

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

**Hunter School
SUMMARY REPORT**

James Kemmerer, Executive Director and Principal

Chairperson(s), Visiting Team:
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Education Consultant(s)

Site Visit Conducted on November 29, 2012
Report Date, April 4, 2013
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I. TEAM MEMBERS

Visiting Team Members:

| NAME | PROFESSIONAL ROLE |
|------------------------|--|
| Jane Bergeron-Beaulieu | Education Consultant, Chairperson, Visiting Team |
| Dr. Edward Hendry | Education Consultant, Chairperson, Visiting Team |
| Bridgette Brown | NHDOE, Education Consultant |
| Ann Giove | Curriculum Coordinator |
| Kyla Welch | Director of Student Services |
| Jean Parsons | Special Education Director |
| Susan Gazda | Student Services Coordinator |

Building Level Team Members from The Hunter School:

| NAME | PROFESSIONAL ROLE |
|--------------------|--|
| Tammy L. Johnson | Social Studies Teacher and Coordinator of Special Education Services |
| Lynn-Marie Goodwin | Elementary teacher |
| Rebecca Hartley | Math teacher |
| Chris White | Paraprofessional |
| Dawn Richardson | Occupational Therapist |
| Karen T. | Parent |
| Cindi Brucker | Paraprofessional |

II. INTRODUCTION

The Hunter School is a small non-profit residential and day school located in Rumney NH. The school is currently approved by the New Hampshire Department of Education, Bureau of Special Education to provide year round programming to elementary school girls and boys in grades K-8, who are 4 to 15 years of age. The Hunter School specializes in serving students with Attention Deficit Hyperactivity Disorder (ADHD) and related conditions and is approved by the NHDOE to provide services to a maximum of 28 students identified in one or more of the following disability areas: Emotional Disturbance, Other Health Impairments, Specific Learning Disabilities, and Speech and Language Impairments. The Hunter School offers both day and residential education components and provides a wide continuum of elementary school offerings including academics, extracurricular and recreational activities. The goal of The Hunter School is to prepare every student for a successful transition back to a lesser restrictive environment, which in most cases is to his/her home and day school environment. The campus is located on 137 acres of land, classes are between 4-6 students which allows for differentiated instruction, positive behavioral supports, close monitoring of IEP goals and personalized learning.

Hunter School Mission (as stated by The Hunter School):

The Hunter School's mission is to instill in the student a sense of self-discipline, citizenship, character, honesty, and ethics both in and out of the school environment while providing a well-rounded education.

We view children with Attention Deficit Disorder not as disabled or disadvantaged, but possessing powerful talents to learn and succeed. We want every student to establish goals in order to reach their fullest potential in life.

At The Hunter School students are given these messages:

- You are competent, skilled, and successful.
- You have talents and value.
- You are precious and important in the world.

Hunter School Goals:

- To provide a well-rounded education that takes into consideration the individual student.
- To awaken in the student the spark of learning, curiosity, and quest for knowledge.
- To prepare students to become positive, contributing members in their communities, however big or small the communities may be.
- To help students build a positive foundation and self-concept upon which they can reconnect with themselves, others, and their education.
- To help students develop the values of honesty, responsibility, hard work, ethics, and empathy for others.
- To help students internalize skills so that they may be able to generalize them to other environments.

SCHOOL PROFILE

| SCHOOL DEMOGRAPHICS | 2011-2012 | 2012-2013 |
|---|--|------------------|
| Student Enrollment as of October 1 | 22 | 17 |
| Do you accept out-of-state students? If so, list number from each state in 12-13 | MD(1),VA(2), CA(1), NJ(1), OH(1), VT(1) | |
| Number and Names of Sending New Hampshire LEAs (as of October 1, 2012) | SAU4(2), SAU67(1), SAU31(1), SAU48(1),SAU23(1), SAU5(1), SAU75(1),SAU9(1), Parent placed (1) | |
| # of Identified Students Suspended One or More Times | 0 | 0 |
| Average Length of Stay for Students | 139 Days | 139 days |
| STAFF DEMOGRAPHICS | | |
| Student/Teacher Ratio (as of October 1, 2012) | | 3:1 |
| # of Certified Administrators | 1 | 1 |
| # of Certified Teachers | 5 | 4 |
| # of Teachers with Intern Licenses | 0 | 1 |
| # of Related Service Providers | 5 | 5 |
| # of Paraprofessionals | 7 | 5 |
| # of Professional Days Made Available to Staff | 8 | 8 |

| SPECIAL EDUCATION PROGRAM DATA | | |
|---|------------------|------------------|
| <u>Primary</u> Disability Types: | 2011-2012 | 2012-2013 |
| Autism | 4 | 1 |
| Deaf / Blindness | | |
| Deafness | | |
| Developmental Delay | | |
| Emotional Disturbance | 5 | 4 |
| Hearing Impairment | | |
| Intellectual Disability | | |
| Multiple Disabilities | 1 | |
| Orthopedic Impairment | | |
| Other Health Impairment | 9 | 4 |
| Specific Learning Disabilities | | |
| Speech or Language Impairment | | |
| Traumatic Brain Injury | | |
| Visual Impairment | | |

