

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

SUMMARY REPORT

The Hunter School

**Dana Bean, Executive Director
Susan Ellis, Education Director
Donna Herlihy, Director of Special Education**

Visiting Team:

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Kelly Mask, Special Education Coordinator

Visit Conducted on April 6, 2007
Report Date, July 2, 2007
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I. TEAM MEMBERS

Visiting Team Members:

NAME	PROFESSIONAL ROLE
Chairperson: Jane Bergeron-Beaulieu Kelly Mask	Education Consultant Special Education Coordinator

Building Level Team Members:

NAME	PROFESSIONAL ROLE
Sue Ellis	Education Director
Larry Mortensen	Science Teacher
Virginia Keysar	Math Teacher
Nicole Bushaw	Elementary Education Teacher
Carrie Boyce	Social Studies Teacher
Donna Herlihy	Director of Special Education

II. INTRODUCTION

The Hunter School is a private day and boarding school for children with attention deficit disorders and/or related conditions. The 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. The Hunter School is currently approved by the NHDOE as a private special education school, to serve male students ages 5-15 (residential and day), and female students (day only) ages 5-15. At the time of the NHDOE Case Study, there were approximately 25 students enrolled; of which 22 were New Hampshire students. As part of the NHDOE Program Approval, the Hunter School is seeking approval from the NHDOE, Bureau of Special Education, for a change in program, specifically to accept residential female students.

The vision statement for the Hunter School, as noted in the NHDOE Program Approval Application, is as follows:

“Our vision is a safe, holistic environment in which children and families are treasured and where every child in our care will experience a childhood that affords the basis for a fulfilling life”.

The Hunter School is part of the New England Salem Children's Trust, sometimes referred to as New England Salem Children's Village, which has been in existence for over 30 years. The New England Salem Children's Trust is an intermediate group home serving the needs of children who are unable to live with their families for a time. The Hunter School and New England Salem Children's Trust are two independent programs, yet they share a 137 acre campus, and a common philosophy and vision.

SCHOOL DEMOGRAPHICS	2004-05	2005-06	2006-07
Student Enrollment as of December 1	18	21	22
Do you accept out-of-state students? If so, list number from each state in 06-07	1-NE, 1-MA, 1-NY, 1-Bermuda		
# and Names of Sending New Hampshire LEAs (as of October 1)	SAU#9 Conway, SAU#17 Sandown, SAU#23 Bath, SAU#37 Manchester, SAU#38 Keene, SAU# 48 Plymouth, SAU#62 Mascoma, SAU#78 Rivendell		
DOE Approved Rate	I=162.37 R=109.76	I=162.37 R=109.76	I=167.24 R=113.05
Actual Expenditure per Pupil (Budget Divided by # of Students as of Oct 1)	\$52,896.22	\$46,888.14	Budgeted \$47,018.82
# Identified Students Suspended One or More Times	2	1	0
Average Length of Stay for Students	18-24 months	18-24 months	18-24 months
<u>STAFF DEMOGRAPHICS</u>			
Student/Teacher Ratio (as of Oct. 1)	4-6:1	4-6:1	4-6:1
# of Certified Administrators	2	2	2
# of Certified Teachers	5	5	5
# of Teachers with Intern Licenses	0	0	0
# of Non-certified Teachers	1	1	1
# of Related Service Providers	2	2	1
# of Paraprofessionals	0	0	0
# of Professional Days Made Available to Staff	5	5	7

SPECIAL EDUCATION PROGRAM DATA	2004-05	2005-06	2006-07
<u>Primary Disability Types:</u>			
Autism	0	0	0
Deaf / Blindness	0	0	0
Deafness	0	0	0
Emotional Disturbance	12	15	15
Hearing Impairment	0	0	0
Mental Retardation	0	1	0
Multiple Disabilities	5	6	6
Orthopedic Impairment	0	0	0
Other Health Impairment	7	8	10
Specific Learning Disabilities	2	3	4
Speech or Language Impairment	3	2	1
Traumatic Brain Injury	0	0	0
Visual Impairment	0	0	0
Developmental Delay ages 3-9	0	0	0

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 April 6, 2007 for the purpose of reviewing the present status of programs and services made available to children and youth with educational disabilities. As part of the NHDOE Special Education Program Approval Visit, Case Study Compliance Reviews were conducted from two of the classrooms at the Hunter School.

