

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

**The Hunter School
SUMMARY REPORT**

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Rose Darrow, Principal**

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Education Consultants

Site Visit Conducted on December 8, 2009
Report Date, February 18, 2010
Revised March 5, 2010
Second Revision March 30, 2010

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I. TEAM MEMBERS

Visiting Team Members:

NAME	PROFESSIONAL ROLE
Chairperson: Dr. Richard Ayers	Education Consultant
Jane Bergeron-Beaulieu, M.Ed	Education Consultant
Helene Anzalone	Director of Pupil Services
Nancy Pierce	Assistant Principal

Building Level Team Members from Hunter School:

NAME	PROFESSIONAL ROLE
Amy Reiter	Guidance Counselor, Special Education Liaison
Kellie Latulippe	Special Education Teacher
Larry Mortensen	Intervention Specialist
Matt Beyer	Clinician
Marjie Norton	Art Teacher
Nichole Bushaw	Classroom Teacher
Sue Delanoy	Occupational Therapist
Linda Riley	Speech Therapist
Rose Darrow	Principal

II. INTRODUCTION

The Hunter School, located in Rumney NH, is a private special education and non-public approved school, serving grades K-8. The school specializes in students who have learning challenges; specifically those with Attention Deficit Disorders (ADD), Attention Deficit Hyperactivity Disorders (ADHD) and related disorders. In New Hampshire, this translates to the following disabilities: Emotional Disturbance, Other Health Impairments, Specific Learning Disabilities, and Speech and Language Impairments. The Hunter School is located on 137 acres of land on Stinson Lake, adjacent to the White Mountain National Forest, and provides year round programming. The school is small, which according to the New Hampshire Special Education Information System (NHEIS) is approved for a maximum capacity of 28 male and female students and a teacher to student ratio of 1: 6. However, it is important to note that these numbers are in direct conflict with those submitted by the Hunter School to the NHDOE for the purpose of rate setting. At the time of the December 8, 2010 visit to the Hunter school there were four classrooms which were designed and described by the Hunter School as multi-age/grade and configured as primary, intermediate and middle school settings. At the time of the New Hampshire Department of Education Case Study Compliance Review Visit, there were 24 students, enrolled, from 8 New Hampshire school districts. These students were being provided programming from 4 certified teachers, along with a certified full time principal/education director and full time guidance counselor. In addition to education, the school offers related services, along with an intervention specialist who assists in the design of behavioral interventions for the school and consultation with individual students. Hunter School also has student residences available which are licensed by the State of New Hampshire, Bureau of Child Care Licensing. These residences are under the supervision of two to three house parents, who are actively involved in the education of the students and in working with the education staff. Since the April 5, 2007 NHDOE Case Study Visitation, the Hunter School has experienced a significant turn over in teaching and administrative staff, and there has been a reconfiguration of how programs and services are provided to the students enrolled. Upon further review of data provided by the NHDOE, Bureau of Special Education, it appears that there may be some conflicting data as related to rate setting and the capacity of students currently enrolled at the Hunter School. Currently the NHDOE, Bureau of Special Education reports that capacity rates have been set for a total of 14 students, and at the time of the December 8, 2009 visitation to the Hunter School there were 24 students with disabilities enrolled.

The philosophy of the Hunter School is based on the school's founder, Thom Hartmann, who has written extensively on the subject, and believes that when education matches the needs of the ADD, ADHD students and their unique way in which they experience and perceive the world, the child will grow and flourish academically, emotionally, socially and behaviorally. According to the application materials, the Hunter School prides themselves on providing a well rounded education and preparing students for becoming positive, contributing members in their community.