ADDITIONAL INFORMATION FOR NONPUBLIC SCHOOL APPROVAL:

| | <u>YES</u> | <u>NO</u> |
|--|------------|-----------|
| Is this school for profit or non-profit? If non-profit, please submit documentation of non-profit status. | Non-profit | |
| Is this school open 180 days per year in accordance with Ed 401.03 (2005)? If not, please attach any waiver received from the Commissioner, NH Department of Education. Please submit a school calendar with your application. | X | |
| This program is registered with the Secretary of State’s Office (SOS) to do business in New Hampshire. (http://www.sos.nh.gov/corporate/index.html) Please submit documentation indicating you are registered with the SOS. | X | |
| English will be the primary language used in this school, per RSA 189:19. | X | |
| The school will submit to the NH Department of Education, on or before October 15 th each year, the school’s average daily membership in attendance, fall enrollment and teacher staff numbers, in accordance with RSA 189.28. | X | |
| The school will display a United States flag no less than 5 feet in length outdoors, as required in accordance with RSA 189:17. | X | |
| The school will require students to be immunized against diphtheria, mumps, pertussis, poliomyelitis, rubella, rubeola and tetanus prior to enrollment, and maintain the results in the students’ records, per RSA 141-C:20a. | X | |
| Does the school have an Automated External Defibrillator (AED)? If so, is it registered as required by RSA 153-A:32. | | X |

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 The Hunter School on November 29, 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 the school 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 The Hunter 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, and administrators. 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 case study reviewed.

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

Based on review of the December 8, 2009, NHDOE Special Education Program Approval Report and follow up Corrective Action Plan, the following patterns were identified as finding of noncompliance:

| Findings of Noncompliance | Status as of January 14, 2011 | Status as of November 29, 2012 |
|---|--------------------------------------|---------------------------------------|
| ED 1109.05 CFR 300.320 Content of IEP IEPs for Children Placed in Private Provides of Special Education or other non-LEA Programs by Public Agencies | Met | Not Met |
| ED 1114.06 Responsibilities of Private Providers of Special Education or Other Non-LEA Programs in the Implementation of IEPs | Met | Not Met |

| | | |
|--|---------|--------------------|
| ED 1114.06 (g) Responsibilities of Private Providers of Special Education or Other Non-LEA Program in the Implementation of IEPs | Met | Not Met |
| ED 1114.05 (g) (j) Program Requirements, Equal Educational Opportunities/Full Access to the General Curriculum | Met | Not Met |
| ED 1114.10 Qualifications and Requirements for Instructional, Administrative and Support Personnel | Met | Met |
| ED 1114.10 Qualifications and Requirements for Instructional, Administrative and Support Personnel | Not Met | Not Met |
| ED 1114.07 Behavioral Interventions ED 1114.09 Use of Restrictive Behavioral Interventions | Met | Met |
| ED 1114.11 Employee and Volunteer Background Investigations | Met | Met |
| ED 1114.03 (c) Governance | Not Met | Not Met |
| ED 1114.06 (f) Responsibilities of Private Providers of Special Education or Other Non-LEA Programs in the Implementation of IEPs | Met | Met |
| ED 1114.06 (b) Responsibilities of Private Providers of Special Education or Other Non-LEA Programs in the Implementation of IEPs | Not Met | Met |
| ED 1114.10 (c) Qualifications and Requirements of Instruction, Administrative and Support Personnel | Met | Met |
| ED 1114.04 (a) Administration ED 1114.03 (e) Governance | Met | Not Met Not Met |
| ED 1129.01 Rate Setting | Met | Met |

V. NOVEMBER 29, 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.

Both of the New Hampshire students reviewed during the case study presentations were randomly selected by the New Hampshire Department of Education and the supporting evidence in the case studies were presented by the staff of The Hunter School. The students selected represented the disability categories of Autism and Emotional Disturbance and reflected both the elementary and middle school levels of The Hunter School. One of the students was residentially placed, the other attending on a day program basis; both have been at the Hunter school for several years.

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, The Hunter School distributed the LEA Survey to the contact people in all 16 LEAs, that had students enrolled in the school. Five surveys were returned which represents a 31% response rate from the NH LEAs.

Upon review of the survey results, the LEAs indicated overall satisfaction with the programming and services made available to students at The Hunter School. Strengths were identified in the areas of adherence to procedural requirements, effective behavior management, implementation of IEPs, as well as communication and relationship with LEAs and families. While there were no significant areas of dissatisfaction, target areas for improvement included improved progress monitoring and strengthening of transition planning.

SUMMARY REPORT OF SENDING LEAs

| | | |
|---|--|--------------------------|
| Name of Private School: The Hunter School | | |
| Total number of surveys sent: 16 | Total # of completed surveys received: 5 | Percent of response: 31% |
| Number of students placed by LEA: 9 NH | Court: 0 | Parent: 1 NH |