The New Hampshire Department of Education, Bureau of Special Education conducts program approval visits using a Case Study Model that is a focused review. This focused review permits the NHDOE to leverage its impact for change and improvement within school districts and private special education schools statewide, by focusing the attention of all educators on the following three areas of critical importance in the provision of FAPE for students with disabilities:

- Access to the General Curriculum
- Transition
- Behavior Strategies and Discipline

As part of this compliance review, case studies were randomly selected by the NHDOE prior to the visit, and staff was asked to present these case studies 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 SPEDIS verification reports
- All data collected during the visit
- Any new 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 at the Hunter 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 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 plans (IEPs), progress reports, samples of student work, grades, extracurricular involvement, permanent records, curriculum, etc. Input was gathered from key constituents, including interviews with professional staff, parents, administrators, and in some cases the students. In addition, classroom observations were conducted for each of the case studies being reviewed. The collective data were summarized by the visiting and building level teams. This summary, included in the following pages, outline identified areas of strength and areas needing improvement for each school reviewed.

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

Based on review of the April 2004 NHDOE Special Education Program Approval Report, the following patterns were identified as needing improvement:

Citation	Status June 2005	Status April 2007
ED 1119.03 Full Access to the General Curriculum	Partially Met	Partially met
ED 1109.01 Elements of IEP	Met	Partially Met
ED 1135.03, ED 306.21 Elementary School Curriculum	Met	Met
ED 1133.05 Qualification of Staff	Partially Met	Partially Met
ED 306.06 (a) (3) School Facilities	Not Met	Not Met
ED 1123.04 Confidentiality	Met	Met
ED 1109.01 Signatures on IEP's	Partially Met	Met
ED 1107.03 Multidisciplinary Team	Met	Met

V. APRIL 2007 CASE STUDY COMPLIANCE REVIEW RESULTS

Data collection is an important part of the NHDOE Special Education Case Study Compliance Review Process. In order to monitor whether or not special education programs are in compliance in the three focus areas, and determine any root causes of problems that may be identified through the case study process, it is essential that each case study team dig deeply into the data, and not just a look at the surface. This process takes time, and the entire team working with the child being studied must be involved in collecting and analyzing the data, as well as presenting and summarizing the data with the visiting team. As such, the NHDOE works with educational communities to determine the number and type of case studies to be prepared and presented, to ensure that building teams are not inundated with much more data than they can possibly analyze, allowing them to reflect upon and generalize their newly found knowledge of their programs, practices, policies and procedures.

At the April 2007 NHDOE Special Education Program Approval Visit to the Hunter School, there were two student case studies that were randomly selected by the NHDOE to be presented to the visiting team. One came from the elementary school classroom, and another from the multi grade classroom, middle school level, grades 3 and 7 respectively.

PARENT PARTICIPATION

One of the defining features of effective schools is strong parent/community relations and open communication. With parents as active stakeholders in the NHDOE Special Education Program Approval Process, broader perspectives and new ideas will be ensured. 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 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, and the comments/feedback provided to the visiting team during the April Case Study Compliance Review at the Hunter School.

SUMMARY OF PARENT SURVEY DATA

Total number of surveys sent: 22	Total # of completed surveys received: 9	Percent of response: 41%		
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.	7	2		
My child has opportunities to interact with non-disabled peers on a regular basis.	4	4		1
I am adequately informed about my child's progress.	6	2	1	
My child is informed about and encouraged to participate in school activities outside of the school day, and is offered necessary supports.	7	1	1	
My child feels safe and secure in school and welcomed by staff and students.	5	4		
A variety of information (observations, test scores, school work, parent input) was used in developing my child's IEP.	8			1
I am satisfied with the progress my child is making toward his/her IEP goals.	2	5		2
TRANSITION:				
I am satisfied with the planning and support provided for the moves my child has made from grade to grade and school to school.	6	1		2
All of the people who are important to my child's transition were part of the planning.	5	1		3
BEHAVIOR STRATEGIES AND DISCIPLINE:				
My child's classroom behaviors affect his/her ability to learn. <i>If yes, please answer the next two questions. If no, skip to OTHER..</i>	YES 5		NO	
I have been involved in the development of behavior interventions, strategies and supports for my child.	5	3		1
I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs.	6	2		1
OTHER:				
I fully participate in special education decisions regarding my child.	8			1
I have been provided with a copy of the procedural safeguards (parental rights) at least once a year	8			1