SCHOOL PROFILE

SCHOOL DEMOGRAPHICS	2008-09	2009-10
Student Enrollment <u>as of December 1, 2009</u>	20	23
Do you accept out-of-state students? If so, list number from each state in 09-10	MA-2, CT-1, VA-1, NJ-1, DE-1, MO-1, OH-1, Bermuda-1	

Number and Names of Sending New Hampshire LEAs (as of October 1, 2009)	SAU4 Newfound, SAU6 Claremont, SAU7 Colebrook, SAU9 Conway, SAU18 Franklin, SAU23 Haverhill, SAU34 Hillsboro-Deering, SAU48 Plymouth	
# of Identified Students Suspended One or More Times	0	0
Average Length of Stay for Students	24 mos.	24 mos.
<u>STAFF DEMOGRAPHICS</u>		
Student/Teacher Ratio (as of Oct. 1)	4:1	5:1
# of Certified Administrators	1	1
# of Certified Teachers	4	4
# of Teachers with Intern Licenses	0	0
# of Related Service Providers	3	3
# of Paraprofessionals	2	2
# of Professional Days Made Available to Staff	5	5

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 Hunter School on December 8, 2009 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 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
- ♦ 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 in each of the schools in conducting the Case Study Compliance Review and the varied data collection activities. Throughout the entire review process, the visiting team worked in collaboration with the staff of Hunter School Their professionalism, active involvement in the process and cooperation were greatly appreciated and well recognized.

Evidence of the compliance and monitoring of compliance activities conducted and the results related to student outcomes was gathered throughout the process, guided by the materials and templates provided by the NHDOE, Bureau of Special Education. Examples of evidence included student individual education plans (IEPs), progress reports, samples of student work, grades, extracurricular involvement, permanent records, curriculum, etc. Input was gathered from key constituents, including interviews with professional staff, parents, administrators, and, in some cases, the students. A tour of the facilities was conducted, along with observations of students in classrooms. In addition, special education policy and procedures were reviewed, as was the credentials of staff and all consultants who are hired to work with students. The collective data strands were summarized by the visiting and building level teams. The summaries included in the following pages outline identified areas of strength and areas needing improvement for each school reviewed.

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

Based on review of the April 5, 2007 Hunter School Case Study Compliance Review, and the approved corrective action plan, Hunter School had five (5) findings that needed to be corrected within one year. As of June 1, 2009, there was one citation of non-compliance that had not been met. That finding is listed below, along with the status as of December 1, 2009.

Findings of Noncompliance	Status as of June 1, 2009	Status as of December 1, 2009
ED 1133.05 Qualification of Staff and Requirements for Instruction, Administration and Support Personnel	Not Met	MET

V. DECEMBER 2009 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, the NHDOE works with private special education schools to determine the number and type of case studies to be prepared and presented, to ensure that building teams are not inundated with more data than can be fully analyzed, allowing them to reflect upon and generalize their knowledge of programs, practices, policies and procedures. At the Hunter School, the NHDOE randomly selected three students for the case study presentations and requested that the Hunter School staff gather required evidence for the visiting team to review. The educational disabilities represented by these case studies were two students identified as having a specific learning disability and one identified as emotionally disturbed.

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 LEAs that have students currently enrolled in the school. They received a 50% response from the LEAs.

The 50% response rate to the LEA survey was favorable and allowed for a reliable analysis of the collective views of the districts that have placed students at the Hunter School. Predominate in the survey results is the confirmation of the caring and dedicated staff and acknowledgement that the Hunter School has positive expectations for students. According to the survey, 2 of the 4 districts that responded raised concern regarding the following: the educational expectations within the Hunter School, consistent adherence with special education rules and regulations, and setting convenient meeting times for parents and LEA. Although the survey results were predominately satisfactory, the lower ratings in the areas outlined above is worthy of immediate attention and deliberate review by the Hunter School Administration and staff.