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 has a curriculum fully aligned to NH Curriculum | | 2 | 1 | | 2 |

| Frameworks/Common Core State Standards. | | | | | |
|--|---|---|---|--|---|
| 2. I am satisfied the student has made progress in the educational curriculum at the above school. | 1 | 3 | | | 1 |
| 3. There is evidence of effective instruction aligned with fidelity to the curriculum. | | 3 | | | 1 |
| 4. The school consistently follows special education rules and regulations. | | 3 | 1 | | 1 |
| 5. The school has developed and implemented effective policies and procedures for management of student behavior including the use of aversives. | | 4 | | | |
| 6. The school has an effective behavioral management program. | 1 | 2 | 1 | | 1 |
| 7. I am satisfied with the special education, related and other supplementary aids and services provided by the school. | | 4 | | | 1 |
| 8. The school implements all parts of students' IEPs including accommodations and modifications in both instruction and assessment. | | 5 | | | |
| 9. The school effectively uses data to measure academic growth and to inform instruction. | 1 | 1 | | | 3 |
| 10. The school uses data to measure behavioral growth and to inform instruction. | 1 | 2 | 1 | | 1 |
| 11. A mid-year review and annual evaluation of the child's progress relative to the IEP are conducted. | 1 | 1 | 2 | | |
| 12. The school has a comprehensive progress monitoring system that is communicated and provided to LEA and parents at least as often as the sending district (minimum 3 times per year). | | 4 | 1 | | |
| 13. The progress monitoring 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. | | 3 | 2 | | |
| 14. I am satisfied with the way the school communicates students' progress to the parents and the LEA. | | 4 | 1 | | |
| 15. The school actively plans for future transition to a less restrictive environment. | | 1 | 3 | | 1 |
| 16. The school implements all aspects of the transition services needs for students turning 14 during the IEP service period and Transition Services as outlined in Indicator 13 (16 years). | | 1 | | | 4 |
| 17. 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 | 1 | 1 | | 2 |
| 18. The school team sets meeting times that are convenient for both parents and the LEA. | 3 | 1 | 1 | | |
| 19. I would enroll other students at the school. | 1 | 3 | 1 | | 1 |

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.

Of the 17 parent surveys sent to parents, only two were returned, which represents a 12% response rate, thus the results may not be a true representation of the perceptions of parents. Upon review of the feedback provided by the two parents, there appeared to be overall satisfaction with the programming and services provided by The Hunter School. The survey results indicated that students have full access to the general education curriculum and that IEPs are being implemented. Further noted is that students are demonstrating progress, communication is strong and parents are engaged in their child's education. As with many private special education school settings, the two parents completing the survey indicated they would like increased opportunities for their child to interact with non-disabled peers and one parent would like improved communication regarding progress monitoring. Based on the two surveys returned there were no significant concerns raised by parents.

SUMMARY OF PARENT SURVEY DATA

| | | |
|---|--|--------------------------|
| Name of Private School: The Hunter School | | |
| Total number of surveys sent: 17 | Total # of completed surveys received: 2 | Percent of response: 12% |

INSTRUCTIONS FOR SCHOOL: PLEASE FILL IN ACTUAL NUMBER OF RESPONSES (NOT PERCENT) IN EACH BOX.

SCALE **3 = COMPLETELY** **2 = PARTIALLY** **1 = NOT AT ALL**

| ACCESS TO THE GENERAL CURRICULUM: | 3 | 2 | 1 | No Answer |
|--|----------|----------|----------|------------------|
| 1. I am satisfied that my child has access to the general education curriculum (Academic IEP goals and school curriculum aligned with Common Core State Standards /NH Curriculum Frameworks). | 1 | 1 | | |
| 2. My child has opportunities to interact with non-disabled peers on a regular basis unless the IEP team has determined that the interaction is not appropriate/reasonable. | | 1 | 1 | |
| 3. I am informed on a regular basis and with clear evidence of my child's progress in the general education curriculum. | 1 | | 1 | |
| 4. I understand that a variety of information (observations, test scores, results of evaluations, school work samples, behavioral data, etc) was considered in developing my child's IEP for this placement. | 2 | | | |
| 5. I am satisfied that there is a direct connection between my child's needs and the components of his/her IEP and the supports and services ("reasonably calculated to provide educational benefit"). | 1 | 1 | | |
| 6. I am satisfied that the sending school district has fully considered the Least Restrictive Environment in recommending this placement for my child (to the maximum extent appropriate, my child is educated with non-disabled peers). | 2 | | | |
| 7. I know whom to contact if I have questions about my child's placement or progress in this program. | 2 | | | |
| 8. I am satisfied that the staff of this placement worked collaboratively with my school district in developing my child's current IEP. | 1 | 1 | | |
| 9. I have been involved in the development of my child's IEP. | 2 | | | |
| 10. I am satisfied that my child is making progress toward his/her IEP goals. | 1 | 1 | | |

| | | | | | | | | |
|---|--|--|--|------------|----------|----------|--|------------------|
| FOR PARENTS OF HIGH SCHOOL STUDENTS ONLY: | | | | | | | | 2 |
| 11. My child earns credits toward a regular high school diploma in all of his/her classes. | | | | | | | | 2 |
| 12. My student will graduate with a high school diploma | | | | | | | | 2 |
| TRANSITION: | | | | | | | | |
| 13. I am satisfied with the planning and support provided for my child as he/she moves from grade to grade, school to school, public school to private school. | | | | 1 | 1 | | | |
| 14. All of the people who are important to my child's transition were part of the planning (grade appropriate). | | | | 1 | 1 | | | |
| 15. All of the people/agencies who are required to be part of transition planning for my child were part of the transition process. | | | | 1 | 1 | | | |
| 16. FOR PARENTS OF STUDENTS AGE 16 OR OLDER ONLY: I am satisfied that my child's IEP meets all the requirements of Secondary Transition: measureable post-secondary goals, necessary supports and services, age-appropriate transition assessments, specific invitation to the Transition meeting, etc. (DOE Indicator #13) | | | | | | | | 2 |
| 17. I am satisfied that the post-secondary Transition Goals for my child are reviewed on a regular basis, have the necessary supports and services to be accomplished, are connected to annual IEP goals, and can lead my child to productive participation/activities post-graduation or post-21 years as appropriate. | | | | | 1 | | | 1 |
| BEHAVIOR STRATEGIES AND DISCIPLINE: | | | | | | | | |
| 18. 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 | 2 | 1 | | No Answer |
| 19. I have been involved in the development of behavior interventions, strategies and supports for my child. | | | | 1 | 1 | | | |
| 20. I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs. | | | | 1 | 1 | | | |
| OTHER: | | | | | | | | |
| 21. I fully participate in special education decisions regarding my child. | | | | 2 | | | | |
| 22. I have been provided with a copy of the procedural safeguards (parental rights) at least once a year. | | | | 1 | 1 | | | |

