

School Accountability Report Card

Reported Using Data from the 2018–19 School Year

California Department of Education

IRENE M. HUNT SCHOOL

Address: 300 Sunny Hills Drive, San Anselmo, CA 94960
Principal: Jolene Yee

Phone: 415-457-3135
Grade Span: K - 12

About Irene M. Hunt School

District Contact Information (School Year 2019–20)

Entity	Contact Information
District Name	NPS
Phone Number	415-457-3135
Superintendent	N/A
Email Address	HuntSchool@sidebysideyouth.org
Website	https://www.sidebysideyouth.org

School Contact Information (School Year 2019–20)

Entity	Contact Information
School Name	Irene M. Hunt School
Street	300 Sunny Hills Drive
City, State, Zip	San Anselmo, CA 94960
Phone Number	415-547-3135
Principal	Jolene Yee
Email Address	jyee@sidebysideyouth.org
Website	sidebysideyouth.org
County-District-School (CDS) Code	21-75002-6910046

School Description and Mission Statement (School Year 2019–20)

The **Irene M. Hunt School** (Hunt School) is a nonpublic day school located in Marin County, and is the special education program of the nonprofit agency Side by Side, formerly Sunny Hills Services. The Hunt School provides kindergarten through twelfth grade students with an individualized education tailored towards their specific needs. With our committed support, students address emotional and behavioral challenges and build on their core strengths and innate desire to learn and grow.

The Hunt School provides a therapeutic learning environment where students develop the competence to regulate their behavior, maintain focus and resilience, and form healthy, trusting relationships – all foundational elements for lifelong learning. We supplement our comprehensive common core state adopted curriculum with a wide range of enrichment for students, including exposure to music and theater. In addition to the school-wide positive behavior program and customized student support plans, students receive personalized mental health treatment and other specialized services according to their individualized education plans.

The Hunt School is accredited by the National Commission on Accreditation of Special Education Services (NCASES), a subsidiary of the National Association of Private Special Education Centers (NAPSEC). NCASES mission is to ensure that special education programs and services maintain excellence through demonstrable adherence to a set of established national standards.

Side by Side has earned The Joint Commission's Gold Seal of Approval. The Joint Commission accreditation for behavioral health care means SbS meets the highest national standards for safety and quality of care and is committed to continually delivering and improving that care.

Side by Side

Mission

Our mission is to walk with young people impacted by adversity toward a future with connection and meaning.

Vision

Our vision is that all youth in our communities are resilient and have the resources, support, and skills to thrive and nurture the next generations.

Student Enrollment by Grade Level (School Year 2018–19)

Grade Level	Number of Students
Kindergarten	0
Grade 1	6
Grade 2	4
Grade 3	7
Grade 4	4
Grade 5	7
Grade 6	8
Grade 7	4
Grade 8	7
Ungraded Elementary	0
Grade 9	5
Grade 10	3
Grade 11	1
Grade 12	4
Ungraded Secondary	0
Total Enrollment	60

Student Enrollment by Student Group (School Year 2018–19)

Student Group	Percent of Total Enrollment
Black or African American	24%
American Indian or Alaska Native	0%
Asian	0%
Filipino	<1%
Hispanic or Latino	25%
Native Hawaiian or Pacific Islander	1%

Student Group	Percent of Total Enrollment
White	40%
Two or More Races	10%
Socioeconomically Disadvantaged	56%
English Learners	1%
Students with Disabilities	100%
Foster Youth	23%
Homeless	3%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2017–18	School 2018–19	School 2019–20	District 2019–20
With Full Credential	4	2	2	2
Without Full Credential	4	2	2	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017–18	2018–19	2019–20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	1

Note: %Misassignments+ refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019–20)

Year and month in which the data were collected: 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	68	2020	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Mathematics	68	2020	0
Science	68	2020	0
History-Social Science	68	2020	0
Foreign Language	68	2020	0
Health	68	2020	0
Visual and Performing Arts	68	2020	0
Science Laboratory Equipment (grades 9-12)	N/A	N/A	DPL

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

*Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide a summary statement of the condition of the school facility, as required by Education Code sections 17014, 17032.5, 17070.75(a), and 17089(b).*

On January 20, 2020, a completed Facility Inspection Tool (FIT) indicates an overall rating as determined on an average percentage of 8 rating categories set by the State of California. The School Rating falls within the Good rank set at 90%-100%.

Overall, the school is in good repair for students to safely be on school grounds before, during, and after school. There is sufficient classroom, playground and staff spaces to support teaching and learning that includes four large classroom spaces, two high school classrooms, separate areas for staff, supervised student offices, therapy rooms, two play structures with a youth climbing wall, outdoor basketball court, swimming pool, large playing fields with a marked baseball diamond, and an indoor gym for a school census of approximately 64 students. The general condition of the school is excellent with access to open space on three sides of the property.