SUMMARY REPORT OF SENDING LEAs

Name of Private School: The Hunter School					
Total number of surveys sent: 8		Total # of completed surveys received: 4		Percent of response: 50%	
Number of students placed by: LEA: 12			Court:		Parent:
SCALE 4 STRONGLY AGREE 3 AGREE 2 DISAGREE 1 STRONGLY DISAGREE					
	4	3	2	1	No Answer
1. The private school team has positive expectations for students.	2	2			
2. I am satisfied with the educational program at the above school.	3	1			
3. The school consistently follows special education rules and regulations.	2	2			
4. The school has an effective behavioral program (if applicable).	3	1			
5. I am satisfied with the related services provided by the school.	2	1			1 (n/a)
6. The school implements all parts of students' IEPs.	3	1			
7. I feel the school provides the necessary skills to allow the student to make progress on the IEP goals.	3	1			
8. The school program measures academic growth.	3	1			
9. The school program measures behavioral growth (if applicable).	3	1			
10. The school completes a minimum of 3 comprehensive reports per year on each child with a disability enrolled.	3	1			
11. Progress reports describe the child's progress toward meeting the IEP goals, include a record of attendance, and are written in terminology understandable to the parent.	3	1			
12. Progress reports are provided to the LEA and to the parent of the child.	3	1			
13. I am satisfied with the way the school communicates students' progress.	3	1			
14. The school communicates effectively with parents.	3		1		
15. The school communicates effectively with the LEA.	3	1			
16. The school involves parents in decision-making.	3	1			
17. The school actively plans for future transition to a less restrictive placement.	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.	3	1			
19. The school team sets meeting times that are convenient for both parents and LEA.	2	2			
20. The school has met my expectations.	3	1			
21. I have a good relationship with the school.	3	1			
22. I would enroll other students at the school.	3	1			

Analysis of Responses (insert additional page if needed):

Comments: #12 parent reports no, #22 less severe student yes.

The same survey marked responses on the line between agree and disagree for questions 2, 4, 7, 17, and 20. In the tally they were marked in the 3 column off set to the right.

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.

The NHDOE Special Education Program Approval Application sent to the Hunter School requested that the results of the parent survey be summarized, however this was not completed by the school, therefore the NHDOE provided the summary and analysis of the data as outlined in the following paragraph:

The response of the six parents represents half of the twelve of the surveys that were mailed. It is important to note that these surveys were only sent to the parents of NH students, therefore the sampling is not reflective of all the parents who have students enrolled at the Hunter School. The responses to the parent survey provided interesting insight from the parent perspective. The survey results are positive and indicate that parents are generally satisfied with programming, and that a variety of information is used when developing IEPs. Upon review of the parent responses, The Hunter School may want to give attention to the following areas: improved communication with parents regarding student progress, improved demonstration of student progress on IEP goals, and attention to behavioral issues that affect learning.

SUMMARY OF PARENT SURVEY DATA

Name of Private School: The Hunter School				
Total number of surveys sent: 12	Total # of completed surveys received: 6	Percent of response: 50%		
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.	5	1		
My child has opportunities to interact with non-disabled peers on a regular basis.	4	2		
I am adequately informed about my child's progress.	3	3		
My child is informed about and encouraged to participate in school activities outside of the school day, and is offered necessary supports.	5		1	
My child feels safe and secure in school and welcomed by staff and students.	5	1		

A variety of information (observations, test scores, school work, parent input) was used in developing my child's IEP.	6			
I am satisfied with the progress my child is making toward his/her IEP goals.	4	1	1	
FOR PARENTS OF HIGH SCHOOL STUDENTS ONLY:				
My child earns credits toward a regular high school diploma in all of his/her classes.				
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.	3			3
All of the people who are important to my child's transition were part of the planning.	4			2
FOR PARENTS OF STUDENTS AGE 16 OR OLDER ONLY:				
I am satisfied with the written secondary transition plan that is in my child's IEP.	1			5
BEHAVIOR STRATEGIES AND DISCIPLINE:				
My child's classroom behaviors affect his/her ability to learn. <i>If the answer is yes, please answer the next two questions. If no, skip to OTHER.</i>	YES 6		NO	
	3	2	1	No Answer
I have been involved in the development of behavior interventions, strategies and supports for my child.	4	2		
I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs.	5	1		
OTHER:				
I fully participate in special education decisions regarding my child.	6			
I have been provided with a copy of the procedural safeguards (parental rights) at least once a year	6			

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

While there were many praiseworthy strategies and interventions identified during the December 8, 2009 NHDOE Case Study Compliance Review at the Hunter School, the visiting team identified several issues of significance, some of which are newly identified, while others have historically been previously identified and have surfaced again. As the visiting team worked in collaboration with the Hunter School, several issues of significance surfaced, all of which warrant immediate attention.