**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

As the visiting team participated in the review of case studies and the evidence provided by The Hunter School, the staff made many references to the SAU 48 curriculum, which is currently the adopted curriculum for The Hunter School. It was also noteworthy that the staff at The Hunter School was in the process of developing a comprehensive Hunter School math curriculum that was aligned to both the state curriculum standards and the Common Core Curriculum Standards. This curriculum was

well crafted and designed to meet the needs of the unique student population enrolled at The Hunter School.

While the SAU 48 curriculum document is available to staff, there is little administrative supervision available for the oversight and implementation of curriculum, nor was there evidence of ongoing professional development and consultation for staff to ensure that what is taught is aligned to a written and assessed curriculum. Based on the brief visit to The Hunter School, it was not evident that the SAU 48 curriculum is a viable, working document, linked to assessment tools that are used by The Hunter School teachers to plan instruction and guide lesson planning. At The Hunter School, evidence of implementation of the SAU 48 curriculum was minimal. It will be the role of leadership to put in place mechanisms to ensure that common instructional practices are aligned to a curriculum across all grades; this includes content outlined in the NH Minimum State Standards. While the staff report that the SAU 48 curriculum is what guides instruction and copies of the curriculum binders are on site, it became evident that instruction for students at Hunter School is highly individualized, teacher designed and not always connected to curriculum standards or competencies. Although it was clear that students are afforded the opportunity to progress at their own rates of learning, this approach is not always linked to a standards based curriculum. It is important to note that during the last NHDOE Special Education Program Approval visit this was identified as an issue, at which time The Hunter School was utilizing the SAU 48 curriculum. Within each grade level and classroom at The Hunter School, the design and definition of learning standards is not clearly defined, nor is there a clear definition of the critical learning standards for each level in the school, kindergarten, elementary and middle school. The students at The Hunter School need a well-defined and carefully implemented curriculum and assessment criteria directly linked to the curriculum. The Hunter School must become well-grounded in current curriculum, instruction and assessment practices. While personalized approaches to learning are encouraged, it is critical that individualized approaches to instruction be connected to a curriculum, that instruction be provided and designed by appropriately credentialed staff, and that there be a scope and sequence for curriculum that includes clear expectations for learning outcomes. Connected to this should be continuum of assessments to measure the outcomes of the students enrolled and the goals outlined in the IEP.

Currently The Hunter School does not meet all of the curriculum requirements to insure equal educational opportunities and full access to the minimum state standards for implementation of required curricula in grades K-8.

Transition

Transition Planning

Process: Provision of Free Appropriate Public Education (FAPE)

Transition Services

Transition planning is critical for students placed in private special education facilities outside of their home district, and particularly for students who have experienced a turbulent education history and have moved to numerous educational settings. The visiting team recognized the significant efforts that the staff at The Hunter School makes in the area of transition planning. Since the majority of the students enrolled at The Hunter School are all under the age of 14, formalized transition plans are not always required in student IEPs. It is important to note that one of the randomly selected case study students was a youngster who was age 14 and soon to transition to a high school setting. For this student, transition planning requirements were not fully documented and the finding noted in the report that follows. Despite not having the written documentation in the IEP for this particular student, it was noted by the visiting team that transition planning for students is happening at The Hunter School, and

there were a variety of data sources to document this. In looking at the evidence for transition planning, the staff at The Hunter School begins transition planning upon student admission and continues to review at all progress review meetings. Families and LEAs are included in the planning and there is regular and ongoing communication among all. As part of daily transitions, the staff shares information regarding curriculum, instruction and assessment at weekly staff meetings, and all teachers communicate with one another on a regular basis. In addition, there are daily opportunities for the school and residential staff to communicate and work collaboratively to ensure smooth transitions. At The Hunter School there is a well-designed system of communication that supports all aspects of transition.

Behavior Strategies and Discipline

As a result of the NHDOE Special Education Case Study Compliance Review conducted at The Hunter School, the visiting team concluded that there were no concerns related to the management of student behaviors. Throughout all of the classrooms in The Hunter School it was clear that staff and administration have been provided with specialized training on positive intervention strategies to address the varying individual needs of students who exhibit significant behavior and mental health issues. Everyone at The Hunter School is well trained to provide the necessary supports to students. Behavior plans reviewed during the Case Study Compliance Review were comprehensive, and for the most part, data collected and reviewed on an ongoing basis. Interventions used were positive and actively involve students, families and LEAs.

At The Hunter School staff and administration have designed and implemented a school wide culture of positive behavioral supports, promoting of self -confidence and respect for all.

