

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

**PARKER ACADEMY  
SUMMARY REPORT**

**David Parker, Executive Director  
Elizabeth Petrus, Principal and Special Education Director  
Sherry Burbank, Special Education Coordinator**

Chairpersons, Visiting Team:  
Jane Bergeron and Dr. Edward Hendry  
Education Consultants

Site Visit Conducted on March 11 - 12, 2013  
Report Date, June 12, 2013

## TABLE OF CONTENTS

- I. Team Members
- II. Introduction
- III. Purpose and Design of The Case Study Compliance Review Process
- IV. Status of Previous Program Approval Report and Corrective Actions
- V. March 11 - 12, 2013 Case Study Compliance Review Results
  - Local Education Agency (LEA) Survey
  - Parent Participation
  - Summary of Findings from the Three Focus Areas
  - New Special Education Programs Seeking Approval from the New Hampshire Department of Education (NHDOE)
  - Commendations
  - Issues of Significance
  - Findings of Noncompliance
  - Suggestions for Program Improvement
- VI. Building Level Summary Report

## I. TEAM MEMBERS

Visiting Team Members:

<b>NAME</b>	<b>PROFESSIONAL ROLE</b>
Jane Bergeron-Beaulieu	Education Consultant, Chairperson
Ed Hendry	Education Consultant, Chairperson
Meeta Brown	Special Education Coordinator
Gretchen Cook	Coordinator of Education
Nancy Pierce	Principal
Michael McMurray	Principal
Mary Lane	NHDOE Education Consultant

Building Level Team Members from Parker Academy:

<b>NAME</b>	<b>PROFESSIONAL ROLE</b>
David Parker	Executive Director
Elizabeth Petris	Principal and Special Education Director
Sherry Burbank	Special Education Coordinator
Kirke Olsen	School Psychologist
Debbie Fries	Math Teacher
Ron Noyes	Ensemble Director
Stephen Kelsey	Chemistry Teacher
Joe Webster	Social Studies Teacher
Rhonda Bergman	Math Teacher
Paul Keiner	English Teacher
Jim Parker	Special Education Teacher

## II. INTRODUCTION

Parker Academy is a private day school that provides state-approved special education programs for students in grades 6 through 12. The Academy is located in Concord, New Hampshire and is approved for 36 students with disabilities in its School Year Program and 10 students in its Summer Program. Parker Academy also holds approval from the NHDOE Bureau of School Approval as a non-public school for middle and high school students, and is able to award a high school diploma for those students who are eligible. The school's enrollment at the time of the NHDOE Special Education Program Approval visit was 54 male and female students, including 32 students with disabilities.

Parker Academy is approved by the NHDOE, Bureau of Special Education to provide services to students with Autism, Emotional Disturbance, Other Health Impairments, Specific Learning Disability and Speech-Language Impairment. At the time of the NHDOE Special Education Program Approval visit, students were attending from 23 different New Hampshire School Administrative Units (SAUs).

The Academy's overall mission is to help students build on their strengths, acquire skills in all academic areas, develop a healthy lifestyle and feel part of a larger community. Its mission statement is: "Parker Academy provides comprehensive educational programming that responds to the individual needs of students and families. We strive to create an educational environment that expects honesty and respect and encourages growth, service, creativity, commitment and success. Our model is based on the idea (based on research) that people are most successful when they can pursue and reinforce their strengths. In order to fulfill our mission, we are committed to the following objectives:

- academic programming that responds to the individual's learning style and needs
- service to school and community
- physical fitness as part of overall wellness
- appreciation of and participation in the arts
- social and emotional growth and
- parental involvement"

Students attend Parker Academy for a variety of reasons. Some have learning differences or emotional needs. Others need a slower pace or need help in managing stress or anxiety. Many find themselves looking for a school that not only adjusts and supports them, but also offers them appropriate challenges in their areas of strength. Working in teams, the students and faculty make sure the Academy's programs are responsive and that all individuals are heard and valued.

Parker Academy offers a full range of curricula meeting NH Department of Education Standards for both middle and high schools and leading to a regular high school diploma (or credits for transfer to other schools). In addition to courses required by the State, there are a variety of electives comprising the curriculum. These courses, including such choices as AP French and AP Spanish, AP Calculus, Law, Film, Computer Graphics and Web Page Design have been offered to meet students' needs and interests. The staff has already begun aligning its curriculum to the Common Core State Standards. Extensive work is planned for this spring and summer for staff to complete the alignment process.

Community service, positive psychology, wellness, signature strengths, mindfulness and personal growth are built into all programs. Parent communication and involvement are encouraged. Parker Academy prides itself on having an active positive influence in the community. Its students and staff volunteer many after school hours to worthy causes. Below is a list of various community service projects that Parker Academy students continually serve.

- American Cancer Society's Making Strides Against Breast Cancer
- CATCH
- Capitol Region Food Basket
- Community Action Program - We assist in packaging nonperishable foods to be distributed in low-income communities.
- Concord Hospital Payson Center's Rock 'n' Race
- Concord SPCA
- Extreme Block Makeover
- Friends of Forgotten Children
- The Friendly Kitchen
- The Forest Society
- Groundworks Concord
- Habitat for Humanity
- Live & Let Live Farm
- Mustard Seed Preschool
- NH Peace Action
- Sierra Club
- United Way's Day of Caring
- Good News Garage - cleans and restores vehicles and then donates them to individuals who need reliable transportation.
- Salvation Army - cleans and restores used clothing and other articles to be given to low-income communities.
- Merrimack County Nursing Home - Parker Academy students entertain, read and talk with residents of the facility.
- Canterbury Shaker Village - Parker Academy assists with grounds work such as planting, shoveling, painting