As outlined in the results above, there were a total of 22 surveys mailed to parents of students with disabilities, of which 9 were returned; this represents a 41% response rate. Upon review of the survey results, parents report an overall satisfaction with the Hunter School Program, and the services being provided to their child. The results reveal some specific strengths such as participation of parents in the special education process, as well as noting that the Hunter School uses a variety of information to write IEP's. Also noteworthy is that parents feel encouraged to participate in their child's program, and that they feel they receive the support they need as they work in partnership with the school to educate their child. In regard to identified areas in which parents are not satisfied, the survey results indicate that 4 out of the 9 parents feel that their child does not feel safe, secure and welcomed in school, and only 2 parents out of 9 were completely satisfied with progress made on IEP goals. These are both significant areas of concerns that warrant immediate exploration.

SUMMARY REPORT OF SENDING LEAs

Total number of surveys sent: 8	Total # of completed surveys received: 6	Percent of response: 75%
Number of students placed by: LEA: 16	Court: 0	Parent: 7

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

As noted above, at the time of the NHDOE Case Study Compliance Review, there were 8 LEA's who had placed students at the Hunter School. All of the 8 LEA's were provided with surveys, and 6 of them were returned, which represents a 75% response rate. Upon review of the results, LEA's have a general satisfaction with the programming provided to students at the Hunter School, however there are two areas that warrant further exploration on the part of the administration of the Hunter School. Three of the eight surveys returned by the LEA's indicated that they are not satisfied with Transition Planning to a less restrictive environment. While the case studies presented provided strong evidence of transition planning, it appears that some school districts are not in agreement.

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

Access To The General Curriculum

Implementation of IEPs

Provision of Non-Academic Services

Full Access to the District's Curriculum

Equal Education Opportunity

As a result of the case study presentations, along with classroom observations and review of the application materials and supporting documentation, it was clear that staff and administration are working hard to ensure that students enrolled, have full access to the general curriculum as outlined in the NH Grade Level Expectations and standards for school approval. Since the last NHDOE Special Education Program Approval visit, staff has worked hard to align IEP writing with the general curriculum, and it was evident that staff makes a concerted effort to meet the individual needs of all the learning challenges of the student population.

During the NHDOE Case Study Compliance Review, the visiting team observed a high degree of collaboration between general and special education staff, this has resulted in a school where students with disabilities are being provided individualized programming and the staff and administration continue to work toward strengthening curriculum to try and ensure equal education opportunities and full access to the general curriculum. Within this small educational community, there is a wide array of instructional practices utilized in both the academic and non-academic areas, and all students are afforded the opportunity to learn at their own rate. Student progress is closely monitored and reviewed regularly; this is done through standardized assessments as well as informal classroom measures. At this time there are no school wide curriculum assessments in place.

However, two concerns were raised during this visit to the Hunter School in regard to access to the general curriculum. The first was that Hunter School does not have a full array of consultants to provide guidance to teachers in the areas in which there are no certified staff. Language art, math, physical education, health and technology education are the subjects of concern. Secondly, students at the middle school level do not have full access to all of the curriculum offerings as required in the NH Standards for School Approval.

Transition

Transition Planning

Process: Provision of FAPE

Transition Services

Based on the April 2007 NHDOE Case Study Compliance Review at the Hunter School there was sufficient evidence that there is transition planning processes in place for students with disabilities. Transition planning is intentional and occurs on a scheduled and regular basis among the staff at the Hunter School, between sending and receiving schools, and with parents and students. All staff demonstrates an individualized and "wrap around" philosophy with regard to implementation of transition planning. Knowing that a significant number of students at Hunter School have short term stays, staff is dedicated to devoting considerable time and effort to making these transitions smooth and student centered. The Hunter School staff and administration work hard to document transition processes for students entering and exiting the school, as well as the transitions that might occur from class to class within the school setting. The two case studies presented were well prepared and well presented and gave a strong indication of the strengths of the transition planning that occurs for students.