Access to the General Curriculum

Implementation of IEPs

Provision of Non-Academic Services

Full Access to the District's Curriculum

Equal Education Opportunity

Currently the Hunter School does not meet curriculum requirements that insure equal educational opportunities and full access to minimum state standards for implementation of required curricula in grades K-8. This is evident in the following:

- The existing curriculum presented is that of SAU 48, however there was not sufficient documentation of implementation of the curriculum, or that the Hunter School has had any recent communication with the SAU to obtain recent revisions or alignment with the state of New Hampshire Grade Level Expectations (GLEs).
- Content areas such as science, technology, music, consumer and family sciences while offered are limited in scope and driven by individual teacher interest/skills and is not based on any conventional curriculum or supervised by content certified consultants.

- The NH requirements for elementary/middle school course of studies across all disciplines are not available to students enrolled at the Hunter School.
- There is no viable curriculum used to guide instruction, assessment and the writing of IEPs.
- The teachers at the Hunter School are providing instruction to students in areas in which they hold no certification (e.g. physical education, music, technology education, health, and consumer and family sciences). At the December 8, 2009 visit to Hunter School, a list of certified consultants was provided to the NHDOE; however the consultants had not yet been utilized.
- IEPs reviewed varied in quality and content and did not have all required components. Throughout, IEPs were not connected to any curriculum, goals were not measurable and consequently, monitoring of student progress was difficult to determine.

A substantial issue for Hunter School is the establishment of a viable curriculum to guide instruction, IEPs and assessment tools to measure the performance and achievement of students. This must be strategically approached in regard to the scope and expanse of curricula offerings as required by NHDOE minimum state standards for both elementary and middle school requirements. The visiting team observed instruction in multi grade classrooms with no differentiation in instruction and curriculum for multi level settings. Accordingly, there was no measure of assurance that GLEs were being met as applied to grade level curriculum standards or competencies.

The IEPs that were reviewed varied in quality and content. As a result of the visit, it became apparent that LEAs took the lead in writing the IEPs and the Hunter School was accepting the documents as written. The Hunter School staff must ensure that all IEPs meet compliance and that there are processes in place for reporting student progress as connected to the curriculum and measurable IEP goals.

Clearly students enrolled at Hunter School need to have full access to elementary and middle school curriculum requirements. There must be an established curriculum with a direct connection to either in-house certified staff or certified consultants for each of the curriculum requirements in accordance with ED 1114.05 and ED 1114.10. At the time of the visit to the Hunter School, there were several teachers providing instruction to students in areas for which they hold no credentials and there was no consultation being provided to them from certified individuals. Additionally, there was no evidence of a viable curriculum that was guiding instruction and the writing of IEPs.

Hunter School must have a mechanism in place for insuring progress for each child with documentation in their IEP, to include indices of progress in the curriculum and related IEP goals for the child. Systems must be put in place that demonstrate that IEP goals and objectives are regularly assessed using a variety of criterion based or norm based methodologies that are connected to the curriculum and annual measurable goals. The aim should be to present achievement and performance data that is comparable to other educational settings to which a student may transition.

Transition

Transition Planning

Process: Provision of FAPE

Transition Services

Transition planning, as outlined by IDEA and state special education rules and regulations is not required for elementary school children unless they are age 14. However, because of the complex student population at the Hunter School, transition planning is critical and does not consistently occur. Although several verbal examples of transition planning were presented, there were no written

documented processes in place. Based on the case study presentations provided by the Hunter School staff, it was evident that staff and administration recognize the importance of transition planning. As such, this is not clearly elaborated in IEPs nor is there any a written transition process or guidelines available for parents, LEAs, and other related agencies (e.g., mental health agencies). As noted above, transition planning is a critical area for students placed outside of their home district, especially those who are residentially placed. Case Study presentations lacked well documented collaboration between LEAs and parents; parent surveys indicate the need for stronger communication; and LEAs express concern regarding consistent adherence to special education rules and regulations. All of these issues impact transition planning for students and warrant attention. Informal transition processes are in place at Hunter School, however the admission procedures, and materials provided to parents and LEAs have no reference to transition planning. It will be critical that the Hunter School pay close attention to transition planning and the need to document and measure the success of transition processes.