**School Demographics:**

SCHOOL DEMOGRAPHICS	2011-2012	2012-2013
<b>Student Enrollment as of October 1</b>	31	32
<b>Do you accept out-of-state students? If so, list number from each state in 12-13</b>	Yes, -0-	
<b>Number and Names of Sending New Hampshire LEAs (as of October 1, 2012)</b>	23 SAUs: #15 Auburn, #25 Bedford, #67 Bow, #15 Candia, #6 Claremont, #8 Concord, #10 Derry, #61 Farmington, #73 Gilford, #19 Goffstown, #34 Hillsboro-Deering, #41 Hollis-Brookline, #15 Hooksett, #81 Hudson, #27 Litchfield, #12 Londonderry, #37 Manchester, #46 Merrimack Valley, #44 Northwood, #53 Pembroke, #54 Rochester, #80 Shaker Regional, #64 Milton-Wakefield	
# of Identified Students Suspended One or More Times	3	2
<b>Average Length of Stay for Students</b>	2.04 years	2.37 years
<b><u>STAFF DEMOGRAPHICS</u></b>		
Student/Teacher Ratio (as of October 1, 2012)	1:2.2	1:2.3
# of Certified Administrators	1	1
# of Certified Teachers	14	14
# of Teachers with Intern Licenses	1	3
# of Related Service Providers	2	4
# of Paraprofessionals	6	6
# of Professional Days Made Available to Staff	Non-specific; staff members are able to attend relevant outside events; in-house professional activities occur every Thursday after school and on contractual days when school is not in session.	Non-specific; staff members are able to attend relevant outside events; in-house professional activities occur every Thursday after school and on contractual days when school is not in session.
<b>SPECIAL EDUCATION PROGRAM DATA</b>		
<b><u>Primary Disability Types:</u></b>	<b>2011-2012</b>	<b>2012-2013</b>
Autism	4	5
Deaf / Blindness	--	-n/a-
Deafness	--	-n/a-
Developmental Delay	--	-n/a-
Emotional Disturbance	12	5
Hearing Impairment	--	-n/a-
Intellectual Disability	--	-n/a-

Multiple Disabilities	--	-n/a-
Orthopedic Impairment	--	-n/a-
Other Health Impairment	7	12
Specific Learning Disabilities	7	7
Speech or Language Impairment	1	3
Traumatic Brain Injury	--	-n/a-
Visual Impairment	--	-n/a-

### 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 Parker Academy on March 11 & 12, 2013 for the purpose of reviewing the present status of programs and services made available to children and youth with educational disabilities. Program Approval Visits are conducted using a Case Study Model that is a focused review. This focused review permits the NHDOE to leverage its impact for change and improvement within private special education schools statewide, by focusing the attention of all educators on the following three areas of critical importance in the provision of FAPE for students with disabilities.

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

As part of this compliance review, students were randomly selected by the NHDOE prior to the visit, and staff was asked to present these students' case studies at the visit to determine compliance with state and federal special education rules and regulations.

Other activities related to this NHDOE Case Study Compliance Visit included the review of:

- All application materials submitted
- Status of corrective actions since the last NHDOE Special Education Program Approval Visit
- Personnel credentials for special education staff (verified by NHDOE)
- Program descriptions and NHSEIS verification reports
- All data collected during the visit
- Any new or changed special education programs seeking approval from the NHDOE

The New Hampshire Department of Education provided a visiting team of professional educators to work collaboratively with staff in each of the schools in conducting the Case Study Compliance Review and the varied data collection activities. Throughout the entire review process, the visiting team worked in collaboration with the staff of Parker Academy. Their professionalism, active involvement in the process and cooperation were greatly appreciated and well recognized.

Evidence of the work conducted and results related to student outcomes were gathered throughout the process, guided by the materials and templates provided by the NHDOE, Bureau of Special Education. Examples of evidence included student individual education programs (IEPs), progress reports,

samples of student work, grades, extracurricular involvement, permanent records, curriculum, etc. Input was gathered from key constituents, including interviews with professional staff, parents, administrators, and in some cases the students. In addition, classroom observations were conducted for each of the case studies being reviewed. The collective data were summarized by the visiting and building level teams. The summaries, included in the following pages, outline identified areas of strength and areas needing improvement for each school reviewed.

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

Based on review of the July 14, 2009 NHDOE Special Education Program Approval Report, the following patterns were identified as needing improvement:

<b>Findings of Noncompliance</b>	<b>Status as of June 1, 2010; June 21, 2010; June 24, 2010</b>	<b>Status as of March 11 &amp; 12, 2013</b>
1109.01 Elements of an IEP – Appropriate measurable go post-secondary goals	Met	Not Met
Ed1114.05 (c) Program Requirements. PA accepted an IEP which does not meet the requirements of Ed1109.01	Met	Not Met
Ed1114.10 Qualification and Requirements for Instructional, Administrative and Support Personnel: Several staff members whose job title is “teacher” do not have certification as educators. The person responsible for supervising and evaluation staff does not hold appropriate credentials for this role	Met	Met
Ed1114.05 Program Requirements- 5 students were enrolled for disabilities that Parker Academy was not approved for.  Over capacity	Met	Met
Ed1114.05 Program Requirements-Written curricula for Economics and World Languages were not submitted	Met	Met
Ed1114.10 Qualifications and Requirements for Instructional, Administrative and Support Personnel  No job description submitted for the Wellness Coordinator	Met	Met
Ed1114.19 Insurance Coverage-Evidence that the delegated person is bonded was not submitted.	Met	Met

#### **V. MARCH 11 & 12, 2013 CASE STUDY COMPLIANCE REVIEW RESULTS**

Data collection is an important part of the NHDOE Special Education Case Study Compliance Review Process. In order to monitor whether or not special education programs are in compliance in the three focus areas, and determine any root causes of problems that may be identified through the case study process, it is essential that each case study team look deeply into the data that surrounds the three primary aspects of the Case Study Review. This process takes time, and the entire team working with the child being reviewed must be involved in collecting and analyzing the data, as well as presenting and summarizing the data with the visiting team. As such, NHDOE works with private schools to

determine the number and type of case studies to be prepared and presented, and to ensure that building teams are not inundated with more data than can be fully analyzed, allowing them to reflect upon and generalize their newly found knowledge of their programs, practices, policies and procedures.

### 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, Parker Academy distributed the LEA Survey to the contact people in all LEAs that have students currently enrolled in the school. They received a 39% response from the LEAs.