Behavior Strategies and Discipline

As a result of the Case Study Presentations made by the staff at the Hunter School, it was clear to the visiting team that the staff at Hunter has been provided with specialized training and intervention strategies to address students who exhibit behavioral and discipline issues. All of the necessary supports are provided to staff and administration, and there appear

to be positive relations between staff and the students enrolled. As a result of the visit to the Hunter School, and review of the case study presentations, the visiting team identified many praiseworthy examples of impressive behavior management programming and positive interventions that are being implemented for all students. This has resulted in a school wide common culture that emphasizes caring and respectful learning environments. The visiting team noted that there is a wealth of behavioral data collected on individual students. The school continues to work toward how to best utilize the behavioral data for the purpose of upgrading curriculum and improved student outcomes.

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

In April 2006, the NHDOE issued provisional special education program approval for the Hunter School Day Program for female students. Based on the Case Study presentations, observations in the classrooms, and review of the supporting documentation, it was clear that all requirements for such programming continue to be met, and no citations of non-compliance were noted specifically related to programming for female students. In addition, as a result of this April 2007 NHDOE visit; the Hunter School will be requesting approval for a residential program for female students. During the April 2007 visit to the Hunter School, the team toured the girls' residence, located in Rumney NH. If approved, the female students would be attending the Hunter School for their education. As part of the April NHDOE Special Education Program Approval visit to the Hunter School, the administration submitted the required application materials seeking approval for the girls' residence program. A Child Care License was issued for the "Little House" at 404 Main St., Rumney, NH valid from 2/23/07-2/28/10.

COMMENDATIONS

- Staff and administration at Hunter School were consistently described as caring, dedicated and skilled educators
- The entire policy and procedures manual for the Hunter School has been revised and updated
- The emphasis placed on professional development for staff has been significant and is resulting in improved instruction
- The Hunter School has recently gone through some significant organizational changes, and the long term strategic planning associated with the changes is most impressive
- The Board of Directors is commended for beginning to take a more active role in supporting the Hunter School
- Staff/Student relations are positive and relationships with families are strong
- The education, clinical and residential staff work closely with students, sending districts and parents to review student progress and adjust programming or develop new solutions when necessary
- The behavior management systems in place at Hunter School are effective and have significant positive impact upon student behaviors
- The small class sizes and individualized instruction provided to all students is impressive
- The therapeutic and psychological services and supports for students and families is strong

ISSUES OF SIGNIFICANCE

Issues of significance are defined as systemic deficiencies that impact the effective delivery of services to all students, including those with educational disabilities. Examples of such may include system wide issues related to curriculum, instruction and assessment. Other examples might be concerns related to inadequate facilities, ineffective communication systems within the educational community, leadership, shared mission, vision and goals, deficiencies in policies and procedures, staff recruitment and retention, professional development or other important factors related to the learning organization.

As a result of the visit to The Hunter School, there were no system wide deficiencies, or issues of significance noted. However, there were some citations of non-compliance noted, which are outlined below.

**CITATIONS OF NONCOMPLIANCE IDENTIFIED AS A RESULT OF THE
April 2007 CASE STUDY COMPLIANCE REVIEW**

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

As a result of the Case Study Compliance Review, the following citations of non-compliance were identified. Each citation listed below must be addressed in a corrective action plan and resolved within one year of this report. A template and instructions for such planning will be provided.

Ed 1133.05 Qualifications and Requirements for Instruction, Administration, and Support Personnel

The administrator responsible for the supervision of staff and oversight of education programming must hold administrative certification. One teacher currently does not hold teacher certification. All staff and administration must have appropriate certification for the position they hold. *(Also cited-April 2004 visit)*

ED 1109.01 Elements of IEP

All IEP's must have measurable annual goals

ED 1133.13 Physical Facilities

ED 306.06 School Facilities

The Hunter School continues to lack properly designed specialized spaces for the teaching of art, music, technology education and physical education. It was also noted that in the "processing room" there was significant concerns raised, specifically the glass windows on the outside wall in the room. These are windows that could easily shatter if hit by a student. In addition, upon touring the male residence (Lake House) significant concern was raised regarding the deteriorating conditions within the building. This was an issue identified 3 years ago and continues to be identified as an issue of noncompliance. *(Also cited-April 2004 visit)*