Behavior Strategies and Discipline

The Hunter School written policy and procedures need to be reviewed and revised to adhere to state and federal special education rules and regulations. This includes policies related to behavior management. During the December 8, 2009 Case Study Review, observations of the visiting team presented concerns with the strategies being utilized to manage student behaviors, and the need for an immediate review of all strategies being used in regard to student management and oversight of discipline within the school. The importance of updating policy and procedures was emphasized, as was the necessity of having them published consistently in all manuals and publications which speak to the regulatory aspects of the school. Concern was also expressed regarding the use of floor restraints, the amount of time that students spend out of class due to disciplinary issues, and policy and procedures related to the time out area. Foremost is the need to be mindful of injury to students in all circumstances as related to behavior management and to ensure that all staff is adequately trained. This brings forward the relative degree of emphasis and importance of immediate attention to address these issues, and to explore whether or not academic expectations and instruction are being impacted by student behaviors, as well as the existing behavior management strategies currently being implemented.

Specifically, it was observed that class time was regularly compromised for behavior management issues, especially when behavior requires removal from group settings. An imposed system of positive interventions, rather than the consequence of removal from class and physical intervention, might better balance behavior management and academic expectations which could well advance student learning and engagement.

All behavior management policies, procedures and practices must be carefully reviewed and revised to ensure compliance with state and federal special education rules and regulations. Based on the NHDOE Special Education Program Approval application materials provided, the case studies presented, and interviews with staff and administration, it was clear there is a need for immediate attention to behavioral interventions used at the Hunter School. This includes, but is not limited to, competencies for staff in terms of acceptable child management techniques and documented levels of positive interventions.

Special Education Policies

In addition to the above noted focus areas for the case study presentations, all materials submitted as part of the application for special education program approval included demographic data, program descriptions, available handbooks, personnel rosters, curriculum and descriptions of behavioral

interventions used at The Hunter School. Review and verification of these documents found that revisions were needed in a variety of areas, and not all documents are in compliance with applicable New Hampshire Rules for the Education of Students with Disabilities. Specific findings of noncompliance are noted in the report that follows.

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

At the time of the December 8, 2009 visit to the Hunter School, the facility was not seeking any changes to the existing approved special education program.

COMMENDATIONS

The Hunter School administration, staff and faculty are commended for their conscientious attention to the preparations for the NHDOE Case Study Compliance Review, which was approached as a constructive opportunity to reflect upon the scope, relevance and strength of their overall behavioral and academic program and interventions. This was most evident in the hospitality and proactive stance throughout the review of a well informed and high caliber visitation team.

As a result of the Case Study Review and all related activities, several commendations were identified to include:

- The dedication and resiliency of the Hunter School staff to a challenging student population
- The teamwork and collaboration among staff
- The strong communication between school and residence
- The emerging connection with Plymouth State University
- The improvements made to the facility over the past several months
- The opportunities that Hunter School offers to students are related to recreational opportunities in the community
- The connection with the artist in residence program
- The willingness of the new administration to look at program improvement, and recognition that significant changes are needed
- The availability of related services for the students
- The favorable staff/student ratio

FINDINGS OF NONCOMPLIANCE IDENTIFIED AS A RESULT OF THE DECEMBER 8, 2009 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 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 findings of non-compliance 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.**

This section will need to include those corrective actions listed as not resolved from the previous visit, as well as any findings of noncompliance noted in the three focus areas, issues of significance, building summaries or general review of policy, procedures, personnel roster, etc.

Child Specific Findings of Noncompliance to Be Addressed by Both the LEA and Private School Setting:

**ED 1109.01 Elements of IEP
CFR 300.320 Content of IEP**

Responsible LEA:

Inter-Lakes Cooperative School District
Colebrook School District

Two IEPs lacked measurable annual goals.

Program Specific Findings of Noncompliance to Be Addressed by the Private School Setting

ED 1109.05 IEPs for Children Placed in Private Provides of Special Education or other non-LEA Programs by Public Agencies

CFR 300.320 Content of IEP

Hunter School must ensure that prior to enrollment the sending LEA provide an IEP that meets all requirements as outlined in ED 1109.

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

IEPs at Hunter School must consistently be written with measurable goals.

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

Hunter School must maintain progress information on each child with a disability on an ongoing basis. Currently staff is dependent upon utilizing anecdotal information and work samples to document student progress. IEP goals are not measurable or related to the curriculum or assessment data, therefore IEP progress is not able to be measured.