### SUMMARY REPORT OF SENDING LEAs

Name of Private School: Parker Academy Day School		
Total number of surveys sent: 23	Total # of completed surveys received: 9	Percent of response: 39%
Number of students placed by: LEA: 15	Court: 0	Parent: 1

**INSTRUCTIONS: PLEASE TYPE TOTAL NUMBER OF RESPONSES IN EACH BOX.**  
**SCALE 4 STRONGLY AGREE 3 AGREE 2 DISAGREE 1 STRONGLY DISAGREE**

	4	3	2	1	No Answer
1. The private school has a curriculum fully aligned to NH Curriculum Frameworks/Common Core State Standards.	5	3			1
2. I am satisfied the student has made progress in the educational curriculum at the above school.	7	2			
3. There is evidence of effective instruction aligned with fidelity to the curriculum.	4	4			1
4. The school consistently follows special education rules and regulations.	4	5			
5. The school has developed and implemented effective policies and procedures for management of student behavior including the use of aversives.	3	5			1
6. The school has an effective behavioral management program.	4	4			1
7. I am satisfied with the special education, related and other supplementary aids and services provided by the school.	5	4			
8. The school implements all parts of students' IEPs including accommodations and modifications in both instruction and assessment.	5	4			
9. The school effectively uses data to measure academic growth and to inform instruction.	4	3			2
10. The school uses data to measure behavioral growth and to inform instruction.	2	4			3
11. A mid-year review and annual evaluation of the child's progress relative to the IEP are conducted.	4	3			2
12. The school has a comprehensive progress monitoring system that is communicated and provided to LEA and parents at least as often as the sending district (minimum 3 times per year).	3	3			3

13. The progress monitoring reports describe the child’s progress toward meeting the IEP goals, include a record of attendance, and are written in terminology understandable to the parent.	2	5			2
14. I am satisfied with the way the school communicates students’ progress to the parents and the LEA.	4	3			2
15. The school actively plans for future transition to a less restrictive environment.	2	4	1		2
16. The school implements all aspects of the transition services needs for students turning 14 during the IEP service period and Transition Services as outlined in Indicator 13 (16 years).	2	4			3
17. If the school finds it necessary to change or terminate placement, they notify the LEA by convening the IEP team to: review the concerns, review/revise the IEP, discuss the placement and determine if the facility can fully implement the IEP and provide FAPE.	2	2			5
18. The school team sets meeting times that are convenient for both parents and the LEA.	6	3			
19. I would enroll other students at the school.	8	1			

**Analysis of Response by Parker Academy:**

The results of the Parker Academy survey of sending LEAs are very positive. Ninety-nine percent of the responses were a 3 (agree) or a 4 (strongly agree). About 53% of the responses were a 4 (strongly agree), the highest positive feedback available on the scale. Several LEAs did not respond to some of the items. Several of those who did not respond, left comments indicating that they did not have enough experience with the school yet to reply. That is attributed to the early point in the school year at which the surveys went out (early November), and the fact that several LEAs who responded to the survey were from districts that had recently placed students at Parker Academy. They may not have had an opportunity to experience some of the items listed on the survey. In part due to a thorough admission process, as well as expert professionals, robust professional development, and reflective practices, our LEAs tend to be highly satisfied with the program available at Parker Academy.

**Comments were received from 7 of the 9 LEAs who responded to the survey.**

“Parker Academy provides much needed services for a subset of students who are, generally speaking, bright but anxious in larger academic settings. Many of the teachers are very skilled, having worked in other settings, sometimes for many years. We have had many successful placements there in the past.”

“Related services are a bit of a challenge, but Parker does an excellent job serving a certain type of student.”

“I’ve had two students terminated from Parker, both being rather difficult situations. Although the terminations were probably appropriate, I would have appreciated a little more advance notice.” (Specific to item #17)

“I have not received any reports or communication from Parker Academy, so I cannot comment on the effectiveness of communication.”

“Always satisfied with both staff and communication at Parker.”

“Communication this year has been slow with regard to the school responding to meeting requests and completing necessary information for meetings.”

“The [X] school district has utilized Parker Academy as an alternative placement for many years and finds the program to be productive, positive and consistent for students for whom this is the LRE and meets their unique needs.”

## PARENT PARTICIPATION

One of the defining features of effective schools is strong parent/community relations and open communication. Having parents as active stakeholders in the NHDOE Special Education Program Approval Process ensures broader perspectives and brings forth new ideas. In addition, including the parent perspective enhances and strengthens the teams' case study presentations, and makes for stronger school/parent relationships. As such, parent participation and input is a required part of the NHDOE Special Education Program Approval Process. In order to ensure parent participation and feedback, the NHDOE, Bureau of Special Education involves parents in a variety of aspects of the Special Education Program Approval Process. First, parents are encouraged to be active participants in the case study presentations; second, parents of the children presented in the case study process are formally interviewed; and third, the school is required to send all parents of students with disabilities a written survey with a request to respond. Below is a summary of the results of the parent survey, along with a summary of the comments/feedback provided to the visiting team during this Case Study Compliance Review.

### SUMMARY OF PARENT SURVEY DATA

Name of Private School: Parker Academy		
Total number of surveys sent: <b>37</b> <b>32 students &amp; 5 duplicate for divorced parents</b>	Total # of completed surveys received: <b>25</b>	Percent of response: <b>68%</b>

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

<b>ACCESS TO THE GENERAL CURRICULUM:</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>No Answer</b>
1. I am satisfied that my child has access to the general education curriculum (Academic IEP goals and school curriculum aligned with Common Core State Standards /NH Curriculum Frameworks).	21	2	-	2
2. My child has opportunities to interact with non-disabled peers on a regular basis unless the IEP team has determined that the interaction is not appropriate/reasonable.	20	3	-	2
3. I am informed on a regular basis and with clear evidence of my child's progress in the general education curriculum.	17	6	1	1
4. I understand that a variety of information (observations, test scores, results of evaluations, school work samples, behavioral data, etc) was considered in developing my child's IEP for this placement.	23	1	-	1
5. I am satisfied that there is a direct connection between my child's needs and the components of his/her IEP and the supports and services ("reasonably calculated to provide educational benefit").	20	5	-	-
6. I am satisfied that the sending school district has fully considered the Least Restrictive Environment in recommending this placement for my child (to the maximum extent appropriate, my child is educated with non-disabled peers).	19	1	-	5
7. I know whom to contact if I have questions about my child's placement or progress in this program.	24	1	-	-
8. I am satisfied that the staff of this placement worked collaboratively with my school district in developing my child's current IEP.	18	2	-	5
9. I have been involved in the development of my child's IEP.	23	1	-	1
10. I am satisfied that my child is making progress toward his/her IEP goals.	19	5	-	1