The school and agency takes great effort to ensure Hunt School provides a clean, safe, and functional learning environment. Additional information on the condition of the school's facilities around safety, cleanliness, and adequacy of school facilities, including the condition and cleanliness of the school grounds, buildings, and restrooms is covered on the FIT inspection sheet.

Note: On September 2012, renovation of two school buildings was undertaken. This completed school facilities improvement project included a new classroom; installation of a new water permeable fire road; extensive ADA and earthquake upgrades to school buildings and selected walkways. On August 2014, completion of a new classroom was undertaken by a second school facilities renovation project.

There is an efficient school and SbS agency process overseen by the SbS Health and Safety Committee to ensure maintenance, upkeep and repairs necessary to keep the school in good repair and working order are completed in a timely manner. Urgent safety issues are communicated to the SbS maintenance department, which is attended to immediately so that emergency repairs are given the highest priority. Other non-urgent building requests are generally handled in 24 to 72 hours. There is janitorial cleaning daily.

School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: January 2020

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	OK	N/A	N/A	N/A
Interior: Interior Surfaces	OK	N/A	N/A	N/A
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	OK	N/A	N/A	N/A
Electrical: Electrical	OK	N/A	N/A	N/A
Restrooms/Fountains: Restrooms, Sinks/ Fountains	OK	N/A	N/A	Note: No drinking fountains, there are water dispensers in three locations.
Safety: Fire Safety, Hazardous Materials	OK	N/A	N/A	N/A
Structural: Structural Damage, Roofs	OK	N/A	N/A	N/A
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	OK	N/A	N/A	N/A

Overall Facility Rate: Rank=Good (90%-100%)

Year and month of the most recent FIT report: January 2020

Overall Rating

Exemplary	Good	Fair	Poor
X			

Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

**CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The %Met or Exceeded+ is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3. Alternate) on the CAAs divided by the total number of students who participated in both assessments.

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018–19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	20	20	100%	0%	*No Data
Male	--	--	--	--	--
Female	--	--	--	--	--
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	11	11	100%	0%	*No Data
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--
English Learners	--	--	--	--	--
Students with Disabilities	100%	100%	100%	0%	*No Data
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

Note: *Irene M. Hunt School did not receive 2018-2019 LEA test results for all students.

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The %Percent Met or Exceeded+is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3. Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018–19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	20	20	100%	0%	No Data
Male	--	--	--	--	--
Female	--	--	--	--	--
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	11	11	100%	0%	No Data
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--
English Learners	--	--	--	--	--
Students with Disabilities	100%	100%	100%	0%	No Data
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

Note: *Irene M. Hunt School did not receive 2018-2019 LEA test results for all students.

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The %Percent Met or Exceeded+ is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3. Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018. 19 school year. However, these data are not available for inclusion in the 2018. 19 SARC posting due February 1, 2020. These data will be included in the 2019. 20 SARC posting due February 1, 2021.

Career Technical Education (CTE) Programs (School Year 2018–19)

All Hunt School students have access to Acellus, a researched based online learning system specifically designed for students in special education. In addition to direct teacher instruction, Acellus courses are taught via video instruction, and combined with adaptive and interactive assessments on each concept. Teachers proctor unit exams, mid-term exams, and the final exam throughout the course and each course is tailored to each student's level and need. Schools that have incorporated Acellus into their Special Education programs have found that students with special needs are very quickly able to start experiencing success and often even able to achieve grade level expectations. Acellus offers courses that are specifically designed for students in special education, starting at the elementary level and going all the way up through 12th grade.

Acellus **Career and Technical Education (CTE)** courses incorporate the necessary academic anchor standards, along with the career and life-skills training essential for success in the "real world." With the various career clusters Acellus offers, students are able to take courses specific to the career pathway of their choice. Acellus CTE courses provide career related education experiences, while taking the experience a major step further, by allowing students to earn industry recognized credentials. These industry recognized credentials are extremely valuable. The credentials let employers know that this student is work-ready on day one.

In addition to Acellus supporting our students with special education learning needs, it is able to reach any students identified as gifted & talented, support high school students' credit recovery, and support any high school student interested in taking AP coursework or looking for college prep classes. Acellus' Honors Pathway provides a more rigorous program of study and is recommended for students who plan to apply to competitive four-year colleges. To that end, Acellus offers a wide selection of courses audited and approved through the University of California's A-G approval process.