ED 1114.05 (g) (j) Program Requirements, Equal Educational Opportunities/Full Access to the General Curriculum

Students enrolled at the Hunter School must have full access to curricular standards established for NH schools and school districts, and have certified staff and/or consultants providing oversight to course offerings/instruction. Hunter School must demonstrate that there is a viable curriculum at both the elementary and middle school levels, which meets all of the NH Curriculum Requirements.

ED 1114.10 Qualifications and Requirements for Instructional, Administrative and Support Personnel

There must be certified staff or consultants available to implement the curriculum.

ED 1114.10 Qualifications and Requirements for Instructional, Administrative and Support Personnel

At the time of the NHDOE Case Study Compliance Review at Hunter School, all classroom teachers and the principal held current NH teaching/administration certification. However, the four educators on staff are responsible for teaching most all of required content as outlined in the NH Minimum State Standards and do not benefit from supervision or consultation with educators who hold appropriate certification in academic content areas; this is especially significant at the middle school level. The Hunter School must ensure that all administrative, instructional and related service staff holds appropriate certification or licensure for the position in which they function as required by the state of NH and other licensing entities.

ED 1114.07 Behavioral Interventions**ED 1114.09 Use of Restrictive Behavioral Interventions**

Based on the December 8, 2009 visitation to Hunter School, and review of the supporting documentation provided, the school needs to review and revise current behavior management policy and procedures to ensure that all are in compliance with both state and federal special education rules and regulations. In addition, attention needs to be given to ensuring that IEPs reflect documentation as related to behavior management plans, and monitoring of progress

ED 1141.11 Employee and Volunteer Background Investigations

Hunter School must provide documentation that all individuals providing direct instruction have completed a background investigation consistent with provisions of RSA 189:13.

ED 114.03 (c) Governance

The governing board of Hunter School must ensure that the program is in compliance with all state, federal, and local laws concerning the education of children with disabilities, including IDEA, and RAS 186-C. At the time of the December 8, 2009 visit to Hunter School, multiple citations of non-compliance were identified, and all policy and procedures are in need for review and revision.

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

Hunter School must have a process in place to ensure that lesson plans are clear, concise and reflective of IEP goals. At the time of the December 8, 2009 visitation to Hunter School, there was not sufficient evidence of this process to demonstrate compliance.

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

The Hunter School must demonstrate that each classroom has sufficient supplies, materials and equipment necessary to implement IEPs and to provide full access to the general curriculum requirements.

ED 1114.10 (c) Qualifications and Requirements of Instruction, Administrative and Support Personnel

Hunter School must review all procedures for the supervision and evaluation of staff to ensure they are updated and aligned with the draft master professional development plan in accordance with ED 500 certification standards for educational personnel in New Hampshire. Significant attention must be directed toward quality teacher supervision and evaluation and the direct connection with curriculum, instruction and assessment.

ED 1114.04 (a) Administration**ED 1114.03 (e) Governance**

The external audit for the Hunter School must be submitted.

Documentation must be provided indicating that the governing board reviewed and approved the annual budget and the budget audit.

ED 1129.01 Rate Setting

The NHDOE has indicated rates set for the Hunter School were set for a maximum capacity of 14 students. At the time of the December 8, 2009 Case Study Compliance Review, there were 24 students enrolled; this exceeds agreed upon rate setting with the NHDOE.

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

1. The Hunter School will serve their student population well by bringing a renewed focus upon the curriculum and assessment strategies employed at the school. Although there is recognition of the array of teacher driven instruction and the interventions required in addressing the emotional needs of the students population, this does not preclude the necessity to provide a high standard of instruction and assessments in the required disciplines and curriculum requirements for both elementary and middle school children.
2. The behavioral interventions at Hunter School have been in place for a substantial period and warrant immediate review in light of the changing dynamics of positive behavioral intervention strategies in the field. Specifically, provisions for focus upon student strengths, positive interventions, and resiliency in meeting the significant needs of a unique student population should be explored.
3. Attention needs to be given to strengthening the academic culture with focus given to teacher supervision, planning and consultation to staff.
4. The Hunter School would benefit from a guided strategic planning process that would be goal oriented and performance based; one which would open other avenues for outreach and program development for the student population served.
5. Given the unique student population and the instructional challenges at Hunter School, it will be critical that professional development be an integral part of a deliberately developed continuous improvement effort. The charge to Hunter School is to have teachers participate more actively in exposure to new ideas, innovations, and current research and encourage them to bring professional learning back to the classroom.
6. Immediate attention needs to be given to the oversight of the special education policies, procedures and implementation and monitoring of programming.