<b>FOR PARENTS OF HIGH SCHOOL STUDENTS ONLY:</b>				
11. My child earns credits toward a regular high school diploma in all of his/her classes.	19	-	-	3
12. My student will graduate with a high school diploma	20	-	-	2
<b>TRANSITION:</b>				
13. I am satisfied with the planning and support provided for my child as he/she moves from grade to grade, school to school, public school to private school.	13	6	-	6
14. All of the people who are important to my child's transition were part of the planning (grade appropriate).	17	1	1	7
15. All of the people/agencies who are required to be part of transition planning for my child were part of the transition process.	12	3	-	10
<b>FOR PARENTS OF STUDENTS AGE 16 OR OLDER ONLY:</b>				
16. I am satisfied that my child's IEP meets all the requirements of Secondary Transition: measureable post-secondary goals, necessary supports and services, age-appropriate transition assessments, specific invitation to the Transition meeting, etc. (DOE Indicator #13)	5	4	-	4
17. I am satisfied that the post-secondary Transition Goals for my child are reviewed on a regular basis, have the necessary supports and services to be accomplished, are connected to annual IEP goals, and can lead my child to productive participation/activities post-graduation or post-21 years as appropriate.	5	5	-	3
<b>BEHAVIOR STRATEGIES AND DISCIPLINE:</b>				
18. My child's classroom behaviors affect his/her ability to learn. <i>If the answer is yes, please answer the next two questions. If no, skip to OTHER.</i>	<b>YES</b>		<b>NO</b>	
	<b>3</b>	<b>2</b>	<b>1</b>	<b>No Answer</b>
19. I have been involved in the development of behavior interventions, strategies and supports for my child.	11	1	-	-
20. I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs.	12	-	-	-
<b>OTHER:</b>				
21. I fully participate in special education decisions regarding my child.	24	1	-	-
22. I have been provided with a copy of the procedural safeguards (parental rights) at least once a year.	23	-	-	2

**What suggestions would you offer to the school that would improve your child's education?**

**Comments from Parents:**

"None, they have been a saving grace for my child."

"Further instruction in basic life skills."

"Parker Academy has provided outstanding and measureable academic and personal growth over the past three years. I expect continued focus as we move through high school and plan for beyond. I am very satisfied with Parker."

"At this point Parker Academy has consistently improved my son's education level. At this point, I cannot think of any improvements. Thank you."

“Most of the questions I have answered 2 on mostly have to do with me not really being privy to everything that goes on from day to day. My child spends most of her time at her mother’s house and unless I log onto the website (which I am bad about doing) I don’t hear anything. I ask about homework and daily school activity but I normally just get “its OK” and she can never really tell me what has happened during the day. I think if I had more communication directly from the school as what to help my child with would help me.

“The public school districts need to do more in regard to checking in and supporting IEP goals.”

“In later high school years, it would be beneficial for the students to be able to attend a local high school’s college fair – perhaps a partnership with Concord High or a neighboring town? More school to career counseling.”

“Better post high school preparedness – college fairs help figuring out perhaps a semester class (after high school) type information push in the right direction.

**Analysis of Parent Survey Responses by Parker Academy:**

Focus Area	Percent Completely Satisfied	Percent Partially Satisfied	Percent Not Satisfied	Percent with No Answer
Access to the General Curriculum Items 1-10	82	11	>1	6
Access Specific to High School Items 11-12	89	--	--	11
Transition Items 13-15	56	13	>1	31
Transition Specific to Age 16+ Items 16-17	38	35	-	27
Behavior Strategies & Discipline	96	-	-	4
Level of Parent Participation in Process	96	-	-	4

**Summary of Parent Survey Results:**

The response to the parent survey represented more than half of the parents of students with disabilities enrolled at Parker Academy. The parents provided interesting insights and positive feedback to Parker Academy, further noting that Parker Academy was particularly adept in providing quality instruction, a variety of learning opportunities and positively involving students in the learning process.

The parent responses did provide some additional insight on a few areas which the school may want to give attention to. These include more attention to college and career readiness, such as college fairs, connections with colleges for advanced enrollment in college classes, and improved communication regarding curriculum expectations and daily work assignments.

## **SUMMARY FROM THE THREE FOCUS AREAS OF THE CASE STUDY COMPLIANCE REVIEW**

### **Access to the General Curriculum**

#### **Implementation of Individual Education Programs (IEPs)**

#### **Provision of Non-Academic Services**

#### **Full Access to the District's Curriculum**

#### **Equal Education Opportunity**

Parker Academy has systems in place to ensure that all students, including those with educational disabilities are being provided access to and participation in the general education curriculum requirements. Subject specific curriculum is well developed and aligned to the New Hampshire Grade Level/Grade Span Expectations, and processes are in place for refinement and alignment to the Common Core State Standards. Most all teachers are certified to provide instruction in their content areas, and as needed, there are consultants in place to support the educators at Parker Academy. Teachers maintain a portfolio of student work, evidence of progress toward IEP goals and ongoing attention is given to areas that require specialized instruction.

Based on the case studies presented at the Parker Academy it was evident that instruction was highly individualized and that all students are afforded the opportunity to progress at their own rate of learning. The Parker Academy faculty and staff have created a number of intentional and effective means of placing students in charge of their own learning and ensuring that students are provided full access to and participation in required course work and electives, as well as extended learning opportunities within the community. The instructional staff is clearly articulate about course content for both middle and high school levels through the established curriculum, and competencies as established by the curriculum. Instruction is provided through innovative and motivating learning opportunities and the visiting team was impressed with the complete course of studies made available to students. Equally important is that careful attention is given to monitoring and issuing of high school credits and maintaining of transcripts to ensure that students are meeting all graduation requirements. Based on the case study presentations, along with review of policy and procedures, there were no significant concerns raised related to implementation of IEPs, FAPE or equal educational opportunities.

### **Transition**

#### **Transition Planning**

#### **Process: Provision of Free Appropriate Public Education (FAPE)**

#### **Transition Services**

Transition planning as required by IDEA and state special education rules was consistently evident in IEPs that were reviewed through the Case Study Compliance Review Process. At Parker Academy it is clear that transition planning does occur, and in most cases was exemplary in both the documentation as well as in day to day implementation and monitoring. Based on the IEPs reviewed it was evident that staff and administration recognize the importance of transition planning, and this was evident in IEPs; multiple measures are used to assess students' interests and aptitudes for the purpose of transition planning. Parker Academy works closely with sending LEAs and applicable agencies when planning for transitions. Transition planning is a critical area for students placed outside of their home district, and in particular for those who are struggling learners. Parker Academy presented evidence of well documented transition planning, collaboration with LEAs, outside agencies, and

parents which included consistent documentation of transition procedures, processes and monitoring or such plans.