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

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

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

At the time of the November 29, 2012 visit to The Hunter School, the facility was requesting approval from the NHDOE Bureau of Special Education to provide services to students who have been identified in the disability category of Autism.

COMMENDATIONS

As a result of the NHDOE Case Study Compliance Review conducted November 29, 2012, the following commendations are noted for The Hunter School. These commendations are based upon classroom observations, case study presentations, parent, parent and LEA participation and the application materials submitted prior to the visitation.

1. The staff and administration at The Hunter School are commended for their commitment to the students and families they serve and the positive culture and climate that has been established within the school and residences.
2. Students are engaged and motivated to achieve and are actively involved in monitoring their goals.
3. The school wide positive behavior support program teaches students how to be responsible and respectful.
4. Parents and LEAs are actively engaged in all aspects of programming and have expressed their satisfaction with the progress their students have made at The Hunter School.
5. Communication strategies and mechanisms are strong at all levels, between school and residences, between parents and the school, among all staff and with all sending LEAs.
6. The opportunity for students to participate in activities within the community setting enhances the educational programming.
7. The Hunter School has been very intentional in regard to the admission process and ensuring that all students enrolled meet admissions criteria.
8. The current leadership within The Hunter School is strong and has provided stability, clear direction to staff and a focus upon high quality teaching and learning.

Number of Cases Reviewed During The Hunter School, November 29, 2012, NHDOE Compliance Visitation

| | |
|--|---|
| Preschool | |
| Elementary School | 1 |
| Middle School | 1 |
| High School, Age Below 16 | |
| High School, Age 16 or Above | |
| Number of Noncompliance for Indicator 13 | |
| Total Number of Case Studies Reviewed | 2 |

FINDINGS OF NONCOMPLIANCE IDENTIFIED AS A RESULT OF THE NOVEMBER 29, 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 child specific findings listed below are to be addressed in collaboration with the LEA and resolved within 45 days. Systemic findings of noncompliance listed below must be addressed by The Hunter School in a corrective action plan and resolved within one year of the report date. A template and instructions for such planning will be provided.**

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, inadequate facilities, staff credentials professional development or findings of noncompliance related to policy/procedure or other regulatory findings of noncompliance that impact all students in enrolled in the program.

At The Hunter School there are many praiseworthy strategies, practices and interventions provided to the students enrolled. While noteworthy, there were also several issues of significance that surfaced which warrant immediate attention. These include implementation of a viable curriculum, provision of equal educational opportunities and full access to general education curriculum requirements. While the visiting team recognized that The Hunter School is in process of working on development and piloting of a math curriculum, all of the required content areas need to demonstrate a viable curriculum that teachers use on a daily basis; one that is directly connected and aligned to NH Grade Level Expectations and the NH Curriculum Frameworks. Related to this is the need for a process that ensures consistency in the application of assessments used for progress monitoring, the application of the curriculum, instructional strategies and development of measurable IEP goals.

It is important to note that these issues, along with the findings of noncompliance outlined in the report are not the result of a lack of effort on the part of the staff and administration, rather they are systemic and historic issues that will take a significant amount of time and resource to fully resolve.

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(a)(1) Elements of an Individualized Education Program, CFR 300.320 (b)(2) Transition services

Finding: The IEP for student age 14 was lacking a statement of necessary transition services that focuses upon a student's course of studies.

Newmarket School District

ED1109.01 (a)(1) Elements of an Individualized Education Program, CFR 300.320 (a)(2)(i) Definition of individualized education program

Finding: The IEP reviewed lack annual goals that were written in measurable terms.

Newfound Regional School District

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.*

ED 1114.03 (c) Governance

Finding: The governing board must ensure that The Hunter School is in compliance with all federal, state and local laws concerning the education of children with disabilities including the IDEA and RSA 186-C.

ED 1114.03 (e) Governance

Finding: The governing board shall ensure that there are sufficient funds to operate the program and that the school finances are handled according to generally accepted accounting principles. At the time of the November 2012 Case Study Compliance Review to The Hunter School, no financial information was provided.

ED 1114.04 (a) Administration

Finding: The Hunter School must demonstrate fiscal accountability through regular recording of its finances and an annual external audit. At the time of the November 2012 Case Study Compliance Review, no financial information was submitted, nor was there evidence of annual external audit.

ED 1114.05 (c) Program Requirements

Finding: Prior to enrollment, the sending LEA shall send a copy of the child's IEP that meets all requirements of ED 1109 to each private provider of special education. At the time of the November 2012 Case Study Compliance Review, two of the IEPs reviewed lacked full compliance with ED 1109 specifically transition planning and measurable annual goals.

ED 1114.05 (f) Program Requirements

Finding: The Hunter School shall not accept any students with disabilities for which the program is not approved. At the time of the November 2012 Case Study Compliance Review, there was one student identified with the disability code of Autism; The Hunter School is not approved to service students with this identification.

ED 1114.05 (g) Program Requirements

Finding: Students enrolled at The Hunter School must have full access to curricular standards established for NH schools and school district and have certified staff and/or consultants providing oversight to course offerings/instruction. At the time of the November 2012 Case Study Compliance Review, The Hunter School was not able to demonstrate that there was a viable curriculum for both the elementary and middle school levels, one which meets all NH Curriculum Requirements. Both case studies reviewed lacked evidence that students at The Hunter School have access to, and participate in, required elementary and middle schools curriculum content as outlined in the NH Minimum Curriculum Standards and Grade Level Expectations (GLEs).