Career Technical Education (CTE) Participation (School Year 2018–19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	N/A
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	N/A
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	N/A

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018–19 Pupils Enrolled in Courses Required for UC/CSU Admission	N/A
2017–18 Graduates Who Completed All Courses Required for UC/CSU Admission	N/A

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2018–19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	--	--	--
7	--	--	--
9	--	--	--

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

B. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019. 20)

Parents and Hunt School staff are partners in education. Parents and guardians are an integral part of our school community. We invite and encourage parents to take an active role in their child's education and the school community. There are a variety of leadership opportunities for parents at the school level, and at the Agency level. Parents can volunteer and/or take part in the SbS Development effort, which supports the Hunt School. Also, parents can contribute as members of the Parent Community Round Table and Director's Advisory Council meetings held quarterly. Overall opportunities include participation in annual events, leadership roles, on site and agency committees, assist with special projects and the offer of an individual's many talents and expertise to enrich the educational experience of our students. Most importantly, parents are encouraged to become actively involved in bi-annual Parent/Teacher conferences, and in the development of their child's Individualized Education Program (IEP) by attending IEP meetings at least on an annual basis.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2015–16	District 2015–16	State 2015–16
Dropout Rate	--	--	--
Graduation Rate	--	--	--

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Dropout Rate	--	--	--	--	--	--
Graduation Rate	--	--	--	--	--	--

For the formula to calculate the 2016. 17 and 2017. 18 adjusted cohort graduation rate, see the 2018. 19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School 2016–17	School 2017–18	School 2018–19	District 2016–17	District 2017–18	District 2018–19	State 2016–17	State 2017–18	State 2018–19
Suspensions	.02	.04	.05	1.1	2.3	1.8	3.6	3.5	3.5
Expulsions	N/A	N/A	N/A	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019–20)

There is a comprehensive Hunt School Emergency Action Plan last reviewed and approved on September 2019. This plan is monitored by the SbS Health and Safety Committee and meets the national accreditation requirements of The Joint Commission. Health and Safety is a standing agenda item for Hunt School staff meetings, and the SbS Health and Safety Committee meets quarterly with Hunt staff members on the committee.

The Hunt School safety plan, based on federal and state law, includes disaster planning, preparedness, and training as three major components of the plan. The safety plan details the following areas: Responsible Staff, Types of Emergencies, Emergency Systems, Emergency Protocols including Response Plans and Procedures, Equipment, and Check Lists. In addition, at least every two years, staff trains in First Aid and CPR, and annually in Basic Water Safety. Students and staff participate in monthly fire drills along with annual earthquake and invader drills. Parent/guardian emergency contact information is kept current to insure timely communication.

The correlation between academic achievement and learning environments in which students feel safe, secure, and connected is clear. The school safety plan is designed to address identified needs in the area of school safety and violence prevention. To that end, safe school planning, crisis preparedness and response, bullying and cyber bullying prevention and intervention are supported by the Crisis Prevention Institute's Nonviolent Crisis Intervention or CPI training all school staff receives at least annually, as well as ongoing staff training throughout the school year. CPI trainers conducting this agency training are nationally certified Hunt School administrators and behavioral support staff. The school safety and violence prevention policy, practices, and procedures include protocols around implementation of a violence-prevention program (Positive Behavioral Intervention Structure), personnel trained in conflict resolution, on-campus communication devices, and forming cooperative arrangements with local and county law enforcement, along with an established staff training program in violence prevention.

C. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) (School Year 2016–17)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	See Below	N/A	0	0
1	See Below	N/A	0	0
2	See Below	N/A	0	0
3	See Below	N/A	0	0
4	See Below	N/A	0	0
5	See Below	N/A	0	0
6	See Below	N/A	0	0
Other**	SDC = 10	3	0	0

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** %Other+category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2017–18)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	See Below	N/A	0	0
1	See Below	N/A	0	0
2	See Below	N/A	0	0
3	See Below	N/A	0	0
4	See Below	N/A	0	0
5	See Below	N/A	0	0
6	See Below	N/A	0	0
Other**	SDC = 10	3	0	0

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

**Other+category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2018–19)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	See Below	N/A	0	0
1	See Below	N/A	0	0
2	See Below	N/A	0	0
3	See Below	N/A	0	0
4	See Below	N/A	0	0
5	See Below	N/A	0	0
6	See Below	N/A	0	0
Other**	SDC = 10	3	0	0

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

**Other+category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016–17)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English	<10	N/A	0	0
Mathematics	<10	N/A	0	0
Science	<10	N/A	0	0
Social Science	<10	N/A	0	0

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017–18)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English	<10	N/A	0	0
Mathematics	<10	N/A	0	0
Science	<10	N/A	0	0
Social Science	<10	N/A	0	0

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018–19)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
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Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English	<10	N/A	0	0
Mathematics	<10	N/A	0	0
Science	<10	N/A	0	0
Social Science	<10	N/A	0	0

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Student Support Services Staff (School Year 2018–19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	1
Other	3

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Types of Services Funded (Fiscal Year 2018–19)

The Special Education services provided by the Hunt School are designed to meet the individual needs of the students with Individualized Education Programs (IEPs) as required by state and federal laws. The scope of services includes four special day classrooms, grades K-12. The instruction program includes three classroom serving kindergarten to eighth grade and one high school classroom. In addition, designated instruction and services, including two full-time licensed Educationally Related Mental Health Service providers address the educational needs of students identified as qualifying with mild to moderate special educational eligibility.

Professional Development

The Hunt School provides non-student days and student early release days for professional growth-development. In addition, staff development occurs during regularly scheduled staff meetings and team meetings on an ongoing basis.