### **Behavior Strategies and Discipline**

As a result of the March 11-12, 2013 NHDOE Case Study Compliance Review at Parker Academy, it was clear that staff and administration have the skills, talent and strategies to address the individual behavioral supports and mental health interventions for every child enrolled. Parker Academy exhibits well defined school wide positive behavioral supports and interventions and makes certain that each child and their parents knows the expectations. All behavioral supports utilized are positive and engage the student, and whenever possible the family. In addition to the clearly outlined day to day behavioral expectations within Parker Academy, individual plans are developed for students as necessary. For those students in need of more specialized behavioral programming, plans are written and included in IEPs and progress is monitored regularly. Both program wide and individual student data is reviewed regularly through focused discussion to ascertain the impact that student behaviors have upon the culture of the school, climate and student learning.

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

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

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

At the time of the Case Study Compliance Review there was no application materials submitted requesting approval for new programs or changes to an existing approved program.

### **COMMENDATIONS**

The NHDOE's Special Education Case Study Compliance Review includes a two day visit by NH Certified educators who conduct a review of the school's curriculum, instruction and assessment as well as program design, administrative structure, policy and procedure, and compliance with state and federal special education rules and regulations. The following commendations are offered by the visiting team:

1. The leadership of Parker Academy is clearly shared and equitable and the school is recognized for the thoughtful, proactive problem solving approach that is student centered and focuses on results.
2. The dedicated, caring and skilled staff and administration have a common interest in continuous improvement and are committed to student success.
3. All at Parker Academy are living the mission to support the individual needs of students and assist all students in acquiring the skills to be positive contributors to their community.
4. At Parker Academy there is a culture of mutual respect for all.
5. Parker Academy's selective admission process assures the match between student needs and the schools attributes.
6. Staff and administrators effectively use data to inform instruction and identify the effectiveness of curriculum, instruction and assessment.
7. Parker Academy has earned the regard and respect of LEAs and parents whose students attend the school.
8. The staff and administration are commended for the ongoing program improvement and growth brought forth over the past three years.
9. The facilities at Parker Academy are clean, well maintained and provides ample space for a variety of learning experiences.
10. Staff is provided with an expanse of effective and embedded professional development opportunities.
11. The community learning experiences for students are impressive.
12. The executive director is commended for his leadership, vision, positive working relationships with staff, students, families, LEAs and the community at large.

**Number of Cases Reviewed During the Parker Academy NHDOE Compliance  
Visitation on March 11 - 12, 2013**

Preschool	N/A
Elementary School	N/A
Middle School	0
High School, Age Below 16	1
High School, Age 16 or Above	2
Total Number of Case Studies Reviewed	3

**FINDINGS OF NONCOMPLIANCE IDENTIFIED AS A RESULT OF THE  
MARCH 11 - 12, 2013 CASE STUDY COMPLIANCE REVIEW**

Findings of noncompliance are defined as deficiencies that have been identified through the Case Study Compliance Review Process, which are in violation of state and federal special education rules and regulations. Findings of noncompliance may result from review of policies and procedures and related application materials, case study presentations, review of student records or any other program approval activity related to the visit. **It is important to note that all findings of noncompliance listed below must be addressed in a corrective action plan and resolved within one year of this report. A template and instructions for such planning will be provided.**

**Student Specific Findings of Noncompliance to be Addressed by Both the LEA and Private School Setting:** *Please Note: The NH Department of Education requires that Student Specific Findings of Noncompliance be addressed and resolved within 45 days of notification.*

**Ed 1109.01(a)(1) Elements of an Individualized Education Program; 34 CRF 300.320(a)(2)(i)  
Definition of individualized education program**

**District: Manchester and Hudson**

Based on the IEPs reviewed, not all goals were written in measurable terms.

**Ed 1109.01 (a) Elements of an Individualized Education Program; 34 CFR 300.320(b)  
Definition of individualized education program**

**District: Hudson**

Based on the IEP that was reviewed, the transition plan lacked postsecondary goals that had been updated annually.

**Systemic Findings of Noncompliance to Be Addressed by the Private School Setting**

***Please Note:** The NH Department of Education, Bureau of Special Education requires that Systemic Findings of Noncompliance be addressed in a corrective action plan and met within one year of the date of the report; a template and instructions for such planning will be provided.*

**Ed 1114.05 (j) Program Requirements**

At the time of the NHDOE Case Study Compliance Review, Parker Academy did not include personnel or consultants certified in the following areas: Library Media, Health, Physical Education, Family and Consumer Science and Business.

**Ed 1114.06 (f) Responsibilities of Private Providers of Special Education or Other Non-LEA Programs in the implementation of IEPs**

At the time of the NHDOE Case Study Compliance Review evidence was lacking to demonstrate there are consistent processes in place for oversight and monitoring of lesson planning.

**Ed 1114.10 (e) Qualifications and Requirements for Instructional, Administrative and Support Personnel**

At the time of the NHDOE Case Study Compliance Review, Parker Academy was undergoing some changes in the structure of administrative personnel and job descriptions had not yet been updated.

## **SUGGESTIONS FOR PROGRAM-WIDE IMPROVEMENT**

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

1. As noted above with all the recent transitions that Parker Academy has experienced in regard to changes in administrative structure, more attention needs to be given to the oversight and monitoring of classroom instruction, implementation of curriculum, and supervision of teaching staff.

## VI. BUILDING LEVEL SUMMARY REPORTS

**USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT**  
**BUILDING LEVEL CASE STUDY DATA SUMMARY**  
 NEW HAMPSHIRE DEPARTMENT OF EDUCATION  
 SPECIAL EDUCATION PROGRAM APPROVAL AND IMPROVEMENT PROCESS

School: Parker Academy	Date: 3.12.13	
Programs: All	Number of Cases Reviewed: 3	
Recorder/Summarizer: Nancy Pierce	Number of students reviewed age 16+: 2	Number of students age 16+ cited for Indicator 13: n/a