ED 1114.06 (b) Responsibilities of Private Providers of Special Education or Other Non-LEA Programs in the Implementation of IEPs

Finding: The Hunter School must ensure that there are sufficient supplies, materials and technology in order to fully implement all components of a child's IEP. At the time of the Case Study Compliance Review, there were not sufficient supplies, materials, materials or equipment to ensure that students are

provided with full access to the general education curriculum and that goals as outlined in IEPs could be fully implemented.

ED 1114.19 (b) Insurance Coverage

Finding: The Hunter School must demonstrate that all persons delegated the authority to sign checks or manage funds are bonded at the program's expense. At the time of the November 2012 Case Study Compliance Review, there was no documentation submitted that such individuals have been bonded.

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.**

- The Hunter School will better serve students and staff through the continued focus upon all aspects of technology including but not limited to reliable access to the internet, upgrades to hardware and software and the integration of technology into all aspects of the curriculum. It is further suggested that there be a long term Hunter School Technology Plan developed, implemented and monitored.
- Immediate attention should be given to the purchase and implementation of progress monitoring tools that could be utilized for ongoing assessment of student achievement and documenting attainment of IEP goals.
- Staff at The Hunter School would benefit from continued professional development and support in the writing of IEPs, specifically in the area of measurable annual goals.
- At The Hunter School, continued attention to strengthening the academic culture is recommended. This would include emphasis upon use of data, specific learning targets/competencies for all educational programming, strengthened curriculum, instruction and assessment as well as improved experiential learning experiences.
- The Hunter School should develop a long term plan and written process for monitoring, evaluating, and reviewing the curriculum.
- The Hunter School should give significant consideration to implementation of both formative and summative assessments that are aligned to the curriculum. This information could be used for writing of IEPs and progress monitoring.

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: The Hunter School | Date: November 29, 2012 | Number of Cases Reviewed: 2 |
| Programs: Elementary and Middle School Classroom | How many of the reviewed students are age 16+? 0 | How many are noncompliant for Indicator 13? 0 |
| Recorder/Summarizer: Jane Bergeron-Beaulieu | | |

| | |
|------------------------------|----------------|
| Name: Tammy L. Johnson | Building Level |
| Name: Chris White | Building Level |
| Name: Rebecca Hartley | Building Level |
| Name: Dawn Richardson | Building Level |
| Name: Cindi Brucker | Building Level |
| Name: Lynn-Marie Goodwin | Building Level |
| Name: Karen T. | Visiting |
| Name: Susan Gazda | Visiting |
| Name: Jean Parsons | Visiting |
| Name: Bridget Brown | Visiting |
| Name: Ed Hendry | Visiting |
| Name: Jane Bergeron-Beaulieu | Visiting |
| Name: Ann Giove | Visiting |
| Name: Kyla Welch | Visiting |

Based on data collected from the Data Collection Forms, Interview Forms, Classroom Observations, etc. the following summary is intended to provide a “snapshot” of the quality of services and programs in the school in the areas of: **Access to the General Curriculum, Transition and Behavior Strategies and Discipline.**

| 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 | | |
|--|--|--------------------------------------|--|------------------------------|--|-----------|---|
| <u>Ed. 1109.01 Elements of an IEP</u> <u>CFR 300.320 Content of IEP</u> <u>Ed. 1109.05, Implementation of IEP</u> <u>20 U.S.C. 1414 (d)</u> <u>Ed. 1115.07, Ed 1119.01(f) Provision of Non-Academic Services/Settings</u> <u>CFR 300.320(a) CFR 300.34 Ed. 1113.08, Full Access to District's Curricula</u> <u>Ed. 1113.13, Diplomas</u> <u>Ed. 1107.04 (d) Qualified Examiner</u> <u>Ed. 1109.01 CFR 300.320 Program Requirements, Content of IEP</u> <u>Ed. 1119 Protections Afforded to Children with Disabilities</u> <u>CFR 300.320(a)(1)(i)</u> ". . . general curriculum (i.e., the same curriculum as for nondisabled children)" <u>CFR 300.320(a)(4)(iii)</u> "To be educated and participate with other children with disabilities and non disabled children" | | | | | | | |
| A1.) Team uses multiple measures to design, implement and monitor the student's program. | | | | | 2 | | |
| A2.) All IEP goals are written in measurable terms. | | | | | 1 | 1 | |
| A3.) Student's IEP has at least one functional goal. | | | | | 2 | | |
| A4.) Student has made progress over the past three years in IEP goals. Goal 1 | | | | | 2 | | |
| A5.) Student has made progress over the past three years in IEP goals. Goal 2 | | | | | 2 | | |
| A6.) Student <u>has access to</u> the general curriculum (as outlined by the district, sending district or NH frameworks.) | | | | | | 2 | |
| A7.) Student <u>participates in</u> the general curriculum <u>in a regular education setting with non-disabled peers</u> , as appropriate, with necessary supports. | | | | | | 2 | |
| A8.) When <u>participating in a regular education setting with non-disabled peers</u> with necessary supports, student <u>has made progress in</u> the general curriculum. | | | | | | | 2 |
| A9.) Student <u>participates</u> appropriately in state, district and school-wide assessments. | | | | | 2 | | |
| A10.) Student <u>shows progress</u> in state, district and school-wide assessments. | | | | | 2 | | |
| A11.) Student <u>has opportunities</u> to participate in general extracurricular and other non-academic activities with necessary supports. | | | | | 2 | | |
| A12.) Student <u>does participate</u> in general extracurricular and other non-academic activities with necessary supports. | | | | | 2 | | |
| A13.) Was the student's most recent individual evaluation (initial or reevaluation), including a written summary report and meeting, held within 45 days of parental permission to test? If not, was it due to: (check all that apply) | | | | | 2 | | |
| a.) Extension in Place | b.) Lack of Qualified Personnel ___Psychologist ___Educator ___Related Services ___Other | c.) Evaluation Not Completed in Time | d.) Summary Report Not Written in Time | e.) Meeting Not Held in Time | f.) Other | | |
| For High School Students: | | | | | YES | NO | |
| A14.) Student is earning credits toward a regular high school diploma. | | | | | | | |
| A15.) <i>IF YES:</i> within 4 years? | | | | | | | |
| A16.) Student will earn an IEP diploma or a certificate of competency. | | | | | | | |
| A17.) <i>IF YES:</i> within 4 years? | | | | | | | |
| A18.) Does this school have a clear policy for earning a high school diploma? | | | | | | | |