ED 1119.03 Full Access to the General Curriculum

The Hunter School needs to ensure that all required content areas outlined in the NH Standards for school approval are met. Specifically those required content areas for elementary and middle school students. In addition, there must be certified teachers in these areas, and/or consultants who will provide supervision and guidance in the implementation of such content. *(Also cited-April 2004 visit)*

ED 1109.01 Individual Education Plan

The James O. IEP reviewed did not have measurable annual goals, and did not have a statement of who was financially responsible for the provision of services outlined in the IEP. *(Also cited-April 2004 visit)*

SUGGESTIONS FOR PROGRAM-WIDE IMPROVEMENT

Suggestions for improvement, simply stated, are recommendations provided by the visiting team that are intended to strengthen and enhance programs, services, instruction and professional development, and the NHDOE strongly encourages that serious consideration be given to the suggestions. However, discretion may be used in this area; suggestions for improvement are not considered to be required corrective actions and you may determine which suggestions most warrant follow up and address those in your corrective action plan. **System wide suggestions for improvement are listed below. Suggestions for individual programs are included in the Building Level Case Study Data Summary Reports, pp. 13-19.** It should be noted that in the Building Level Data Summary Reports, any suggestion made by a visiting team member that is actually a citation of noncompliance, has an asterisk (*) before it, and it is also listed above with the citations of noncompliance.

1. In order to better assess student progress, it is strongly suggested that staff and administration consider the use of curriculum based assessments for students. This could be used and pre and post testing, as well as writing of IEP's and progress monitoring.
2. The current teacher evaluation and supervision model being utilized within the school needs attention, and should be directly connected with the professional development master plan that is being developed and submitted to the NHDOE for approval.
3. The concerns raised by parents in the parent survey warrant immediate attention.
4. The Hunter School may want to give serious consideration to the formation of an advisory committee of LEA representatives to begin to explore some of the concerns raised as a result of the LEA Survey that was administered as part of the NHDOE Case Study Compliance Review.
5. It is suggested that ongoing professional development be provided to all relevant staff to ensure their understanding of their role as partners with the LEA's in ensuring the implementation of all state and federal special education rules and regulations for students with disabilities. (e.g. evaluation team meetings, measurable annual goals in IEP's)

VI. BUILDING LEVEL SUMMARY REPORTS

USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT

BUILDING LEVEL CASE STUDY DATA SUMMARY

NEW HAMPSHIRE DEPARTMENT OF EDUCATION

SPECIAL EDUCATION PROGRAM APPROVAL AND IMPROVEMENT PROCESS

SAU:	School: The Hunter School	Date: April 6, 2007
Programs: All		Number of Cases Reviewed:2
Recorder/Summarizer: Jane Bergeron-Beaulieu		

Collaborative Team Members:

Name:Kelly Mask	Building Level or Visiting
Name: Sue Ellis	Building Level or Visiting
Name:Jane Bergeron-Beaulieu	Building Level or Visiting
Name:Larry Mortensen	Building Level or Visiting
Name:Virginia Keysar	Building Level or Visiting
Name:Nicole Bushaw	Building Level or Visiting
Name: Carrie Boyce	Building Level or Visiting
Name:Donna Herlihy	Building Level or 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/private facility in the areas of:
Access to the General Curriculum, Transition and Behavior Strategies and Discipline.