Jane Bergeron-Beaulieu	Education Consultant, Chairperson	Visiting Team
Ed Hendry	Education Consultant, Chairperson	Visiting Team
Meeta Brown	Special Education Coordinator	Visiting Team
Gretchen Cook	Coordinator of Education	Visiting Team
Nancy Pierce	Principal	Visiting Team
Michael McMurray	Principal	Visiting Team
Mary Lane	NHDOE Education Consultant	Visiting Team
David Parker	Executive Director	Building Level
Liz Petris	Principal and Special Education Director	Building Level
Sherry Burbank	Special Education Coordinator	Building Level
Kirke Olsen	School Psychologist	Building Level
Debbie Fries	Math Teacher	Building Level
Ron Noyes	Ensemble Director	Building Level
Stephen Kelsey	Chemistry Teacher	Building Level
Joe Webster	Social Studies Teacher	Building Level
Rhonda Bergman	Math Teacher	Building Level
Paul Keiner	English Teacher	Building Level
Jim Parker	Special Education Teacher	Building Level

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

**SUMMARIZE YOUR BUILDING LEVEL DATA**

**ACCESS TO THE GENERAL CURRICULUM STATEMENTS**

Fill in the combined <u>number</u> of times a statement is marked on all Data Collection Forms for this school or building.			
	YES	NO	N/A
1. There is evidence that when developing the IEP the IEP Team considers: the strengths of the child; (ii) The concerns of the parents for enhancing the education of their child; (iii) The results of the initial or most recent evaluation of the child; and (iv) The academic, developmental, and functional needs of the child <sup>1</sup> .	3		
2. There is evidence of a system among <i>all</i> staff members who provide direct services for the child, including instructional and residential, of their participation in the process of planning for that child and knowing the contents of the IEP and all other reports and evaluations, as appropriate to their roles and responsibilities <sup>2</sup> .			
3. There is evidence that the Team uses multiple measures to design, implement and monitor the student's program <sup>3,4</sup> .	3		
4. All IEP goals are written in measurable terms <sup>5</sup> .	1	2	
5. Student's IEP has at least one functional goal (as applicable) <sup>6</sup> .			3
6. There is evidence that the student has made progress in IEP Goals over the past three years <sup>7,8</sup> .	2		1
7. There is evidence that the special education, supplementary aids and/or related services described in the IEP have been delivered <sup>9</sup> .	3		

<sup>1</sup> Ed 1109.03 When an IEP Is in Effect; IEP Meetings; Development, Review, and Revision of an IEP; Transition Services; 34 CFR 300.324 Development, review, and revision of IEP

<sup>2</sup> Ed 1114.05(h) Program Requirements

<sup>3</sup> Ed 1109.01 (a)(1) Elements of an Individualized Program; 34 CFR 300.320 (a) Definition of IEP

<sup>4</sup> Ed. 1109.01 Elements of an Individualized Program; 34 CFR 300.320 (3)(i)(ii); Definition of IEP

<sup>5</sup> Ed. 1109.01 Elements of an IEP; 34 CFR 300.320 Content of IEP

<sup>6</sup> Ed 1102.01(u) Definitions Functional Goal *Functional goal* means a measurable outcome that is developed by the IEP team to address a need detailed in the analysis of the student's functional performance

<sup>7</sup> Ed 1109.01 Elements of an IEP

<sup>8</sup> Ed 1109.03 When an IEP Is in Effect; IEP Meetings; Development, Review, and Revision of an IEP; Transition Services; 34 CFR 300.324 Development, review, and revision of IEP

8. There is evidence that NH Minimum Standards for required subjects (credits) are met and provided to the student <sup>10</sup> .	3		
9. There is evidence the student <u>has access to, is participating and progressing in</u> the general education curriculum (aligned with NH Curriculum Frameworks/CCSS) <sup>11</sup> .	3		
10. There is evidence that the accommodations <sup>12</sup> and/or modifications <sup>13</sup> , as described in the IEP allows the student to access, participate and show progress in the general curriculum <sup>14</sup> .	3		
11. There is evidence in the IEP of individual accommodations necessary to measure academic achievement or functional performance in state, school-wide or classroom assessments <sup>15, 16</sup> .	2		1
12. There is evidence that supports and accommodations are provided to this student to allow participation in extracurricular and other non-academic activities <sup>17</sup> .	3		
13. There is evidence that the IEP team made the placement decision based on Free and Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE) <sup>18</sup> .	3		
14. There is evidence the student's IEP is reasonably calculated to result in educational benefit.	3		
<b>For High School Students:</b>			
Student is earning credits toward a regular high school diploma <sup>19</sup> .	3		
IF YES: within 4 years?	2	1	
Student will earn an IEP diploma or a certificate of completion <sup>19</sup> .			
IF YES: within 4 years?			

<sup>9</sup> Ed 1109.04 (b) Copies of the IEP and evidence of implementation

<sup>10</sup> Ed 1114.05 (g) Program Requirements 34 CFR 300.320 Content of IEP

<sup>11</sup> Ed 1113.08 Curricula; Ed. 1109.01 Elements of an IEP; 34 CFR 300.320 Content of IEP

<sup>12</sup> "Accommodation" means any change in instruction or evaluation determined necessary by the IEP team that does not impact the rigor and/or validity of the subject matter being taught or assessed.

<sup>13</sup> "Modification" means any change in instruction or evaluation determined necessary by the IEP team that impacts the rigor and validity or rigor or validity, of the subject matter being taught or assessed.

<sup>14</sup> Ed 1113.08 Curricula; Ed. 1109.01 Elements of an IEP; 34 CFR 300.320 Content of IEP

<sup>15</sup> Ed 1109.01 Elements of an IEP; 34 CFR 300.320 Content of IEP

<sup>16</sup> Ed 1109.01 Elements of an IEP; 34 CFR 300.320 (6)(i) Definition of Individualized Education Program

<sup>17</sup> Ed 1113.08 Curricula; Ed 1109.01 Elements of an IEP; 34 CFR 300.320 Content of IEP

<sup>18</sup> Ed 1111.02 Placement Decisions; 34 CFR 300.116 Placements

<sup>19</sup> Ed 1113.13 Diplomas (a)(b)(c); 34 CFR 300.102 Limitation-Exception to FAPE for certain ages

Does this school have a clear policy for earning a high school diploma <sup>20</sup> ?	yes		
--	-----	--	--