SUMMARY OF BUILDING LEVEL DATA

| Access Strengths | Access Suggestions for Improvement |
|---|--|
| <p>There is great potential in the draft math curriculum that was reviewed by the visiting team.</p> <p>The overall improvement made to instructional practices since the last NHDOE Program Approval visit have been significant. The school leader and staff are commended for their school wide efforts to improve instruction and ensuring that IEPs are being implemented and monitored.</p> <p>The small class sizes at The Hunter School are beneficial to student learning.</p> <p>There has been significant improvement in the culture and climate within The Hunter School which has positively impacted student learning.</p> <p>The thematic approach to teaching is commendable.</p> <p>Teachers are dedicated and able to motivate a very challenging student population.</p> <p>There is individualized instruction provided to all students.</p> <p>There is a favorable staff/student ratio at The Hunter School.</p> <p>The facilities at The Hunter School have had several renovations and provide an appropriate and effective learning environment for the students.</p> <p>The Executive Director/Principal is commended for his significant efforts to ensure that required improvements continue to be implemented.</p> | <p>A more formal process needs to be established in the implementation, supervision of curriculum, instruction and assessment at The Hunter School.</p> <p>There is a need for increased access and use of technology for both students and staff.</p> <p>Staff would benefit from increased professional development opportunities in all areas of curriculum, instruction and assessment as well as use of specialized interventions.</p> <p>Consider adopting progress monitoring tools to better measure student outcomes.</p> |

| TRANSITION STATEMENTS | | Filled in with the combined number of times a statement is marked on all Data Collection Forms for this school or building | |
|---|--|---|-----------|
| Ed .1102 Transition Services CFR 300.43 Ed. 1106 Process; Provision of FAPE CFR 300.124 Part C Transition Ed. 1109.01 Elements of an IEP (Transition Services) CFR 300.320(a)(7)(b) 20 U.S.C. 1402 (34) 20 U.S.C. 1414 (d)(1)(A) and (d)(6) Ed. 1103 IEP Team CFR 300.320(b) 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. | | YES | NO |
| T1.) Transition planning from grade to grade takes place. | | 2 | |
| T2.) Transition planning from school to school takes place. | | 2 | |
| T3.) Collaboration has occurred between general and special education staff in IEP development and in transition planning. | | 2 | |
| T4.) For a student who will turn age 14 during the IEP service period (or younger if determined appropriate by the IEP team,) does the IEP include a statement of the transition service needs that focuses on the student's course of study, such as participation in advanced-placement courses or a vocational education program? Ed 1109.01 (10) | | | 1 |
| 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? | | | |
| <i>Can the goal(s) be counted? Will the goal(s) occur after the student graduates from school? Based on the information available about this student, does (do) the postsecondary goal(s) seem appropriate for this student? • If yes to all three, then check Y OR if a postsecondary goal(s) is (are) not stated, check N.</i> | | | |
| T6.) Is (are) the postsecondary goal(s) updated annually? | | | |
| <i>Was (were) the postsecondary goal(s) addressed/ updated in conjunction with the development of the current IEP? • If yes, then check Y OR If the postsecondary goal(s) was (were) not updated with the current IEP, check N</i> | | | |
| T7.) Is there evidence that the measurable postsecondary goal(s) were based on age appropriate transition assessment? | | | |
| <i>Is the use of transition assessment(s) for the postsecondary goal(s) mentioned in the IEP or evident in the student's file? • If yes, then check Y OR if no, then check N</i> | | | |
| T8.) Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goal(s)? | | | |
| <i>Is a type of instruction, related service, community experience, or development of employment and other post-school adult living objectives, and if appropriate, acquisition of daily living skills, and provision of a functional vocational evaluation listed in association with meeting the post-secondary goal(s)? • If yes, then check Y OR if no, then check N</i> | | | |