<u>ACCESS TO THE GENERAL CURRICULUM STATEMENTS</u>						
<u>Ed. 1109.01 Elements of an IEP CFR 300.347 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 CFR 300.553 Ed. 1119.03, Full Access to District's Curricula</u>						
<u>CFR 300.24, CFR 300.347 Ed. 1119.08, Diplomas</u>						
<u>Ed. 1107.04 (d) Qualified Examiner</u>						
<u>Ed. 1133.05 (c)(h)(k) CFR 300.347 Program Requirements, Content of IEP</u>						
<u>Ed. 1133.20 Protections Afforded to Children with Disabilities</u>						
<u>CFR 300.347(a) (1) (i) “. . . general curriculum (i.e. ,the same curriculum as for nondisabled children)” CFR 300.347 (a) (3) (iii) “To be educated and participate with other children with disabilities and non disabled children”</u>				YES	NO	N/A
Team uses multiple measures to design, implement and monitor the student’s program.				2		
IEP goals are written in measurable terms.					2	
Student has made progress over the past three years in IEP goals. Goal 1				2		
Student has made progress over the past three years in IEP goals. Goal 2				2		
Student <u>has access to</u> the general curriculum (as outlined by the district, sending district or NH frameworks.)					2	
Student <u>participates in</u> the general curriculum in a regular education setting with non-disabled peers, as appropriate, with necessary supports.						2
When <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
Student participates appropriately in state, district and school-wide assessments.				2		
Student <u>shows progress</u> in state, district and school-wide assessments.				2		
Student <u>has opportunities</u> to participate in general extracurricular and other non-academic activities with necessary supports.				2		
Student <u>does participate</u> in general extracurricular and other non-academic activities with necessary supports.				2		
Was the student’s most recent 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		
Extension in Place	Lack of Qualified Personnel Psychologist Educator Related Services Other	Evaluation Not Completed in Time	Summary Report Not Written in Time	Meeting Not Held in Time x	Other	

Access Strengths	Access Suggestions for Improvement
<p>The Hunter School Syllabus shows that courses offered are aligned to the curriculum.</p>	<p>Continue professional development on whom to best align IEP writing with the general curriculum.</p>
<p>The reporting of progress on course work is impressive and connected to IEPs.</p>	<p>Consider obtaining an assessment tool that is aligned to the curriculum.</p>
<p>The use of available content area consultants is a valuable resource for staff.</p>	<p>*Hunter School needs to obtain a full array of consultants, and provide a full offering of required course offerings as outlined in the standards for school approval.</p>
<p>The use of multiple assessments to measure student progress is evident.</p>	
<p>The multi-sensory approach to teaching meets the learning style of all learners.</p>	
<p>The use of differentiated instruction is impressive.</p>	
<p>The collaboration between general and special education staff is evident and has a positive impact upon the instruction provided to students.</p>	
<p>The communication between clinical staff, teachers and the residence is strong.</p>	

<u>TRANSITION STATEMENTS</u>					
<u>Ed .1102.53, Transition Services CFR 300.29</u> <u>Ed. 1107.02 CFR 300.132 Part C Transition</u> <u>Ed. 1109.01, Elements of an IEP (Transition Services)</u> <u>CFR 300.347 (b) (1) (2) 20 U.S.C. 1401 (34)</u> <u>20 U.S.C. 1414 (d)(1)(A)(i)(VIII)(aa)(bb)(cc)</u> <u>Ed. 1109.03, IEP Team CFR 300.344 (b) (1)</u> <u>Ed. 1133.05 CFR 300.347 (b)(1)(2) Program Requirements</u> This includes movement from (a) Early Supports and Services (ESS) to preschool, b) preschool to elementary school, (c) age 14 or younger, or (d) age 16 or older, as well as from grade to grade and school to school.			YES	NO	
For all students, respond to the following 3 statements:			2		
Transition planning from grade to grade takes place.			2		
Transition planning from school to school takes place.			2		
Collaboration has occurred between general and special education staff in IEP development and in transition planning.			2		
For middle or high school students, <u>also</u> respond to the following 4 statements:			N/A		
Transition planning is designed as a results oriented process that promotes movement from school to the student's desired post-school goals.			N/A		
IEP team includes parent as part of transition planning.					
IEP team and process includes student as part of transition planning.					
IEP includes current level of performance related to transition services.					
If the student is age 14 or older during the course of the IEP, <u>also</u> respond to the following 3 statements:					
There is documentation that the student has been invited to attend IEP meetings.					
A statement of the transition service needs is included in the IEP.					
The statement of transition focuses on the student's course of study (e.g. vocational programming, advanced placement).					
If the student is age 16 or older during course of the IEP, <u>also</u> respond to the following 11 statements:			YES	NO	N/A
Transition plan includes coordinated, <u>measurable</u> , annual IEP goals and includes transition services that will reasonably enable the student to meet the <u>post-secondary goals</u> .					
There is documentation that representatives of other agencies have been invited to IEP meetings.					
Statement of needed transition services is presented as a coordinated set of activities.					
The statement of transition focuses on the student's course of study (e.g. vocational programming, advanced placement).					
The IEP includes a statement of needed transition services and considers instruction.					
The IEP includes a statement of needed transition services and considers related services.					
The IEP includes a statement of needed transition services and considers community experiences.					
The IEP includes a statement of needed transition services and considers development of employment skills.					
The IEP includes a statement of needed transition services and considers development of daily living skills.					
Student is informed prior to age 17 of his/her rights under IDEA.					
If the student is preparing to graduate this year, there is a summary of the student's academic achievement and functional performance , which includes recommendations on how to assist the student in meeting his or her post-secondary goals.					