Access Strengths	Access Suggestions for Improvement
<ul style="list-style-type: none"> <li>• Integration of technology and openness to use.</li> <li>• Availability of AP courses.</li> <li>• The building itself – art, library resources. The light coming in the windows, the eco-smart signs – this is the “hidden curriculum”.</li> <li>• Alignment of curriculum to the Common Core State Standards is in process.</li> <li>• Inspired and shared leadership; Parker Academy has a shared mission, vision and core values that all aspire to.</li> <li>• Communication is strong between administrators and staff.</li> <li>• Student/staff ratio is impressive.</li> <li>• Breadth of courses available to all students is tremendous.</li> <li>• The well-developed art and technical education courses are commendable.</li> <li>• The quality, credentials and content knowledge of teachers is outstanding.</li> <li>• Community based learning opportunities for students expand the curriculum offerings.</li> <li>• Thoughtful planning of student programs – pacing is appropriate.</li> <li>• Variety of modalities for learning is extensive, including experiential and kinesthetic.</li> <li>• Strategic planning for Parker Academy is ongoing and includes discussion related to expanded program offerings.</li> <li>• Scheduling is very individualized based on the needs of students.</li> </ul>	<ul style="list-style-type: none"> <li>• Simplify goals to make them more targeted and intelligible.</li> <li>• Make sure present levels of performance in IEPs are clear, concise and accurately reflect the most important strengths and challenges.</li> <li>• Consider citing common core strand/anchor for goals outlined in IEPs.</li> <li>• Develop assistive technology for print disabled students.</li> <li>• As noted in the responses to LEA and parent surveys, Parker Academy may want to explore ways to strengthen communication with school districts and parents.</li> </ul>

**TRANSITION STATEMENTS<sup>21</sup>**

<sup>20</sup> Ed 1114.05 Program Requirements (a)(b)

<sup>21</sup> 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.

Fill in the combined <u>number</u> of times a statement is marked on all Data Collection Forms for this school or building.		
	YES	NO
1. There is evidence that at the time of transition the evaluation summary and other related documents were received in a timely manner <sup>22</sup> .	3	
2. There is evidence and documentation that special education, supplementary aids and/or related services described in the IEP were delivered at the time of transition <sup>23</sup> .	3	
3. There is evidence that the information on this student has been shared between each transition including school to school, grade to grade and teacher to teacher including academic and behavior <sup>24</sup> .	3	
4. There is evidence that the placement decision is made at least annually by the IEP team with consideration that the student is placed in the least restrictive environment <sup>25</sup> .	3	
5. There is evidence that there is collaboration between the LEA and the non-public school in the development, review and revision of the IEP <sup>26</sup> .	3	
6. There is evidence of a collaboration process between general and special education staff in the development, review and revision of IEPs, including transition planning for this student <sup>27</sup> .	3	
7. There is evidence that the student and parents have been involved in transition discussions and activities <sup>28</sup> .	3	
8. If the student turned 14 during the IEP period (or younger if determined by the IEP team), there is evidence that the IEP includes a statement of transition service needs that focuses on the students courses of study <sup>29</sup> .	n/a	
9. If the student turned 16 during the IEP period, there is evidence that the transition plan is designed within a results-oriented process focused on improving academic and functional improvement to facilitate his or her movement from school to post-school goals and activities <sup>30</sup> .	2	1

<sup>22</sup> 34 CFR 300.323(g) Transmittal of records

<sup>23</sup> Ed 1114.06 Responsibilities of Private Providers of Special Education or Other Non- LEA Programs in the Implementation of IEPs.

<sup>24</sup> Ed 1114.05 Program Requirements

<sup>25</sup> Ed 1111.02 Placement Decisions; 34 CFR 300.116 Placements

<sup>26</sup> Ed 1109.05 IEPs for Children Placed in Private Providers of Special Education or other non-LEA Programs by Public Agencies; 34 CFR 300.325 Private school placements by public agencies

<sup>27</sup> Ed 1103.01 IEP Team; 34 CFR 300.321 IEP Team

<sup>28</sup> Ed 1103.01 IEP Team; 34 CFR 300.321 IEP Team

<sup>29</sup> Ed 1109.01 (10) Elements of the individualized education program

<sup>30</sup> Ed 1109.01 (a)(10) Elements of an IEP; 34 CFR 300.320 Definition of an IEP (b); 34 CFR 300.43 Transition Services (a)(1)

10. There is evidence that outside agencies who are involved with this student's transition have participated in transition planning (e.g. DCYF, DJJS, and Area Agency) <sup>31</sup> .	n/a	
---	-----	--

TRANSITION STATEMENTS	YES	NO
<b>(Transition questions must be answered Yes or No, not N/A)</b>		
<b>For a student who will turn age 14</b> during the IEP service period (or younger if determined appropriate by the IEP team): The IEP includes a <b>statement of the transition service needs</b> that focuses on the student's course of study, such as participation in advanced-placement courses or a vocational education program	n/a	
<b>For students under age 16, answer only the first 4 statements above. Then skip to the next page. If the student is age 16 or older during the course of the IEP, answer all statements on this page. (required data for federal statistics purposes)</b>		
1. Is there an appropriate measurable postsecondary goal or goals that covers education OR training AND employment, and, as needed, independent living?	3	
<i>Can the goal(s) be counted? Will the goal(s) occur after the student graduates from school? Based on the information available about this student, does (do) the postsecondary goal(s) seem appropriate for this student? • If yes to all three, then check Y OR if a postsecondary goal(s) is (are) not stated, check N.</i>		
2. Is (are) the postsecondary goal(s) updated annually?	2	1
<i>Was (were) the postsecondary goal(s) addressed/ updated in conjunction with the development of the current IEP? • If yes, then check Y OR If the postsecondary goal(s) was (were) not updated with the current IEP, check N.</i>		
3. Is there evidence that the measurable postsecondary goal(s) were based on age appropriate transition assessment?	3	
<i>Is the use of transition assessment(s) for the postsecondary goal(s) mentioned in the IEP or evident in the student's file? • If yes, then check Y OR if no, then check N.</i>	3	
4. Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goal(s)?	3	
<i>Is a type of instruction, related service, community experience, or development of employment and other post-school adult living objectives, and if appropriate, acquisition of daily living skills, and provision of a functional vocational evaluation listed in association with meeting the post-secondary goal(s)? • If yes, then check Y OR if no, then check N.</i>	yes	
5. Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goal(s)?	3	
<i>Do the transition services include courses of study that align with the student's postsecondary goal(s)? • If yes, then check Y OR if no, then check N.</i>	yes	