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: December 9, 2009

Programs: All

Number of Cases Reviewed: Three

How many of the reviewed students are age 16+: 0

Recorder/Summarizer: Jane Bergeron-Beaulieu

Name: Amy Reiter	<u>Building Level</u>
Name: Rose Darrow	<u>Building Level</u>
Name: Kelly Latulippe	<u>Building Level</u>
Name: Richard Ayers	<u>Visiting</u>
Name: Helene Anzalone	<u>Visiting</u>
Name: Nancy Pierce	<u>Visiting</u>

Based on data collected from the Data Collection Forms, Interview Forms, Classroom Observations, etc. the following summary is intended to provide a “snapshot” of the quality of services and programs in the school 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 CFR 300.320 Content of IEP</u> <u>Ed. 1109.05, Implementation of IEP 20 U.S.C. 1414 (d)</u> <u>Ed. 1115.07, Ed 1119.01(f) Provision of Non-Academic Services/Settings</u> <u>CFR 300.320(a) CFR 300.34 Ed. 1113.08, Full Access to District's Curricula</u> <u>Ed. 1113.13, Diplomas</u> <u>Ed. 1107.04 (d) Qualified Examiner</u> <u>Ed. 1109.01 CFR 300.320 Program Requirements, Content of IEP</u> <u>Ed. 1119 Protections Afforded to Children with Disabilities</u> <u>CFR 300.320(a)(1)(i)</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"					YES	NO	N/A		
A1.) Team uses multiple measures to design, implement and monitor the student's program.					3				
A2.) All IEP goals are written in measurable terms.					1	2			
A3.) Student's IEP has at least one functional goal.					3				
A4.) Student has made progress over the past three years in IEP goals. Goal 1					3				
A5.) Student has made progress over the past three years in IEP goals. Goal 2					3				
A6.) Student <u>has access to</u> the general curriculum (as outlined by the district, sending district or NH frameworks.)						3			
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.								3	
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.								3	
A9.) Student <u>participates</u> appropriately in state, district and school-wide assessments.					3				
A10.) Student <u>shows progress</u> in state, district and school-wide assessments.						3			
A11.) Student <u>has opportunities</u> to participate in general extracurricular and other non-academic activities with necessary supports.					3				
A12.) Student <u>does participate</u> in general extracurricular and other non-academic activities with necessary supports.					3				
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)					3				
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?									

Access Strengths	Access Suggestions for Improvement
<ol style="list-style-type: none"> 1. The staff at the Hunter School work hard to provide a variety of learning activities in each classroom. 2. Participation of Hunter School students with non-disabled peers in a variety of community settings is impressive. 3. The collaboration between the staff is noteworthy. 	<ol style="list-style-type: none"> 1. Professional Development is needed in all aspects of programming; specifically, curriculum, instruction and assessment. 2. Staff will benefit from professional development in the writing of IEPs that align to the curriculum. 3. Staff is encouraged to continue to look at varied ways to measure IEP goals and work toward the use of specific quantitative data. 4. The use and role of the instructional aide needs to be reviewed. 5. Staff and administration need to ensure that the Hunter School is using data to inform all decisions related to programming for students. 6. Staff is encouraged to expand opportunities for hands-on learning activities.

TRANSITION STATEMENTS

Ed .1102 Transition Services CFR 300.43
Ed. 1106 Process; Provision of FAPE CFR 300.124 Part C Transition
Ed. 1109.01 Elements of an IEP (Transition Services)
CFR 300.320(a)(7)(b) 20 U.S.C. 1402 (34)
20 U.S.C. 1414 (d)(1)(A) and (d)(6)
Ed. 1103 IEP Team CFR 300.320(b)

This includes movement from (a) Early Supports and Services (ESS) to preschool, (b) preschool to elementary school, or (c) age 16 or older, as well as from grade to grade and school to school.

