u> <u>CFR 300.324</u> <u>CFR 300.530-300.536</u>		
B1.) Data are used to determine impact of student behavior on his/her learning.	2	
B2.) Has this student ever been suspended from school?	1	1
B3.) If yes, for how many days?	1	
B4.) If appropriate, a functional behavior assessment has been conducted.		
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		
<ol style="list-style-type: none"> The point system utilized creates good data base to follow patterns and trends of student behavior and respond accordingly. The use of the Evolve data system to track student data is effective. Efforts to further engage students' in their own goal setting and learning has resulted in a decrease in negative behaviors. A newly stabilized administration and school has brought new order and goals to the school. 		
Behavior Strategy Suggestions for Improvement		
<ol style="list-style-type: none"> Provide Professional Development in the design of student behavior plans to ensure consistent and effective behavior plans. The behavior plans for individual students should align with the school's Normative Model to provide consistency of expectation and response. When students are transitioning back to their home school review and recommend the necessary behavior supports that students will need to have a successful and smooth transition. 		

Summary of Building Level Strengths and Suggestions

Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> 1. The use of consistent language, shared understanding of the school by the administration and staff was seen as a positive at the time of the visit. 2. The Bradford administration and staff are committed and caring of their student's needs and of the school-work. 3. There is good communication and relationships between the school and sending districts and parents. 4. The students presenting their Case Studies demonstrated a newly acquired appreciation of their own learning and expressed greater engagement in goal setting than they had previously experienced. 	<ol style="list-style-type: none"> 1. Revisit the Vision, Mission, Beliefs and Core Values for the Bradford School as an opportunity to clarify and refine the focus of the work of the school going forward. 2. The Bradford School has had periods of change and lack of consistently implemented administrative and instructional practices. The oversight from the NFI organization appears to be critical to moving forward to a more stable and constant school model. To the end create stronger partnerships between Bradford School and the other NFI schools to support growth and shared effective practices. 3. Increase of technology resources for instructional use is recommended. 4. Professional development in the areas identified by the NHDOE Program Approval visit including IEP development and Transition planning, use of student outcome data to inform decisions, Extended Learning Opportunities, alignment and implementation of curriculum that is aligned with the CCSS, etc. 5. Continue to provide additional Professional Development opportunities for staff to ensure that they have access to up to date knowledge of state and federal rules and regulations as well as best practices.