| | | | |
|--|------------|-----------|------------|
| T9.) Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goal(s)? | | | |
| <i>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</i> | | | |
| T10.) Is (are) there annual IEP goal(s) related to the student's transition services needs? | | | |
| <i>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</i> | | | |
| T11.) Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed? | | | |
| <i>For the current year, is there documented evidence in the IEP or cumulative folder that the student was invited to attend the IEP Team meeting? • If yes, then check Y OR if no, then check N</i> | | | |
| Only the following statement may be answered N/A if appropriate. All statements above must be answered Yes or No. | YES | NO | N/A |
| T12.) If appropriate, is there evidence that a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority? | 1 | | |
| <i>For the current year, is there evidence in the IEP that representatives of any of the following agencies/services were invited to participate in the IEP development including but not limited to: postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living or community participation for this post-secondary goal? 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</i> | | | |
| 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) | | | |
| T14.) Student is informed prior to age 17 of his/her rights under IDEA | | | |

| Transition Strengths | Transition Suggestions for Improvement |
|--|---|
| <p>The Hunter School provides a variety of community experiences to the students enrolled which strengthens skill sets in both social and pre-vocational experiences.</p> <p>Transitions to a lesser restrictive environment are focused upon during the admission process and subsequent transition planning is intentional.</p> <p>Staff and administration work closely with parents and LEAs in transition planning and provides the necessary supports to ensure smooth transitions.</p> <p>Communication among and between staff, class to class, school to residence is strong</p> <p>All staff read/are familiar with the whole child, education, social, emotional and medical, as well as with family dynamics that might impact student learning.</p> <p>Predictability of routines in both school and residence are evident and assist with smooth transitions for all students.</p> | <p>At the point of transition out of The Hunter School, it would be beneficial for more personal contact with the receiving school and that there be on-site consultation with the teachers in the new setting.</p> <p>As a service offered by The Hunter School, the school may want to consider offering follow up consultation to districts once a child has left The Hunter School.</p> |

SUMMARY OF BUILDING LEVEL DATA

| <u>BEHAVIOR STRATEGIES AND DISCIPLINE</u> | | Filled in with the combined number of times a statement is marked on all Data Collection Forms for this school or building | | |
|---|--|---|----|-----|
| <u>Ed. 1109 Program</u> <u>CFR 300.324</u> <u>Ed. 1124 Disciplinary Procedures</u> <u>CFR 300.530-300.536</u> <u>20 U.S.C. 1415 (K)</u> <u>Child Management – Private Schools</u> <u>RSA 169-C Child Protection Act</u> | | YES | NO | N/A |
| B1.) Data are used to determine impact of student behavior on his/her learning. | | 2 | | |
| B2.) Has this student ever been suspended from school? | | | 2 | |
| B3.) If yes, for how many days? | | | | |
| B4.) If appropriate, a functional behavior assessment has been conducted. | | | | 2 |
| B5.) IEP team has addressed behaviors that are impacting student learning. | | 2 | | |
| B6.) A behavior intervention plan has been written to address behaviors. | | | | 2 |
| B7.) All individuals working with the student have been involved in developing behavior intervention strategies. | | 2 | | |
| B8.) Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate. | | 2 | | |
| B9.) Results of behavior intervention strategies are evaluated and monitored. | | 2 | | |
| B10.) A school-wide behavior intervention model exists. | | 2 | | |
| Behavior Strategy Strengths | Behavior Strategy Suggestions for Improvement | | | |
| <p>The staff have been provided with ongoing training in positive behavioral supports and there is evidence of this throughout the school.</p> <p>The strength based non-punitive school wide behavior management system is clearly articulated and has had a positive impact upon overall learning environment at The Hunter School.</p> <p>The implementation of the school wide behavior program has been well received by staff, students, parents and LEAs and has met with much success. This is evidenced through decrease in student incident reports, removal of time out rooms, and the positive culture and climate at The Hunter School.</p> <p>The school’s new approach to collection and use of behavioral data to inform decisions provides staff and administration with information regarding the effectiveness of behavior management in an organized and useful manner.</p> <p>The school goal of decreasing and eliminating physical restraints are commended. Behavioral data demonstrates that this goal has been successfully accomplished.</p> | | | | |

Summary of Building Level Strengths and Suggestions

| Strengths | Suggestions for Improvement |
|---|--|
| <p>The Hunter School is commended for the culture of collective responsibility and respect that has been created within the school. Over the past three years there has been a very positive change in the school environment.</p> <p>The behavior management program at The Hunter School is well designed and implemented with effective outcomes as indicated by the data collected each day. The related professional development provided to the staff was well delivered and is ongoing.</p> <p>Students at The Hunter School are engaged and enthusiastic.</p> <p>The Hunter School offers many real life extra curricula experiences to students within the community setting.</p> <p>The facilities are well maintained, clean and contribute to the sense of community and respect for people and place as noted by many of the individuals interviewed during the Case Study Compliance Review.</p> <p>The commitment of the staff and administration at The Hunter School are commended for their creativity, sense of collaboration, engagement with parents and families and for providing positive learning experiences for the students enrolled.</p> | <p>The school would greatly benefit from expertise in curriculum development.</p> <p>Administrative/clerical support for the administration and staff is strongly recommended.</p> <p>Staff and administration should be provided with professional development as related to Common Core Curriculum Standards, and the new state assessment Smarter Balance, which will soon be required of all New Hampshire schools.</p> <p>The Hunter School may want to consider taking a more active role in state professional organizations as a means for keeping abreast of important education issues, best practice, available professional development and networking with other schools.</p> |