Transition

Strengths

Suggestions for Improvement

The Step Up day at Hunter School assists with student transitions.

There is individualized transition planning for all students.

Transition processes for students leaving the school are well documented.

Students being admitted to the school have a prior visit, and spend time with Hunter School kids, staff and administration to determine if this is a good match for all.

Communication with sending school districts is strong.

Even if there are unexpected departures from the school (e.g. court order, sudden move) staff are available and willing to support any/all transitions.

When it is determined that students are not appropriate for the Hunter School, there are many supports to ensure smooth transitions to the next setting.

Explore options for tracking the success of students once they leave the Hunter School.

Consider ways in which student participation can be more evident in transition planning.

SUMMARY OF BUILDING LEVEL DATA

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

BEHAVIOR STRATEGIES AND DISCIPLINE			
Ed. 1109.02 Program	CFR 300.346		
Ed. 1119.11 Disciplinary Procedures	CFR 300.519-300.529		
Ed. 1133.07 (a) (b) (c) (d) (e)	CFR 300.510-300.529		
20 U.S.C. 1415 (K)			
Child Management – Private Schools	RSA 169-C Child Protection Act	YES	NO
			N/A
Data are used to determine impact of student behavior on his/her learning.		2	
Has this student ever been suspended from school?			2
If yes, for how many days?			
If appropriate, a functional behavior assessment has been conducted.		1	
IEP team has addressed behaviors that are impacting student learning.		2	
A behavior intervention plan has been written to address behaviors.		2	
All individuals working with the student have been involved in developing behavior intervention strategies.		2	
Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.		2	
Results of behavior intervention strategies are evaluated and monitored.		2	
A school-wide behavior intervention model exists.		2	
Strengths	Suggestions for Improvement		
<p>The Learn and Earn Behavior Program is impressive.</p> <p>There is true student interest and investment in the behavior intervention strategies used at Hunter School.</p> <p>Behavioral consequences are connected to real life and have meaning to students.</p> <p>Students are able to articulate and understand the school wide behavior management system; there is carry over to the residence in regard to behavior management.</p> <p>All adults in the school are consistent with behavioral expectations for students.</p> <p>All staff meets on a regular basis to discuss student behaviors.</p>	<p>*In the processing room, the glass windows present a safety hazard. The staff and administration need to address this facility issue.</p> <p>Staff might consider better defining “taking space”, specifically what this means when students are provided this direction.</p> <p>On the behavior tracking form, staff might consider adding a space for individual student behavior goals.</p>		

SUMMARY OF BUILDING LEVEL STRENGTHS AND SUGGESTIONS FOR IMPROVEMENT

Strengths	Suggestions for Improvement
<p>The Hunter School was did an exceptional job in preparing for the NHDOE Case Study Compliance Review.</p> <p>The application materials were well organized and contained all required documentation.</p> <p>Throughout the visit the staff and students provided a very welcoming environment and were flexible to meet the changing scheduling of the visiting team.</p> <p>Staff and administration are open to suggestions for improvement and welcomed suggestions for professional growth opportunities.</p>	

James O. File Review Summary

Hunter School

Date: April 6, 2007

Reviewer: Jane Bergeron-Beaulieu

Number of Files Reviewed: 1

COMMENDATIONS

Hunter School works hard to ensure that all areas of compliance are met in regard to required paperwork. Student files are well organized and have most all required paperwork. Hunter School has a good working relationship with LEAs and parents.

CITATIONS OF NONCOMPLIANCE

ED 1109.01 Individual Education Plan

The IEP reviewed did not have measurable annual goals, and did not have a statement of who was financially responsible for the provision of services outlined in the IEP.