<sup>31</sup> Ed 1103.01 IEP Team; 34 CFR 300.321 IEP Team

6. Is (are) there annual IEP goal(s) related to the student's transition services needs?	3		
<i>Is (are) an annual goal(s) included in the IEP that is/are related to the student's transition services needs?</i> • If yes, then check Y OR if no, then check N.			
7. Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed?	3		
8. <i>For the current year, is there documented evidence in the IEP or cumulative folder that the student was invited to attend the IEP Team meeting?</i> • If yes, then check Y OR if no, then check N.	3		
<b>Only the following statement may be answered N/A if appropriate. All statements above must be answered Yes or No.</b>	<b>YES</b>	<b>NO</b>	<b>N/A</b>
9. If appropriate, is there evidence that a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority?			2
10. <i>For the current year, is there evidence in the IEP that representatives of any of the following agencies/services were invited to participate in the IEP development including but not limited to: postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living or community participation for this post-secondary goal?</i> <i>Was consent obtained from the parent (or student, for a student the age of majority)?</i> • If yes to both, then check Y. • If no invitation is evident and a participating agency is likely to be responsible for providing or paying for transition services and there was consent to invite them to the IEP meeting, then check N. • If it is too early to determine if the student will need outside agency involvement, or no agency is likely to provide or pay for transition services, check NA. • If parent or individual student consent (when appropriate) was not provided, check NA.			3
11. Student is informed prior to age 17 of his/her rights under IDEA <sup>32</sup> .	2		
12. <b>Does the IEP meet the requirements of Indicator 13?</b> (Check one) <b>Yes</b> (all Ys or NAs for each item (1 – 10) on the Checklist or <b>No</b> (one or more Ns checked)	1	1	
13. There is evidence of the summary of the student's <b>academic achievement and functional performance</b> , which includes recommendations on how to assist the student in meeting his or her post-secondary goals <sup>33</sup> .	3		

<sup>32</sup> Ed 1120.01 Applicability; Transfer of Rights 34 CFR 300.320 (c) Transfer of Rights at age of majority

<sup>33</sup> Ed 1109.04 Copies of the IEP and Evidence of Implementation (c) 34 CFR 300.305 (e)(2)

Transition Strengths	Transition Suggestions for Improvement
<ul style="list-style-type: none"> <li>• Transition planning is student driven.</li> <li>• Community engagement is a part of all transition planning.</li> <li>• Parker Academy offers a broad array of college level courses for college bound students.</li> <li>• Strong advisory programs assist with transitions, especially for seniors.</li> <li>• Culture of continuous progress for staff and students both is evident in transition planning.</li> <li>• Thoughtful transition planning goes going beyond the four years if necessary as determined by IEP teams.</li> <li>• To assist with transitions, students are encouraged to be self-advocates and be self aware.</li> <li>• Effort to set up internships and career days are supportive of transition planning.</li> <li>• Life skill rubric system as preparation for career and college is impressive.</li> </ul>	<ul style="list-style-type: none"> <li>• Parker Academy may want to become familiar with Accuplacer test.</li> <li>• Stronger connections to vocation rehab and outside agencies are recommended.</li> <li>• Parker Academy may want to seek assistance from the NHDOE and transition resources, including professional development opportunities.</li> </ul>

## BEHAVIOR STRATEGIES AND DISCIPLINE

<b>Fill in the combined <u>number</u> of times a statement is marked on all Data Collection Forms for this school or building</b>		
	<b>YES</b>	<b>NO</b>
1. There is evidence that, where it has been determined that a child's behavior impedes learning, the use of positive behavioral interventions and supports, and other strategies to address that behavior have been implemented <sup>34</sup> .	2	1 NA
2. There is evidence that data are used to determine impact of student behavior on his/her learning.	3	
3. There is evidence that the IEP team conducted a functional behavior assessment of the student's behavior <sup>35</sup> .		3 NA
4. If appropriate, there is evidence that the IEP team developed a behavior intervention plan that described strategies and supports <sup>36</sup> .		3 NA
5. There is evidence that the interventions, strategies and supports have been developed to address the student's behavior <sup>37</sup> .	3	
6. There is evidence that positive interventions, strategies and supports been communicated to the student, parents and key school personnel <sup>38</sup> .	3	
7. There is evidence that professional development, and specialized training has been provided to staff, parents, providers and others as appropriate to support the implementation of the behavior plan and strategies <sup>39</sup> .	3	
8. If aversive behavioral interventions were used, there is evidence that they were authorized in writing by a physician, and the IEP team, and included in the student's IEP <sup>40,41</sup> .		3 NA
9. There is evidence that that the team uses data to demonstrate the results of the behavioral interventions, strategies and supports <sup>42</sup> .	3	
10. A school-wide behavior intervention model exists.	3	

<sup>34</sup> Ed 1114.07 Behavioral Interventions; Ed 1109.01 Elements of an IEP; 34 CFR 300.320 Content of IEP

<sup>35</sup> Ed 1124.01 (f)(1)(i)(ii) Disciplinary Procedures; 34 CFR 300.530 Authority of school personnel

<sup>36</sup> Ed 1102.01 Definitions (n)

<sup>37</sup> Ed 1114.07 Behavioral Interventions

<sup>38</sup> Ed 1114.05 Program Requirements

<sup>39</sup> Ed 1114.10 Qualifications and Requirements for Instructional, Administrative, and Support Personnel

<sup>40</sup> Ed 1113.06 (a)(b) Use of Aversive Behavioral Interventions "Aversive Behavioral Interventions" mean (1) A non-medical mechanical restraint that physically restricts student's movement; and (2) physical restraint, not in response to a threat of imminent, serious, physical harm.

<sup>41</sup> Ed 1114.09 Use of Aversive Behavioral Interventions

<sup>42</sup> Ed 1114.07 (a) Behavioral Interventions

Behavior Strategy Strengths	Behavior Strategy Suggestions for Improvement
<ul style="list-style-type: none"> <li>• At Parker Academy there is a positive culture and climate with clear expectations related to student behaviors.</li> <li>• Data collection system for collection of behavioral data is impressive and reviewed regularly by staff and administration.</li> <li>• Mindfulness program had contributed to the culture and climate of the school and well being of both students and staff.</li> <li>• Professional development is ongoing for staff in regard to climate, culture, and meeting the varied social, emotional and behavioral needs of the student population.</li> <li>• Embedded universal design that includes behavior is an attribute to the programming.</li> <li>• Within the educational community at Paker Academy the accepted norms and shared values are impressive.</li> <li>• Flexibility in acceptance of individual student needs positively impacts the culture and climate of the school.</li> <li>• High expectations for behavior are the norm within the school.</li> <li>• Flexibility of academic programming contributes to few behavioral challenges.</li> </ul>	