Filled in with the
combined number of
times a statement is
marked on all Data
Collection Forms for
this school or building

YES	NO
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T1.) Transition planning from grade to grade takes place.	3		
T2.) Transition planning from school to school takes place.			3
T3.) Collaboration has occurred between general and special education staff in IEP development and in transition planning.	3		
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)			
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.			
T5.) Transition planning is designed as a results oriented process that promotes movement from school to the student's desired post-school goals.			
T6.) IEP team includes parent as part of transition planning.			
T7.) IEP team and process includes student as part of transition planning.			
T8.) IEP includes current level of performance related to transition services.			
T9.) There is documentation that the student has been invited to attend IEP meetings.			
T10.) A statement of the transition service needs is included in the IEP.			
T11.) The statement of transition service needs focuses on the student's course of study (e.g. vocational programming, advanced placement).			
T12.) Transition plan includes coordinated, <u>measurable</u> , annual IEP goals and includes transition services that will reasonably enable the student to meet the post-secondary goals. (required data for federal statistics purposes)			
T13.) Statement of needed transition services is presented as a coordinated set of activities.			
T14.) The IEP includes a statement of needed transition services and considers instruction.			
T15.) The IEP includes a statement of needed transition services and considers community experiences.			
T16.) The IEP includes a statement of needed transition services and considers development of employment skills.			
T17.) Student is informed prior to age 17 of his/her rights under IDEA.			
Only the following 4 statements may be answered N/A if appropriate. All statements above must be answered Yes or No.	YES	NO	N/A
T18.) There is documentation that representatives of other agencies have been invited to IEP meetings.			
T19.) The IEP includes a statement of needed transition services and considers related services.			
T20.) The IEP includes a statement of needed transition services and considers development of daily living skills.			
T21.) 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	Transition Suggestions for Improvement
<ol style="list-style-type: none"><li data-bbox="163 212 848 240">1. Communication with sending schools is adequate.<li data-bbox="163 285 779 313">2. Staff is willing to support any/all transitions.	<ol style="list-style-type: none"><li data-bbox="1129 212 2011 313">1. Informal transition processes are in place, however a mechanism for documenting such practices, and there evidence/data to document the success rate is needed.

SUMMARY OF BUILDING LEVEL DATA

BEHAVIOR STRATEGIES AND DISCIPLINE		Filled in with the combined number of times a statement is marked on all Data Collection Forms for this school or building		
<u>Ed. 1109 Program</u> <u>CFR 300.324</u> <u>Ed. 1124 Disciplinary Procedures</u> <u>CFR 300.530-300.536</u> <u>20 U.S.C. 1415 (K)</u> <u>Child Management – Private Schools</u> <u>RSA 169-C Child Protection Act</u>		YES	NO	N/A
B1.) Data are used to determine impact of student behavior on his/her learning.		3		
B2.) Has this student ever been suspended from school?			3	
B3.) If yes, for how many days?				
B4.) If appropriate, a functional behavior assessment has been conducted.				3
B5.) IEP team has addressed behaviors that are impacting student learning.			3	
B6.) A behavior intervention plan has been written to address behaviors.			3	
B7.) All individuals working with the student have been involved in developing behavior intervention strategies.			3	
B8.) Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.			3	
B9.) Results of behavior intervention strategies are evaluated and monitored.			3	
B10.) A school-wide behavior intervention model exists.		3		
Behavior Strategy Strengths		Behavior Strategy Suggestions for Improvement		
<p>1. Staff and administration express a true interest in improving the behavior management strategies currently used at the Hunter School.</p>		<p>1. It is strongly suggested that the Hunter School review all aspects of behavior management, including but not limited to, policy, procedures, and professional development for staff.</p> <p>2. Immediate attention needs to be directed toward a review of physical management of students, amount of time students spend out of class due to discipline issues, and data that is collected regarding discipline.</p> <p>3. The Hunter School needs to consider utilization of positive behavioral interventions, rather than a focus upon consequences and physical management of students.</p>		